

An exploration of factors affecting students' academic performance in Business
programmes in University Colleges of Botswana

A.F Majaule

Student no: 22583475

Dissertation submitted in fulfillment of the requirements for the degree *Master of
Education in Educational Management* at the Mafikeng campus of the North-West
University

Supervisor: Professor C. B. Zulu

December 2015

DECLARATION

I, Agnes F. Majaule, hereby declare that this dissertation represents my original work, both in conception and execution. All sources that have been used or cited have been indicated and acknowledged by means of complete references.

Agnes. F. Majaule

Date

DEDICATION

This work is dedicated to my husband, Ugele Majaule, who provided me with financial support, care and love and academic support to enable me to persist in my studies. Without his support I will not have achieved what I have achieved today. I also dedicate this work to the Lord almighty for his travel mercies which have sustained me throughout the two years as I was travelling across the borders from Botswana to Mafikeng for my studies. I dedicate this work also to my little children who endured while I spend hours even days away from home studying.

ACKNOWLEDGEMENTS

I wish to extend my heartfelt gratitude, appreciation and thanks to the following people who granted me professional and personal support in doing this piece of work. My greatest acknowledgements are extended to:

- The Lord almighty for showing me favour by granting me the knowledge, insight and understanding to persist in my studies.
- My supervisor Professor C.B. Zulu, for guiding me with the highest degree of professionalism, competence and teaching skills. There is a saying in Setswana that “Montsamaisa bosigo ke moleboga bosele”. Prof Zulu has been the light at the end of the darkest tunnel. When I started my studies I barely had any skills in research writing but now I can proudly say that I am an academic because of the knowledge and skills in research, which have been imparted on me by Prof Connie Zulu. Prof Zulu sets high expectations for me. It is therefore under her tutelage that I emerge not as a mere graduate but as an industry ready graduate who will contribute meaningfully to the growth of the education sector in my country.
- My Statistician Claris Mahambo for teaching me how to use the SPSS software to do factor analysis. I am grateful that not only can I write the research methodology I can also analyse my data as well and it is all thanks to Mrs Mahambo of Limkokwing University of Creative Technology-Botswana campus.
- My wonderful husband and friend Ugele Majaule for the social, financial and academic support he has given me throughout my studies.
- My friends and classmates Hilda Ngambi, Amos Thebenyane and Gilbert Pule for the social and academic support they gave me throughout my studies.
- North-West University for granting me a bursary thus enabling me to continue with my studies.

ABSTRACT

The aim of this study was to explore factors that influence the academic performance of students in general and in private university colleges of Botswana. The objectives of this study were to: determine factors that are associated with poor and good academic performance of business students in private university colleges of Botswana; and to identify strategies that can be employed to improve academic performance of students in private university colleges of Botswana and of business students in particular. Quantitative data was collected by means of a questionnaire from two hundred and forty-four (244) respondents namely students, while qualitative data was collected through interviews with participants being HoDs, student counsellors and other students who were purposively sampled for this study. A factor analysis yielded seventeen (17) factors which strongly influence academic performance. These are: use of alcohol or other substances; poor class attendance; difficulty managing time and poor submission of assignments and physical illness; health problems and injury; inadequate and poor quality learning materials; irrelevant teaching methods; being unhappy with teaching skills of lecturers and inability to understand course materials; too heavy course load; adequate learning facilities and financial difficulties; spoken home language; age and gender of students; and lack of study skills. The study also revealed that the provision of counselling services to students, provision of quality learning materials, provision of quality teaching methods, provision of lecturers with relevant competencies, motivating students to perform better, participation in co-curricular activities, participation in academic activities of an institution, regular class attendance, provision of quality infrastructure and teaching facilities, provision of institutional accommodation, family support as well as provision of health services are strategies that can be used to improve students' academic performance.

TABLE OF CONTENTS

INTRODUCTION AND ORIENTATION	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	3
1.3 RESEARCH QUESTION	5
1.3.1 Sub-questions	5
1.4 AIM OF RESEARCH	5
1.5 RESEARCH DESIGN AND METHODOLOGY	6
1.5.1 Quantitative Approach	7
1.5.1.1 <i>Population and sampling</i>	7
1.5.1.2 <i>Data collection strategies</i>	8
1.5.1.3 <i>Data analysis</i>	8
1.5.1.4 <i>Validity and reliability of instruments</i>	8
1.5.2 Qualitative Approach	11
1.5.2.1 <i>Site selection</i>	11
1.5.2.2 <i>Participant selection</i>	11
1.5.2.3 <i>Data collection strategies</i>	12
1.5.2.4 <i>Data analysis</i>	12
1.5.2.5 <i>Trustworthiness of study</i>	12
1.7.2.6 <i>Researcher's role</i>	13
1.6 Ethical considerations	13
1.7 CONTRIBUTION OF THE RESEARCH	14
1.8 CHAPTER DIVISION OR ORGANISATION	14
LITERATURE REVIEW	17
2.1 INTRODUCTION	17
2.2 THEORETICAL FRAMEWORK	18
2.2.1 Tinto's "Model of Institutional Departure" or Tinto' Student Integration Model	18
2.2.2 Tinto's Model of Institutional Action	19
2.3 STUDENTS' ACADEMIC PERFORMANCE	20
2.4 FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS	21
2.4.1 Lecturer Competence and Academic Performance	21

2.4.1.1	<i>Teachers' or lecturers' academic qualifications</i>	22
2.4.1.2	<i>Teachers' or lecturers' teaching experience</i>	23
2.4.1.3	<i>Teachers' or lecturers' subject specialization or subject knowledge</i>	23
2.4.1.4	<i>Teaching skills</i>	24
2.4.2	Teaching Methods and Academic Performance	25
2.4.3	Quality of Learning Materials and Academic Performance.....	25
2.4.4	School or College Environment and Academic Performance.....	26
2.4.4.1	<i>Class size</i>	27
2.4.4.2	<i>School or College Buildings</i>	27
2.4.5	Students' Learning Preferences and Academic Performance	28
2.4.6	Class attendance and Academic Performance.....	28
2.4.7	Entry Qualifications or Prerequisites and Academic Performance	30
2.4.8	Students' Mathematical Aptitude and Academic Performance	31
2.5	FACTORS CONTRIBUTING TO POOR STUDENTS' ACADEMIC PERFORMANCE	32
2.5.1	Alcohol Abuse	34
2.5.2	Absenteeism or Truancy	35
2.5.3	Pregnancy.....	35
2.5.4	Boredom amongst Students	36
2.5.5	Poor School Management	37
2.5.6	Financial Challenges.....	37
2.5.7	Lack of Resources.....	38
2.6	FACTORS CONTRIBUTING TO GOOD ACADEMIC PERFROMANCE	38
2.6.1	Classroom Management Skills.....	38
2.6.2	Communication Skills.....	39
2.6.3	Availability of institutional or school Library	40
2.6.4	Effective School Discipline Policies.....	40
2.6.5	Inclusive Environments.....	41
2.6.6	Motivation.....	42
2.6.7	Effective Time Management Skills.....	42
2.6.8	Provision of Health Services.....	43
2.6.9	Active Learning.....	43
2.6.10	Proper Guidance.....	43

2.6.11	Provision of Extra-curricular Activities	44
2.6.12	Provision of Accommodation	45
2.6.13	Peer Influence	45
2.6.14	Positive Attitude.....	46
2.7	STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE.....	46
2.7.1	Commitment	47
2.7.2	Expectations.....	47
2.7.3	Support.....	48
2.7.3.1	<i>Provision of academic support</i>	48
2.7.3.2	<i>Provision of social support</i>	48
2.7.3.3	<i>Provision of financial support</i>	49
2.7.4	Assessment and Feedback.....	49
2.7.5	Involvement	50
2.7.5.1	<i>Pedagogies of engagement</i>	50
2.7.5.2	<i>Learning Communities</i>	51
2.7.6	Administrative Actions: Setting the Context for Effective Programs.....	51
2.7.6.1	<i>Incentive and rewards</i>	52
2.7.6.2	<i>Faculty and staff development</i>	52
2.8	SUMMARY	53
	RESEARCH DESIGN AND METHODOLOGY	54
3.1	INTRODUCTION	54
3.2	WORLDVIEW UNDERPINNING STUDY	54
3.3	RESEARCH DESIGN AND METHODOLOGY	55
3.3.1	Quantitative Approach	56
3.3.1.1	Population and sampling procedure	56
3.3.1.2	Data collection instrument -questionnaire	58
3.3.1.3	Data collection	59
3.3.1.3.1	<i>Demography of respondents</i>	59
3.3.1.4	Validity and reliability of instruments	61
3.3.1.4.1	<i>Internal consistency of reliability of the instrument – questionnaire</i>	62
3.3.1.4.2	<i>Kaiser-Meyer-Olkin - measure of sampling adequacy</i>	63
3.3.1.4.3	<i>Bartlett's Test of Sphericity-measure of applicability of factor analysis</i>	64

3.3.1.5	Data analysis	64
3.3.2	Qualitative Approach	65
3.3.2.1	Site selection	65
3.3.2.2	Participant selection	66
3.3.2.3	Instrument for data collection – interview guide	67
3.3.2.4	Data collection	67
3.3.2.5	Data analysis (qualitative data)	68
3.3.2.6	Researcher’s role	70
3.3.2.7	Trustworthiness of study	70
3.4	ETHICAL CONSIDERATIONS	72
3.5	SUMMARY	73
	PRESENTATION OF FINDINGS	74
4.1	INTRODUCTION	74
4.2	PRESENTATION OF QUANTITATIVE FINDINGS	75
4.2.1	Factor Analysis	75
4.2.1.1	<i>Estimating communalities</i>	76
4.2.1.2	<i>Extraction sums of squared loadings</i>	77
4.2.1.3	<i>Rotation sums of squared loadings (Varimax with Kaiser Normalization)</i>	79
4.2.2	Students’ responses to the possible factors influencing students’ academic performance .	81
4.2.3	Students’ response to the impact of variables on academic performance	94
4.3	PRESENTATION OF QUALITATIVE FINDINGS	95
4.3.1	Participants’ Views of Factors Influencing Students’ Academic Performance	96
4.4	RESPONDENTS’ VIEW OF THE METHODS FOR IMPROVING STUDENTS’ ACADEMIC PERFORMANCE	100
4.4.1	Provision of counselling services.....	103
4.4.2	Provision of quality learning materials	103
4.4.3	Provision of quality teaching methods	104
4.4.4	Provision of lecturers with relevant competencies.....	104
4.4.5	Motivating students to perform better.....	104
4.4.6	Participation in co-curricular activities	105
4.4.7	Participation in academic activities of an institution	105
4.4.8	Regular class attendance	105

4.4.9	Provision of quality infrastructure and teaching facilities	106
4.4.10	Provision of institutional accommodation	106
4.4.11	Family support	107
4.4.12	Provision of health services	107
SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSION.....		108
5.1	INTRODUCTION	108
5.2	SUMMARY OF STUDY.....	108
5.3	FINDINGS	109
5.3.1	Findings from the literature.....	109
5.3.2	Findings from the empirical study	110
5.4	SYNTHESIS OF FINDINGS	111
5.6	DISCUSSION OF FINDINGS	113
5.6	RECOMMENDATIONS BASED ON THE FINDINGS.....	114
5.7	SUGGESTIONS FOR FURTHER RESEARCH.....	116
5.8	LIMITATIONS OF THE STUDY	116
5.9	CONCLUSION.....	117
6.	REFERENCES	118
ANNEXURE 1.1.....		134
APPENDIX A.....		135
APPENDIX B		136
APPENDIX C		137
APPENDIX D.....		140
APPENDIX E		142
APPENDIX F.....		144
APPENDIX G		145
APPENDIX H.....		153
APPENDIX I		154
APPENDIX J.....		156
APPENDIX K.....		157
APPENDIX L		158

LIST OF TABLES

Table 3.1: Case Processing Summary.....	64
Table 3.2: Reliability Statistics.....	65
Table 4.1: Respondents by gender	78
Table 4.2: Age of respondents.....	79
Table 4.3: Respondents by home language.....	79
Table 4.4: Respondents by type of sponsorship.....	80
Table 4.5: Reliability Statistics.....	81
Table 4.6: KMO and Bartlett's Test.....	81
Table 4.7: Case Processing Summary.....	83
Table 4.11: Total Variance Explained.....	85
Table 4.12: Rotated Component Matrix.....	87
Table 4.13: Details of Factor Analysis showing the loadings of each item.....	88
Table 4.14: Students' responses to the possible factors influencing students' academic performance.....	90
Table 4.15: Participants' views of factors influencing students' academic performance.....	105
Table 4.16: Students' responses on the possible strategies for improving students' academic performance.....	111
Table 4.17: Participants' views on the methods of improving students' academic performance	112

TABLE OF FIGURES

Figure 4.2:	Scree plot diagram showing the eigenvalues of the 17 items.....	86
Figure 4.3:	Difficulty managing time.....	91
Figure 4.4:	Poor class attendance.....	92
Figure 4.5:	Poor submission of assignments.....	92
Figure 4.6:	Use of alcohol and other substances.....	93
Figure 4.7:	Physical illness, health problems and injury.....	93
Figure 4.8:	Unhappy with teaching skills of lecturers.....	94
Figure 4.9:	Inability to understand course materials.....	95
Figure 4.10:	Inadequate and poor quality learning materials.....	95
Figure 4.11:	Irrelevant teaching methods	96
Figure 4.12:	Spoken home language.....	97
Figure 4.13:	Too heavy course load.....	98
Figure 4.14:	Influence of age.....	98
Figure 4.15:	Influence of sex or gender.....	99
Figure 4.16:	Financial difficulties.....	100
Figure 4.19:	Lack of study skills.....	100
Figure 4.17:	Adequate learning facilities.....	101
Figure 4.18:	Influence of type of sponsorship.....	102

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BOTA	Botswana Training Authority
BP	Boredom Proneness
BNYC	Botswana National Youth Council
CATs	Classroom Assessment Techniques
HRDC	Human Resource Development Council
EFA	Exploratory Factor Analysis
GDP	Gross Domestic Product
HoD	Heads of Departments
HIV	Human Immunodeficiency Virus
GPA	Grade Point Averages
KCSE	Kenya Certificate of Secondary Education
KMO	Keiser-Meyer-Olkin
MoE&SD	Ministry of Education and Skills Development
SMT	School Management Teams

SDT	Self Determination Theory
SPSS	Statistical Program for Social Sciences
TEC	Tertiary Education Council
TEC regulations	Tertiary Education Accreditation of Private Tertiary Institutions Regulations
TEAP	Total Extracurricular Activity Participation
UNICEF	United Nations Children's Fund
UWI	University of the West Indies

CHAPTER ONE

INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

Sub-optimal academic achievements in quantitative courses among business students of private tertiary institutions of Africa including Botswana continue to be one of the major factors leading to student dropout, low graduate point average and reduced graduate throughput (Ganyaupfu, 2013:57). This has led to robust discussions on student retention issues resulting in universities seeking knowledge on the factors associated with students' persistence or dropout from the university (Berge & Huang; 2004: 1-3).

High failure rates at tertiary institutions result in unacceptable levels of attrition, reduced graduate throughput and increased costs of training a nation's labour force (Mlambo, 2011:79). Therefore, if the rising demand for skills is not met by supply, the result is a persistent shortage of skilled labour and constrained growth (BOTA, 2010). Lau (2003:126) alluded that the dropout rate from university results in financial loss by sponsors and decreased graduation rate of students. This might have a negative effect on how stakeholders, legislators, parents, and students view the institution.

The Former Minister of Education and Skills Development (MoE&SD) of Botswana, Jacob Nkate, revealed that Botswana has registered modest qualitative achievements in education since independence. Speaking at a meeting in Tonota in 2008, Nkate stated that Botswana students' achievement level has revealed poor academic performance. Nkate further said that his Ministry is faced with the daunting challenge of improving the quality of education in schools (Mmegi, 2008).

Since independence, Botswana's education sector has witnessed tremendous growth in terms of physical infrastructure and teacher development. In spite of the growth, the performance of students has been steadily declining (Boipono & Uandii, 2014:8). Botswana Federation of Trade Unions (2007:iii) expantiate by stating that increasing access to schooling has been a major priority of government, as there is a Setswana saying that says "*Thuto ke Thebe*" meaning that education is the key to success. Various measures were adopted to improve access and these included: the abolition of school fees from primary to tertiary institutions; buying school uniforms and other items for destitute persons and remote area dwellers; providing school feeding programs; providing assistance to private and aided schools; and establishing the national literacy program and other free distance learning programs. However, despite the achievements in educational provision, research shows that there are considerable disparities and imbalances in the educational system. Some of these disparities and imbalances include limited access to tertiary institutions; high preponderance of out of school youth who have no employable skills; challenges of provision of education to children with disabilities and other vulnerable groups such as remote area dwellers, orphans and cattle herders; and shortage of professional staff (National Development Plan 9). As a result, Dr Patrick Mulutsi, the Chief Executive Officer of Human Resource Development Council (HRDC) stated that, though they have managed to increase access to private tertiary institutions from 25, 000 to 40,000 in 2014, this should not come at the expense of the quality of education (Mmegi, 2008).

In the 2013/2014 budget, the Ministry of Education and Skill Development (MoE&SD) was allocated P7.93 billion or 22.98% of the ministerial recurrent budget (Matambo, 2013).The government expenditure on tertiary education shows that close to 50% of the Ministry of Education and Skills Development budget is devoted to tertiary education financing (Tertiary Education Council, 2013:76).Considering government's hefty investment in education, its output with regard to the quality of students has not been commensurate with the expenditure. The students' academic performance has been declining at an alarming rate since 2010. This has caused a concern for both the government and the public (MolokoMphale & Mhlauli, 2014:112).

The government then decided to introduce cost sharing as a way of making parents accountable for the education of their own children. However this strategy seems not to be bearing desired

results as well. As a result, concerns were raised by the public and educationists regarding the deteriorating standards of Botswana education system (Kgosikebatho, 2013).

Boipono and Uandii (2014:8) also lamented that performance in many schools in Botswana continues to decline and a lot of factors have been suggested as contributing to the decline. They further stated that the education system is expected to produce students who will propel the society forward but some of these factors which contribute to poor academic performance may produce uneducated, deviant and immoral society. With such a society, Botswana cannot achieve its National Vision 2016 pillar of “an educated and prosperous nation”. Moswela (2014:46) in addition stated that in Botswana when students’ performance at school falls asunder, as it often does, it triggers a naming and blaming game between those who have a stake in education. This situation begs the question, who exactly is responsible and accountable for the poor performance of students?

Quality teaching has become an issue of importance as the terrain of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, allowing the integration of several learning tools including interactive class sessions. The governments, the students and their families, the employers, the sponsors or funds providers increasingly demand value for their money and desire more efficiency through quality teaching. As such it is therefore imperative to identify factors that affect students’ academic performance so as to come up with strategies for improvement.

1.2 PROBLEM STATEMENT

The academic performance of students in university colleges of Botswana, in particular, business students has recently come under the spotlight. In one private university of creative technology, the Registrar’s report of 2014 reveals that 481 students out of 4500 did not manage to proceed to the next semester due to a number of reasons. Of these students, 213 (43%) failed the previous semester due to poor lesson attendance and poor submission of assignments and projects. Fifty-

two (52) of these students are from the Business Faculty. The issuing of notification of poor attendance and notification of poor performance by lecturers to students at this institution is the norm.

In terms of graduate output, the Tertiary Education Council report of 2013 depicts that only 1418 candidate in private institutions managed to graduate in 2013 out of 2500 graduates. This means that 44% of the candidates failed to graduate from Private Tertiary Institutions in 2013 (TEC, 2013:84). Private Institutions have also been criticised by the Human Resource Development Council (HRDC) formally known as Tertiary Education Council (TEC) because most of these private institutions do not offer programmes that they have been accredited to teach, as projected in table 1.1 in the annexure 2.1 (TEC, 2013:84).

The majority of private tertiary institutions offer programmes that they have not been accredited to teach. For example, 67% of the programmes offered by one university college are not accredited; followed by another university college which offers 63% non-accredited programmes, and yet another with 60% non-accredited programmes. This could be a contributory factor to the high failure rate and low graduate throughput in university colleges of Botswana.

TEC (2013:113) further states that according to the Global Competitiveness Index of 2011-2012, Botswana is ranked number 93 out of the 142 Economies in Higher Education and Training. According to TEC, this is not a good result considering the fact that the Government is spending a considerable portion of the Gross Domestic Product (GDP) on Education and Training. Botswana Training Authority Report (2010:7) states that it is also widely believed that the training system in Botswana is totally out of sync with the economy and labour market.

Given the poor academic performance in Botswana university colleges, it is therefore critical that in-depth investigations be carried out to explore what it is that affect the academic performance of Business students with a view to employing corrective measures (Mlambo, 2011:79). It is this context that provides the primary motivation for this study.

1.3 RESEARCH QUESTION

Consequently the study poses the following main research question:

Which factors influence the academic performance of students in general and in private university colleges in Botswana?

1.3.1 Sub-questions

- What factors are associated with poor academic performance of students in private university colleges in Botswana?
- What factors are associated with good academic performance of students in private university colleges in Botswana?
- How does participation in academic activities, co-curricular activities, interaction between students and lecturers and interaction amongst students impact on students' academic performance?
- What can be done to improve academic performance of students in private university colleges in Botswana?

1.4 AIM OF RESEARCH

- The aim of this study was to explore factors that influence the academic performance of students in general and in private university colleges in Botswana

The objectives of this study are to:

- Determine factors that are associated with poor academic performance of students in private university colleges in Botswana.
- Determine factors that are associated with good academic performance of students in private university colleges in Botswana.

- Determine the impact that participation in academic activities, co-curricular activities and interaction between students and between lecturers and students has on students' academic performance
- Identify strategies that can be employed to improve academic performance of students in private university colleges in Botswana.

1.5 RESEARCH DESIGN AND METHODOLOGY

Design – Mixed methods

This study adopted a mixed methods design, which combines quantitative and qualitative approaches. The mixed methods design allowed the strength of one method to build on the strengths of the other (Creswell, 2014:220). In this research, the QUAN-qual model, also known as the explanatory sequential mixed methods design was adopted. Data collection proceeded with rigorous quantitative sampling in the first phase and with purposeful sampling in the second phase, the qualitative phase (Creswell, 2014:224). For example, the quantitative data from questionnaires was factor analysed. These factors then became the themes that were compared with themes analysed from qualitative data. That is, the findings of the quantitative study were used to inform the qualitative data collection phase of the study (Gay *et al.*, 2011:485). Hence the researcher used the qualitative data analysis and interpretation to help explain or elaborate on the quantitative results.

Creswell (2014:224) and Creswell and Clark (2011:71) further explain that the explanatory design is used when a researcher seeks to elaborate on or expand the findings of one method with another method. In this research the researcher began with a quantitative method in which theories are tested, followed by a qualitative method involving detailed exploration with a few cases or individuals. According to Creswell (2014:224), “the quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the type of questions that will be asked of the participants”. Creswell (2014:224) further explains that “the overall intent of this design is to have the qualitative data help explain in more detail the initial

quantitative results”. He says that a typical procedure might involve collection of survey data in the first phase, analysing the data, and then following up with qualitative interviews to help explain the survey responses. Through this mixed methods, this study sought to establish the views and experiences of participants with respect to the factors that influence students’ academic performance and methods that can be employed to improve students’ academic performance in private tertiary institutions of Botswana.

1.5.1 Quantitative Approach

According to Creswell (2014:155&2003:153), “a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalises or draws inferences to the population”.

1.5.1.1 *Population and sampling*

The population for this study was one thousand five hundred (N=1 500) business students, fifteen (N=15) Faculty Heads or Heads of Departments (HoDs) and fifteen (N=15) student welfare officers or student counsellors of private university colleges in Botswana. There are fifteen private university colleges in Gaborone, Botswana. For this study only five (n=5) private university colleges were randomly sampled. Fifty students (n=50) were randomly selected per completing Business class in each of the five sampled university colleges. Hence the total number of students sampled was (n=250).

Simple random sampling was used to select students while purposive sampling was used to select HoDs and student counsellors from the participating university colleges. Random sampling procedure is meant to ensure that all participants are given an equal independent

opportunity of being selected for the study (Best & Kahn, 2006; Johnson and Christensen, 2014:251).

1.5.1.2 Data collection strategies

In the quantitative phase of the study, the researcher used a closed-ended questionnaire as the main instrument of data collection. Quantitative data was collected from two hundred and fifty students (n=250) from the completing classes of the sampled institutions. The use of questionnaire helped to ensure confidentiality and anonymity and also allowed respondents to complete it in their own time (Chilisa and Preece, 2005:231; Gay *et al.*, 2006).

1.5.1.3 Data analysis

Firstly data collected from respondents was analysed and interpreted using exploratory factor analysis. The data gathered was processed and analysed using the factor analytical software Statistical Package for Social Sciences (SPSS) version 22 statistical package for windows to find out how strongly each factor contribute to students' academic performance. Factor analysis was also carried out to analyse correlations among test items and to identify the number of factors present. In Quantitative data analysis, the extent of existence for all variables in the research area was measured on a five-point Likert scale ranging from, strongly agree to strongly disagree. The advantage of factor analysis is that the number of variables is reduced, but without losing the information the original variables provide (Punch, 2009:278).

1.5.1.4 Validity and reliability of instruments

In this study, triangulation was used to ensure validity and reliability of instruments. According to Gay *et al.* (2006), the use of multiple data collection techniques and sources helps the researcher to minimize bias, and therefore assist to improve the validity and reliability of data. Gay *et al.* (2006: 424, says "it is not likely that data derived from different sources and data collection strategies will be biased in the same, unnoticed way". Creswell (2003: 217) contends

that this process helps the researcher to overcome the weaknesses and biases that usually characterize a single method. The above observation indicates that, no single research method is capable of capturing all the aspects of a phenomenon under investigation. It is therefore believed that interpretations that are based on triangulation are much more reliable than those based on a single study (Creswell, 2003:221). In this study triangulation was therefore preferred because it helped the researcher to verify both validity and reliability of data that will be collected. In addition triangulation made it possible for the researcher to gain an in-depth understanding of the variable of poor academic performance from the students within their context

To ensure validity and reliability of the instruments, over and above triangulation, the questionnaire was pilot tested. Gay *et al.* (2011:189) state that “piloting the questionnaire provides information about deficiencies and suggestions for improvement”. Individuals who are thoughtful, critical and similar to the intended research participants were selected to complete the questionnaire as pilot research participants. The pilot test group were encouraged to make comments and state suggestions that will help refine the questionnaire (Gay *et al.*, 2011:189).

The questionnaire was pre-tested in a pilot study with twenty (20) students from one private institution which was not involved in this study. These 20 students were also not enrolled in any Business class. The data from the pilot test was then subjected to Cronbach’s alpha coefficient to estimate reliability of the questionnaire as indicated in table 1.1 below. The Cronbach’s alpha was used to estimate internal consistency reliability by determining how all items on a test related to all other test items and to the total test.

Cronbach’s alpha coefficient as mentioned above is used to estimate reliability of the questionnaire. The Cronbach’s alpha coefficient was also used to measure internal consistency and to test the degree to which items are interrelated (Johnson & Christensen; 2014:170 & Gay *et al.*, 2011:204). The alpha Coefficient was also used to test item reliability that allows for a range of responses for example on a 5-point agreement scale (strongly disagree, disagree, neutral, agree and strongly agree), the respondents then selected from a range of five answers (Johnson & Christensen, 2014: 170).

Statistical Package for Social Sciences (SPSS) Version 22 was used to estimate internal consistency of the scores (Cronbach's alpha coefficient). Initially there were 56 items in the questionnaire. However the component variable "Type of sponsorship" had zero variance and was removed from the scale as indicated in table 1.2 below. This is true as most students in tertiary institutions of Botswana are sponsored by the government of Botswana, including international students who are on exchange programmes. However when the researcher was refining the questionnaire she retained the variable so that she can get a clear picture of how many students are on government sponsorship, how many are privately sponsored and how many are sponsored by Non-governmental Organisations.

Internal consistency Reliability of the questionnaire (pilot test)

Scale: all variables

Table 1.2: Case Processing Summary			
		N	%
Cases	Valid	18	90.0
	Excluded ^a	2	10.0
	Total	20	100.0
a. Listwise deletion based on all variables in the procedure.			

Warnings
Each of the following component variables has zero variance and is removed from the scale: Type of sponsorship

Table 1.3: Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.621	.890	54

The 54 items had an alpha of 0.621 and a Cronbach's alpha based on standardized items of 0.890, indicating a high degree of internal consistency as indicated in table 1.3 above. Therefore, the Cronbach's alpha yielded acceptable ranges of reliability coefficients.

1.5.2. Qualitative Approach

The qualitative approach provided an opportunity for the researcher to draw rich data because of the close interaction that the researcher has with participants. This was aimed at enhancing a better understanding of the phenomenon being studied which is, Factors Influencing Students' Academic Performance (Chilisa & Preece, 2005:142-143). This method further allowed the researcher to study the experiences, prejudices and value systems of the participants in their real context and setting, which is the Institution (Creswell, 2014:185).

1.5.2.1 Site selection

There are approximately fifteen private university colleges in Gaborone. For this study only five private university colleges were involved.

1.5.2.2 Participant selection

Purposive sampling was used to select participants for the study. According to Gay *et al.* (2011:142), purposive sampling allows the researcher to select participants who are "judged to be thoughtful, informative, articulate and experienced with the researcher's topic and setting".

For this study, five (5) faculty heads or heads of the Business departments of participating university colleges, five (5) student welfare officers or student counsellors from participating institutions and two (2) students, were purposively sampled per Business class of the selected institution. The total number of the students selected was ten (10). In Botswana, on average, a university college will have one HoD per faculty and one counsellor or two depending on the size of an institution. The total number of participants was therefore twenty (20).

1.5.2.3 *Data collection strategies*

In this study, semi-structured interviews were conducted with HoDs, student counsellors and students. The use of the interview guide ensured that the researcher collects similar types of data from all participants who will be interviewed. This study utilized in-depth interviews to identify the factors that attributed the most to poor academic performance among business students of private university colleges of Botswana. The semi-structured interview questions involved students' personal profiling, their views, reflections and perceptions of the factors that contribute to poor and good academic performance they had experience at the university colleges.

1.5.2.4 *Data analysis*

The researcher used content analysis technique to analyse data. Content analysis refers to the gathering and analysis of textual content (Struwig & Stead, 2007). The researcher followed three basic procedures when analysing qualitative data. These are transcribing data, reading and rereading transcripts. The researcher then segmented and coded the data, counted words and coded categories (enumeration) and identified relationships and potential themes in the data (Johnson and Christensen, 2008:556).

1.5.2.5 *Trustworthiness of study*

To establish the trustworthiness and understanding of the research findings, the researcher adopted Guba's criteria for validity of qualitative research strategies namely credibility, transferability, dependability and confirmability in conjunction with Bloomberg and Volpe's (2012) criteria.

1.7.2.6 *Researcher's role*

The researcher was involved in the distribution of the questionnaires for the quantitative study. When using the qualitative approach, the researcher became the main instrument of data collection and analysis. The researcher followed three basic procedures when analysing qualitative data. These are transcribing data, reading and rereading transcripts. In line with the above procedures, the researcher immersed herself in her data to understand what is going on, she also segmented and coded the data, counted words and coded categories (enumeration) and identify relationships and potential themes in the data(Johnson & Christensen, 2008:556). This allowed the researcher to discover realities about the factors contributing to high attrition rate in Business courses at tertiary (Johnson & Christensen, 2008:393).

1.6 Ethical considerations

Ethical clearance was obtained first from the Faculty of Education and Training's Ethics committee and then from the Campus Ethics committee of the Mafikeng campus of the North-West University. Ethical clearance was also sought from the ethics committees of the participating university colleges. A letter requesting permission to carry out the research was written to the Principals or Director Academic Management or Vice Chancellors of the university colleges sampled. The questionnaire was accompanied by a cover letter or consent form highlighting the purpose of the study, emphasizing its importance and significance including description of the procedure to be followed and the length of time it will take the participants to complete the study(Johnson & Christenson 2014: 134). The consent form also stated a commitment to share the results of the study when completed. Prior to issuing out questionnaires, all participants were informed that their participation should be out of their own choice and that they are free to withdraw at any time from the research. That is, the cover letter explained that the research is only a requirement for a Masters Degree in Education Management and will not be used for any other purpose. Furthermore the researcher also highlighted how the study will benefit the respondents and the field in general. Participants were informed that all responses will be treated with utmost confidentiality. Respondents were asked not to write their names on the questionnaire to ensure confidentiality and anonymity. The researcher also

explained to the participants sampled for the interview that she was going to conduct a face-to-face interview with each participant and appealed for an honest response to the questions. To ensure anonymity, numbers were used to represent participants and selected university colleges.

1.7 CONTRIBUTION OF THE RESEARCH

The empirical investigation of the major factors influencing students' academic performance remains an area of considerable interest. This research study will help to provide some relevant insight on the major factors that influence business students' academic performance in business courses with a view of coming up with strategies that will enable students to persist in these courses. Furthermore such knowledge will help academics in designing more effective teaching strategies that can improve students' academic performance.

1.8 CHAPTER DIVISION OR ORGANISATION

Chapter One: Problem Orientation

This chapter presents an overview of this study as well as the research questions that are meant to address the objectives of this study. This chapter covers a brief introduction of the research topic, problem statement, research question, literature study, the theoretical framework, research design and methodology and how the findings of the research will contribute to improving students' academic performance.

Chapter Two: Literature Review

This chapter presents a review of literature with regard to the research questions outlined in chapter one which are: What factors influence the academic performance of students in general and in private university colleges of Botswana in particular? ; What factors are associated with poor academic performance of business students in private university colleges of Botswana? ; What factors are associated with good academic performance of business students in private university colleges of Botswana?

Areas which are covered in the literature review include but are not limited to lecturer competence, teaching methods, quality of learning materials, student mathematical aptitude, school environment, students' learning preferences, proper guidance, class attendance, entry qualifications and prerequisites.

Chapter Three: Research Methodology

This chapter focuses on the research design and methodology adopted by the study, including identification of research instruments, data collection and data analysis procedures.

Chapter Four: Data Analysis and Presentation

This chapter presents and provide analysis of data gathered. Quantitative data was analysed and interpreted using exploratory factor analysis to compare relationship between variables and to reduce many variables to fewer more meaningful variables. The analysis of qualitative data involved transcribing data, reading and rereading transcripts, coding the data, counting words, coding categories and identifying relationships and potential themes in the data. Presentation of numerical data was done using tables to depict numbers and percentage of students influenced by various factors affecting their academic performance and a turbidity graph were used to determine the correlation between variables. Tables and graphs were useful to help in identifying trends and thus help forecast what might be happening. Qualitative data on the other hand is

presented using narratives from the raw data as direct codes or paraphrase to support and illustrate themes.

Chapter 5: Summary of study, synthesis, recommendations and conclusion

This chapter relates the findings of the study to the theories that were outlined during the in-depth review of the literature in chapter two, conclusions are made as to which factors affect students' academic performance the most. Then recommendations are made on strategies that can improve students' academic performance. The quantitative and qualitative approach findings are heavily weighted against each other to gain an in-depth understanding of the variable of poor academic performance amongst students. That is the qualitative findings are used to explain in details the findings of the quantitative data and this will help form or avail the evidence base to inform decision making in Education.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature that is related to this study and addresses both Botswana and the international perspectives. The literature review is presented under several headings which are outlines in the research questions in chapter one and cover the concept of students' academic performance and the factors that contribute to students' academic performance internationally and in Botswana. These headings are presented as follows: Factors influencing students' academic performance in tertiary institutions; Factors contributing to poor students' academic performance; Factors contributing to good students' academic performance and strategies that can be employed to improve students' academic performance are also discussed. A summary of the literature is also presented.

Since independence, Botswana's education sector has witnessed tremendous growth in terms of physical infrastructure and teacher development. In spite of the growth, the performance of students has been steadily declining (Boipono & Uandii, 2014:8). Botswana Federation of Trade Unions (2007:iii) expatiate by stating that increasing access to schooling has been a major priority of government, as there is a Setswana saying that says "*Thuto ke Thebe*" meaning that education is the key to success. Various measures were adopted to improve access and these included: the abolition of school fees from primary to tertiary institutions; buying school uniforms and other items for destitute persons and remote area dwellers; providing school feeding programs; providing assistance to private and aided schools or institutions and establishing the national literacy program and other free distance learning programs. However, despite the achievements in educational provision, research shows that there are considerable disparities and imbalances in the educational system, poor student academic performance inclusive (National Development Plan 9). Hence Dr Patrick Mulutsi, the Acting Chief Executive Officer of Human Resource Development Council (HRDC) stated that, though they have managed to increase access to private tertiary institutions from 25, 000 to 40,000 in 2014, this

should not come at the expense of the quality of education (Mmegi, 2008). Honourable Mbaakanyi in her speech also lamented that the education needs of Botswana continue to grow and government was trying its best to address these needs. However, issues such as high attrition in higher education tend to frustrate this effort.

In the 2013/2014 budget the Ministry of Education and Skill development was allocated P7.93 billion or 22.98% of the ministerial recurrent budget (Matambo, 2013). The government expenditure on tertiary education shows that close to 50% of the Ministry of Education and Skills Development budget is devoted to tertiary education financing (TEC, 2013:76). Considering government hefty investment in education, its output with regard to the quality of students has not been commensurate with the expenditure. The students' academic performance has been declining at an alarming rate since 2010. This has caused a concern for both the government and the public (MolokoMphale & Mhlauli, 2014:112)

The government then decided to introduce cost sharing as a way of making parents accountable for the education of their own children. However this strategy seems not to be bearing desired results as well. As a result, concerns were raised by the public and educationists regarding the deteriorating standards of Botswana education system (Kgosikebatho, 2013).

2.2 THEORETICAL FRAMEWORK

This research adopts "Tinto's Student Integration Model" and "Tinto's model of Institutional action" as the theoretical benchmark.

2.2.1 Tinto's "Model of Institutional Departure" or Tinto' Student Integration Model

Tinto's theory states that, "to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems" (Tinto, 1993).

Karp, Hughes and O’Gara (2008:2) clarify further by stating that “Tinto posits that students are more likely to remain enrolled in an institution if they become connected to the social and academic life of that institution. Students who become integrated into a college, by developing connections to individuals, participating in extracurricular activities, or engaging in academic activities, are more likely to persist than those who remain on the periphery”. They further point out that the prevention of this integration process can be viewed as institutional misfit or lack of conformity to the institution. Tinto’s model implies that having students socially incorporated into the institution community increases their commitment to the institution making them more likely to graduate (Tinto, 1975).

2.2.2 Tinto’s Model of Institutional Action

Tinto’s theory of Institutional Action states that students are more likely to succeed in settings that establish clear expectations for their success, provide academic and social support, frequently assess and provide feedback about their performance, and actively involve them with others students and faculty on campus, especially in the classroom (Tinto, 2006:6-8). Tinto argues that focusing on conditions for students’ success does not imply that individuals have no say in their own success. He accentuates that, individuals matter as their values, commitments, abilities and prior academic preparation all play a part in their success. Tinto further explains that some individuals succeed by sheer willpower, skill, and perseverance, even when conditions would appear to militate against success. While on the other hand, some students do not succeed even when placed in settings that are conducive to success. Tinto (2012:6-9) posits that, none the less, a college or university, once having admitted a student, has an obligation or responsibility to establish conditions on campus that are promotive of student success or to do what it can to help the student stay and graduate. Tinto continues to explicate that students are most likely to remain in college when all the four conditions exist. He further states that, though certain conditions may be more important for students than others, such as academic support for academically underprepared students, they all matter. He elaborated further by stating that the absence of one undermines the efficacy of the others. For example; the absence of feedback undermines the ability of the institution to provide support when needed and for students and faculty to adjust their behaviours when called for. Tinto explicates that this conditions matters

the most in the classroom especially during the first year of college (Tinto, 2012:8). Tinto (2012:9) in concluding the introduction to his book *Completing college: Rethinking institutional action* states that, student success does not arise by chance. It requires that institutions commit themselves to intentional, structured, and systematic forms of action that involve faculty, student-affairs staff and administrators alike.

2.3 STUDENTS' ACADEMIC PERFORMANCE

Mushtaq and Khan (2012:17) mentioned that the social and economic development of the country is directly linked with student academic performance. Ali, Ali, Mokhtar and Salamat (2009:82) also accentuated that the students' academic performance or achievement plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development. Geary and Hamson (as cited in Mokhtar *et al* ., 2012:4133) alluded that a better chance of employability, high wages and higher achievement on job productivity once employed are some of the reasons why students should be literate and have excellent quantitative competencies.

Boipono and Uandii (2014:8) lamented that performance in many schools, including colleges in Botswana continues to decline and a lot of factors have been suggested as contributing to the decline. They further state that the education system is expected to produce students who will propel the society forward but some of these factors which contribute to poor academic performance may produce uneducated, deviant and immoral society. With such a society, Botswana cannot achieve its National Vision 2016 pillar of “an educated and prosperous nation”.

Moswela (2014:46) also lamented that in Botswana when students' performance at school falls asunder, as it often does; it triggers a naming and blaming game between those who have a stake in education. This situation begs the question, who exactly is responsible and accountable for the poor performance of students?

According to Ganyaupfu (2013:58), diverse approaches are applied in analysing students' academic achievements. Some studies indicate that semester overall course marks, computed from formative and summative assessments for the respective semester are used to measure students' academic performance (Hijaz & Naqvi, 2006). This study adopts the procedure used by Galiher (2006) and Darling (2005) where grade point averages (GPA) are used to measure student performance. GPA is the average achievement level of all studied subjects at a higher education institution and has been proven to be a robust indicator of student academic performance (Hogan *et al.*, 2010; Snyder *et al.*, 2002).

2.4 FACTORS INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS

Empirical studies have indicated that effective learning or students' performance can be determined by factors such as lecturer competence, teaching methods, quality of learning materials, student mathematical aptitude, school environment, students' learning preferences, class attendance and entry qualifications and prerequisite. These factors are discussed below in details (Ganyaupfu, 2013: 58; AL-Mutairi, 2011:146; Mokhtar *et al.*, 2012:4133).

2.4.1 Lecturer Competence and Academic Performance

Korir and Kipkemboi (2014:2) state that it has been proven that teachers or lecturers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). In their study, Wright, Horn and Sanders (1997) conclude that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically.

According to Muzenda (2013:6), teachers are regarded as the most imperative school-based factor that influences students' achievement levels. Poor academic performance by numerous students in both higher education and training public and private institutions has gained significant attention by most researchers in the field of educational management. Previous studies on the subject on students' academic performance by AL-Mutairi (2011) and Kang'ahi *et al.* (2012) indicate that although there exist several factors that influence students' academic performances, but lecturer competence remains one of the major determinants of students' academic achievements.

According to Ganyaupfu (2013:58), teaching is a collaborative or interactive process which encompasses interaction or participation by both students and the lecturer. Following Akiri and Ugborugbo (2009:108), lecturer competence in teaching process is a multidimensional concept that measures a variety of interrelated aspects of teaching which include communication skills, subject knowledge or mastery, lecturer attendance, teaching skills and lecturer attitude. Therefore, consistent evaluation of the aforementioned distinct factors lecturer competence is imperative since in practice, the competence of a lecturer is directly measured by students' academic achievements (Adediwura & Tayo, 2007:166; Olaleye, 2011:506).

2.4.1.1 *Teachers' or lecturers' academic qualifications*

Darling-Hammond and Sykes' (2003:2) findings suggest that teacher qualifications have a significant and positive correlation with student achievement. The National Policy on Education noted that no education system can rise above the quality of its teachers (Federal Republic of Nigeria, 1981). Furthermore, Darling-Hammond found that uncertified teachers and those with the most non-standard certifications had negative effects on student achievement gains. Darling-Hammond and Sykes (2003:1) conclude that qualified teachers are a critical national resource that requires federal investment and cross-state coordination as well as other state and local action. Similarly, Gordon, Kane, and Staiger (2006:6) found that a teacher's initial certification status has statistically significant implications for student achievement, that is the proportion of lower-performing students at a school was related to the proportion of teachers at that school who were not certified to teach in any of the subjects which they were currently teaching. Boyd,

Grossman, Lankford, Loeb and Wyckoff (2009:433) also found support for the view that teacher preparation programmes in either traditional or alternative pathways had an influence on student gains in New York State achievement tests. The skill level of teachers is another indicator of student academic performance; hence Bali and Alvarez (as cited in Korir and Kipkemboi, 2014:1) state that students who attend schools with a higher number of full credential teachers perform better. In Botswana, it is alleged that lecturers in private tertiary institutions teach subjects that they do not qualify to teach (TEC, 2013). Maybe this could be the reasons why there is high failure rate in private tertiary institutions of Botswana.

2.4.1.2 Teachers' or lecturers' teaching experience

Betts, Zau, and Rice, (2003: vii) and Goe (2007:3) have demonstrated significant and positive relationship between teachers' number of years of experience and student achievement. Goe (2007:3) further states that experienced teachers may also contribute to their schools in other important ways such as providing stability and serving as mentors to new or struggling teachers.

2.4.1.3 Teachers' or lecturers' subject specialization or subject knowledge

According to Akpo and Jita (2013:469), several studies have demonstrated a positive relationship between teachers' subject specialization and student achievement. Betts *et al.* (2003) found that teachers with mathematics major have a positive impact on secondary students' achievement in that subject. Similarly, Goldhaber and Brewer (2000) found that students who had teachers with advanced subject-related degrees in mathematics and science performed better than students of teachers without subject training.

Rilwani, Akahomen and Gbakeji (2014:30) concur that a teacher must be well versed in the content of the subject matter he or she is teaching. According to Adediwura and Tayo (2007:166) and Olaleye (2011:506), the way the students perceive the teachers in terms of their (teachers) knowledge of content of subject matter may significantly affect the students' academic performance. Pedagogical, content knowledge depends on an understanding of a particular topic

and how to explain it in a way that it will make sense to the students. Pedagogical content knowledge implies an understanding of ways of representing the subject that make it comprehensive to others and an understanding of what makes the learning of specific topics easy or difficult (Muzenda, 2013:6). Uya (as cited in Etuk, Afangideh and Uya, 2013:198) further elucidates that a teacher who has a deep understanding of the concept to be taught is more likely to use unambiguous language; His or her presentation is likely to be more coherent and he or she would offer clearer explanation than those with a weaker background of subject mastery. Teacher effectiveness is therefore impeded if the teacher is unfamiliar with the body of knowledge taught because teachers' effectiveness is usually Subject specific. Adediwura and Tayo (2007:166) conclude that it is a statement of fact that nobody can teach what he does not understand. Thus, the ability to teach effectively depends on the teachers' knowledge, and knowledge occurs in a variety of forms.

2.4.1.4 Teaching skills

The teaching skills of a lecturer can be measured based on the lecturer's abilities around comprehension and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013). Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline (Muzenda, 2013:7).

Moreover, the lecturer's ability to distinguish the knowledge base of his or her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge into practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds Glatthorn(as cited in Muzenda, 2013:7). Transformations require some combination effective presentation of ideas in the form of new analogies and metaphors, instructional selections, adaptation of student materials and activities that reflect the student's characteristics of student's learning styles and tailoring of adaptations to students in classrooms. Glatthorn (1990) further emphasized that it is also imperative that teachers consider the relevant aspects of students' distinct abilities, languages, cultures, motivations and prior knowledge and skills that affect their responses to different forms of representations.

2.4.2 Teaching Methods and Academic Performance

Odundo and Gunga (2013:2) state that there is empirical evidence that instructional methods adopted by teachers influence learning achievement significantly. Adunola (as cited in Ganyaupfu, 2013:30) indicate that teaching methods used by the teacher should be best for the subject matter because if the method is not aligned with the specific outcome, then the result will be either poor or a failure. According to Etuk *et al.* (2013:198), the use of appropriate teaching method, incorporates an ordered way of accomplishing an end of performing a task and facilitate grasping of new concepts. Adediwura and Tayo (2007:167) describes methods as patterns to be followed in teaching or learning process to drive home a point. Whether in formal or informal education, teaching method effectiveness makes for retention of learnt concepts. The extent to which an instructional procedure is potent depends greatly upon its effective use by the instructor and the impression it leaves on the learner, which is usually evident in their attitude as well as performance (Obanya, 1984). Umoren (2001) in a research on methods of teaching suggested that the ability of the teacher to impart knowledge so depends greatly on the method he applies during the teaching learning process. Where the method is defective, the students stand to lose as they hardly benefit from lessons as inappropriate teaching methods are likely to constrain knowledge retention and application.

2.4.3 Quality of Learning Materials and Academic Performance

Karemera (as cited in Ganyaupfu, 2013:58) found that students' achievements are significantly correlated with the quality of learning materials in respect to the manner in which curriculum is designed. Contardi, Fall, Flora, Gandee and Treadway (2000:1) found that clear structuring and optimal integration of curriculum content is an essential element that helps students perform better. According to Yara and Otieno (2010:126), the availability of teaching or learning resources enhances the effectiveness of schools or institutions as these are basic things that can bring about good academic performance in the students. Owioye and Yara (2011:64) state that school or institutional environment refers to facilities that are available to facilitate students learning outcome and these includes books, audio-visual, software and hardware of educational technology availability of tables, chairs, chalkboards, machineries, shelves on which instruments

for practicals are arranged. They further stated that their availability, adequacy and relevance influence efficiency and high productivity. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) reiterate that when facilities are provided to meet relative needs of a school or institution system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

2.4.4 School or College Environment and Academic Performance

Karemera (as cited in Harb and Shaarawi 2006:5) found that students' performance is significantly correlated with satisfaction with academic environment and service received. According to Tinto (1987 and 2012:6-8), students are more likely to persist when they find themselves in settings that are committed to their success, hold high expectations for their learning, provide needed academic and social support, and frequent feedback about their performance, and actively involve them with other students and faculty in learning. Barry (2006:5) states that a student outcome and academic success is greatly influenced by the type of school or institution they attend. Barry (2006:5) further said that the school or institution that one attends is the institutional environment that sets the parameters of a student's learning experience, student's academic performance inclusive. Korira and Kipkemboi (2014:3) also explicate that since the school or institution is considered a second home for the students, the head teacher should develop a rapport and understand the feelings of the students take these feelings into consideration and provide a school environment in which the student temporary feels better. Once this is achieved, the student should be shown how the subject matter of the classroom could at least partially satisfy the need to have a safer life outside of the classroom. School or institutional climate is closely linked to the interpersonal relations between students and teachers. According to Crosnoe *et al.* (as cited in Korir and Kipkemboi, 2014:1), school climate is the general atmosphere of school. Trust between students and teachers increases if the school encourages teamwork. School policies and programmes often dictate the school climate. To add to that, if a school is able to accomplish a feeling of safety, students can have success despite

their family or neighbourhood backgrounds. Class size and school or institution buildings are discussed below as school or college environment.

2.4.4.1 *Class size*

According to Adunola (2013: 6), large class size and over populated schools have direct impact on the quality of teaching and instruction delivery. He continues to explicate that overcrowded classrooms have increased the possibilities for mass failure and this make students to lose interest in school or college Adunola (2013: 6). Finn, Pannozzo and Achilles (2003) concur that large class size makes it difficult for the lecturers to adopt their instructional style to individual students hence students may feel lost in a crowd and end up losing interest in the class.

Small classes have been found to boost students' academic performance. In smaller classes at the university level, interactive discussions may be used more than lectures, facilitating better 'delayed recall' learning and critical thinking Fakude (2012:22). Fenollar, Roma'n and Cuestas (2007) agree that in smaller classes students are given a clear understanding of what is expected of them and how to achieve such goals.

2.4.4.2 *School or College Buildings*

Owoeye and Yara (2011:67) say that many research findings have shown that the success of any educational endeavour rests on the availability of physical facilities especially the school or college building. Writing on its importance, Olutola (1982: 1156) notes that the availability of the school building and other plans contribute to good academic performance as they enhance effective teaching and learning activities. He further states that well sited school buildings with aesthetic conditions, playground, lavatory, etc., usually contribute to achieving higher educational attainment by the students. Throwing more light on this, the Encyclopedia of Educational Research (2011) recorded that the total environment within a school building should be comfortable, pleasant and psychologically uplifting. It should provide a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants, and it should support the educational process. The above condition can only be met

through the cooperative efforts of imaginative teachers, administrators and a creative knowledgeable architect.

2.4.5 Students' Learning Preferences and Academic Performance

Reid as cited in Mlambo (2011:81) illuminates that learning preference refers to a person's natural, habitual and preferred way of assimilating new information. This implies that individuals differ in regard to what mode of instruction or study is most effective for them. Harb and El-Shaarawi (2006:4) elucidate that a good match between students' learning preferences and instructor's teaching style has been confirmed to have positive effect on student's performance. Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learner's learning preferences are diagnosed and the instruction is tailored accordingly (Pashler, McDaniel, Rohrer, & Bjork, 2008). "I hear and I forget. I see and I remember. I do and I understand." Confucius 551-479 BC (as cited in Mlambo, 2011:81), this is a quote that provides evidence that, even in early times, there was recognition of the existence of different learning preferences among people.

Esu (2003) opines that teaching, by its nature requires a variety of methods to facilitate teaching or learning in the class and to develop the child's knowledge and understanding to the maximum. Therefore aligning a lecturer's teaching methods to students' preferred learning style can help improve students' academic performance as each individual learner interprets and responds to questions in a unique way. Odundo, 2003 (as cited in Odundo and Gunga, 2013: 4) note that students whose learning preferences are mismatched with instructional methods are less likely to develop interest in the subject matter, prompting some to drop out altogether.

2.4.6 Class attendance and Academic Performance

A literature reviewed on whether attending lectures has a contributing effect to students' academic performance shows that there is a causal effect of attending lectures. Attending lectures is linked with high academic achievement. A study conducted by Ali, Jusoff, Mokhtar

and Salamat (2009:83) shows that attending lectures plays an important role in improving students' academic performance. They found that students who avail themselves in lecture theatres regularly obtained greater symbols in comparison with those who did not attend lectures (Ali, Jusoff, Mokhtar & Salamat, 2009:83). Consistent with these results, Marburger (2001) found that students who did not attend lectures were likely to give incorrect answers to question regarding a lesson taught in a particular day than students who attended. These findings were further supported by the findings of Moore (2006). The aim of the study was to determine how students' attitudes about attending lectures are related to their academic performance in an introductory science class. The results suggest that attending lectures increases students' ability to learn. It is further indicated that students who attended lectures received good grades (Moore, 2006).

Credè, Roch, and Kieszczynka (2010:272) reiterate that many college instructors exhort their students to attend class as frequently as possible, arguing that high levels of class attendance are likely to increase learning and improve student grades. Such arguments may hold intuitive appeal and are supported by findings linking class attendance to both learning and better grades (Moore et al., 2003). Ali *et al.* (2009:83) concur by stating that many researchers recognized that class attendance is an important aspect in improving student's performance. A study conducted by Collett *et al.*, 2007; Stanca, 2006; Chow, 2003; Rodgers, 2001; Durden and Ellis, 1995; Romer 1993, found that attendance have small, but statistically significant, effect on student performance. Marburger (2001) concludes that students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than were students who were present. Moore (2006) indicates that class attendance enhances learning as on average, students who came to most of the classes made the highest grades, despite the fact that they received no points for coming to class.

Ellis *et al.* (as cited in Harb and shaarawi, 2006:4) in their study on the factors affecting student performance in principles of economics, found that the likelihood of a student making a grade of A or B significantly decreases as the number of absences increases. Chou and Kuo (2012:194) also state that course attendance is an important part of learning and many studies have confirmed a correlation between class attendance and academic performance, having generally

found that a student's class attendance has a positive effect on exam performance. This was true in cases of economics class (Chen & Lin, 2008; Cohn & Johnson, 2006; Lin & Chen, 2006) as well as in psychology class (Thatcher, *et al.*, 2007; Wigley, 2009). In one study, it was found that students who attended the lectures scored 9.4% to 18% better on exams than students who did not attend every lecture (Chen and Lin, 2008).

According to Adekoge *et al.* (2013:95), a number of recent studies have found positive effects of attendance on performance, leading some authors to call for policies to increase or even mandate attendance. Therefore the question that could be asked in regard to poor academic performance in private tertiary institutions in Botswana is that; Do students who miss a lot of class perform poorly on exams because they were not present when the material was covered? Or, alternatively, are students with high levels of absenteeism less committed to academics in general?

2.4.7 Entry Qualifications or Prerequisites and Academic Performance

Dodou and De Winter (2011: 1343) state that enrolling under-qualified students in a university constitutes a misuse of resources, whereas failing to recruit the most able candidate weakens the education system in a long term. The university Admission Centre report of 2006 state that tertiary institutions in Austria have found that a selection rank based on a student's overall academic achievement is the best single predictor of tertiary success for most tertiary courses. Geiser and Santelices (as cited in Martha, 2009:27) in their study on validity of high school grades in predicting student success beyond the freshman year, found that high school grade point average is consistently the best predictor of college grades.

Akpo (2013:466) also revealed that Secondary schools in Namibia have performed poorly between 2000 and 2009, with majority of schools scoring below 50%. This trend is most likely to have detrimental effects on academic performance at tertiary. On the other hand, Kimani (2013:3) explicate that public secondary schools in Nyandarua County in Kenya have been performing poorly in KCSE with 77% of the students scoring below C+ grade and that this led to only 23% of the students who set for KCSE qualifying for admission for a degree programme.

According to Mlambo (2011:83), for many institutions, student admission is based on a number of different qualifications to the extent that students receiving instruction in the same course differ widely in terms of their prior knowledge. Mlambo further states that learning is a cumulative process, thus a student recruited with higher entry requirements will be well prepared for the course material compared to a student admitted based on the bare minimum qualifications. It is important for educators to have an idea of how well or ill prepared admitted students are based on their qualifications.

Tertiary Education Council report of 2011 reveals that the percentage share of tertiary enrolment in private institutions of Botswana increased from 28.2% in 2007/2008 academic year to 45.4% in 2008/2009, then declined to 41.0% in 2009/2010 and further declined to 35.2% in 2010/2011 and this may be due to low pass rates at senior secondary school level. Again, in Botswana the TEC report of 2013 indicates an overall transition rate of 57.3% from secondary to tertiary institutions, with the largest transition rate of 22.6% to private institutions (TEC, 2013:69). It is also worth noting that majority of private institutions have a minimum entry requirement of 24 points as compared to the standard government cut-off point of 36. It is therefore imperative to find out if the minimum entry requirement in to tertiary has an influence on students' academic performance.

2.4.8 Students' Mathematical Aptitude and Academic Performance

Zimmer and Fuller as cited in Harb and Shaarawi (2006:4), in their survey article of the factors affecting students' performance in statistics, found that statistics anxiety and attitude, and computer experience are linked to students' performance in statistics courses. Mokhtar, Yusof and Misiran (2012: 4133) concur and state that students with high positive attitude towards mathematics perform better than those with low interest in the subject. Stenberg, Varua and Yong (2010: 3& 4) also accentuate that high level of competency in mathematics is required to successfully pass the course, quantitative methods for Business. They also conclude that numeracy (and literacy) skills can be a significant indicator of success in tertiary education.

According to Ganyauppfu (2013: 57), individual mathematical backgrounds were cited in some studies to have significant differential effects on learners' academic achievements in quantitative courses. Anecdotal evidence indicates that statistical and mathematical reasoning are integral curriculum components of most tertiary learning academic programmes. Choudhury and Das (2012:193) found that students with good mathematical aptitude achieve higher grades in quantitative courses and; have proficiency in performing numerical operations with speed and accuracy. The examination anxiety in quantitative subjects by most learners emanates primarily from lack of acquaintance in mathematical reasoning and logical thinking. Hence, acquisition of background knowledge and understanding of the concepts was found to be the key driver of students' success in quantitative subjects. Thus, proper prerequisite subjects that build confidence in mathematical apprehension help to improve academic results (Choudhury and Das, 2012:195).

2.5 FACTORS CONTRIBUTING TO POOR STUDENTS' ACADEMIC PERFORMANCE

Low performance has deleterious 'vicious cycle' effects on schools, since not only do dysfunctional schools fail to attract quality teachers and ambitious learners, but business people are also reluctant to sponsor such schools (Woods and Levacic 2002:29) or institutions. Stakeholders become reluctant to be associated with a school or institutions with a negative image and reputation. Parents who have a choice, enrol their children elsewhere (Woods and Levacic 2002:236). Learners and teachers or lecturers become ashamed of their school or institutions, which leads to low morale and a lack of confidence among educators and learners alike (Legotlo *et al.*, 2002:117) and effective educators may lose out on promotion opportunities (Mogonediwa, 2008:3).

Zanjina (2014:1) states that in 2014, in another University of Winneba in Ghana, a student committed suicide for some supposed poor academic performance. A suicide note was found in his pocket. Adunola (2013:6) reveals that the issue of poor academic performance has been of much concern and that this problem is so much that it has led to the decline in standard of education in many countries.

Mlambo (2011:79-80) also posits that the academic performance of students at the University of the West Indies (UWI) has recently come under the spotlight for a number of reasons. According to a report from UWI's Office of Planning and Development (2011), 10% of all undergraduate courses offered at UWI, St Augustine are plagued by chronic high failure rates. He further explicated that low pass rates impose a huge cost to the Caribbean community in terms of low number of students graduating and the reduced intake of potential students due to shortage of spaces caused by low throughput.

The Former Minister of Education and Skills Development, Jacob Nkate, has revealed that Botswana has registered modest qualitative achievements in education since independence. Speaking at a meeting in Tonota in 2008, Nkate stated that Botswana students' achievement level has revealed poor academic performance. Nkate further said that his Ministry is faced with the daunting challenge of improving the quality of education in schools (Nkate, 2008) as well as in colleges and universities.

Boipono and Uandii (2014:8) on the other hand also lament that performance in many schools including colleges in Botswana continues to decline and a lot of factors have been suggested as contributing to the decline. They further state that the education system is expected to produce students who will propel the society forward but some of these factors which contribute to poor academic performance may produce uneducated, deviant and immoral society. With such a society, Botswana cannot achieve its National Vision 2016 pillar of "an educated and prosperous nation". It is therefore imperative to investigate the factors that may contribute to poor academic performance in our schools in order to come up with ways of rectifying the problem.

Muzindutsi (2013:718) explains that students are at risk of academic failure due to different factors including low measured ability, learning disability or learning problems, inadequate preparation, poor class attendance or absenteeism, lack of good foundation from previous schooling as well as alcohol abuse, pregnancy, lack of motivation, poor management and financial challenges just to name a few. Some of these factors have been discussed below in details

2.5.1 Alcohol Abuse

Wechsler (as cited in Ukwayi, Ambkeh, Uwanede and Undelikwo, 2013:413) state that “poor academic performance amongst students of tertiary institutions may be associated with heavy alcohol consumption”. In the Nigerian education environment, this phenomenon has found its way among undergraduate students, who are normally seen in bars and restaurants including secluded areas some meters away from the school consuming alcohol. Some of these students are said to be spending the whole day in such places and only to retire home after school hours. This has been found to have a lot of social and health implications on the Nigerian students, who happen to be leaders of tomorrow. Alcohol abuse has been found to contribute to truancy, high failure rates in tests and examinations and dropping out due to poor grades thus compromising the academic mission of colleges and universities. Graham *et al.* (2006:21) explicate that heavy alcohol use affects many parts of the brain, but the most vulnerable cells are those associated with memory, coordination and judgment.

Matwetwe (2007:8) states that according to Botswana National Youth Council (BNYC) alcohol use and abuse is a widespread problem amongst young people in Botswana surpassing tobacco and illicit drugs. Brown, as cited in Matwetwe (2007:9), states that alcohol is a powerful mood altering drug, and its use by children poses very serious health risks on bodies and minds that are still maturing. It can cloud judgment and interfere with developing social skills and academic achievement. For example, adolescents who abuse alcohol may remember 10% less of what they have learned than those who do not drink. Johnston *et al.* as cited in Matwetwe (2007:9), concur that all students who consume alcohol at dangerous levels are at risk of a variety of consequences including exposure to sexually transmitted diseases and unplanned pregnancy among female students. Graham *et al.* (2006) also allege that the time and stress spent dealing with any legal impacts of college student drinking is time and energy not spent on academic inquiries. It is therefore understandable when stakeholders are so worried and left wondering as to why our students are so prone to alcohol abuse even though it has a detrimental effect on their studies.

2.5.2 Absenteeism or Truancy

Arulampalam, Naylor and Smith (2008:37) found that there is a causal effect of absence on performance for students. Ali *et al.* (2009:83) concur that missing class leads to poorer performance. Legotlo, Maaga and Sebego (2002:115) further state that lack of student discipline including absenteeism are the major causes of poor academic performance amongst grade 12 in the North West Province in South Africa which is also likely to be manifest further when these students are enrolled at tertiary.

Mccubbin (2003:1), on the other hand, states that dropout is perhaps the greatest problem facing institutions of higher education. He further states that as the number of institutions increase so will dropout problems. Tinto (1993) accentuates that 60% of students entering higher education for the first time in 1993 will leave their first institution and that about 46% will leave higher education without receiving a 2 or 4 year degree. Therefore high failure rates at tertiary institutions result in unacceptable levels of attrition reduced graduate throughput and increased costs of training a nation's labour force (Mlambo, 2011:79).

Mlambo (2011:82-83) posits that a number of factors have contributed to declining class attendances around the world. He said that given these developments that either makes it impossible or unnecessary for students to attend classes, the question that needs to be asked is whether absenteeism affects students' academic performance?

2.5.3 Pregnancy

Teenage childbearing is a major social and health problem in Botswana. According to Letamo and Majelantle (as cited in Otukile, 2002:9), the scale of this problem is such that one out of every three women aged 15-49 is a teenage childbearing woman, the mean average age at first sexual intercourse is 17.5 years and the mean at first birth is 18.6 years. Pregnancy not only exposes female students to sexually transmitted diseases and the deadly HIV/AIDS it may also lead to poor academic performance amongst female students (Otukile, 2002:9).

According to Grant and Hallman (2006:3), the South African Department of Education (2007) reports that 30 % of non-enrolled and non-matriculated 15-18 year-old females name pregnancy as the primary reason for not continuing their education. Karra and Lee (2012:2) concur by stating that teen mothers in the Western Cape Town region have higher school dropout rates, fewer years of schooling, and lower graduation rates.

2.5.4 Boredom amongst Students

According to Fakude (2012:11), boredom in class has been found to have a negative effect on students' academic achievement. A study conducted by Mann and Robinson (2009:243) indicate that boredom in education has been associated with poor academic achievement, school dissatisfaction and truancy. The findings reveal that 59% of students find at least half their lectures boring with 30% who find most or all of their classes boring. The results of the study indicate that lecture boredom has significant outcomes on academic results. As a result student miss classes and may not be willing to attend in future. This study gave some factors contributing to students' boredom. "The results suggest that an individual's propensity towards the personality traits of boredom proneness (BP) has a large effect on their experience of boredom. High BP students rated more time in lectures more boring than low boring lectures, suggesting boredom proneness is a significant predictor of experiencing boredom in lectures (Mann & Robinson, 2009:243).

Summerlee (2010:67) states that in a traditional lecture format the students' primary role is to listen and take notes. Not only does that cause increased situational boredom for students, it is also alienating for students who are already struggling just to learn and understand the material (Lumby, 2012:261). Without being intrinsically motivated to learn the material, coupled with a potential lack of skills necessary to master the material, Lord (2012:9) wonders whether students are largely bored by their lectures or are in some cases simply absent and even hostile.

2.5.5 Poor School Management

Some secondary schools in townships fail to meet their major obligation, namely helping learners pass matriculation successfully Taunyane (as cited in Mogonediwa, 2008:1). This failure is reflected by national matriculation pass rates for 1991, 1997 and 1998 which were 48,9%, 47,4% and 49,3% respectively (North West Education Department, 1999:9). These pass rates indicate that more than half of all candidates failed to pass in each of the years mentioned.

One of the reasons observed for the ineffectiveness of schools or colleges is that some school or college principals are lacking in a wide range of management skills. Teaching is therefore not effectively supervised, as there are no clear internal policies developed by management in schools or colleges (Legotlo, Maaga & Sebego, 2002:116). The incompetent management of schools by principals and school management teams (SMTs) is cited as a further problem hampering good performance in so-called trapped schools (North West Education Department, 2001:5). School management tolerates poor teaching, which results in poor academic achievement (Woods and Levacic 2002:239). This fact is further explained by Van der Westhuizen (2003:54), who says that although management deals with the "externa" of teaching and learning, it does help to make academic achievement possible.

According to Moswela (2014:46), in Botswana when students' performance at school or colleges falls asunder, as it often does, it triggers a naming and blaming game between those who have a stake in education. Foremost, the blame is directed at the school or college and at the internal and external educational leadership. Teachers blame school leadership styles that exclude them from participative in decision making that can improve school achievements.

2.5.6 Financial Challenges

The retention and the success of the undergraduate students is a worldwide concern, especially in South Africa where the graduation rate of all first-time entering students was 30% in 2007 (Fisher, 2011). Muzindutsi (2013:717) states that according to the Council on Higher Education report of 2010, one of the major causes of this low graduation rate in South Africa is a big

number of students entering university from positions of extreme inequality, most obviously in schooling, and financial problems.

2.5.7 Lack of Resources

According to Legotlo *et al.* (2002:115), lack of resources especially physical facilities was rated as the major cause of poor performance in Grade 12 in some rural secondary schools of South Africa. They revealed that majority of high schools in the rural North West Province are not well equipped with electricity, libraries, laboratories, water or toilets. In some schools learners attended in classrooms without chairs, chalkboards, doors or windows. Similar findings were made by Legotlo and Van der Westhuizen (1996) in a study on problems facing new principals (Legotlo *et al.*, 2002:115).

2.6 FACTORS CONTRIBUTING TO GOOD ACADEMIC PERFORMANCE

2.6.1 Classroom Management Skills

Etuk *et al.* (2013:198-199) mention that classroom management is the process of leading, directing, ordering or restraining of students in a class in a way that will lead to effective learning. Byrne, Hattie and Fraser (2001) observe that students will perform best in a controlled atmosphere that is conducive to academic and social needs of the students. The atmosphere in the classroom needs to be relaxed, free from threats and anxiety, non-competitive and thought provoking to allow students to participate and enjoy the lesson. Under such atmosphere the students' interest in and attitude towards the subject taught could be enhanced. Isangedighi (2007) states that disciplined behaviour in the class is the child's ability to exercise self-control under a given classroom condition. Udofot (1995) explains that while the classroom serves as a theatre stage for learning, the prevailing management and discipline are strong determinants of successful learning and commensurate outputs. Thus the goal of effective classroom

management is to have students display appropriate behaviour during class activities in order to enhance the teaching and learning process that can lead to the attainment of set objectives.

According to Maina (2013:51-52), the way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions.

2.6.2 Communication Skills

Communication ability is another skill that a lecturer has to possess in order to teach effectively. According to Etuk (2013:198), no subject matter can be learnt properly without communication, the use of its appropriate terms facilitates the understanding of whatever is being learnt. Communication may be used to mean the transfer, transmission or exchange of ideas, knowledge, beliefs, attitudes or emotion from one person or group of persons to another (Esu, 2004). Ajibade and Ehindero (2000) opined that if there is any act germane to effective teaching it is that of communicating. Teachers should strive to make their presentation as unambiguous, coherent and logical as possible. Eggen and Kauchak (2002) underlined the basic aspects of effective communication to include precise terminology, connected discourse, transition signals and emphasis. Afangideh (2001) concurs and reports that the purpose of communication in the teaching-learning process is to effect change, to produce a desired response; or to influence action contributing to the welfare of the school system. Afangideh (2001) further highlights the four dimensional objectives of communication as: to inform, to stimulate, to persuade and to remind. Therefore to a large extent the effectiveness of any classroom interaction is determined by the competency of the teacher to initiate and sustain communication between and among his or her students (Ahmad, 2009).

2.6.3 Availability of institutional or school Library

Popoola (1989) discovered that library correlates with academic achievement and those schools or colleges with well-equipped library normally maintain high academic performance. According to Owoeye and Yara (2011:66), a library is an essential factor in teaching-learning process. It forms one of the most important educational services. Rany, Souriyavongsa, MdZain and Jamil (2013:119) concur that library services and resources are considered as one of the minimum standards needed to ensure educational quality and to facilitate students' learning process to help them succeed. Rany *et al.* (2013:119) further explicate that library services have a positive impact on students' academic success including learning, persistence, retention, faculty research productivity, and student job success. The educational process functions in a world of books. The chief purpose of a school library is to make available to the pupil, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks. As a resource, the library occupies a central and primary place in any school or college system. It supports all functions of school-teaching and provides service and guidance to its readers. According to Fowowe (1988), a library must be up-to-date and at the same time allow access to older materials. It must be properly supported financially to fund materials and services among others. Furthermore, a well-equipped library is a major facility which enhances good learning and achievement of high educational standard, hence universities need new teaching technologies and new electronic information sources such as databases, up-to-date textbooks, periodicals, journals, advanced multimedia resources, high-speed internet access, liquid crystal display projectors (LCD projectors), computer labs, visual and audio equipment so as to facilitate student learning (Heyneman, 2001:348).

2.6.4 Effective School Discipline Policies

According to the United Nations Children's Fund (UNICEF, 2000:9-10), well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and

understandable. Order, constructive discipline and reinforcement of positive behaviour communicate a seriousness of purpose to students (Craig, Kraft and du Plessis, 1998). It is important not to mistake small group cooperative learning for disorder, however; although noise levels may increase, task-orientation and focus on learning signal effective practices. Policies on bullying, harassment, drug and tobacco use, and anti-discrimination with regard to disabilities, HIV/AIDS and pregnancy are also essential for the creation of a conducive environment for learning and enhancing academic performance.

2.6.5 Inclusive Environments

United Nations Children's Fund (UNICEF, 2000:9-10) explicate that reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for students of all abilities and backgrounds. Mangope, Kuyini and Major (2012:139) state that the importance of including students with special needs in regular classrooms has been emphasized recently by researchers (for example; Kuyini and Mangope, 2011; Mukhopadyay, 2009). It is increasingly evident, especially over the past ten years, that inclusive education brings social, academic, and even financial benefits for school systems and students (Malgorzata, 2007; Mdikana and Ntshangase, 2007; Mastropieri and Scruggs, 2000, 2004). The inclusion movement believes that students with special needs should learn in the regular school classroom alongside their peers (Mastropieri & Scruggs 2000, 2004). In other words, each learner or student belongs to the regular classroom and there is no justification for excluding certain students from this environment. At the same time, while access to equal education is necessary for every learner regardless of ability, some students do not fully benefit from teaching because of undiagnosed special needs. It is therefore vital that learners are assessed early on or upon entry into a school to ensure that schools are able to provide them with the necessary services to support their in-classroom learning.

2.6.6 Motivation

Literature on Self Determination Theory (SDT) indicates that high levels of intrinsic motivation have been linked to better academic performance at university (Petersen, Louw & Dumont, 2009). Van der Aardweg and Van der Aardweg (2006) define motivation as the driving force, the impetus of the personality, which is put into effect by an act of the will in accordance with what a learner wants to do. It energizes behaviour and can be an intrinsic and extrinsic force. According to Mellet (2000), motivation has to do with a set of independent or dependent variable relationships that explain the direction, and persistence of an individual's behaviour, holding constant the effects of aptitude, skills, and understanding of the task, and the constraints operating on the environment. Deducing from what has been indicated by these authors, motivation can be defined as a driving force or an urge behind what an individual does. The driving force can be, for example, a desire to do well in a task. A highly motivated person tries to achieve to the best of his or her abilities and to be consistent in that achievement. It is indicated that motivation is an important factor in academic achievement (Sikhwari, 2007). Motivation has been referred to as one of the most important psychological concepts in education. The reviewed literature on the effects of academic motivation on educational outcomes shows that it is linked to academic performance at university (Petersen, Louw and Dumont, 2009). People who are intrinsically motivated engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints (Chou & Kuo, 2012:194). Intrinsically motivated behaviour includes curiosity, exploration, manipulation, spontaneity, and interest.

2.6.7 Effective Time Management Skills

At a tertiary institution students are expected to have some degree of time management skills. This is because each module taught either in a term or semester system has assessments that students need to complete in order to determine whether they pass or fail a particular module. These assessments have deadlines that students need to meet. Looking at this commitment that is required of a student, one needs to balance time required to do activities at the university context.

2.6.8 Provision of Health Services

According to the United Nations Children's Fund (UNICEF, 2000:10), the school service environment can also contribute to learning through provision of clinical services. Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Today, the potential of school-based health interventions in improving academic performance is becoming increasingly clear as problems of HIV/AIDS, pregnancy and sexually transmitted diseases among students continue to plague developing countries

2.6.9 Active Learning

Of the many factors determining students' academic achievement at the university environment, active learning has received considerable attention. Active learning involves the students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class

(www4.ncsu.edu/unity/lockers/users/f/felder/public/Cooperative_Learning.html). In a study conducted by Ali, Jusoff, Mokhtar and Salamat (2009:83) on the factors influencing students' performance at a diploma level at a university, active learning was found to have significant role on students' academic achievement. The findings of this study indicate that students who were actively engaged in the learning activities did well academically. These findings were supported by the study conducted by Fenollar, Román and Cuestas (2007) on developing and testing a conceptual framework of the factors that play a significant role in academic performance at the university context. They found that active engagement in learning activities such as deep processing strategies and effort were linked with higher academic achievement (Fenollar *et al.*, 2007).

2.6.10 Proper Guidance

Mushtaq and Khan (2012:18) state that students' academic performance can be directly or indirectly influenced by properly guidance from parents, teachers or student counsellors. According to Boipono and Uandii (2014:8), where families are involved in the education of their

children, research has revealed a positive association between academic achievement levels and improved parental involvement. This is further emphasised by Driessen, Smith and Slegers (2005) who state that continued effort of parental involvement throughout education can improve academic achievement. The intense search for the cause of poor academic performance amongst students in Botswana, blames parent's inability to control and guide their children. According to Chavkin (2015:17), parents contribute an important and central function in the success of their children, failure to be a good parent can result in variation in children academic performance.

The United Nations Children's Fund (UNICEF, 2000:10) state that guidance and counselling services are other examples of service provision that contribute to quality school environments. MoE & SD developed the Pastoral Policy with the belief that the time has come for a transformation of the pastoral system in our schools. The Pastoral Policy is intended to empower and equip the youth with skills that promote accountability, responsibility and patriotism. The Pastoral Policy advocates for provision of guidance and counselling to students from primary school to tertiary. The aim is to develop and implement realistic strategies that would address indiscipline (e.g. vandalism, truancy, and substance abuse), poor academic performance and moral decadence in our schools and colleges as a matter of urgency. Strategies such as provision of guidance and counselling have been put in place to help the students make the right choices and decisions as well as to develop the concept of Botho (moral character) amongst students (Botswana Pastoral Policy, 2008:6).

2.6.11 Provision of Extra-curricular Activities

According to the United Nations Children's Fund (UNICEF, 2000:10), the provision of extra-curricular activities is another example of service provision that contribute to quality school and college environments. According to Fakude (2012:17), there is a significant relationship between extracurricular activities and academic performance of students at a university. A positive relationship between students' involvement in extracurricular activities and academic performance has been indicated (Ali, Jusoff, Mokhtar & Salamat, 2009:85). Their study was conducted to determine factors that influence students' performance at the university. The results indicated that students who actively participated in extracurricular activities were found to do

well on their academic work. Similar findings were found in a study conducted by Darling, Caldwell and Smith (2005) on adolescents and extracurricular activities. In their study they found that adolescents who participated in extracurricular activities reported higher grades, more positive attitudes toward school, and higher academic aspirations. Broh (2002) concur that total extracurricular activity participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism.

2.6.12 Provision of Accommodation

According to Rany *et al.* (2013:121), living environment on campus are vital factors to retain students particularly first year students in college and university. They further state that students who live on campus are able to persist into second year when compared to students who live off campus and that students who stay in university accommodation are more likely to be actively involved in all university experiences and activities because they have enough time to interact with their peers, administrators and faculty members.

2.6.13 Peer Influence

According to Ali *et al.* (2009:84), various studies had been done and found that peers influence does have impact on student performance. Hanushek *et al.* (2002:3) and Goethals (2001) showed that peer influence has more powerful effects than immediate family. Peer support was positively related to students' cumulative grade point average. Wilkinson (2002) concluded that by grouping students in heterogeneous learning ability (low ability students grouped with high ability students) will show an improvement in learning process and outcomes. Top students can positively affect less able students. Schindler (2003) found that mixing abilities will affect weak students positively however the effect for good students is negative. Giuliadori, Lujan and DiCarlo (2006) covered that with peer interaction, students could increase their ability on solving qualitative problem-solving questions. Peer instruction will also promotes student's participation and improve student's performance (Rao & Di Carlo 2000).

2.6.14 Positive Attitude

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. In the learning context an attitude can be described as a general tendency or state of preparedness to behave in a particular way with regard to a learning task. In a study conducted by Sikhwari (2014:19-20), attitude was found to be significantly related to self-concept and motivation.

Sarwar (2010:59) concludes that high academic achievers have better study habits and more positive study attitudes than low academic achievers. Chou and Kuo (2012:195) state that the review of literature suggested that Asian students generally have a positive learning attitude that allows them to perform well in different academic settings. A good learning attitude also includes attending the classes regularly.

2.7 STRATEGIES FOR IMPROVING ACADEMIC PERFORMANCE

It is important to note that factors contributing to good academic performance can also be named strategies for improving academic performance. In addition to the factors that contribute to good academic performance, conditions for student success have been discussed below as some of the strategies for improving academic performance. These strategies or conditions for student success have been adopted verbatim from Tinto (2012).

The conditions for student success

Tinto (2012:6) outlines five conditions within universities that are needed to promote student success namely: institutional commitment, institutional expectations, support, feedback, and involvement or engagement. Tinto posits that a college or university, once having admitted a student, has an obligation to do what it can to help student stay and graduate. He further states that, to improve retention and graduation, the institution must begin by focusing on its own

behaviour and establishing conditions within its walls that promote those outcomes (Tinto, 2012:) . These conditions are discussed below in details as strategies for improving students' academic performance.

2.7.1 Commitment

According to Tinto (2006:6), the first and perhaps most important condition for student success is institutional commitment. He explains that institutions that are committed to the goal of increasing student success seem to find a way to achieve that end. Institutional commitment is the willingness of the institution leadership to invest resources and provide the incentives and rewards needed to enhance student success as well as the willingness of individual faculty and staff to invest in programs and activities that enhance the success of their students (Umbach & Porter, 2002). Without such commitment, programs for student success may begin, but they rarely prosper over the long term.

2.7.2 Expectations

Tinto (2012:7) posits that high expectations are a condition for students success while low expectations is a platform for failure as no one rises to low expectations. Student success is driven, in part by what students expect of themselves. These self-expectations are shaped, in turn by a variety of institutional actions. For examples; Institutions set clear and consistent expectations for student behaviours and the requirements for degree or certificate completion. Secondly, they help students establish expectations for themselves and provide them with clear roadmaps on what is required for success in their programs of study. Thirdly, institutions working with faculty, they set clear and consistent expectations of what is required for success in the classroom (Tinto, 2012:15). The expectations that faculty or teachers have in the classroom with regard to student performance has an impact on the quality of student effort. Moreover, an institution that expects more in the way of teaching and provides support for teaching will generate among faculty an increased willingness to place greater priority on teaching.

The best practices to promote student success include ; Orientation that provides the expectations of the university, drafting policies, such as an attendance policy, that promote student success,

reporting potential at-risk behaviors such as not attending class, Involving families with university expectations through orientation and communication with parents, developing a strong dual model of academic advising that includes centralized advising for first-year students, career advising, degree audits, self-advising, peer advising, and departmental and college-level advising, providing timely feedback to students about their academic performance and behaviours (Tinto, 2012).

2.7.3 Support

Another way of improving student success is by providing academic, social and in some cases financial support especially to those students who enter college academically underprepared.

2.7.3.1 Provision of academic support

According to Tinto (2012:7), nothing is more important to retention of students than academic support, especially during the first year of college. The best practices include; providing individual tutoring and group tutoring targeting courses that have a high incident of low final grades, providing First-Year Seminars and Summer Bridge Programs to facilitate the transition from high school to college, provision of bridge programs (such as basic skills courses and developmental tutoring in math and writing) to incoming students in order to place them on an equal footing with other students, developing living and learning communities for students to form relationships with faculty, staff, and students alike. Learning communities when properly implemented, they require the contents and activities of the linked courses to be coordinated such that what is being learned in one course can be applied to what is being learned in the other courses that are part of the learning community (Tinto & Pusser, 2006:13).

2.7.3.2 Provision of social support

According to Tinto and Pusser (2006:14), social support programs are also part of the landscape of effective strategies for student success. The best practices include; institutions employing

learning communities, such as freshman interest groups, as a way of building social connections and in turn social support for new students, developing ethnic studies programs, students clubs, centres which can serve to provide underrepresented students a smaller supportive community of peers that would not be available on campus otherwise. This supportive community of peers serves as important ports of entry where knowledgeable peers can help new students navigate the often-choppy waters of an unfamiliar institution, provision of mentoring programs that attach student peers, faculty, or administrators to specific groups of new students to shepherd new students through the first year of college and beyond as well as providing important role models for student success (Tinto & Pusser, 2006:14). Other social support include counselling, provision of health services, career services, campus recreation, and providing support to students with disabilities or transfer students.

2.7.3.3 *Provision of financial support*

Provision of financial aid to students may also influence retention by determining the amount of time students have to be socially and academically engaged in college. The best practices include; provision of work-study programs as they not only help students pay for college, they also serve to involve students with other members of the institution (Tinto & Pusser, 2006:13). The provision of bursaries especially to low-income students may also help improve student retention and success.

2.7.4 Assessment and Feedback

Tinto (2012:7) elucidates that assessment of students' performance and providing frequent feedback in a way that enable students, faculty and staff to adjust their behavior to the academic and social demands of college life is another way of ensuring student success. The best practices include; use of classroom- based assessment such as student portfolios and classroom assessment techniques (CATs). The use of CATs is credited for promoting students' awareness of their own learning and the feedback it provides to faculty about what is and is not being learned in the

classroom, employing early warning systems or early classroom assessment to alert faculty and support staff about struggling students (Tinto, 2006:14).

2.7.5 Involvement

Another important condition for student success is involvement or engagement of students in institutional activities. The more students are academically and socially engaged with faculty, staff and peers, the more they are likely to succeed in college (Tinto, 2012: 7). According to Tinto and Pusser (2006:15), the more traditional practices that institutions have used to engage their students, such as extracurricular activities, residential programming, and clubs yield relatively little benefit on most non-residential campuses because many students do not have the luxury of being able to spend time on campus beyond the classroom. Given their obligations, the classroom may be the only place on campus where they meet other students and the faculty. If engagement does not occur there, it is unlikely to occur at all. Therefore practices that focus on the classroom and the spaces immediately adjoining the classroom may be essential for improving student persistence. Two practices can be adopted, namely the use of pedagogies of engagement and the construction of learning communities.

2.7.5.1 *Pedagogies of engagement*

Pedagogies of engagement require students to be actively engaged in learning with other students in the classroom. Among various possibilities, the most commonly employed are cooperative and or collaborative learning and problem-based learning. Cooperative learning and collaborative learning require students to become actively involved in learning groups with other students so that the work of the group cannot be accomplished without each member doing his or her part. Problem-based learning is like cooperative learning in that it utilizes cooperative small groups, but it does so to solve problems that frame the curriculum (Tinto & Pusser, 2006:15).

2.7.5.2 *Learning Communities*

Learning communities are a kind of co-registration or block scheduling that enables students to take courses together. The same students register for two or more courses, forming a study team. In a few cases, this may mean sharing the entire first semester curriculum so that all new students in that learning community are studying the same material over the course of the semester. Sometimes it will link freshmen by tying two courses together, for example, a course in writing with a course in selected literature, or biographies, or current social problems. In larger universities, such as the University of Oregon and the University of Washington, students in a learning community may attend lectures with 200–300 other students but stay together for a smaller discussion section (Freshman Interest Group) led by a graduate student or upperclassman. At Seattle Central Community College, however, students in the Coordinated Studies Program take all their courses together in one block of time so that the community meets two or three times a week for 4 to 6 hours each time (Tinto & Pusser, 2006:16).

Furthermore, Tinto (2012) states that there must be commitment from institutional leadership to focus on increasing student success in order to yield the gains to which most colleges aspire. Leadership matters and what is required is knowledge of the way institutions should act and the policies they should pursue to translate their commitment into meaningful outcomes. Therefore in addition to the conditions for student success, administrative action is another strategy that can improve students' academic performance.

2.7.6 Administrative Actions: Setting the Context for Effective Programs

According to Tinto and Pusser (2006:16) and Tinto (2012), increased institutional rates of student success do not arise by chance. They are the result of a series of intentional institutional actions, policies, and practices that are consistently applied over the long term. Two types of administrative actions that set the context for the development of effective programs for student success are the use of incentives and rewards, and faculty and staff development programs.

2.7.6.1 *Incentive and rewards*

There is considerable anecdotal evidence to suggest that targeted incentives and rewards are critical to the institution's ability to enhance institutional rates of student success. They not only have a direct impact on the behaviours of faculty and staff, but they also play an important role in the establishment of new programs and the continuation of existing ones. For instance development of learning communities; the success of learning communities depends on the willingness and capacity of faculty and, in some cases, student affairs professionals to work collaboratively, often across departmental lines, and spend time together developing the materials and activities that make up the linked courses. Such involvement typically calls for faculty and staff to add additional time and effort to their already full workloads and or reallocate their effort among often competing domains of work (for example; teaching versus research). There is therefore a need for the institution to provide incentives to do so (Tinto, 2006:17). Tinto (2012) suggests that faculty participation can be enhanced by a variety of incentives such as salary increases, promotion and tenure considerations, and reduced course loads when developing new courses or programs. Program development can also be promoted by Promoting startup and providing incentives and rewards to promote program continuations over time.

2.7.6.2 *Faculty and staff development*

With regard to prior training and practice, most faculty enter the teaching profession untrained for the task of educating students. It is for this reason that faculty development, indeed staff development generally, is a critical part of any long-term institutional strategy to increase its capacity to promote students success (Tinto, 2006:17). New faculty members are required to participate in a yearlong staff development program consisting of a variety of activities including a 21-hour course on active learning strategies. Following that year, they are encouraged to participate in a second-year learning community for faculty entitled Network for Excellence. Such learning communities, like those for students, have been shown to promote greater engagement of faculty with each other and in teaching.

2.8 SUMMARY

In the review of the literature it is apparent that there is suboptimal academic achievements in quantitative courses among numerous business students of private higher education both internationally and locally (Ganyaupfu, 2013:57 and Boipono & Uandii, 2014:8). Further still, research has also revealed that there are a number of factors that influence students' academic performance (Ganyaupfu, 2013: 58; AL-Mutairi, 2011:146; Mokhtar *et.al*, 2012:4133). Research has also revealed that there are strategies that can be employed to improve students' academic performance (Tinto, 2012). Finally, it is also important to note that the research questions are embedded in the literature. For examples; the first research question that addresses factors that contribute to students' academic performance is covered in the literature of 2.4. The research question that addresses factors that contribute to poor academic performance is covered in the literature of 2.5, factors that contribute to good students' academic performance question is covered in the literature of 2.6 while the question that addresses strategies for improving students' academic performance is covered in the literature of 2.7.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented a review of literature with regard to the research questions outlined in chapter one. It addressed both Botswana and international perspectives. This chapter, on the other hand, presents the worldview underpinning study, discusses the research design, the population of the study as well as the sampling procedures. It further discusses data collection instruments and how they were designed, reliability and validity of the instruments, data collection procedures and data analysis.

3.2 WORLDVIEW UNDERPINNING STUDY

The worldview underpinning the entire study is the pragmatic worldview. According to Creswell (2014:11), Pragmatism is not committed to any one system of philosophy and reality. This also applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research. Pragmatists do not see the world as an absolute unity; rather the pragmatist views research as mixed methods researchers, who view many approaches to collecting and analysing data rather than using either the qualitative or quantitative approach. Pragmatism provides researcher the freedom to choose the methods, techniques, and procedures of research that best meet the researchers needs or purposes.

3.3 RESEARCH DESIGN AND METHODOLOGY

Research design – Mixed methods

This study has adopted a mixed methods design, which combines quantitative and qualitative approaches. The mixed methods design allows the strength of one method to build on the strengths of the other (Creswell, 2014:220). In this research, the QUAN-qual model, also known as the explanatory sequential mixed methods design was used. Data collection proceeded with rigorous quantitative sampling in the first phase and with purposeful sampling in the second phase, the qualitative phase (Creswell, 2014:224). For example, the quantitative data from questionnaires were factor analysed. These factors became the themes that were compared with themes from qualitative data. That is, the findings of the quantitative were used to inform the qualitative data collection phase of the study (Gay *et al.*, 2011:485). Therefore, the researcher used the qualitative data analysis and interpretation to help explain or elaborate on the quantitative results.

Creswell (2014:224), and Creswell and Clark (2011:71), further explain that the explanatory design is used when a researcher seeks to elaborate on or expand the findings of one method with another method. In this research the researcher began with a quantitative method in which theories are tested, followed by a qualitative method involving detailed exploration with a few cases or individuals. According to Creswell (2014:224), “the quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the type of questions that will be asked of the participants”. Creswell (2014:224) further explains that “the overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results”. The researcher used the typical procedure which involves collection of survey data in the first phase, analysing the data, and then following up with qualitative interviews to help explain the survey responses. Through this mixed methods, this study sought to establish the views and experiences of participants with respect to the factors that influence students’ academic performance and methods that can be employed to improve students’ academic performance in private tertiary institutions of Botswana.

3.3.1 Quantitative Approach

According to Creswell (2014:155), “a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalises or draws inferences to the population”. The advantage of a survey design is that it allows the researcher to identify attributes of a large population from a small group of individuals as well as allowing a rapid turnaround in data collection.

3.3.1.1 Population and sampling procedure

Simple random sampling was used to select students for this study. A list of students from the completing classes in each institution that was participating in this study was obtained from the Registrar. A random number generator (Research Randomizer) was used to select the random sample and this is available for free on the internet at www.randomizer.org (www.randomizer.org; Johnson and Christensen, 2014:252-253). Individual names of both males and females were put together and arranged in alphabetical order to make up a sampling frame and all the elements in the sample frame had a unique number attached to them. This number served as an index. The information on gender and age was provided in the sampling frame. Although the population of this study was ($N=1500$) and the sample of the population was ($n=250$), a random number generator was used to indicate the population of each individual school which is on average ($N=250$) business students with a sample size of ($n=50$) students. Hence a sample size of ($n=50$) students was drawn from the population of ($N=250$) Business students from the completing class of each selected institution. Then the researcher went to the www.randomizer.org website, where the Randomizer form is displayed to instantly generate random numbers,” and answered each of the following questions as follows:

1. How many sets of members do you want to generate?
 - The researcher inserted a **1** to indicate that she wanted one set of numbers.
2. How many numbers per set?
 - The researcher inserted a **50** to indicate that she wanted 50 members in her set.

3. Number ranges?
 - The researcher inserted **1** and **250** to indicate the range of numbers in her sampling frame.
4. Do you wish each number in the set to remain unique?
 - The researcher clicked “**yes**” to indicate that she wanted sampling without replacement (because this is a more efficient sampling method than sampling with replacement).
5. Do you wish to sort the numbers that are generated?
 - The researcher clicked “**yes, least to greatest**”.
6. How do you wish to view your random number?
 - The program is left at its default value (“**place markers off**”)
7. Next, to obtain the set of random numbers, the researcher clicked “**RANDOMIZE NOW!**”

The resulting set of numbers using the random number generator were: 3, 7, 11, 28, 33, 34, 36, 37, 51, 58, 62, 64, 65, 66, 68, 81, 92, 98, 105, 107, 109, 117, 120, 124, 125, 127, 131, 134, 137, 138, 143, 144, 151, 160, 172, 176, 177, 178, 183, 200, 204, 210, 213, 215, 226, 228, 235, 237, 239, 240 [**Source:** (www.randomizer.org ; Johnson and Christensen, 2014: 253)]

Then the researcher went back to the list of students to see who these students are and placed a star on each one of them and these were the students from whom quantitative data was collected. The students were the central area of focus of this study. Their participation in this study was therefore crucial as they provided first-hand experience on factors affecting their academic performance.

The same procedure was used to select (n=5) university colleges out of (N=15) university colleges. The resulting set of numbers was: 2, 3, 4, 5, and 9. The researcher then went back to the list of institutions to see which institutions are these and placed a star on them. These were the institutions from which both quantitative and qualitative data were collected. Though the sample size of (N=15) institutions is (n=3), the researcher believed that this population was too small and therefore opted to select (n=5) institutions. Random sampling procedure is meant to ensure that all participants are given an equal independent opportunity of being selected for the study (Best & Kahn, 2006; Johnson and Christensen, 2014:251).

Research Randomizer is a free resource for researchers and students in need of a quick way to generate random numbers or assign participants to experimental conditions. This site can be used for a variety of purposes, including psychology experiments, medical trials, and survey research. To get started one need to search at [randomizer.org](https://www.randomizer.org) and simply use the form available to generate the numbers (<https://www.randomizer.org>).

Random sampling procedure was meant to ensure that all participants are given an equal independent opportunity of being selected for the study (Best & Kahn, 2006; Johnson and Christensen, 2014:251).

3.3.1.2 Data collection instrument -questionnaire

In the quantitative phase of the study, the researcher used a closed-ended and open- ended questionnaire as the main instrument of data collection. The questionnaire contains three sections, section A, B and C. Section A gathered demographic information of respondents. Section B of the questionnaire gathered data on students' level of agreement regarding the extent to which academic factors, personal factors, student/ lecturer relationship factors and social factors influence their academic performance. Seven of the items under personal factors, items under students' perception of their lecturers and 6 items under social factors were adopted verbatim from Thamavithya ([proceedings.bu.ac.th>download=51:a-st..](https://proceedings.bu.ac.th/download=51:a-st..)). Based on a five point Likert scale, students indicated their level of agreement in the range: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly disagree (1). Respondents also filled in their responses indicating their views as to how engaging in academic activities, participation in co-curricular activities, interaction between students and lecturers and interaction amongst students impacted on their academic performance on the semi-structured questions written at the bottom of each table. In Section C, students indicated their level of agreement to the strategies that can be adopted to improve academic performance in the range: Very affective (4), Somewhat effective (3), Not very effective (2) and Not at all effective (1). (See appendix for the questionnaire). The use of the questionnaire helped to ensure confidentiality and anonymity and also allowed respondents to fill it at their own time (Chilisa and Preece, 2005:231)

3.3.1.3 Data collection

In the quantitative phase of this study, a consent form was handed over to the participants prior to distributing the questionnaire. The consent form highlighted that their participation should be out of their own choice and that they are free to withdraw at any time from the research. A questionnaire with 56 items was then distributed personally by the researcher to 250 students from the five selected institutions. Of the 250 questionnaires distributed, 244 were completed and returned, a response rate of 97.6%. Institution 1 had a response rate of 96% (48/50). While institution 2 had a response rate of 100% (50/50), and institution 3 with a response rate of 98% (49/50). Institution 4 also had a response rate of 98% (49/50) while institution 5 had a response rate of 96% (48/50). However, some questionnaires had missing responses in certain variables or items.

3.3.1.3.1 Demography of respondents

Table 3.1: Respondents by gender

		Frequency	Percent
Valid	Male	109	45.6
	Female	130	54.4
	Total	239	100.0
Missing	System	5	
Total		244	

The results in table 3.1 above indicate that from a sample of 244 respondents, 109 (45.6%) were males and 130 (54%) were females. 5 (0.020%) of the respondents' gender was not known.

Table 3.2: Age of respondents

		Frequency	Percent
Valid	18 - 24	181	76.4
	25 - 30	37	15.6
	31 - 35	9	3.8
	36 - 40	5	2.1
	41 - 45	5	2.1
	Total	237	100.0
Missing	System	7	
Total		244	

The results in table 3.2 above indicate that 76.4% of the respondents were aged between 18-24years, 15.6% between 25-30years, 3.8% between 31-35years, 2.1% between 36-40 and 2.1% between 41-45years. Majority (76.4%) of the respondents were aged between 18-24 years which is the average age of students at tertiary in Botswana (TEC, 2013).

Table 3.3: Respondents by home language

		Frequency	Percent
Valid	Setswana	118	50.0
	English	4	1.7
	Setswana and English	99	41.9
	English and Other	7	3.0
	Other	8	3.4
	Total	236	100.0
Missing	System	8	
Total		244	

The results in table 3.3 above indicate that 91.1% of the respondents were Batswana while 8.1% of the respondents were international students. It is therefore importance to note that in Botswana the majority of students in tertiary institutions including private university colleges are Batswana (TEC, 2013).

Table 3.4: Respondents by type of sponsorship

		Frequency	Percent
Valid	Government	200	84.0
	Private	25	10.5
	Non-governmental	13	5.5
	Total	238	100.0
Missing	System	6	
Total		244	

The results in table 3.4 above indicate that 84% of the respondents were sponsored by the government of Botswana, 10.5% were privately sponsored while 5.5% were sponsored by Non-governmental organisations. In Botswana majority of students at tertiary including private university colleges are sponsored by the government, including some of the international students on exchange programmes (TEC, 2013).

3.3.1.4 Validity and reliability of instruments

To ensure validity and reliability of the instruments, over and above triangulation and pilot testing of the questionnaire as mentioned in chapter 1, Cronbach's alpha coefficient was used to estimate reliability of the questionnaire. The Cronbach's alpha coefficient was also used to measure internal consistency and to test the degree to which items are interrelated (Johnson & Christensen; 2014:170& Gay *et al.*, 2011:204).

Statistical Package for Social Sciences (SPSS) Version 22 was used to estimate internal consistency of the scores (Cronbach's alpha coefficient). The data collected from 244 respondents was subjected to Cronbach alpha coefficient to estimate reliability of the questionnaire. The Cronbach's alpha was used to estimate internal consistency reliability by determining how all the 56 items on a test relate to all other test items and to the total test as revealed in table 3.5below.

Though the component variable “Type of sponsorship” had zero variance and was removed from the scale as indicated in table 1.1, the researcher retained the variable so that she can get a clear picture of how many students are on government sponsorship, how many are privately sponsored and how many are sponsored by Non-governmental Organisations as already mentioned in chapter one.

3.3.1.4.1 Internal consistency of reliability of the instrument – questionnaire

Table 3.5: Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.874	56

SPSS Version 22 was used to estimate internal consistency of the scores (Cronbach’s alpha coefficient) using data collected from the 244 respondents. The 56 items had an alpha of 0.870 and a Cronbach’s alpha based on standardized items of 0.874, indicating a high degree of internal consistency for group analysis as indicated in table 3.5 above. Therefore, the Cronbach’s alpha yielded acceptable ranges of reliability coefficients.

According to Gay *et al.* (2011:167), internal consistency results when all the items or tasks on a test are related, or in other words, are measuring similar things. A rule of thumb is that the size of a coefficient alpha should generally be, at a minimum greater than or equal to 0.70 for research purposes and somewhat greater than or equal to the value 0.90 for clinical testing purposes (Johnson and Christensen, 2014:170). Gay *et al.* (2011:168) concur that in relation to an acceptable level of reliability and state that, the minimum level of acceptance differs among test types. For example, standardised achievement and aptitude tests should have high reliability, often higher than 0.90. On the other hand, personality measures and other projective tests do not typically report such high reliabilities (although certainly some do), and a researcher using one of these measures should be satisfied with the reliability somewhat lower than expected from an

achievement test (Gay *et al.*, 2011:168). Johnson and Christensen (2014:167) continue to accentuate that the reliability coefficient of 0.96 suggest that the test-retest reliability is quite high and that the correlation that is the reliability coefficient of 0.23 is extremely low for a reliability coefficient.

A correlation matrix was used in the Exploratory Factor Analysis (AFA) process displaying the relationships between individual variables. Tabachnick and Fidell (as cited in Williams, Onsman and Brown, 2010:5) recommended inspecting the correlation matrix (often termed Factorability of R) for correlation coefficients over 0.30. Hair et al. (1995) categorised these loadings using another rule of thumb as ± 0.30 =minimal, ± 0.40 =important, and ± 0.50 =practically significant. If no correlations go beyond 0.30, then the researcher should reconsider whether factor analysis is the appropriate statistical method to utilise. In other words a factorability of 0.3 indicates that the factors account for approximately 30% relationship within the data, or in a practical sense, it would indicate that a third of the variables share too much variance, and hence becomes impractical to determine if the variables are correlated with each other or the dependent variable (multicollinearity).

3.3.1.4.2 Kaiser-Meyer-Olkin - measure of sampling adequacy

Prior to conducting factor analysis, the Keiser-Meyer-Olkin (KMO = 0.682) analysis was undertaken to determine suitability of the size of the sample for factor analysis as indicated in table 3.6 below.

Table 3.6: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.682
Bartlett's Test of Sphericity	Approx. Chi-Square	3611.697
	Df	1540
	Sig.	.000

This measure varies between 0 and 1, and values closer to 1 are better. A value of 0.6 is a suggested minimum. In this research the KMO had a value of 0.682 which is above the minimum indicating that the sample is adequate for factor analysis.

3.3.1.4.3 Bartlett's Test of Sphericity-measure of applicability of factor analysis

The Bartlett's test of sphericity was also done to measure the applicability of factor analysis as indicated in table 3.6 above. This tests the null hypothesis that the correlation matrix is an identity matrix. An identity matrix is matrix in which all of the diagonal elements are 1 and all off-diagonal elements are 0, implying that all of the variables are uncorrelated. If the significance value of this test is less than the alpha level, the null hypothesis is rejected that the population matrix is an identity matrix

([www.utexas.edu>schwab>Tutorials>o](http://www.utexas.edu/schwab/Tutorials/o)).

In this research, the Bartlett's test is significant having a p-value of 0.000. This is too small as compared to the alpha of 0.05 which is the significance level of the test. Thus the null hypothesis is rejected and the conclusion is that there are correlations in the data set that are appropriate for factor analysis. Thus this analysis justifies the use of factor analysis in this study.

3.3.1.5 Data analysis

Data collected from respondents was analysed and interpreted using exploratory factor analysis. The data gathered was processed and analysed using the factor analytical software Statistical Package for Social Sciences (SPSS) version 22 statistical package for windows to find out how strongly each factor contribute to students' academic performance. Factor analysis was also used to analyse correlations among test items and to identify the number of factors present. In Quantitative data analysis, the extent of existence for all variables in the research area was measured on a five-point Likert scale ranging from, strongly agree to strongly disagree.

The advantage of factor analysis is that the number of variables is reduced, but without losing the information the original variables provide (Punch, 2009:278).

According to Sage Publications, factor analysis has as one of its primary functions to help the researcher in determining how many latent variables underlie a set of items. It helps the researcher to determine whether one broad or several more specific constructs are needed to characterize the item set. Factor analysis also provide a means of explaining variation among relatively many original variables using relatively few newly created (i.e. factors) .This reduces information so that variation can be accounted for using a smaller number of variables. Another purpose of factor analysis is defining the substantive content or meaning of the factors (latent variables) that account for variation among a large set of items. It helps to identify factors that are performing better or worse. Thus, individual items that do not fit into any of factorially derived categories of items or fit into more than one of those categories can be identified and considered for elimination (<https://us.sagepub.com>kaplunovsky>).

3.3.2 Qualitative Approach

The qualitative approach provided an opportunity for the researcher to draw rich data because of the close interaction that the researcher will have with participants. This also enhanced a better understanding of the phenomenon being studied which is, Factors Influencing Students' Academic Performance (Chilisa & Preece, 2005:142-143). This method further allowed the researcher to study the experiences, prejudices and value systems of the participants in their real context and setting, which is the school or college (Creswell, 2014:185).

3.3.2.1 Site selection

A random number generator was used to select five university colleges out of a total of fifteen university colleges (see Appendix B). The random number generator is available for free on the internet at www.randomizer.org (www.randomizer.org; Johnson and Christensen, 2014:252-253). Though the sample size of fifteen (15) institutions is three (3), the researcher believes that a

sample size of five institutions will allow for collection of rich data therefore opted to select five (5) institutions.

Botswana has fifteen private university colleges registered with Tertiary Education Council, currently known as Human Resource Development Council (HRDC). These institutions are regulated by the Tertiary Education Accreditation of Private Tertiary Institutions Regulations (TEC regulations, 2008:2). The regulations are aimed at ensuring that quality assurance procedures are in place in all private tertiary institutions.

3.3.2.2 Participant selection

Purposive sampling was used to select participants for the study. According to Gay *et al.* (2011:142), purposive sampling allows the researcher to select participants who are “judged to be thoughtful, informative, articulate and experienced with the researcher’s topic and setting”.

For this study, five (5) faculty heads or heads of the Business departments (HoDs) of participating university colleges, five (5) student welfare officers or student counsellors from participating institutions and two (2) students, were purposively sampled per Business class of the selected institution. The total number of the students selected was ten (10). HoDs were included in the study because they are responsible for the academic administration of the Business programmes in an institution. The students’ welfare officers or counsellors were involved because they are responsible for the day -to -day welfare, counselling and discipline issues of students. Students will be involved as they provide first-hand experience on factors affecting their academic performance.

In Botswana, on average, a university college will have one HoD per faculty and one counsellor or two depending on the size of an institution. The number of participants was five (5) HoDs, five (5) counsellors and ten (10) students from the participating institutions. The total number of participants was therefore twenty (20).

3.3.2.3 Instrument for data collection – interview guide

In the qualitative phase of this study, the researcher used the semi-structured interview guide to collect data. The questions were based on the research questions and derived from the literature. The use of the interview guide ensures that the researcher collects similar types of data from all participants who will be interviewed. This study utilized in-depth interviews to identify the factors that affect students' academic performance among students in private university colleges of Botswana. The semi-structured interview questions involves students' views, reflections, perceptions and experiences of the factors that affect their academic performance at the university colleges and what they think should be done to improve their academic performance. (See Appendix H).

Interviews were used as a supplementary source of data collection in this study in line with the adopted style of combining both quantitative and qualitative approaches in a single study. The use of the interview guide is credited for making data collection to be systematic for each participant, which means that logical gaps in data can be closed (Cohen *et al.*, 2007:353).

3.3.2.4 Data collection

Prior to conducting the interview, a consent form was handed to the participants highlighting that their participation should be out of their own choice and that they are free to withdraw at any time from the research. Participants were also informed that the information would only be used for research purposes, so they should feel free and give honest responses. Participants were also informed that their responses would be recorded through writing and also by means of a digital voice recorder. An in-depth face-to-face 20 minutes interview was then conducted with each of the twenty (20) participants (5 HoDs, 5 student counsellors and 10 students) who were sampled.

Participants were interviewed within their institutions. HoD 1, Counsellor 1 and student 1 and 2 from institution 1 were interviewed on the 24th of August 2015. HoD 2, counsellor 2 and student 3 and 4 from institution 2 were interviewed on the 14th September 2015. HoD 3, counsellor 3 and

student 5 and 6 from institution 3 were interviewed on the 7th September 2015. HoD 4, counsellor 4 and student 7 and 8 from institution 4 were interviewed on the 21st September 2015. While HoD 5, counsellor 5 and student 9 and 10 from institution 5 were interviewed on the 5th of October 2015. The response rate was 100%. However, three HoDs and two students did not want to be recorded on a digital voice recorder. As participants were responding to the questions asked, the researcher recorded the responses on a voice recorder and documented the same responses verbatim for intense studying and transcription at a later stage.

From the semi-structured interview questions, the researcher sought to identify the views, reflections, perceptions and experiences of participants about the major factors contributing to students' good and poor academic performance so as to understand the realities behind poor academic performance in the Business programmes (Johnson & Christensen, 2008:393). These questions were derived from the research questions of this study.

The use of the interview guide ensured that the researcher collected similar types of data from all participants who were interviewed. This study utilized in-depth interviews to identify the major factors that affect students' academic performance among business students of private university colleges of Botswana.

3.3.2.5 Data analysis (qualitative data)

Gay *et al.* (2006: 468) and Chilisa and Preece (2005: 172) state that a “qualitative research begins data analysis from the initial interaction with participants and continues that interaction and analysis throughout the entire study”. In qualitative research, data analysis is not left until all data is collected. In order for data to be analysed, the notes, records, questionnaires and other materials that were used were carefully organized. The researcher followed basic procedures outlined by Creswell (2014:197) when analysing qualitative data. These are transcribing data, reading and rereading transcripts, coding data, coding of categories or themes and counting of words to identify relationships and potential themes in the data.

The researcher followed the following content analysis steps from preparing data for analysis to actual analysis of data: Recordings in the digital voice recorder were transcribed into writing form. The notes that were documented during interview sessions were studied and any information that was not captured in the recordings was included in the transcription. The researcher read through the transcripts one at a time and made notes of any relevant information that was in line with the themes identified during the quantitative phase of data analysis; the notes were then re-read and the different information or items were listed; the researcher then read through the list and categorised each item in a way that offers a description of what it is about (identified the relationship between items). The researcher then derived themes that arose from the data and coded the themes accordingly. Items with common themes were identified by a similar code then placed together according to the relevant categories; the categories were then reviewed to ensure that the data is categorised as it should be and also to identify any themes that can emerge from the categories already developed. New themes that emerged from the data were also categorised. The researcher then re-read the original transcripts again to ascertain that all information that needs to be categorised has been so

(libweb.surrey.ac.uk/library/skills/IntroductiontoResearchandManagingInformationLeicester/page_74.htm).

Words or items under the different themes or categories were then counted indicating the greatest concerns by participants of the factors that strongly influence academic performance of students and suggestions as to what can be done to improve student's academic performance in their institutions.

The above procedure is known as content analysis technique to analysing qualitative data. Content analysis refers to the gathering and analysis of textual content (Struwig & Stead, 2007 and 2013) by identifying and grouping common themes from different interviewees. The assumption made behind content analysis is that words that are mentioned the most often are the words that reflect the greatest concerns.

3.3.2.6 Researcher's role

When using the qualitative approach, the researcher became the main instrument of data collection and analysis. The researcher followed three basic procedures when analysing qualitative data. These are transcribing data, reading and rereading transcripts. In line with the above procedures, the researcher immersed herself in the data to understand what is going on, she also segmented and coded the data, counted words and coded categories (enumeration) and identified relationships and potential themes in the data (Johnson & Christensen, 2008:556). This allowed the researcher to discover realities about the factors contributing to high attrition rate in courses at tertiary (Johnson & Christensen, 2008:393).

3.3.2.7 Trustworthiness of study

According to Chilisa and Preece (2005:235), in qualitative research reliability and validity are not easy to measure because human behaviour is not static; people's views and opinions about a given phenomenon usually keep on changing over time. Gay *et al.* (2011:164-165) define reliability as "the degree to which a test consistently measures whatever it measures". They further refer to validity as "the degree to which a qualitative data accurately gauge what we are trying to measure" (Gay *et al.*, 2009:375).

To establish the trustworthiness and understanding of the research findings, the researcher adopted Guba's criteria for validity of qualitative research strategies namely credibility, transferability, dependability and confirmability in conjunction with Bloomberg and Volpe's (2012) criteria.

Credibility

Bloomberg and Volpe (2012:112) explain that "credibility refers to whether the participants' perceptions match up with the researcher's portrayal of them. In other words, has the researcher accurately represented what the participants think, feel, and do?" To ensure credibility of the research findings, the researcher kept a reflective journal in which all perceptions of the research

participants were documented. The perceptions of the participants were constantly compared or checked against the perception of the researcher to avoid bias.

To achieve credibility, the researcher used triangulation of methods as well debriefing Gay *et al.* (2011: 393). Triangulation is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied and to cross check information (Gay *et al.* 2009:375). Gay *et al.* (2006: 424), says “it is not likely that data derived from different sources and data collection strategies will be biased in the same, unnoticed way”. Creswell (2003: 217) contends that this process helps the researcher to overcome the weaknesses and biases that usually characterize a single method. The above observation indicates that, no single research method is capable of capturing all the aspects of a phenomenon under investigation. It is therefore believed that interpretations that are based on triangulation are much more reliable than those based on a single study (Creswell, 2003: 221). In this study triangulation is therefore preferred because it would help this researcher to ensure the validity and reliability of data that will be collected. In addition triangulation will make it possible for the researcher to gain an in-depth understanding of the variable of poor academic performance from the students within their context. This researcher has therefore decided to use interviews as data collection tools for qualitative data.

The researcher also did peer debriefing. The researcher used the statistician who is a member of the research committee at one university in Botswana as a critical reader, to help reflect on the research by listening and prompting insights throughout data processing and analysis (Gay *et al.* 2009:376). The questions and observations posed by the critical reader enabled the researcher to refine her methods and develop a better explanation of the research design (Shenton, 2004: 67).

Transferability

Another strategy that the researcher used to establish trustworthiness of qualitative data was by addressing transferability that is, ensuring that there was sufficient and detailed information about the context of the study to allow someone reading it to make comparisons with their own context. This was achieved by including descriptive, context-relevant statements of the

phenomenon being studied which is factors influencing poor and good academic performance of students so that someone hearing about or reading a report of the study can identify with the setting or permit comparison of a given context to other possible contexts to which transfer may be contemplated (Gay *et al.*, 2009:375-376).

Dependability

To address the stability of the data collected, the researcher established an audit trail. According to Bloomberg and Volpe (2012:113), an “audit trail” is established by giving a “detailed and thorough explanation of how the data were collected and analysed”. In this chapter (3), a detailed explanation is given of how the data were collected and analysed.

Confirmability

The neutrality and objectivity of the data collected was addressed by practicing reflexivity. The researcher kept a reflective journal in which all perceptions that the researcher had were documented on a regular basis (Johnson & Christensen, 2014:308). The perceptions of the researcher were constantly compared or checked against the perceptions of the participants to avoid bias.

3.4 ETHICAL CONSIDERATIONS

Ethical clearance was obtained from the Campus Ethics committee of the Mafikeng campus of the North-West University. Ethical clearance was also sought from the ethics committees of the participating university colleges. A letter requesting permission to carry out the research was written to the Director Academic Management, Research Managers and Vice Chancellors of the university colleges sampled. The questionnaire was accompanied by a cover letter or consent form highlighting the purpose of the study, emphasizing its importance and significance including description of the procedure to be followed and the length of time it will take the

participants to complete the study (Johnson & Christenson 2014: 134). The consent form was also issued to all participants. The consent form also informed participants that their participation should be out of their own choice and that they are free to withdraw at any time from the research. The cover letter explained that the research is only a requirement for a Masters Degree in Education Management and will not be used for any other purpose. Furthermore the researcher highlighted how the study will benefit the respondents and the field in general. Participants were informed that all responses will be treated with utmost confidentiality. Respondents were asked not to write their names on the questionnaire to ensure confidentiality and anonymity. The researcher also explained to the participants sampled for the interview that she is going to conduct a face-to-face interview with each participant and appealed for an honest response to the questions.

To ensure anonymity numbers were used to represent participants and selected university colleges.

3.5 SUMMARY

This chapter provided a general overview of the mixed methods design used in this study. The research design, the population of the study, instrumentation, and data collection strategies as well as data analysis were discussed. Finally, analysis of data was carried out in the next chapter using SPSS statistical software and content analysis. The results have been presented in chapter four.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

This previous chapter discussed the research design, the population of the study and the sampling procedures. It further discussed the instruments and how they were designed, reliability and validity of the instruments, data collection procedures and data analysis. This section deals with the presentation of the quantitative and qualitative findings of this study in relation to the research question. The main purpose of this study was to explore factors that influence the academic performance of students in general, particularly in private university colleges of Botswana.

Data was collected by means of interviews, and a structured questionnaire with an open-ended question section. Data was then analysed using Statistical Program for Social Sciences (SPSS) statistical software (Version 22). Findings were presented using frequency tables and narrative descriptions. Factor analysis was done to reduce the variables to a few dimensions and to examine correlations between test items. In addressing the three research sub-questions, some students were given a questionnaire to complete while Heads of Departments (HODs), student counsellors and other students were asked similar interview questions. It is however important to note that some items in the questionnaire had missing responses.

4.2 PRESENTATION OF QUANTITATIVE FINDINGS

4.2.1 Factor Analysis

Factor analysis has as one of its primary functions to help the researcher in determining how many latent variables underlie a set of items. It helps the researcher to determine whether one broad or several more specific constructs are needed to characterize the item set. Factor analysis also provides a means of explaining variation among relatively many original variables using relatively few newly created factors. This reduces information so that variation can be accounted for using a smaller number of variables. Another purpose of factor analysis is defining the substantive content or meaning of the factors (latent variables) that account for variation among a large set of items. It helps to identify factors that are performing better or worse. Thus, individual items that do not fit into any of factorially derived categories of items or fit into more than one of those categories can be identified and considered for elimination

(<https://us.sagepub.com>kaplunovsky>).

In this research, initially there was a set of 56 items (variables considered in the questionnaire) and a sample of 244 respondents was used. Because of some missing information on some responses 136 cases were considered for Factor analysis by SPSS out of the sample of 244 cases collected. Therefore, the number of cases used in the analysis was less than the total number of cases in the data file because there were missing values on some of the variables used in the factor analysis, as, by default, SPSS does a list wise deletion of incomplete cases

(www.ats.ula.edu/stat/spss/output/factor1.htm). In this research about 108 cases were deleted because of incomplete information as shown in table 4.1 below and table 4.2 (see Appendix C).

Table 4.1: Case Processing Summary			
		N	%
Cases	Valid	136	55.7
	Excluded ^a	108	44.3
	Total	244	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 4.2 (see Appendix C) shows the following information below:

Mean - These are the means of the variables used in the factor analysis.

Std. Deviation - These are the standard deviations of the variables used in the factor analysis.

Analysis N - This is the number of cases used in the factor analysis

(www.ats.ula.edu/stat/spss/output/factor1.htm)

4.2.1.1 Estimating communalities

Table 4.3 (see Appendix D) shows communalities before and after extraction. Principal component analysis works on the initial assumption that all variance is common. Therefore before extraction the communalities are all 1. The communalities in the column labelled extraction reflect the common variance in the data structure. Therefore table 4.4 shows that there is high degree of variation in our data set, for example; 69.8% of the variance associated with sex is common, or shared variance ([www.statisticshell.com>docs>factor](http://www.statisticshell.com/docs/factor)). In this study, the average of the communalities after extraction is 69.9% or 70% or 0.7 ($39.155/56 = 0.699$) which is accurate for factor analysis according to Kaiser's rule. The commonly used guidelines to determining the number of factors are the Kaiser-Guttman rule, percentage of variance, the scree test, size of the residuals and interpretability (www.ats.ucla.edu/stat/sas/library/factor_ut.utm). In this study, the Kaiser- Guttman rule, scree test and percentage of variance were used to determine the number of factors that are considered strong or valid contributors of students' academic performance.

The Kaiser-Guttman rule; "the eigenvalues greater than one" rule states that the number of factors should be equal to the number of factors having an eigenvalue (variance) greater than 1.0. The rationale for choosing this particular value is that a factor must have a variance at least as large as that of a single standardized original variable (www.ats.ucla.edu/stat/sas/library/factor_ut.utm).

4.2.1.2 Extraction sums of squared loadings

Table 4.4 (see Appendix E) indicates the initial number of factors which is 56 which is the same as the number of variables used in the factor analysis. Table 4.4 also reveals that not all the factors will be retained. Only seventeen factors were retained and together, these factors accounted for 69.8% of the total variance as indicated under the cumulative percentage column of table 4.4 (www.ats.ucla.edu/stat/spss/output/factor1.htm).

The scree plot diagram figure 4.1 (see Appendix F) shows the eigenvalues of the 56 items. The purpose of factor analysis is to reduce the number of variables to a smaller number. In this study, factor analysis was used to derive the new variables which are called factors in order to give better understanding about the data. The graphical scree plot proposed by Cattell (1966) was used to reduce the number of factors from items in the instrument. Cattell's scree test are plotting the eigenvalues and looking to see where the graph tails to shallow scree (Mokhtar *et al.*, 2012:4135). From the result in Figure 4.1 (see Appendix F), an analysis of the scree plot revealed that seventeen items should be extracted as they contribute significantly to the variation in the data. These items have the point at which the eigenvalues seem to level off. 39 items were therefore eliminated as they do not contribute significantly to the variation in the data.

Please note that the researcher tried to perform varimax rotation on the initial 56 items, however rotation failed to converge. Therefore the second factor analysis was performed with the seventeen items or factors that were retained. In the second analysis of the seventeen factors that have been retained, the second extraction gave six factors with eigenvalues greater than 1. These factors together accounted for 55.8% of the total variance as indicated under the cumulative percentage column in table 4.5 below.

Table 4.5: Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.683	15.783	15.783	2.217	13.039	13.039
2	1.969	11.584	27.368	2.110	12.414	25.453
3	1.371	8.067	35.435	1.329	7.820	33.273
4	1.219	7.169	42.604	1.308	7.693	40.966
5	1.139	6.699	49.304	1.265	7.439	48.404
6	1.099	6.463	55.767	1.252	7.362	55.767
7	.962	5.659	61.426			
8	.850	4.997	66.423			
9	.817	4.808	71.231			
10	.758	4.459	75.690			
11	.749	4.408	80.099			
12	.695	4.085	84.184			
13	.662	3.896	88.080			
14	.591	3.474	91.554			
15	.533	3.136	94.690			
16	.479	2.818	97.508			
17	.424	2.492	100.000			
Extraction Method: Principal Component Analysis.						

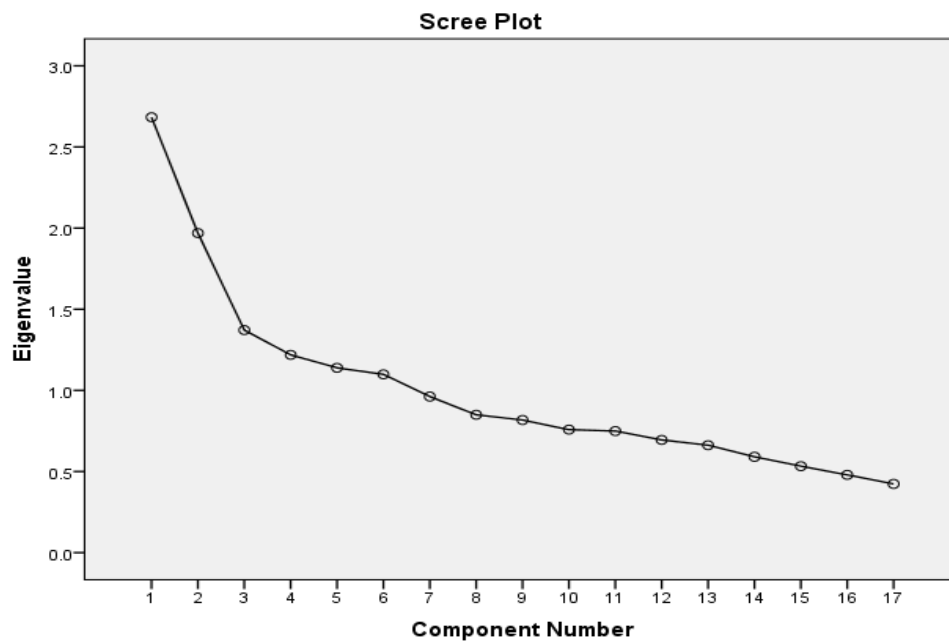


Figure 4.2: Scree plot diagram showing the eigenvalues of the 17 items

4.2.1.3 Rotation sums of squared loadings (Varimax with Kaiser Normalization)

Table 4.6: Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
Sex	.002	-.008	-.182	-.138	.692	-.003
Age of respondent	-.074	.024	-.101	.780	-.024	-.047
Spoken home language	.013	-.060	.738	-.226	-.057	-.057
Type of sponsorship	-.043	-.044	-.187	-.040	.100	.796
Lack of study skills	.275	.021	.352	.398	-.123	.451
Poor submission of assignments	.572	-.149	.193	-.046	-.113	.433
Poor class attendance	.702	.065	-.064	-.120	-.061	.162
Difficulty managing time	.645	.198	-.146	-.205	-.080	-.079
Unhappy with teaching skills of lecturers	-.080	.664	.096	-.328	.209	-.094
Unable to understand course material	.054	.548	.274	-.163	-.107	.308
Adequate learning facilities	.220	.418	-.054	.151	-.454	.031
Too heavy course load	-.134	.341	.478	.278	.109	-.038
Irrelevant teaching methods	.079	.676	-.100	.091	.003	-.161
Inadequate and poor quality learning materials	.160	.708	.026	.167	.002	.026
Financial Difficulties	-.002	.199	.248	.259	.664	.066
Physical illness health problems injury	.494	.063	.362	.203	.141	-.224
Use of alcohol or other substances	.739	.064	.029	.178	.018	-.048
Extraction Method: Principal Component Analysis.						
Rotation Method: Varimax with Kaiser Normalization. ^a						
a. Rotation converged in 7 iterations.						

Varimax rotation was therefore performed with the seventeen items that were retained. The rotation of the variables was possible thereafter as indicated in the Rotated Component Matrix in table 4.6 above:

Table 4.7: Details of Factor Analysis showing the loadings of each item

		Factors					
Item	Variables	1	2	3	4	5	6
No							
6	Poor submission of assignments	.572					
7	Poor class attendance	.702					
8	Difficulty managing time	.645					
16	Physical illness health problems injury	.494					
17	Use of alcohol or other substances	.739					
9	Unhappy with teaching skills of lecturers		.664				
10	Unable to understand course materials		.548				
13	Irrelevant teaching methods		.676				
14	Inadequate and poor quality learning materials		.708				
3	Spoken home language			.738			
12	Too heavy course load			.478			
2	Age of respondent				.780		
1	Sex					.692	
11	Adequate learning facilities					-.454	
15	Financial Difficulties					.664	
4	Type of sponsorship						.796
5	Lack of study skills						.451

Table 4.7 above indicates the following: The variance in Factor 1 is explained by five variables and these are: use of alcohol or other substances, poor class attendance, difficulty managing time and poor submission of assignments and physical illness, health problems and injury, with use of alcohol or other substances showing the most variance. The variance in Factor 2 is explained by four variables namely: inadequate and poor quality learning materials, Irrelevant teaching methods, Unhappy with teaching skills of lecturers and unable to understand course materials, with inadequate and poor quality learning materials showing the most variance. The variance in Factor 3 is explained by two variables namely: Spoken home language and too heavy course

load, with spoken home language showing the most variance. While the variance in Factor 4 is explained the most by one item, age of respondent. The variance in Factor 5 is explained by three variables namely: sex, adequate learning facilities and financial difficulties, with sex showing the most variance. While the variance in Factor 6 is explained by two variables which are: type of sponsorship and Lack of study skills, with type of sponsorship showing the most variance.

The seventeen variables that have been retained by factor analysis will therefore be discussed below to answer the research questions as they are considered strong or valid contributors of students' academic performance and they also contributed the most to the variance in the data set.

4.2.2 Students' responses to the possible factors influencing students' academic performance

Main research question: *Which factors influence the academic performance of students in general and in private university colleges in Botswana?*

This question sought to establish the views of students on the factors that affect students' academic performance. The presentation of data for research question 1 is shown in table 4.8 below. Only responses to the seventeen variables which have been retained by factor analysis as showing the most variance to the data sets are projected in table 4.8 below.

Table 4.8: Students' responses to the possible factors influencing students' academic performance

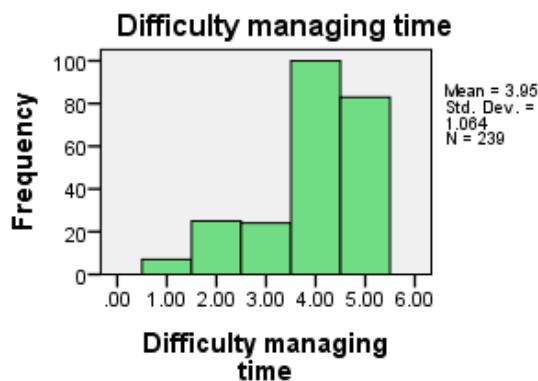
Possible factors influencing students' academic performance	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total
	5		4		3		2		1		
	n	%	n	%	n	%	n	%	n	%	%
Poor submission of assignments	57	23.5	103	42.4	28	11.5	39	16.0	16	6.6	100
Poor class attendance	92	38.7	78	32.8	23	9.7	21	8.8	24	10	100
Difficulty managing time	83	34.7	100	41.8	24	10.1	25	10.5	7	2.9	100
Physical illness, health problems and injury	59	24.6	66	27.5	40	16.7	55	22.9	20	8.3	100
Use of alcohol or other substances	85	35.6	65	27.2	30	12.6	32	13.4	27	11.3	100
Unhappy with teaching skills of lecturers (lecturers competencies)	89	37.1	78	32.5	31	12.9	34	14.2	8	3.3	100
Unable to understand course materials	40	16.6	111	46	38	15.8	38	15.8	14	5.8	100
Irrelevant teaching methods	57	23.8	71	29.7	51	21.3	49	20.5	11	4.6	100
Inadequate and poor quality learning materials	83	35.9	84	35.9	21	9.0	33	14.1	13	5.6	100
Too heavy course load	74	31.0	72	30.1	33	13.8	41	17.2	19	7.9	100
Adequate learning facilities	60	25.2	69	29.0	39	16.4	45	18.9	25	10.5	100
Financial Difficulties	98	41.4	82	34.6	24	10.1	24	10.1	9	3.8	100
Lack of study skills	68	28.3	95	39.6	28	11.7	33	13.8	16	6.7	100

These variables are discussed below. In addition to these thirteen variables mentioned above, spoken home language, age of the student, sex of the student and type of sponsorship will also be discussed as they are amongst the seventeen variables that were retained by factor analysis. In discussing these variables, the percentages for responses for “Strongly agree” and “Agree” were combined. The variables will be discussed under the six factors under which they were loaded. Discussion of the variables will also be categorised into factors that contribute to poor and good students’ academic performance and ranked in order of prominence.

4.2.2.1 Research sub-question 1: What are the factors associated with poor academic performance of students in private university colleges in Botswana?

4.2.2.1.1 Difficulty managing time

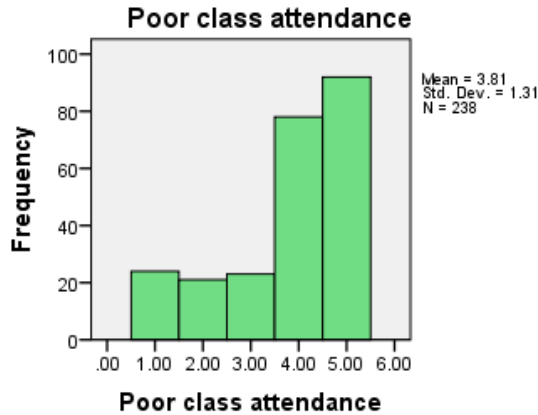
Figure 4.3



An overwhelming 76.5% of the majority of students’ indicated difficulty in managing time by students as strongly influencing students’ academic performance. This is in line with Miqdadi, ALMamani, Mohammad and Elmousel (2014:1) who concur that a lot of university students complain about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the deadline. The respondents are in agreement that it is difficulty in managing time and this causes some students to fail to meet deadlines for submission of assignments and projects and also to come to class on time.

4.2.2.2 Poor class attendance

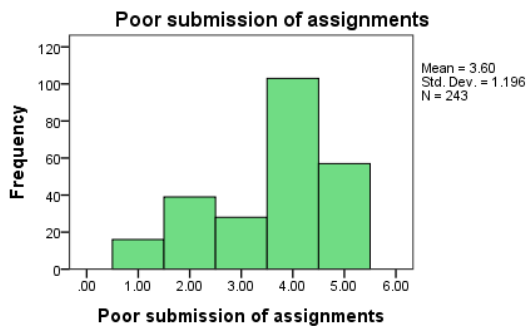
Figure 4.4



It emerges from the research findings that 71.5% majority of respondents indicated that poor class attendance contributes to poor academic performance. This is supported by Ali *et al.* (2009:83) who state that attending lectures plays an important role in improving students' academic performance. They found that students who avail themselves in lecture theatres regularly obtained greater symbols in comparison with those who did not attend lectures. (Legotlo *et al.*, 2002:115) also concur that lack of student discipline including absenteeism are the major causes of poor academic performance amongst students.

4.2.2.3 Poor submission of assignments

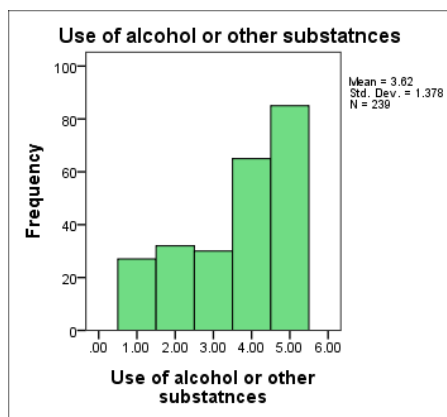
Figure 4.5



A significant number of students, 65.9% blame poor students' academic performance on poor submission of assignments. These findings are supported by Hansen (2010) who states that skipping homework assignments is one of the ten negative or offensive students' behaviours that can affect students' grade.

4.2.2.4 Use of alcohol and other substances

Figure 4.6



More than half (62.8%) of respondents, felt that alcohol and substance abuse strongly influence student's academic performance. These findings are supported by Wechsler as cited (in Ukwai, Ambkeh, Uwanede & Undelikwo, 2013:413) who state that poor academic performance amongst students of tertiary institutions may be associated with heavy alcohol consumption.

4.2.2.5 Physical illness, health problems and injury

Figure 4.7



In the rankings, 52.1% of the students regard physical illness, health problems and injury as strongly affecting students' academic performance. Illness and health problems such as HIV/AIDS, mental illness and asthma just to name a few does affect the academic performance of students to an extend that some students are forced to defer their studies or dropout all together. Ickovics, Scott, Peters, Schwartz, Gilstad-Hayden & Mccaslin (2014:40) also agree that students may perform poorly due to disabilities and chronic conditions.

4.2.2.6 Unhappy with teaching skills of lecturers (lecturer incompetence)

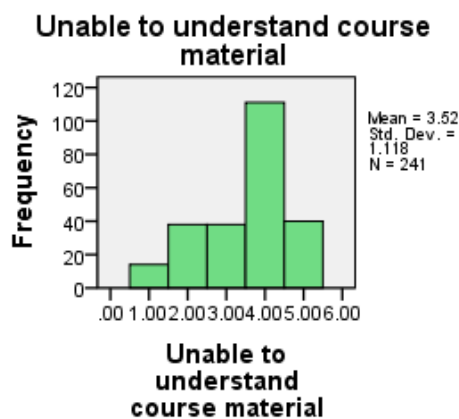
Figure 4.8



A significant number of students are of the view that lecturer competence affects students' academic performance. The majority (76.5%) of the students' respondents blame poor academic performance on lecturer incompetence. These findings are supported by AL-Mutairi (2011) and Kang'ahi *et al.* (2012) who indicate that although there exist several factors that influence students' academic performances, lecturer competence remains one of the major determinants of students' academic achievements.

4.2.2.7 Inability to understand course materials

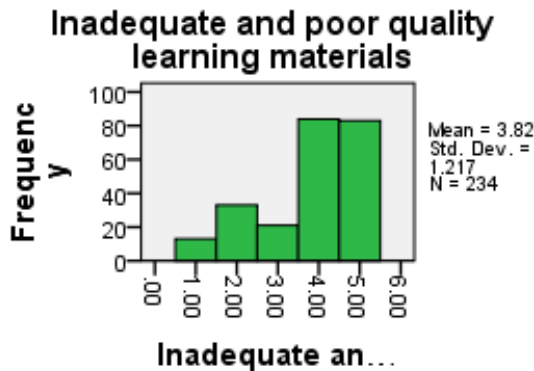
Figure 4.9



More than half (69.6%) of the students agree that inability to understand course materials contribute strongly to poor students' academic performance. These findings are supported by Glatthorn as cited (in Muzenda, 2013:7) who states that the lecturer's ability to distinguish the knowledge base of his or her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge into practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds.

4.2.2.8 Inadequate and poor quality learning materials

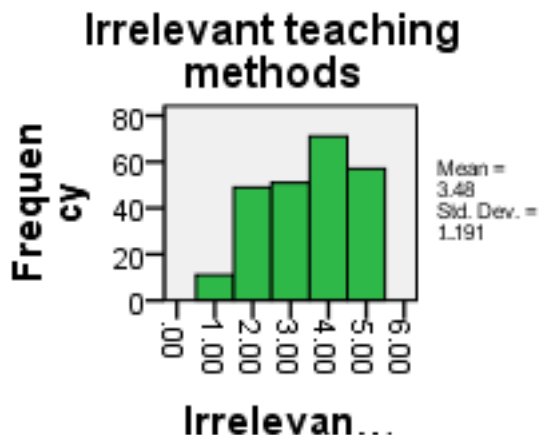
Figure 4.10



More than half of the respondents regard inadequate and poor quality learning materials as amongst the most important factor that contribute to poor students' academic performance. The findings reveal that 68.4% of the students consider inadequate and poor quality learning materials to be a strong contributor of poor students' academic performance. Karemera (as cited in Ganyaupfu, 2013:58) also concurs that students' achievements are significantly correlated with the quality of learning materials in respect to the manner in which curriculum is designed.

4.2.2.9 Irrelevant teaching methods

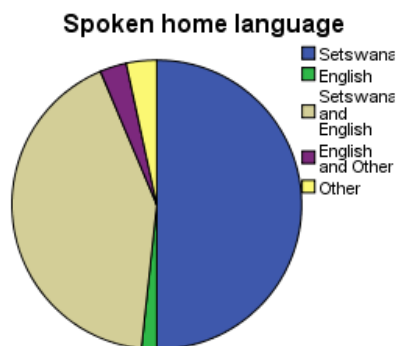
Figure 4.11



Almost half of the students (53.5%) strongly agree that irrelevant teaching methods contribute strongly to poor students' academic performance. This is in line with Umoren (2001) who suggested that the ability of the teacher to impart knowledge so depends greatly on the method he applies during the teaching learning process. Where the method is defective, the students stand to lose as they hardly benefit from lessons as inappropriate teaching methods are likely to constrain knowledge retention and application.

4.2.2.10 Spoken home language

Figure 4.12



The findings of this study reveal that 91.1% of the students' respondents were Batswana.

The findings of the study reveal that most university colleges of Botswana are dominated by Setswana speaking individuals. Some students (especially remote area dwellers) come from the schools where Setswana language is used as a language of communication. In line with these findings, Fakude (2012:53) also explains that when students with the language barrier enter into the tertiary institution they experience challenges with regard to the English language used in presenting academic work. In this regard students have to struggle to understand the language before they understand what is expected of them in the particular task given to them.

4.2.2.11 Too heavy course load

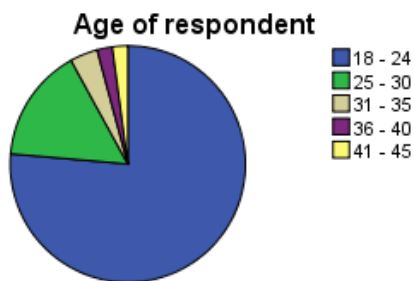
Figure 4.13



A considerable number of students, 61.1% blame poor students' academic performance on course loads that are too heavy. Jin (2012) concurs that students with heavy study loads slept less than those who do not have heavy study loads. He also contents that lack of sleep can also result in impairment on daytime performance such as falling asleep in class, lacking energy, and inattentiveness. Yang (2004: 287) also concurs that work overload is one of the major factors of burnout. He further explicate that burnout can lead to lower commitment, higher turnover, absenteeism, low morale and reduced productivity, reduced academic performance inclusive.

4.2.2.12 Influence of age

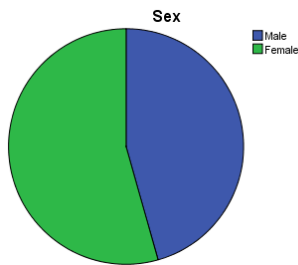
Figure 4.14



The findings of this research reveal that 76.4% of the respondents were aged between 18-24years, which is the average age of students at tertiary in Botswana (TEC, 2013). Ebenuwa-Okoh (2010:99) contends that age is considered one of the independent variables that may likely affect the academic performance of undergraduates. He states that cognitive development and maturity (which are associated with age) are necessary for a worthwhile performance of students.

4.2.2.13 Influence of sex or gender

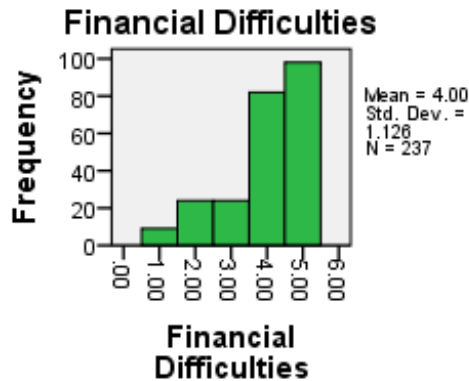
Figure 4.15



The findings of this study indicate that 45.6% of the students' respondents were males and 54% were females. Ebenuwa-Okoh's (2010:102) study shows that there is no significant difference between male and female respondents in their academic performance, as both male and female undergraduates are exposed to same social and academic environment. They are assessed using the same criteria, so their reaction to grading (academic performance) is similar.

4.2.2.14 Financial difficulties

Figure 4.16



An overwhelming majority (76%) of respondents indicate that financial difficulties are a major cause of poor students' academic performance. This is in line with Muzindutsi (2013:717) who states that according to the Council on Higher Education report of 2010, one of the major causes of this low graduation rate in South Africa is a big number of students entering university from positions of extreme inequality, most obviously in schooling, and financial problems.

4.2.2.15 Lack of study skills

Figure 4.17

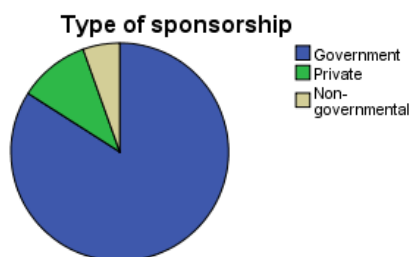


It emerges from the findings that 66.8% of the respondents consider lack of study skills as a strong contributor of poor students' academic performance. Sleight and Brian (2006:1) also

explain that the process of creating study aids helps the learner gain more meaningful knowledge through the process of synthesizing disparate pieces of information into new knowledge, as has been shown with note taking.

4.2.2.16 Influence of type of sponsorship

Figure 4.18



The findings of this study reveal that 84% majority of respondents were sponsored by the government of Botswana. In Botswana majority of students at tertiary including private university colleges are sponsored by the government, including some of the international students on exchange programmes (TEC, 2013). Therefore students' academic performance cannot be influenced by type of sponsorship or financial status of the students as majority of students have access to tertiary education through government sponsorship. Ebenuwa-Okoh (2010:102) concurs that the relationship between academic performance and financial status was found not to be significant. Meaning that though students differ in financial status, it is not reflected in their academic performance. The reason for this finding could be that the students that have finances tend to invest on self rather than books and academic activities that enhances their performance (Ebenuwa-Okoh, 2010:102).

Research sub-question 2: *What are the factors associated with good academic performance of business students in private university colleges in Botswana*

It is important to note that strategies for improving academic performance are also factors that contribute to good academic performance and these will be presented under methods of improving students' academic performance.

4.2.3 Students' response to the impact of variables on academic performance

Research sub-question 3: *How does participation in academic activities, co-curricular activities, interaction between students and lecturers and interaction amongst students' impact on students' academic performance?*

In section B of the questionnaire over and above the questions that sought the opinions of respondents on factors contributing to students' academic performance, were semi-structured questions which sought the view of the respondents on how participation in academic activities, participation in co-curricular activities, interaction between students and lecturers and interaction amongst students impact on students' academic performance. Students' responses and views were stated below.

4.2.3.1 Students' responses to how participation in academic activities impact on students' academic performance

Out of two hundred and forty-four (244), one hundred and eighty-six (76%) students believe that engaging in academic activities has a positive impact on students' academic performance. Some respondents explained that *"participating in academic activities has a positive impact on students' academic performance as what we have learned in class may be emphasized through the activities we will be doing at the academic club. For example in the Business club, we acquire entrepreneurship skills in the workshop that are normally organized by the club where we learn from industry advisors"*.

4.2.3.2 Students' responses to how participation in co-curricular activities impact on students' academic performance

More than half (51%) of the respondents are of the opinion that participation in co-curricular activities has a positive impact on students' academic performance as it help students to refrain from engaging in bad behaviours like drugs, alcohol abuse and theft. They also state that participation in co-curricular activities improves the health of students and ease frustrations and

stress. While on the other hand, 49% believe that participation in co-curricular activities has a negative impact on students' academic performance as it waste time which could have otherwise been channelled towards academic activities.

4.2.3.3 Students' responses to how interaction between students and lecturers impact on students' academic performance

More than half (62%) of the students' respondents are of the view that interaction between students and lecturers has a positive impact on students' academic performance as it helps build rapport between the two parties, thus motivating students to persist in their studies as they are able to express themselves in class freely. On the other hand, 39% of the students are of the view that interaction between students and lecturers has a negative impact on students' academic performance as students may end up being disrespectful to lecturers and lecturers may now start seeking sexual relationships or favours from students.

4.2.3.4 Students' responses to how interaction amongst students impact on students' academic performance

One hundred and forty-three students responded to the above question. Seventy-nine (55%) of the students are of the view that interaction amongst students has a positive impact as students will be able to help each other with assignments and group discussion and hence may persist in their studies. While sixty-four (45%) of the students are of the view that interaction amongst students may have a negative impact on students' academic performance as they may delay each other by failing to manage time effectively. They are also of the view that interaction amongst students may lead to negative peer pressure.

4.3 PRESENTATION OF QUALITATIVE FINDINGS

In-depth interviews were conducted with five HoDs, five student counselors and ten students from the selected institutions and their views and opinions are presented verbatim (see Appendix k). Each of the participants consented to be interviewed. The interview questions were based on the research -questions.

4.3.1 Participants' Views of Factors Influencing Students' Academic Performance

The themes that emerged from participants' views were identified and themes which emerged are presented in table 4.9 below.

Table 4.9: Participants' views of factors influencing students' academic performance

THEME	HoDs views		Student Counsellors' views		Students' view	
	n = 5		n = 5		n = 10	
	n	%	n	%	n	%
Poor submission of assignments	2	40	0	0	0	0
Poor class attendance	5	100	3	60	6	60
Too heavy course load	0	0	0	0	2	20
Inadequate and poor quality learning materials	2	40	1	20	8	80
Financial difficulties	0	0	1	20	2	20
Physical illness, health problems, injury	0	0	3	60	5	50
Use of alcohol or other substances	2	40	3	60	6	60
Lack of motivation	1	20	1	20	3	30
Pregnancy	2	40	3	60	3	30
Unhappy with teaching skills of lecturers (lecturers competencies)	1	20	3	60	6	60
Shortage of lecturers	1	20	0	0	2	20
Inability to adjust to the University	0	0	1	20	0	0
Home and family problems	0	0	1	20	1	10
Rape, abuse or sexual	0	0	3	60	0	0

assault of students						
Inadequate teaching facilities	3	60	2	40	7	70
Lack of mathematical aptitude	4	80	0	0	6	60

Only variables or themes which showed the most concern are discussed below.

4.3.1.1 Poor class attendance

All HoDs (100%) blame poor students' academic performance on poor class attendance. An overwhelming number (60%) of student counselors and students respectively also regard poor class attendance as a strong contributor of poor academic performance. One HoD lamented that *"Some of these students do not attend class regularly and give all sought of reasons. In fact our major problem why our students fail is poor attendance"*.

4.3.1.2 Inadequate teaching facilities

An overwhelming number (70%) of students blame poor academic performance on inadequate teaching facilities. One student explained by saying *"Our lecture halls are too small, and we are normally overcrowded in there with no ventilation"*. Sixty percent (60%) of the HoDs also concur that inadequate teaching facilities hinders academic performance. In majority of university colleges, lecture halls and labs are normally small despite large numbers of students enrolled in these institutions. For example, computer labs are normally small with few numbers of computers to cater for the school population.

4.3.1.3 Inadequate and poor quality learning materials

Eighty percent (80%) of the students blame poor students' academic performance on inadequate and poor quality learning materials. One student said that *"My performance could be good but I am hindered by a number of factors. The library has no books"*. While another student lamented by saying *"Nna mma I want to tell you that am not an average student but the situation in this institution is demoralizing. We do not have lecturers to start with. We also do not have access to text books. We are expected to buy text books from the bookshop, it is either they are expensive or they are not available. Our library also does not have relevant reference materials for most of*

our modules. We have already reported this to the SRC to no avail. Internet access is also a challenge, sometimes we are given an assignment that requires us to google but I normally fail because I don't have a laptop and WIFI at home. The use of the e-library is also a dilemma as computers are limited, coupled with no network". These findings are supported by 40% of the HoDs who said "We used to give our students text books but sometimes the books will come late incapacitating some of those students who want to read and pass their exams".

4.3.1.4 Use of alcohol or other substances

Sixty percent (60%) of the counselors regard drugs and alcohol abuse as major contributors of poor students' academic performance. One counselor revealed that "*The major problem that we have been having is drugs and alcohol abuse. Students come to school for drugs, they are here but not attending*". More than half of the students (60%) also agree that alcohol and drug abuse contribute significantly to poor academic performance. One student even said that "*Hey my sister, I happen to have social problems that make me not to cope well. I end up drinking a lot during the weekends, and then fail to turn up for class on Monday. I have already deferred 3 modules*". About 40% of the HoDs also concur that drugs and alcohol abuse prevent some students from performing well academically.

4.3.1.5 Pregnancy

A significant number (60%) of student counselors revealed that pregnancy does affect students' academic performance. One student counselor explained that "*The other problem is pregnancy. Majority of our girls fall pregnant and end up with the challenge of raising children and studying at the same time. Most of them end up deferring their studies or dropping out of school completely*". These findings are supported by 40% of the HoDs who also agree that pregnancy is another factor that affect students' academic performance.

4.3.1.6 Unhappy with teaching skills of lecturers

More than half (60%) of the students blame poor academic performance on in-competencies of their lecturers and one student stated that "*Sometimes we go for the entire semester without lecturers in certain modules, but we are expected to write those modules none the less. There is*

this lecturer who teaches us Business Maths, to me she does not know the content, we end up struggling and I think am going to fail this module. It seems like our institution does not want to employ qualified lecturers. This has led to most of us being de-motivated to attend classes and hence we fail". This is supported by 60% of the student counselors who state that students normally complain that some lecturers do not turn up for lessons. They only come to class to collect assignments from students.

4.3.1.7 Rape, abuse or sexual assault of students

A significant number of student counsellors, (60%) revealed that Rape, abuse or sexual assault of students contribute negatively to students' academic performance. One counsellor revealed that *"Our students are experiencing a number of social problems which I believe contribute to them not performing well in their studies. Some students' even male students struggle with issues of step parents. They end up becoming deviants due to the abuse they sometime experience in these families. Some students go through abuse by their relatives or boyfriends. One girl was locked up by her boyfriend for two weeks. Parents came to report the matter to us. Due to all these problems some students end up losing interest in life altogether as we have a number of suicide cases in our institution as well as dropout cases".* While another counsellor concurs that *"Some students end up failing due to other social problems such as rape and prostitution".*

4.3.1.8 Lack of mathematical aptitude

Eighty percent (80%) of the HoDs lament that lack of numeracy skills is a contributory factor to low academic performance by the majority of students in the Business programme. One HoD stated that *"The major problem we are experiencing in the quantitative courses is maths background".* This is supported by 60% of the students who also agree that lack of numeracy skills is a challenge in quantitative courses such as Business Mathematics. This is in line with Stenberg *et al.* (2010: 3 & 4) who accentuate that high level of competency in mathematics is required to successfully pass quantitative courses.

4.4 RESPONDENTS' VIEW OF THE METHODS FOR IMPROVING STUDENTS' ACADEMIC PERFORMANCE

Research sub-question 4: *What can be done to improve academic performance of students in private university colleges in Botswana?*

The research sought to find out the respondents views regarding strategies for improving academic performance. In this question, twelve close-ended items were given to students in the questionnaire (see Appendix G Section C). HoDs and student counsellors were asked their views to a similar question in the interview (see Appendix H question 3). Some students were also asked their views to the same interview question (see Appendix I question 4). For the close-ended items, frequency counts and percentages were established.

Responses from HoDs, student counsellors and students who were interviewed were analysed, compared, contrasted and the themes that emerged were discussed alongside the responses from the close-ended items.

As it has been pointed out from the introduction of this study (section 1.1), that there is indeed Sub-optimal academic achievements in quantitative courses among business students of private tertiary institutions of Africa including Botswana leading to student dropouts, low graduate point average and reduced graduate throughput (Ganyaupfu, 2013:57). It is therefore imperative that institutions as well as other stakeholders or cycles of support should collaboratively come up with strategies that will effectively improve students' academic performance. These strategies include, but not limited to, provision of counselling services to students, provision of quality learning materials, provision of quality teaching methods, provision of lecturers with relevant competencies, motivating students to perform better, participation in co-curricular activities, participation in academic activities of an institution, regular class attendance, provision of quality infrastructure and teaching facilities, provision of institutional accommodation, family support as well as provision of health services.

The respondents' and participants' views are presented in Table 4.10 and table 4.11 below, to show their opinions regarding strategies for improving students' academic performance.

Table 4.10: Students' responses to the possible strategies for improving students' academic performance

STRATEGIES FOR IMPROVING STUDENTS' ACADEMIC PERFORMANCE	Very effective		Somewhat effective		Not very effective		Not at all effective		Total
	4		3		2		1		
	N	%	n	%	n	%	n	%	%
Provision of counselling services	145	61.4	59	25.0	14	5.9	18	7.6	100
Provision of quality learning materials	171	72.5	41	17.4	11	4.7	13	5.5	100
Provision of quality teaching methods	171	73.4	40	17.2	10	4.3	12	5.2	100
provision of lecturers with relevant competencies	167	71.4	42	17.9	17	7.3	8	3.4	100
Motivating students to perform better (intrinsic and extrinsic motivation)	148	62.7	54	22.9	21	8.9	12	5.1	100
Participation in co-curricular activities of an institution	93	39.7	82	35.0	42	17.9	17	7.3	100
Participation in academic activities of an institution	142	60.9	58	24.9	21	8.9	12	5.1	100
Regular class attendance	172	74.1	38	16.4	18	7.8	4	1.7	100
Provision of quality infrastructure and teaching facilities	167	70.5	40	16.9	18	7.6	12	5.1	100
Provision of institutional accommodation	127	55.2	58	25.2	18	7.8	27	11.7	100
Family support	178	76.1	36	15.4	8	3.4	12	5.1	100
Provision of health services	142	60.7	59	25.2	21	9.0	12	5.1	100

Table 4.11: Participants’ views on the methods of improving students’ academic performance

THEME	HoDs views		Student Counsellors’ views		Students’ views	
	n = 5		n = 5		n = 10	
	N	%	n	%	n	%
Provision of counseling services	2	40	5	100	1	10
Peer Education	1	60	3	80	1	10
Provision of quality learning materials	2	40	2	40	6	60
provision of lecturers with relevant competencies	3	60	1	20	6	60
Participation in co-curricular activities of an institution			3	60	2	20
Regular class attendance	4	80	5	100	6	60
Provision of quality infrastructure and teaching facilities	3	60	2	40	4	40
Provision of institutional accommodation			3	60	2	20
Financial support	0	0	1	10	1	10

Table 4.10 contains twelve possible strategies for improving students’ academic performance. They also show respondents’ opinion with regard to each variable, and they are ranked from very effective to not at all effective. For easy interpretation, the very effective and somewhat effective strategy rankings have been combined and the outcome named effective strategy. The not very effective and not at all effective ranking have also been combined and named not effective

strategy. From the table, all twelve variables have been selected as the best strategies for improving students' academic performance and therefore all of these variables will be discussed below.

4.4.1 Provision of counselling services

The majority of students (86.4 %) were of the view that provision of counselling services to students is the most effective strategy for improving students' academic performance. This strategy is supported by 100% of the student counsellors and 40% of the HoDs. One HoD said that *"We assigned each academic advisor 4 batches of students. The academic advisor should see students who fail, have difficulty during lessons. They seat with them and see how they can assist them"*. Student counsellors mentioned that they normally use student peers to peer educate other students on various social as well as academic issues.

Therefore provision of counselling services can go a long way in improving academic performance of students. Involvement of circle of support (for examples; social workers, psychologists, psychiatrists, parents, regulatory body, and other Non-Governmental-Organisations who are responsible for providing general and clinical counselling) in provision of academic, career and psychosocial counselling to students is one of the key strategies for improving academic performance and retention of students within institutions.

These findings are in line with Mushtaq and Khan (2012:18) who state that students' academic performance can be directly or indirectly influenced by properly guidance from parents, teachers or student counsellors. Boipono and Uandii (2014:8) also concur by stating that where families are involved in the education of their children, research has revealed a positive association between academic achievement levels and improved parental involvement.

4.4.2 Provision of quality learning materials

A large number of student respondents (89.9%) agree that provision of quality learning materials is an effective method for improving students' academic performance. 40% of the HoDs also

concur that provision of quality learning materials by an institution can greatly improve students' academic performance. These findings are supported by Yara and Otieno (2010:126) who state that availability of teaching or learning resources enhances the effectiveness of schools as these are basic things that can bring about good students' academic performance.

4.4.3 Provision of quality teaching methods

Student respondents (90.6%) regard provision of quality teaching methods as an effective method of improving academic performance. This is in line with the findings by Odundo and Gunga (2013:2) who state that there is empirical evidence that instructional methods adopted by teachers influence learning achievement significantly.

4.4.4 Provision of lecturers with relevant competencies

A large number of students (89.3%) are of the view that provision of lecturers with relevant competencies is an effective method for improving students' academic performance. This is supported by 60% of the HoDs who also believe that provision of lecturers with relevant competencies can significantly improve students' academic performance.

These findings are in line with Korir and Kipkemboi (2014:2) who state that it has been proven that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001).

4.4.5 Motivating students to perform better

The majority of students (85.6%) are of the opinion that motivation is an effective strategy for improving students' academic performance. These findings are supported by Petersen, Louw and

Dumont, (2009) who state that effects of academic motivation on educational outcomes shows that it is linked to academic performance at university.

4.4.6 Participation in co-curricular activities

More than half of the student respondents (71.7%) regard participation in co-curricular activities as an effective strategy of improving students' academic performance. Six percent (60%) of the student counsellors also agree that participation in co-curricular activities by students can go a long way in improving their academic performance. Co-curricular activities help students to distress that improving both the physical and mental health of students.

These findings are in line with Ali, Jusoff, Mokhtar and Salamat (2009:85) who indicated that students who actively participated in extracurricular activities were found to do well on their academic work.

4.4.7 Participation in academic activities of an institution

A considerable number (85.8%) of students pointed out that participation in academic activities of an institution is an effective method for improving students' academic performance. These findings are in line with Tinto (1993) who states that to persist students need integration into the academic activities of an institution.

4.4.8 Regular class attendance

A significant number of students (90.5%) regard regular class attendance as an effective method for improving students' academic performance. This is supported by 100% of the HoDs and 100% of the student counsellors. These findings are in line with a study conducted by Ali *et al.* (2009:83) who found that students who avail themselves in lecture theatres regularly obtained greater symbols in comparison with those who did not attend lectures. Students who normally

miss classes also miss on assignments given as well as deadlines for submission of major assignments.

4.4.9 Provision of quality infrastructure and teaching facilities

The majority (87.4%) of student respondents agree that provision of quality infrastructure and teaching facilities effectively enhances students' academic performance. This is supported by 60% of the HoDs who also believe that provision of quality infrastructure such as up to date libraries, labs with relevant equipment at the right quantities to cater for the capacity of the institution can significantly improve students' academic performance.

These findings are in line with the Encyclopedia of Educational Research (2011) which recorded that the total environment within a school building should be comfortable, pleasant and psychological uplifting. It should provide a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants, and it should support the educational process.

4.4.10 Provision of institutional accommodation

Quite a large number, 80.4% of the student respondents are of the view that provision of institutional accommodation can effectively improve students' academic performance. This is supported by 60% of the student counsellors. Students who reside on campus tend to be more integrated into the activities of the institution. They are able to attend co-curricular as well as academic activities of the institution at ease because of close proximity to the institution. They are also able to utilise the library more effectively in the evening when they are refreshed.

These findings are in line with Rany *et al.* (2013:121) who state that living environment on campus are vital factors to retain students particularly first year students in college and university. They further state that students who live on campus are able to persist into second year when compared to students who live off campus and that students who stay in university

accommodation are more likely to be actively involved in all university experiences and activities because they have enough time to interact with their peers, administrators and faculty members.

4.4.11 Family support

Quite a considerable number of students, 91.5% regard family support as an effective strategy for improving students' academic performance. Families who are involved in their students' education tend to motivate their children to study. They also keep a close eye on their children and usually help to curb student indiscipline. These findings are in line with Driessen, Smith and Slegers (as cited in Boipono and Uandii, 2014:8), who emphasised that continued effort of parental involvement throughout education can improve academic achievement.

4.4.12 Provision of health services

A large number (85.9%) of students view provision of health services as an effective strategy for improving students' academic performance. Provision of clinical services within the institution can significantly reduce absenteeism and can also improve retention of students. Most students do not have medical cover, therefore provision of clinical services to students on campus for free can go a long way in ensuring that students persist and graduate.

4.4.13 Peer advising/education

The majority of the student counsellors (80%) revealed that peer education is an effective strategy for improving students' academic performance. This is supported by 60% of the HoDs who state that giving students group assignments help them to persist in their studies as excelling students are able to assist weak ones.

CHAPTER FIVE

SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter focused on data analysis and presentation. This study was conducted to explore the factors that influence students' academic performance in general and in private university colleges in Botswana as well as to determine strategies that can be employed to improve students' academic performance. This chapter relates the findings of the study to the theories that were outlined during the in-depth review of the literature in chapter two. This chapter also presents the summary, conclusions and recommendations of the study.

5.2 SUMMARY OF STUDY

Chapter one presented an overview of the study as well as the research questions that are meant to address the objectives of this study. The statement of the problem is that Sub-optimal academic achievements in quantitative courses among business students of private tertiary institutions in Botswana which has led to student dropouts, low graduate point average and reduced graduate throughput. This study was therefore to explore factors that affect students' academic performance with a view of coming up with strategies for improving students' academic performance.

Chapter two presented a review of the literature with regard to the research questions outlined in chapter one. Literature on factors influencing students' academic performance both internationally and locally was studied as well as strategies for improving academic performance.

Chapter three focused on methodology, including identification of research instruments, data collection and data analysis procedures. This study adopted the mixed methods design of combining both quantitative and qualitative approaches in a single study. A questionnaire and an interview guide were used as instruments for data collection.

Chapter four focused on data analysis and presentation. Quantitative findings of the study were analysed through factor analysis where 56 items were reduced 17 variables which were studied in details as variables which strongly influence students' academic performance. Content analysis was used to derive the qualitative findings of this study.

Chapter five relates the findings of the study to the theories that were outlined during the in-depth review of the literature in chapter two, including conclusions and recommendations about the study.

5.3 FINDINGS

5.3.1 Findings from the literature

In the review of the literature, it is apparent that there is suboptimal academic achievements in quantitative courses among numerous students of private higher education both internationally and locally (Ganyaupfu, 2013:57 and Boipono & Uandii, 2014:8). Furthermore, research has also revealed that there are a number of factors that influence students' academic performance (Ganyaupfu, 2013: 58; AL-Mutairi, 2011:146; Mokhtaret.al, 2012:4133). Research has also revealed that there are strategies that can be employed to improve students' academic performance (Tinto, 2012). Finally, it is also important to note that the research questions are embedded in the literature. For examples; the first research question that addresses factors that contribute to students' academic performance is covered in the literature of 2.4. The research question that addresses factors that contribute to poor academic performance is covered in the

literature of 2.5, factors that contribute to good students' academic performance question is covered in the literature of 2.6 while the question that addresses strategies for improving students' academic performance is covered in the literature of 2.7.

It is evident from the literature that factors such as lecturer competence, teaching methods, quality of learning materials, student mathematical aptitude, school environment, students' learning preferences, class attendance and entry qualifications and prerequisite are possible factors that influence students' academic performance (Ganyaupfu, 2013: 58; AL-Mutairi, 2011:146; Mokhtar *et al*, 2012:4133). Against the background of the literature review, attention will now be paid to the perceptions and views of a group of students, HoDs and student counsellors on the factors that influence students' academic performance.

5.3.2 Findings from the empirical study

Seventeen variables seem to stand out as strongly influencing students' academic performance. These variables have been loaded under six factors during factor analysis. The variance in Factor 1 is explained the most by four variables and these are: *use of alcohol or other substances, poor class attendance, difficulty managing time and poor submission of assignments*. The variance in Factor 2 is explained the most by four variables namely: *inadequate and poor quality learning materials, Irrelevant teaching methods, unhappy with teaching skills of lecturers and unable to understand course materials*. The variance in Factor 3 is explained the most by two variables namely: *Spoken home language and too heavy course load*. While the variance in Factor 4 is explained the most by one variable, *age of respondent*. The variance in Factor 5 is explained the most by three variables namely: *sex, adequate learning facilities and financial difficulties*. While the variance in Factor 6 is explained the most by two variables, which are: *type of sponsorship and Lack of study skills*.

From these findings one may conclude that the use of alcohol or other substances, poor class attendance, difficulty managing time and poor submission of assignments, inadequate and poor quality learning materials, Irrelevant teaching methods, teaching skills of lecturers, inability to understand course materials, spoken home language, too heavy course load, age, sex, adequate

learning facilities, financial difficulties, sponsorship and Lack of study skills influence students' academic performance and contribute significantly to poor academic performance.

The research findings reveal that most of the respondents believe that provision of counselling services, provision of quality learning materials, provision of quality teaching methods, provision of lecturers with relevant competencies, motivating students to perform better, participation in co-curricular activities, participation in academic activities of an institution, regular class attendance, provision of quality infrastructure and teaching facilities, provision of institutional accommodation, family support, as well as provision of health services can significantly improve students' academic performance.

5.4 SYNTHESIS OF FINDINGS

The purpose of this study was to explore factors that influence the academic performance of students in general and particularly in private university colleges in Botswana. The study also sought to determine factors that contribute to good and poor academic performance in private university colleges of Botswana and strategies that can be employed to improve students' academic performance. The summary of the findings is first presented and then discussed.

5.4.1 Finding 1: A large number of respondents indicated that, poor submission of assignments, poor class attendance, difficulty managing time, physical illness, health problems and injury and use of alcohol or other substances are strong contributor of poor academic performance.

The respondents believe that when students are under the influence of drugs they may fail to attend class, fail to submit assignments and may be subject to mental illnesses due to amongst other things, drug abuse as is the case in many private university colleges in Botswana. This is supported by 100% of the HoDs who support the view that poor class attendance affects students' academic performance.

5.4.2 Finding 2: Poor academic performance may be attributed to inadequate and poor quality learning materials, irrelevant teaching methods, and inability to understand course materials as well as lack of competency of lecturers.

The incompetence of lecturers may result in the use of irrelevant teaching methods, poor quality learning materials, students being unhappy with teaching skills of the lecturer and inability to understand course materials.

5.4.3 Finding 3: Language barrier and too heavy course load strongly contribute to poor academic performance.

Language barrier, which in this study is English has been proven to be one of the challenges that affect students' academic performance. Student respondents also revealed that too heavy course load is a challenge to academic performance. The language barrier has led to students struggling to understand the course content thereby failing in the process. University students especially in private university colleges struggle with heavy course loads as in most cases in some colleges, class starts late due to late registration of students.

5.4.4 Finding 4: Age of students strongly affect the academic performance of students.

In university colleges in Botswana, mature students seem to be more committed to their studies as compared to younger students.

5.4.5 Finding 5: Sex or gender of the students, adequate learning facilities and financial difficulties significantly contribute to students' academic performance.

The respondents emphasized that classrooms that are air -conditioned and libraries that are up to date with relevant study references go a long way in improving students' academic performance.

Adequate learning facilities and finances are resources needed to improve academic performance respectively. Lack of resources such as text books, internet and computers can contribute to poor students' academic performance.

5.4.6 Finding 6: Type of sponsorship and Lack of study skills strongly affect students' academic performance.

Financial support through sponsorship and imparting students with study skills (academic support) can assist students to persist in their studies. The findings reveals that majority of the students are sponsored by the government of Botswana.

5.4.7 Finding 7: Provision of counselling services, provision of quality learning materials, provision of quality teaching methods, provision of lecturers with relevant competencies, motivating students to perform better, participation in co-curricular activities, participation in academic activities of an institution, regular class attendance, provision of quality infrastructure and teaching facilities, provision of institutional accommodation, family support, as well as provision of health services can significantly improve students' academic performance.

5.6 DISCUSSION OF FINDINGS

Sub-optimal academic achievements in quantitative courses among business students of private university colleges of Botswana is of serious concern to students, institutions, parents as well as the Ministry of Education and Skills Development. Various student and school related factors emerged as contributing significantly to students' academic performance. Factors such as lack of study skills, poor submission of assignments, poor class attendance, difficulty managing time, lecturer in-competencies, inability to understand course materials, adequate learning facilities, too heavy course load, irrelevant teaching methods, inadequate and poor quality learning materials, financial difficulties, physical illness, health problems and injury and use of alcohol or other substances contribute negatively to students' academic performance.

Both the research findings and the literature review revealed that poor students' academic performance is a serious threat to the students, parents as well as the Ministry of Education and Skills Development. Poor academic performance is blamed for student dropout, low graduation point average and reduced graduate throughput. It is also blamed for depleting the Ministry of Education budget, which has led to the MoE&SD regulating private university colleges. These institutions are regulated by the Tertiary Education Accreditation of Private Tertiary Institutions Regulations (TEC regulations, 2008:2). The regulations are aimed at ensuring that quality assurance procedures are in place in all private tertiary institutions.

It is clear from the research findings that strategies have to be put in place to improve students' academic performance. Quite a large number of respondents strongly believe that provision of counselling services to students, provision of quality learning materials, provision of quality teaching methods, provision of lecturers with relevant competencies, motivating students to perform better, participation in co-curricular activities, participation in academic activities of an institution, regular class attendance, provision of quality infrastructure and teaching facilities, provision of institutional accommodation, family support as well as provision of health services can effectively improve students' academic performance.

Strategies for improving students' academic performance listed above, in conjunction with Tinto's five conditions for student success namely; institutional commitment, institutional expectations, support, feedback, and involvement or engagement of students within the institution can effectively improve students' academic performance.

5.6 RECOMMENDATIONS BASED ON THE FINDINGS

The following recommendations are made with respect to the findings of this study:

5.6.1 Recommendation 1: Based on Finding 1, it is recommended that provision of counseling services to students, both academic and psychosocial can effectively improve students' academic performance. This can be achieved through involvement of cycle of support such as social workers, student counselors, psychologists, psychiatrists, who will educate students

about the consequences of drugs and alcohol abuse and year leaders who would provide academic counseling thus improving retention of students and submission of assignments. An attendance policy should be implemented across institutions as a way of encouraging students to attend classes regularly. Provision of health services is another strategy that can improve academic performance. Universities which have clinics not only have they managed to contribute significantly to the retention of students, they have also come up with programmes such as HIV/AIDS, Multiple Concurrent Partners, Male Circumcision Campaigns that teach students to live responsibly. Participation in co-curricular activities and participation in academic activities of an institution by students can also significantly improve retention of students as well as improve their academic performance.

5.6.2 Recommendation 2: Based on Finding 2, it is recommended that institutions should provide quality teaching methods to effectively improve students' academic performance. A good teaching method will ensure that course objectives are met hence full or appropriate delivery of the curriculum. Institutions should also commit to employing lecturers with relevant competencies. This can help learners understand the course material thus motivating students to perform better. For students to persist in their studies institutions should also provide quality learning materials such as up to date and relevant text books, computers with relevant software, up to standard libraries as well as sufficient internet access. Institutions should be committed to investing in resources that can motivate students to attend classes and do and submit assignment thus reducing dropout rates at the same time improving graduation throughput.

5.6.3 Recommendation 3: Based on Finding 3, it is recommended that institutions through year leaders should provide academic counseling by orientating new students (especially those from remote areas) and providing introductory courses such as communications skills to break the language barrier before incorporating students into the main stream. As well as providing study skills to enable students to manage their course loads.

5.6.4 Recommendation 4: Based on Finding 4, it is recommended that faculties engage peer educators to motivate those who are not academically prepared to perform better. This can be achieved through group assignments and projects.

5.6.5 Recommendation 5: Based on Finding 5, it is recommended that Provision of quality infrastructure and teaching facilities can effectively contribute to good academic performance. Lecture halls with enough capacity to accommodate students during lessons and air conditioned lecture halls are conducive environments for teaching and learning. Provision of institutional accommodation can also improve students' academic performance. Studies have revealed that students who reside on campus perform better than those who reside off-campus (Rany *et al.*, 2013:121). They do not have to travel long distances to their homes as is the case with students in university colleges of Botswana. Quite a considerable number of this students stay in the outskirts of Gaborone and hence have to commute. The strain that is associated with commuting causes some students to fail to turn up for lectures and some because they do not have bus fare.

5.6.6 Recommendation 6: Based on Finding 6, it is recommended that students should be imparted with study skills through workshops.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

The six factors will become a very helpful yardstick in discussing the important element of students' beliefs about the Business programme. A suggestion is made that in future, these factors be discussed under the following headings: Factor 1 as Commitment; Factor 2 as Lecturer competence, Factor 3 as Challenges, Factor 4 as Age, factor 5 as Resources and factor 6 as Support.

5.8 LIMITATIONS OF THE STUDY

Amongst the institutions that were initially selected, one of them does not offer Business programmes, therefore another random sampling was done to select a replacement. The gatekeeper for another institution did not grant the researcher access in to the institution, therefore another random sampling was also conducted to replace this institution. Three HoDs and two students did not want to be recorded. HoDs feared victimisation by the school authority while students did not want to be recorded while disclosing confidential information about their

personal problems. There were also technical faults that were experienced during recording. In some cases, the voices of the participants were very low and therefore the researcher was unable to transcribe the data, hence relied heavily on the notes that were taken during the interviews.

5.9 CONCLUSION

There is no doubt that sub-optimal academic performance does exist in university colleges of Botswana, leading to dropout and reduced graduation throughput amongst other things. Poor academic performance at tertiary has serious impact on the students, the parents, the school as well as the Ministry of Education. Given the above scenario, the findings of the study reveal that there are certain strategies that can be employed to improve students' academic performance. These strategies include, among others, provision of counselling services to students, provision of quality learning materials, provision of quality teaching methods, provision of lecturers with relevant competencies, motivating students to perform better, participation in co-curricular activities, participation in academic activities of an institution, regular class attendance, provision of quality infrastructure and teaching facilities, provision of institutional accommodation, family support as well as provision of health services.

These strategies in conjunction with Tinto's conditions for student success can effectively contribute to good academic performance. Tinto's theory of Institutional Action states that students are more likely to succeed in settings that establish clear expectations for their success, provide academic and social support, frequently assess and provide feedback about their performance, and actively involve them with others students and faculty on campus, especially in the classroom (Tinto, 2006:6-8).

6. REFERENCES

- Adediwura, A. A & Tayo, B. 2007. Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, 2 (7): 165-171
- Adegoke, B.O. Salako R. J. & Ayinde, L. A. 2013. Impact of Attendance on Students' Academic Performance in ICT Related Courses: Faculty of Engineering, Osun State Polytechnic, Iree. *Journal of Education and Practice*, 4(16)
- Adunola, O. 2013. An analysis of the relationship between class size and academic performance of students. EgoBooster Books, Ogun State, Nigeria. www.omotere.tk
- Afangideh, M. E. 2001. Communication in teaching learning process. In D. U. Umoren & C. M. Ogbodo (2007), *A handbook in teaching profession in Nigeria*, 144-156. Uyo: Guidepost Publishers.
- Afe, J.O. 2002. Reflections on becoming a teacher and the challenges of teacher education. Inaugural Lecture, University of Benin.
- Ahmad, F. 2009. Students' perception of the teachers' teaching of literature communicating and understanding through the eyes of the audience. *European Journal of social sciences*, 7(3), 3-15.
- Akpo, S.E & Jita, L.C. 2013. The influence of selected teacher inputs on students' academic achievement in the junior secondary school certificate mathematics in Namibia. *The Journal for Transdisciplinary Research in Southern Africa*, 9(3), 465-479.
- Ali, N. Ali, S. Mokhatar, N. & Salamat, A.S.A. 2009. The Factors Influencing Students Performance at Universiti Teknologi MARA Kedah, Malaysia. *Management Science and Engineering*, 3(4): 81-90

AL-Mutairi, A. 2011. Factors Affecting Business Students' Performance in Arab Open University: The Case of Kuwait. *International Journal of Business Management*, 6(5): 146-155.

Arulampalam, W. Naylor, R. A. & Smith, J. 2007. Am I missing something? The effects of absence from class on student performance. University of warwick and IZA.

Barry, J. 2006. The effect of Socio Economic Status on Academic Achievement. Wichita State University.

Berge, Z. & Haung, Y. 2004. A Model for sustainable student retention: A Holistic Perspective on the Student Dropout Problem with Special Attention to e-Learning. *DEOSNEWS*, 13(5).

Best, J.W. & Kahn, J.V. 2006. *Research in Education*. (10thed). Needham Heights, Boston: Allyn and Bacon.

Bertalanffy, L.V. 1968. *General System Theory. Foundations, Development, Applications*. New York: George Braziller Inc.

Betts, J.R. Zau, A.C & Rice, L. A. 2003. *Determinants of Student Achievement: New Evidence from San Diego*. Public Policy Institute of California

Bloomberg, L.D & Volpe, M. 2012. *Completing your qualitative dissertation: a road map from beginning to end*. (2nded). London. Sage Publications Inc.

Boipono, M. & Uandii, P.B. 2014. Parental Involvement Level: A Factor Associated with Differences in Performance amongst Students at Tsodilo Secondary School in Botswana. *Research Journal of Education Sciences*, 2(1): 8-12

BOTA, 2010. Tracer Study on Employment Outcomes of the Vocational Training Graduates. HomeGrown (PTY) LTD.

Botswana Federation of Trade Unions. 2007. Policy Position Paper on Globalisation. BFTU.

Botswana National Youth Council. 2004. Youth, Alcohol and HIV/AIDS Campaign. Gaborone.

Botswana Pastoral Policy. 2008. Department of Secondary Education. Ministry of Education. Retrieved June 28th 2015, from <http://Planipolis.iiep.unesco.org/Botswana>

Boyd, D.J. Grossman, P.L. Lankford, H. Loeb, S. & Wyckoff, J. 2009. Teacher Preparation and Student Achievement. *Educational Evaluation and Policy Analysis*, 31 (4): 416–440

Broh, B.A. 2002. Linking extracurricular programming to academic achievement. Who benefits and why? *Sociology of Education*, 75:65-91

Bryne, D. B., Hattie, D. A., & Frazer, B. J. (2001). Students' perceptions of preferred classroom learning environment. *Journal of Educational Research*, 80(1), 10-16.

Cattell, R.B. 1966. The scree test for the number of factors. *Multivariate behavioral research*, 1(2):245-276

Chavkin, N.F. 2015. Low-income Parents' Attitudes toward Parent Involvement in Education. *The Journal of Sociology & Social Welfare*, 16(3): 17-28

Chilisa, B & Preece, J. 2005. Research methods for adult educators in Africa. Cape Town: Pearson. Education.

Choudhury, R & Das, D.K. 2012. Influence of Attitude Towards Mathematics and Study Habit on the Achievement in Mathematics at the secondary stage. *International Journal of Engineering Research and Applications*, 2(6):192-196

Chou, P.T & Kuo, Y. 2012. Examining Factors Relating to Classroom Attendance and Performance. *Journal of Studies in Education*, 2(2): 193-204

Cohen, L., Manion, L., & Morrison, K. 2007. Research methods in education. (6thed). New York: Routledge.

Contardi, G., Fall, M., Flora, G., Gandee, J. & Treadway, C. 2000. Integrated Curriculum A Group Investigation Project. EDP 603

Council on Higher Education. 2010. Access and Throughput in South African Higher Education: Three Case Studies (Higher Education Monitor). Pretoria: The South African Council on Higher Education.

Craig, H., Kraft, R. & du Plessis, J. 1998. Teacher development: Making an impact. Washington, D.C.: Academy for Educational Development, ABEL Clearinghouse for Basic Education.

Credé, M. Roch, S.G & Kieszczynka, U.M. 2010. Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance With Grades and Student Characteristics. *Review of Educational Research*, 80(2): 272-295

Creswell, J.W. 2003. Research Design- qualitative, quantitative and mixed methods approaches. (2nded). London: Sage Publication Ltd.

Creswell, J.W. 2014. Research Design- qualitative, quantitative and mixed methods approaches. (4thed). California: Sage Publication Inc.

Creswell, J.W. & Clark, V.P. 2011. Designing and Conducting mixed methods Research. California: Sage Publication Inc.

Darling-Hammond, L. & Sykes, G. 2003. Wanted: A National Teacher Supply Policy for Education: The Right Way to Meet The "Highly Qualified Teacher" Challenge. *Journals in Education*, 11(33):1-55

Darling, N., Cadwell, L.L. & Smith, R. 2005. Participation in School-Based Extracurricular Activities and Adolescent Adjustment. *Journal of Leisure Research*, 37(1): 51-76

DE Winter, J.C.F & Dodou, D. 2011. Predicting Academic Performance in Engineering Using High School Exam Scores. *International Journal of Engineering Education*, 27 (6): 1343-1351

Driessen, G., Smit, F. & Sleegers, P. 2005. Parental involvement and educational achievement. *Educational Research Journal*, 31(4): 509-532

Ebenuwa-Okoh, F.F. 2010. Influence of Age, Financial Status, and Gender on Academic Performance among Undergraduates. *Journal of Psychology*, 1 (2): 99-103

Encyclopedia of Educational Research. 2011. Volume 2 set: 1309-1363. Education in a Competitive and Globalizing World series. Nova Science Publishers

Eggen, P. & Kauchak, D. 2002. Strategies for teachers: Teaching content and thinking skills (4th ed.). In: A.A. Adediwura, & B. Tayo (2007). Perception of teacher's knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*, 2(9), 165-171.

Esu, A. E. O. 2004. Competences for effective teaching. In S.C. Uche & I.O. Erukola (Eds), *Professional skills for effective teaching*. Aba: Aau Publishers.

Fakude, X.S. 2012. Some Factors which Contribute to Poor Academic Achievement among Undergraduate Students at a Tertiary Institution. (Master's Thesis). Retrieved July 8th, 2014 from <http://uzspace.uzulu.ac.za/bitstream/handle/10530/1213>.

Federal Republic of Nigeria (1981), National Policy on Education. Lagos. Federal Ministry of Education

Fenollar, P., Roma'n, S., & Cuestas, P.J. 2007. University students' academic performance: An integrative conceptual framework and empirical analysis. *British Journal of Educational Psychology*, 77:873–891.

Fowowe, S.O. 1988. Finding Academic Libraries In Nigeria: A survey of some Nigerian University libraries. *Ilorin Journal of Education*, Vol. 8, (21-16).

Ganyaupfu, E.M. 2013. Factors Influencing Academic Achievement in Quantitative Course among Business Students of Private Higher Education Institutions. *Journal of Education and Practice*, 4(15): 57-65.

Gay, L.R., Mills, G.E. & Airasian, P. 2006. Educational research: Competencies for analysis and application. (8thed). New Jersey: Pearson Education Ltd.

Gay, L.R., Mills, G.E. & Airasian, P. 2011. Educational research: Competencies for analysis and application. (10thed). New Jersey: Pearson Education Ltd.

Giuliodori, M.J., Lujan, H.L. & DiCarlo, S.E. 2006. Peer instruction enhanced student performance on qualitative problem-solving questions. *Advances in Physiology Education*, 30(4):168-173.

Graham, I.D. Jo Logan, R.N. Harrison, M.B. Straus, S.E. Tetroe, J. Caswell, W.R.N. & Robinson, N. 2006. Lost in Knowledge Translation: Time for a Map?. *The Journal for Continuing Education in the Health Professions*, 26(1): 13-24

Grant, M. & Hallman, K. 2006. Pregnancy-related School Dropout and Prior School Performance in South Africa. The Population Council, Inc

Goe, L. 2007. The Link Between Teacher Quality and Student Outcomes: A Research Synthesis. National Comprehensive Centre for Teacher Quality.

Goethals, G. R. 2001. Peer effects, gender, and intellectual performance among students at a highly selective college: A social comparison of abilities analysis. *Williams Project on the Economics of Higher Education*, 61: 1-20.

Gordon, R. Kane, T.J & Staiger, D.O. 2006. Identifying Effective Teachers Using Performance on the Job. The Brookings Institution.

Hansen, R.S. 2010. MyCollegeSuccessStory.com: Empowering Academic, College, and Career Success. Retrieved November 16th, 2015, from www.mycollegesuccessstory.com>avoid.

Hanushek, E.A., Kain, J.F., Markman, J.M. & Rivkin, S.G. 2002. Does peer ability affect student achievement? *Revised Publication Version Journal of Applied Econometrics*. <http://www.nber.org/paper/w8502>

Harb, N. & El-Shaarawi, A. 2006. Factors Affecting Students' Performance. <http://mpira.ub.uni-muenchen.de/13621/>

Heyneman, S.P. 2001. The growing international commercial market for educational goods and services. *International Journal of Educational Development*. 21: 345-359

Ickovics, J.R. Scott, A.C. Peters, S. Schwartz, M. Gilstad-Hayden, K. & Mccaslin, C. 2014. Health and Academic Achievement: Cumulative Effects of Health Assets on Standardized Test Scores Among Urban Youth in the United States. *Journal of School Health*, 84(1): 40-48.

Isangedighi, A. J. 2007. Child psychology: Development and Education. Calabar: Eti-Nwa Associates.

Jin, Q. 2012. The Association Between Heavy Academic Workload and Sleep Deprivation Among High School Students. West High School, Iowa City Iowa, 52246

Johnson, B. & Christensen, L. 2014. Educational research: Quantitative, qualitative and mixed approaches. (3rded). Boston: Pearson Education Ltd.

Johnson, B. & Christensen, L. 2008. Educational research: Quantitative, qualitative and mixed approaches. (3rded). Boston: Pearson Education Ltd.

Kang'ahi, M. & Indoshi, F.C. 2012. Teaching Styles and Learners' Achievement in Kiswahili Language in Secondary Schools. *International Journal of Academic Research in Progressive Education and Development*, 1(3): 62-87

Karp M.M., Hughes, K.L & O'Gara, L. 2008. An exploration of Tinto's Integration Framework for Community College Students.

Kast, F. E. & Rosenzweig, J. E. 1972. General Systems Theory: Applications for Organization and Management. *Academy of Management Journal*.

Karra, M. & Lee, M. 2012. Human capital consequences of teenage childbearing in South Africa. Poppov Research Network.

Kgosikebatho, K. 2013. Experts pinpoint causes of poor results. Retrieved 18th August, 2014 From: www.thepatriotonsunday.co.bw/experts-pinpoint-causes-of-poor-results.

Kimani, G.N., Karai, A.N. & Njagi, L.W. 2013. Teacher Factors Influencing Students' Academic Achievement in Secondary Schools in Nyandarua Country, Kenya. *International Journal of Education and Research*, 3(1): 1-14.

Kneeves, J. P. 1998. Educational research, methodology and measurement: An international handbook. (2nded). Cambridge: Cambridge University Press.

Korir, K.D. & Kipkemboi, F. 2014. The Impact of School Environment and Peer Influences on Students' Academic Performance in Vihiga County, Kenya. *Journal of Education and Practice*, 5(11): 1-11.

Kuyini, A. B., & Mangope, B. 2011. Student teachers' attitudes and concerns about inclusive education in Ghana and Botswana. *International Journal of Wholeschooling*, 7(1): 1-18.

Laszlo, A. & Krippner, S. 1998. Systems Theories: Their Origins, Foundations, and Development. *Systems Theories and A Priori Aspects of Perception*. 3: 47-74.

Legotlo, M.W., Maaga, M.P. & Sebegu, M.G. 2002. Perceptions of stakeholders on causes of poor performance in Grade 12 in a province in South Africa. *South African Journal of Education*, 22(2): 113 – 118.

Legotlo, M.W & Van der Westhuizen, P.C. 1996. Problems facing new principals in developing countries: *Education, Management and Administration*.

Lord, K. 2012. Finding Flow: from boredom to joy in the university classroom. Retrieved June 23th 2015, from <https://katlord.files.wordpress.com>findi...>

Maina, S. 2013. The Effect of Lecturer's Attitude toward the Performance of Students in Purchasing Management in Ramat Polytechnic Maiduguri. *Academic Journal of Interdisciplinary Studies*, 2(7): 51-57

Malgorzata, G. (2007). From segregation to equalization: The Polish perspective on educating children with intellectual disabilities. *Journal of Contemporary Issues in Education*, 2(1), 40-52.

Mangope, B., Kuyini, A.B. & Major, T. 2012. Assessment of Learners with Special Needs for Inclusive Education in Botswana: Issues and Challenges for schools. *International Journal of Scientific Research in Education*, 5(2), 138-150.

Mastropieri, M., & Scruggs, T. 2000. *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Prentice- Hall.

Mastropieri, M., & Scruggs, T. 2004. *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ. Prentice Hall, Inc.

Matambo, O.K. 2013. Budget Speech. Minister of Finance and Development Planning. Delivered to the National Assembly. Government Printing and Publishing Services, Gaborone.

Matwetwe, M.N. 2007. Factors Leading to Alcohol Abuse by Young People in Botswana. (Master's Thesis). Retrieved from Botswana Documentation and Special Collection. (call number: TH 363.292 MAT).

Mdikana, A., Ntshangase, S. & Mayekiso, T. 2007. 'Pre-service educators' attitudes towards inclusive education. *International Journal of Special Education*, 22(1): 125-31.

Mellet, S.M. 2000. *Die motivering van wiskundeleerlinge*. D.Ed. thesis. Pretoria: University of South Africa.

Miqdadi, F.Z., AlMomani, A.F., ShadidMasharq), M.T. & Elmousel, N.M. 2014. The Relationship between Time Management and the Academic Performance of Students from the Petroleum Institute in Abu Dhabi, the UAE. University of Bridgeport, Bridgeport, CT, USA.

Mlambo, V. 2011. An analysis of some factors affecting student academic performance in an introductory biochemistry course at the University of the West Indies. *Caribbean Teaching Scholar*, 2(1): 79-92.

Mmegi. 2008, December 4. Botswana: Tertiary Schools Intake on the Rise. Mulutsi, P. Retrieved July 25th 2014, from <http://allafrica.com/stories/200812040994.html>.

Mmegi. 2008, October 6. Nkate calls for good schools' governance. Nkate, J. Retrieved April 7th 2012, from <http://www.mmegi.bw/index.php?sid=31&sidz=aid=38&dir=2008/october/monday6>

Mogonediwa, M.V. 2008. Strategies for the management of low performing secondary schools in the North West Province. Med dissertation. Potchefstroom: North West University.

Mokhatar, S.F., Yusof, Z.M. & Misiran, M. 2012. Factors Affecting Students' Performance in Mathematics. *Journal of Applied Sciences Research*, 8(8): 4133-4137.

Molebatsi, M. 2008, October 13. Botswana: six students fall pregnant at Boikhutso JSS. Mmegi. Retrieved April 5th 2012, from <http://www.allafrica.com/stories/200810140218.html>.

MolokoMphale, M.L. & Mhlauli, M.B. 2014. An Investigation on Students Academic Performance for Junior Secondary Schools in Botswana. *European Journal of Educational Research*, 3(3): 111-127

Moswela, B. 2014. Students' Academic Achievement: Whose Responsibility and Accountability? *International Journal of Business and Social Science*, 5(10): 46-57

Mukhopadhyay, S. 2009. Factors influencing the status of inclusive education for learners with disabilities in Botswana primary schools. Unpublished Doctoral thesis. Department of Educational Foundations, University of Botswana.

Mushtaq, I. & Khan, S.N. 2012. Factors Affecting Students' Academic Performance. *Global Journal of Management and Business Research*, 7(9): 17-22.

Muzenda, A. 2013. Lecturers' Competences and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*, 3(1): 06-13. Retrieved May 6th, 2014 from www.ijhssi.org

Muzindutsi, P.F. 2013. The Effect of Academic Development Initiatives on Student Performance at a South African University: A Case of Finance Modules. *Mediterranean Journal of Social Sciences*, 4(3): 717-722

Nkata, J. 2008 ,June 17. Botswana registers poor qualitative achievements in education. Sundaystandard. Retrieved June 27th 2014, from www.sundaystandard.info>article.

Nkate, J. 2008, October 3. Speech given at a meeting of School Heads and Education officials, Fairgrounds Convention Centre. Gaborone. Botswana.

North West. Education Department. 2001. Report on expected grade 12 results at the end of 2001. Mafikeng: Department of Education North West Province. Directorate: Professional Development and subject Advisory Service.

Odundo, P & Gunga, S. 2013. Effects of Application of Instructional Methods on Learner Achievement in Business Studies in Secondary Schools in Kenya. *International Journal of Education and Research*, 1(5)

Olaleye, F.O. 2011. Teachers Characteristics as Predictors of Academic Performance of Students in Secondary Schools in Osun State-Nigeria. *European Journal of Educational Studies*, 3(3): 505-511

Otukile, E.M.K. 2002. Factors Influencing Teenage Pregnancy in Botswana. Retrieved from Botswana Documentation and Special Collection. (call number: TH 362. 796 OTU).

Owoeye, J.S. & Yara, P.O. 2011. School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria. *Asian Social Science*, 7(7): 64-74

Petersen, H., Louw, J. & Dumont, K. 2009. Adjustment to university and academic performance among disadvantaged students in South Africa. *Journal of Educational Psychology*, 29(1): 99-115

Popoola, T. A. (1989). An Investigation between Instructional Resources and Academic Performance. Unpublished M.ED Project, University of Ilorin.

Punch, K.F. 2009. Introduction to Research Methods in Education. California: Sage Publications Inc.

Rao, S.P & DiCarlo, S.E. 2000. Peer instruction improves performance on quizzes. *Advances in Physiology Education*, 24(1): 51-55

Rantsimako, S. 2014, February 13. ABM, SRC case postponed. Gazette. Retrieved July 25th 2014, from www.gazettebw.com/?p+7019.

Rany, S., Souriyavongsa, T., Zain, A.N. & Jamil, H. 2013. Investigating the institutional policies that contribute toward the students' academic success in a Cambodian University. *International Journal of Humanities and Social Science*, 3(1): 113-124

Sarwar, M. 2010. Study attitude and academic achievement at secondary level in Pakistan. *Journal of College Teaching Learning*, 7(2): 55-60

Schindler, B.R. 2003. Educational peer effects quantile regression evidence from Denmark with PISA2000 data. Paper presented at EALE2003 Conference.

Scott, W.G. 1961. "Organization Theory: An Overview and an Appraisal," *Academy of Management Journal*.

Shenton, K.A. 2004. Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22 (2004): 63-75

Sikhwari, T.D. 2014. A Study of the Relationship between Motivation, Self-concept and Academic Achievement of Students at a University in Limpopo Province, South Africa. *International Journal of Educational Science*, 6(1): 19-25

Sleight, D.A. & Brian, E. M. 2006. Study Skills and Academic Performance among Second-Year Medical Students in Problem-Based Learning. Office of Medical Education Research and Development College of Human Medicine, Michigan State University East Lansing, MI, USA. Available from <http://www.med-ed-online.org>

Stenberg, L. C., Varua, M. E. & Yong, J. (2010). Mathematics Aptitude, Attitude, Secondary Schools and Student Success in Quantitative Methods for Business Subject in an Australian Catholic University Experience. *39th Australian Conference of Economists*.

Struwig, F.W. & Stead, G.B. (2013). Research: Planning, designing and reporting. 2nd ed. Cape Town: Pearson.

Struwig, F. W. & Stead, G.B, (2007). *Planning, designing and reporting research*. Cape Town: Hamlin Venter.

Tertiary Education Council. 2013. Tertiary Education at a glance. TEC. Botswana

TEC regulations. 2008. Tertiary Education-Accreditation of Private Tertiary Institutions Regulations.

The National Development Plan. 2003-2009. Planning and Development Strategy. Ministry of Finance and Development Planning.

Tinto, V. 2012. Completing College: Rethinking Institutional Action. The University of Chicago Press. Ltd. London. Retrieved October 29th 2015, from press.uchicago.edu/books/exerpt/2012/tinto_completing-college.html

Tinto, V. & Pusser, B. 2006. Moving from Theory to Action: Building a Model of Institutional Action for Student Success. National Post Secondary Education Cooperative. Retrieved June 11th 2015. From web.ewu.edu/groups/academicaffairs

Tinto, V. 1993. Tinto's Model of Institutional Departure. Retrieved July 25th 2014, from etorpy.com/tinto.htm

Ukwayi, J.K., Ambekeh, L.U. Uwande, C.C & Undelikwo, V.A. 2013. Alcohol abuse as a cause of poor academic performance among Social Science Students of the University of Calabar, Nigeria. *Mediterranean Journal of Social Science*, 4(1): 413-414

Udofot, M. A. 1995. Current trends of teacher Educational practices. Uyo: Imasons Educational services.

Umoren, D. N. (2001). The concept of education: Meaning and aims. In D. N. Umoren & C.M. Ogbodo (2007), *A handbook on teaching profession in Nigeria*, 9-14. Uyo: Guidepost Publishers.

UNICEF. 2000. Defining Quality in Education. UNICEF/PD/ED/00/02. New York, NY 10017

Van der Aardweg, E.M. & Van der Aardweg, E.D. 2006. Dictionary of educational psychology. Pretoria: E and Enterprises.

Van der Westhuizen, P.C. 2003. Effective educational management. Pretoria: Kagiso.

Wilkinson, I.A.G. 2002. Introduction: Peer influences on learning: Where are they? *International Journal of Educational Research*, 37(5): 395-401.

Williams, B., Brown, T.& Onsman, A. 2010.Exploratory factor analysis: A five-step guide for novices. *Journal of Emergency Primary Health Care,(JEPHC)*, 8(3): 1-13

Woods, P.A. & Levacic, R. 2002. Raising school performance in the league table (part 1): Disentangling the effects of social disadvantage. *British Educational Research Journal*, 28(2): 207-226

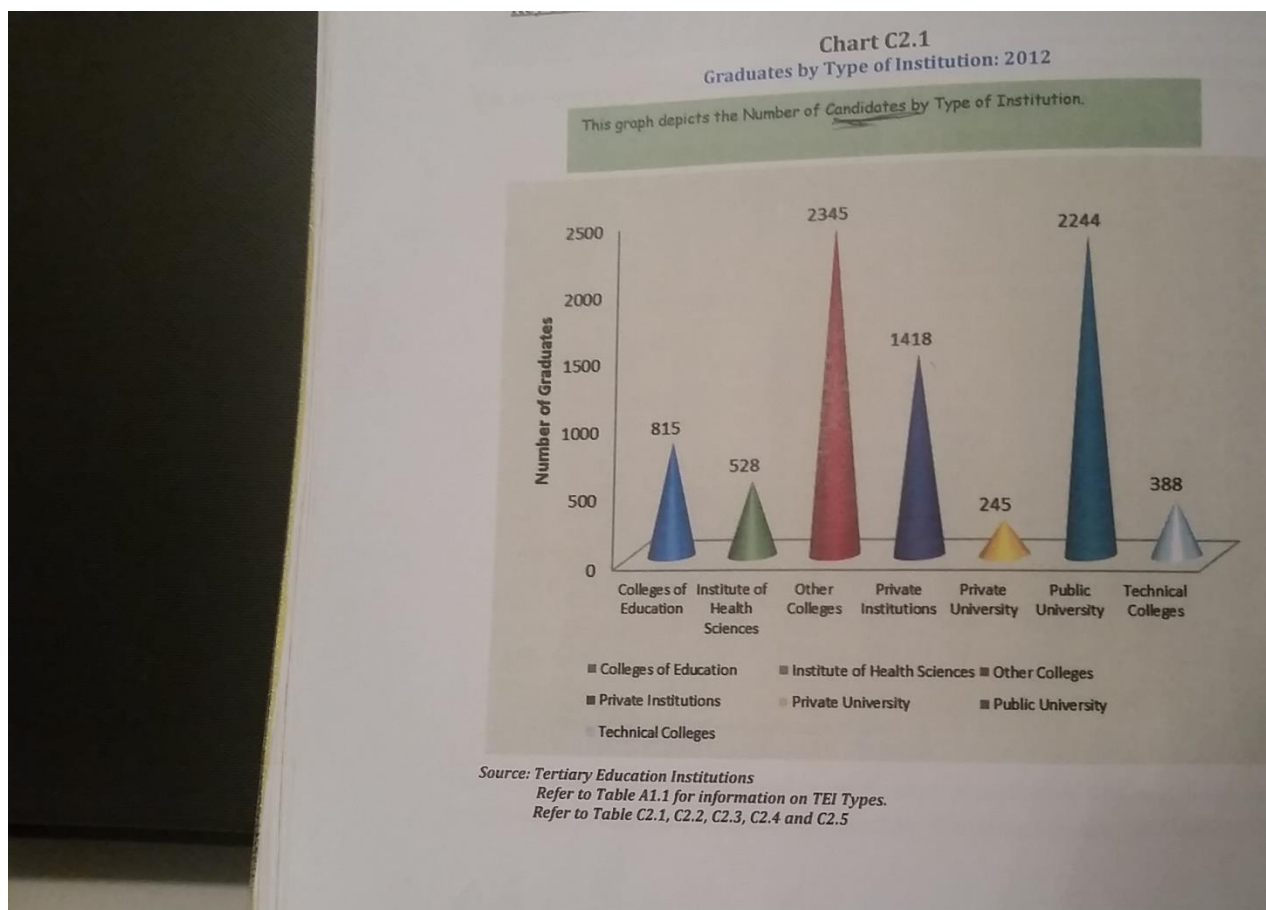
Yang, H.J. 2004. Factors affecting student burnout and academic achievement in multiple enrolment programs in Taiwan's technical-vocational colleges. *International Journal of Educational Development*, 24:283-301

Yara, O.P. & Otieno, K.O. 2010. Teaching/Learning Resources and Academic Performance in Mathematics in Secondary Schools in Bondo District of Kenya. *Asian Social Science*, 6(1): 126-130

Zanjina, I. 2014. The Ghanaian Student in Tertiary Institution.Retrieved July day 2014, from <http://indepthafrica.com/the-ghanaian-student-in-tertiary-institution/>.

ANNEXURE 1.1

Number of graduates by type of Institution



Source: TEC (2013:84)

APPENDIX A

Table 1.1 Are institutions offering programmes they are required to teach?

Name of Institution	Total number of programmes offered	Total number of programmes not accredited	Percentage of non-accredited programmes
ABM	58	16	28%
Baisago	61	42	67%
Boitekanelo	17	7	41%
BOTHO	42	25	60%
GIPS	54	34	63%
LUCT	58	12	21%
Defence Mission School	2	2	0%
Flying Mission School	1	1	0%
Gaborone Universal College of Law	1	1	0%
Kgolagano College of South Africa	1	1	0%
New Era	7	2	29%

Source: TEC (2013: 119-135)

APPENDIX B

Steps by step procedure of using the Research Randomizer to generate numbers

Simple random sampling was used to select students for this study. The researcher went to the randomizer.org website, and clicked “Use the Randomizer form to instantly generate random numbers,” and answered each of the following questions as follows:

6. How many sets of members do you want to generate?
 - The researcher inserted a **1** to indicate that she wanted one set of numbers.
7. How many numbers per set?
 - The researcher inserted a **50** to indicate that she wanted 50 members in her set.
8. Number ranges?
 - The researcher inserted **1** and **250** to indicate the range of numbers in her sampling frame.
9. Do you wish each number in the set to remain unique?
 - The researcher clicked “**yes**” to indicate that she wanted sampling without replacement (because this is a more efficient sampling method than sampling with replacement).
10. Do you wish to sort the numbers that are generated?
 - The researcher clicked “**yes, least to greatest**”.
11. How do you wish to view your random number?
 - The program is left at its default value (“**place markers off**”)
12. Next, to obtain the set of random numbers, the researcher clicked “**RANDOMIZE NOW!**”

The resulting set of numbers using the random number generator were: 3, 7, 11, 28, 33, 34, 36, 37, 51, 58, 62, 64, 65, 66, 68, 81, 92, 98, 105, 107, 109, 117, 120, 124, 125, 127, 131, 134, 137, 138, 143, 144, 151, 160, 172, 176, 177, 178, 183, 200, 204, 210, 213, 215, 226, 228, 235, 237, 239, 240 [**Source:** (Johnson and Christensen, 2014: 253)]

Then the researcher went back to the list of students to see who these students were and placed a star on each one of them and these were the students from whom quantitative data was collected. The students were the central area of focus of this study, their participation in this study

wastherefore crucial as they providedfirsthand experience on factors affecting their academic performance.

The same procedure was used to select (n=5) university colleges out of (N=15) university colleges. The resulting set of numbers were: 2, 3, 4, 5, and 9. The researcher went back to the list of institutions to see which institutions are these and placed a star on them.

APPENDIX C

Table 4.2: Descriptive Statistics

	Mean	Std. Deviation	N
Spoken home language	1.9926	1.19565	136
Type of sponsorship	1.1471	.44770	136
Lack of study skills	3.6250	1.21068	136
Poor submission of assignments	3.6765	1.14103	136
Poor class attendance	3.7794	1.32044	136
Difficulty managing time	4.0368	.99188	136
Unhappy with teaching skills of lecturers	3.8235	1.11477	136
Unable to understand course material	3.5147	1.04694	136
Adequate learning facilities	3.4926	1.26489	136
Too heavy course load	3.6618	1.24853	136
Irrelevant teaching methods	3.5147	1.13520	136
Inadequate and poor quality learning materials	3.7941	1.24197	136
Financial Difficulties	4.0588	1.12061	136
Physical illness health problems injury	3.4485	1.32676	136
Use of alcohol or other substatnces	3.7353	1.28947	136
Stress pressure tension and anxiety	4.1838	.92057	136
Loneliness	2.9265	1.19649	136
Can't find meaning for anything no motivation	3.6029	1.16288	136

Family conflicts	3.4485	1.24615	136
Involvement in cult practices	3.1176	1.13568	136
Participation in co-curricular activities	2.5956	1.13123	136
Conflict with institution regulations	3.2721	1.27347	136
Pregnancy	3.2941	1.30593	136
Relationship issues	3.2132	1.36847	136
Warm caring and friendly	3.5588	1.28677	136
Make realistic demands of students	3.3088	1.19576	136
Act in a responsible and systematic manner	3.5809	1.17729	136
Stimulating imaginative and original	3.4559	1.02464	136
Clearly communicates rules objectives and expectations	3.5882	1.27930	136
Exhibit high degree of empathy and self-efficacy	3.5294	1.96616	136
Having teaching materials well organised	3.5294	1.25870	136
Encouraging inspiring and motivating	3.6471	1.23845	136
Helpful	3.7206	1.23942	136
Relaxed and humorous	3.5956	1.15071	136
Adjustment to the university	3.6765	1.17305	136
Adjustment to city life	3.7206	1.08656	136
Adjustment to new friends	3.6471	1.13874	136
Separation from home family and friends	3.6176	1.23564	136
Housing or roommates issues	3.9191	1.07535	136
Home and family problems	3.8015	1.23420	136
Trouble making friends	3.6618	1.13020	136
Rape abuse or sexual assault of students	3.9118	1.37959	136
Provision of counselling services	3.3824	.89491	136

Provision of quality learning materials	3.5515	.82390	136
Use of quality teaching methods	3.5735	.81315	136
Employment of lecturers with relevant competencies	3.5809	.77512	136
Motivating students to perform better	3.4412	.82340	136
Participation in co-curricular activities of an institution	3.0515	.89707	136
Participation in academic activities of an institution	3.3750	.83389	136
Regular class attendance	3.6912	.60264	136
Provision of quality infrastructure and teaching facilities	3.5221	.80707	136
Provision of institutional accommodation	3.2206	1.00878	136
Family support	3.6765	.70849	136
Provision of health services	3.4485	.81486	136

APPENDIX D

Table 4.3: Communalities

Communalities		
	Initial	Extraction
Sex	1.000	.698
Age of respondent	1.000	.597
Spoken home language	1.000	.809
Type of sponsorship	1.000	.695
Lack of study skills	1.000	.659
Poor submission of assignments	1.000	.636
Poor class attendance	1.000	.677
Difficulty managing time	1.000	.715
Unhappy with teaching skills of lecturers	1.000	.688
Unable to understand course material	1.000	.600
Adequate learning facilities	1.000	.752
Too heavy course load	1.000	.650
Irrelevant teaching methods	1.000	.652
Inadequate and poor quality learning materials	1.000	.691
Financial Difficulties	1.000	.801
Physical illness health problems injury	1.000	.705
Use of alcohol or other substances	1.000	.668
Stress pressure tension and anxiety	1.000	.716
Loneliness	1.000	.761
Can't find meaning for anything no motivation	1.000	.806
Family conflicts	1.000	.681
Involvement in cult practices	1.000	.550
Participation in co-curricular activities	1.000	.697
Conflict with institution regulations	1.000	.689
Pregnancy	1.000	.665

Relationship issues	1.000	.796
Warm caring and friendly	1.000	.732
Make realistic demands of students	1.000	.567
Act in a responsible and systematic manner	1.000	.732
Stimulating imaginative and original	1.000	.719
Clearly communicates rules objectives and expectations	1.000	.732
Exhibit high degree of empathy and self-efficacy	1.000	.656
Having teaching materials well organized	1.000	.676
Encouraging inspiring and motivating	1.000	.745
Helpful	1.000	.750
Relaxed and humorous	1.000	.680
Adjustment to the university	1.000	.679
Adjustment to city life	1.000	.793
Adjustment to new friends	1.000	.744
Separation from home family and friends	1.000	.664
Housing or roommates issues	1.000	.589
Home and family problems	1.000	.751
Trouble making friends	1.000	.730
Rape abuse or sexual assault of students	1.000	.693
Provision of counseling services	1.000	.649
Provision of quality learning materials	1.000	.794
Use of quality teaching methods	1.000	.805
Employment of lecturers with relevant competencies	1.000	.771
Motivating students to perform better	1.000	.660

Participation in co-curricular activities of an institution	1.000	.643
Participation in academic activities of an institution	1.000	.728
Regular class attendance	1.000	.613
Provision of quality infrastructure and teaching facilities	1.000	.678
Provision of institutional accommodation	1.000	.672
Family support	1.000	.669
Provision of health services	1.000	.733
Extraction Method: Principal Component Analysis.		

APPENDIX E

Table 4.4: Total Variance Explained

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.655	15.455	15.455	8.655	15.455	15.455
2	5.329	9.516	24.972	5.329	9.516	24.972
3	3.908	6.979	31.951	3.908	6.979	31.951
4	2.520	4.500	36.451	2.520	4.500	36.451
5	2.402	4.290	40.740	2.402	4.290	40.740
6	1.820	3.250	43.990	1.820	3.250	43.990
7	1.642	2.933	46.923	1.642	2.933	46.923
8	1.573	2.808	49.731	1.573	2.808	49.731
9	1.506	2.689	52.420	1.506	2.689	52.420
10	1.461	2.610	55.029	1.461	2.610	55.029
11	1.356	2.421	57.451	1.356	2.421	57.451
12	1.281	2.287	59.738	1.281	2.287	59.738
13	1.238	2.210	61.948	1.238	2.210	61.948
14	1.172	2.092	64.040	1.172	2.092	64.040

15	1.101	1.966	66.006	1.101	1.966	66.006
16	1.071	1.913	67.919	1.071	1.913	67.919
17	1.064	1.900	69.819	1.064	1.900	69.819
18	.971	1.734	71.553			
19	.967	1.727	73.280			
20	.908	1.622	74.902			
21	.852	1.522	76.424			
22	.844	1.507	77.931			
23	.797	1.424	79.354			
24	.761	1.359	80.714			
25	.747	1.334	82.047			
26	.718	1.282	83.330			
27	.678	1.211	84.541			
28	.627	1.119	85.660			
29	.567	1.013	86.673			
30	.555	.991	87.664			
31	.535	.956	88.620			
32	.482	.861	89.481			
33	.456	.814	90.295			
34	.429	.766	91.061			
35	.409	.731	91.792			
36	.386	.689	92.481			
37	.363	.649	93.130			
38	.348	.621	93.752			
39	.327	.584	94.335			
40	.302	.539	94.874			
41	.295	.527	95.401			
42	.282	.503	95.904			
43	.265	.474	96.378			
44	.240	.429	96.807			
45	.238	.426	97.233			
46	.224	.400	97.633			
47	.199	.356	97.989			
48	.190	.339	98.328			
49	.174	.311	98.639			
50	.153	.274	98.913			
51	.136	.242	99.155			
52	.112	.201	99.356			
53	.110	.196	99.552			

54	.094	.167	99.719			
55	.082	.147	99.865			
56	.075	.135	100.000			
Extraction Method: Principal Component Analysis.						

APPENDIX F

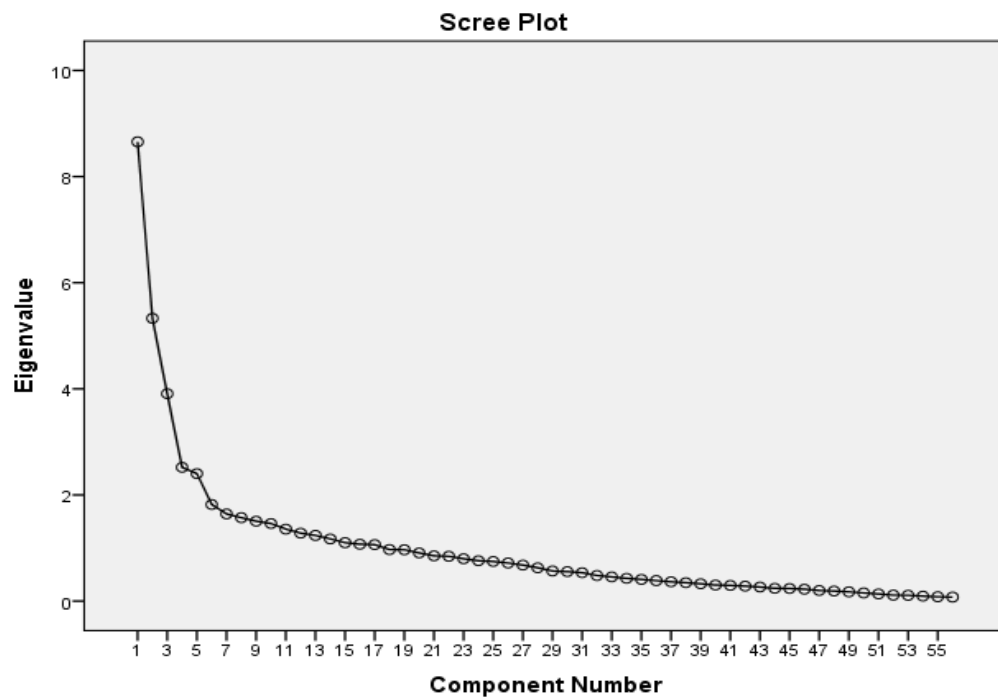


Figure 4.1: Scree plot diagram showing the eigenvalues of the 56 items

APPENDIX G

QUESTIONNAIRE FOR STUDENTS

NOTE TO RESPONDENT

This questionnaire seeks to find out factors that contribute to good and poor academic performance amongst students and what can be done to improve academic performance in university colleges. The findings of this study will be used purely for academic purposes in fulfilment of the requirements for the degree Masters in Education Management at the North-West University-Mafikeng campus.

- Please be advised that your participation in this study is voluntary
- Please do not write your name on the questionnaire.
- All the responses will be treated with utmost confidentiality. Therefore be very frank in your responses.

Guidelines for completing the questionnaire
--

- This questionnaire contains four sections. Section A, B, C and D.
- **Section A** requires you to provide your background information by placing an (×) under the relevant answer.
- **Section C** contains four tables that seek your opinion on the factors that contribute to good and poor students 'academic performance namely, academic factors, personal factors, students/ lecturers relationship factors & social factors. I kindly request that you respond to all questions from the different tables by placing an (×). Please note that at the bottom of each table there is a semi-structured questions. Fill in your responses in the spaces provided.
- **Section C** seeks your opinion on what can be done to improve academic performance. Respond by placing an (×).

SECTION A:

1. DEMOGRAPHIC DATA

1.1 GENDER

Male	
Female	

1.2 AGE

18-24	25-30	31-35	36-40	41-45

1.3 HOME LANGUAGE

Setswana	English	Setswana and English	English and other	Other “please state”

1.4 GOVERNMENT/PRIVATE SPONSORSHIP

Government sponsorship	Private sponsorship	Non-governmental sponsorship

SECTION B

2. ACADEMIC FACTORS AFFECTING STUDENTS' PERFORMANCE

Below is a list of possible academic factors affecting students' performance. You are requested to make a cross (×) in the appropriate box to indicate your extent of agreement with each listed factor.

ACADEMIC FACTORS	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
2.1.Lack of study skills					
2.2.Poor submission of assignments					
2.3.Poor class attendance					
2.4.Difficulty managing time					
2.5.Unhappy with teaching skills of lecturers (lecturers competencies)					
2.6.Unable to understand course materials					
2.7.Adequate learning facilities					
2.8.Too heavy course load					
2.9.Irrelevant teaching methods					
2.10.Inadequate and poor quality learning materials					

In your own view, how does engaging in academic activities impact on students' academic performance?

3. PERSONAL FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE

Below is a list of personal factors that are believed to affect students' academic performance. You are requested to make a cross (×) in the appropriate box to indicate your level of agreement that each factor affects students' academic performance.

PERSONAL FACTORS	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
3.1.Financial difficulties					
3.2.Physical illness, health problems, injury					
3.3.Use of alcohol or other substances					
3.4.Pressure, stress, tension, anxiety					
3.5.Loneliness					
3.6.Can't find meaning for anything, no motivation					
3.7. Family conflicts					
3.8.Involvement in cults practices					
3.9. Participation in co-curricular activities					
3.10.Conflict with institution regulations					
3.11. Pregnancy					
3.12. Relationship issues					

In your own view, how does participation in co-curricular activities impact on students' academic performance?

4. STUDENT-LECTURER RELATIONSHIP FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE

Below is a list of possible lecturer attributes that may affect students' academic performance. You are requested to make a cross (×) in the appropriate box to indicate your level of your agreement.

Students' perception of their lecturers	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
4.1. Warm, caring and friendly					
4.2. Make realistic demands of students					
4.3. Act in a responsible and systematic manner					
4.4. Stimulating, imaginative and original					
4.5. Clearly communicate rules, objectives and expectations					
4.6. Exhibit high degree of empathy and self-efficacy					
4.7. Having materials organized					
4.8. Encouraging, inspiring & motivating					
4.9. helpful					
4.10. Relaxed and humorous					

In your own view, how does interaction between students and lecturers impact on students' academic performance?

5. SOCIAL FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE

Below is a list of possible social factors that are believed to affect students' academic performance. You are requested to make a cross (×) in the appropriate box to indicate your level of agreement that each factor affects students' academic performance.

SOCIAL FACTORS	Strongly agree 5	Agree 4	Undecided 3	Disagree 2	Strongly disagree 1
5.1. Adjustment to the University					
5.2. Adjustment to city life					
5.3. Adjustment to new friends					
5.4. Separation from home, family and friends					
5.5. Housing, roommates issues					
5.6. Home and family problems					
5.7. Trouble making friends					
5.8. Rape, abuse/sexual assault of students					

In your own view, how does interaction amongst students impact on their academic performance?

SECTION C

STRATEGIES FOR IMPROVING STUDENTS' ACADEMIC PERFORMANCE

This section contains eight (8) possible methods which institutions may use to improve students' academic performance.

Kindly place a cross (X) in the box corresponding to the degree to which you think the method is effective.

STRATEGIES FOR IMPROVING STUDENTS' ACADEMIC PERFORMANCE	Very effective 4	Somewhat effective 3	Not very effective 2	Not at all effective 1
7.1. Provision of counselling services				
7.2. Provision of quality learning materials				
7.3. Provision of quality teaching methods				
7.4. provision of lecturers with relevant competencies				
7.5. Motivating students to perform better (intrinsic and extrinsic motivation)				
7.6. Participation in co-curricular activities of an institution				
7.7. Participation in academic activities of an institution				
7.8. Regular class attendance				
7.9. Provision of quality infrastructure and teaching facilities				
7.10. Provision of institutional accommodation				
7.11. Family support				
7.12. Provision of health services				

State any other strategy that may assist you to improve your academic performance

THANK YOU VERY MUCH FOR YOUR KIND COOPERATION

APPENDIX H
FACE-TO-FACE INTERVIEW GUIDE (For HoDs and Student Counsellors)

SECTION A: ACADEMIC PERFORMANCE

1. What is your view about the academic performance of students in general at your institution?

2. What do you think are some of the factors that have led to the current state of students' academic performance in your institution?

3. What methods or strategies do you think should be put in place to improve the academic performance of students in your institution?

APPENDIX I

FACE-TO-FACE INTERVIEW GUIDE (For students)

SECTION A: DEMOGRAPHIC DATA

1.5 GENDER

Male	
Female	

1.6 AGE

18-24	25-30	31-35	36-40	41-45

1.7 HOME LANGUAGE

Setswana	English	Setswana and English	English and other	Other “please state”

1.8 GOVERNMENT/PRIVATE SPONSORSHIP

Government sponsorship	Private sponsorship	Non-governmental sponsorship

SECTION B: ACADEMIC PERFORMANCE

1. What is your view about the academic performance of the students in your institution?

2. What is your current academic performance? Is it good/poor?

3. What do you think are some of the factors that have led to the current state of your academic performance?

4. What methods or strategies do you think should be put in place to help improve your academic performance?

APPENDIX J

INFORMED CONSENT FORM

You are kindly requested to participate in a study exploring factors affecting students' academic performance in university colleges. The title of the study is: **Factors affecting students' academic performance in Business programmes in university colleges of Botswana**. The study seeks your views regarding factors that contribute to good and poor academic performance amongst students and what can be done to improve academic performance at tertiary level.

Your contribution will help to determine strategies to assist students to persist in their studies. Although you may not directly benefit from this research, results from this study will be useful to institutions as they can use them to upgrade their teaching strategies.

If you agree to participate, you will be asked to complete a questionnaire and/or answer interview questions. You are informed that you may be recorded during the interview session.

You are also informed that this research will not cause any harm to you or your institution as the information collected will not be used to evaluate the institution's performance as the information collected will not be about academic results or teachers' teaching performance in specific institutions. To ensure anonymity and confidentiality you are required not to write your name on the questionnaire.

You are free to withdraw or terminate your participation in this study at any time without prejudice.

If you have any questions prior to your participation or during the course of the study please feel free to contact me at +267 71554316 or my supervisor at +27 183892435/
Connie.Zulu@nwu.ac.bw.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX K

VERBATIM PRESENTATION OF QUALITATIVE RESPONSES

APPENDIX L

P O Box 41127
Gaborone

20 August 2015

The Vice Chancellor
Botho University
P O Box 501564
Gaborone

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION

Please find a reference letter which serves as a request to conduct research in your institution. I am a student at the North-West University pursuing a Masters of Educational Management. One of the requirements is that I should conduct research on a subject related to my profession. I have chosen to research on the topic - Factors affecting students' academic performance in Business programmes in university colleges of Botswana.

Experience and existing literature indicates that there is a sub-optimal academic achievement in quantitative courses among business students in our schools. The purpose of this study is therefore to explore factors that influence the academic performance of students in the Business programme in private university colleges of Botswana with a view of coming up with strategies of improving academic performance in our university colleges.

This research will only involve a maximum of fifty completing students, the Business Faculty Head (HoD) and the Student Counsellor. I intend to carry this research from the 24th to 31st of August 2015.

I will be grateful for the permission to access your institution.

Yours Faithfully

Agnes Majaule
Student No: 22583475 (NWU)
P O Box 41127

Gaborone

20 August 2015

The Vice Chancellor
BA ISAGO University College
Plot 54831, Block 7
Gaborone

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION

Please find a reference letter which serves as a request to conduct research in your institution. I am a student at the North-West University pursuing a Masters of Educational Management. One of the requirements is that I should conduct research on a subject related to my profession. I have chosen to research on the topic - Factors affecting students' academic performance in Business programmes in university colleges of Botswana.

Experience and existing literature indicates that there is a sub-optimal academic achievement in quantitative courses among business students in our schools. The purpose of this study is therefore to explore factors that influence the academic performance of students in the Business programme in private university colleges of Botswana with a view of coming up with strategies of improving academic performance in our university colleges.

This research will only involve a maximum of fifty completing students, the Business Faculty Head (HoD) and the Student Counsellor. I intend to carry this research from the 24th to 31st of August 2015.

I will be grateful for the permission to access your institution.

Yours Faithfully

Agnes Majaule
Student No: 22583475 (NWU)
P O Box 41127
Gaborone

31st August 2015

The Director Academic Management
Gaborone Universal College of Law
P O Box 201095
Gaborone

Dear Sir

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION

Please find a reference letter which serves as a request to conduct research in your institution. I am a student at the North-West University pursuing a Masters of Educational Management. One of the requirements is that I should conduct research on a subject related to my profession. I have chosen to research on the topic - Factors affecting students' academic performance in Business programmes in university colleges of Botswana.

Experience and existing literature indicates that there is a sub-optimal academic achievement in quantitative courses among business students in our schools. The purpose of this study is therefore to explore factors that influence the academic performance of students in the Business programme in private university colleges of Botswana with a view of coming up with strategies of improving academic performance in our university colleges.

This research will only involve a maximum of fifty completing students, the Business Faculty Head (HoD) and the Student Counsellor. I intend to carry this research from the 1st to 4th of August 2015.

I will be grateful for the permission to access your institution.

Yours Faithfully

Agnes Majaule
Student No: 22583475 (NWU)

6th October 2015

The Director Academic Management
Gaborone Institute of Professional Studies
P O Box 1299
Gaborone

Dear Sir

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION

Please find a reference letter which serves as a request to conduct research in your institution. I am a student at the North-West University pursuing a Masters of Educational Management. One of the requirements is that I should conduct research on a subject related to my profession. I have chosen to research on the topic - Factors affecting students' academic performance in Business programmes in university colleges of Botswana.

Experience and existing literature indicates that there is a sub-optimal academic achievement in quantitative courses among business students in our schools. The purpose of this study is therefore to explore factors that influence the academic performance of students in the Business programme in private university colleges of Botswana with a view of coming up with strategies of improving academic performance in our university colleges.

This research will only involve a maximum of fifty completing students, the Business Faculty Head (HoD) and the Student Counsellor. I intend to carry this research from the 1st to 4th of August 2015.

I will be grateful for the permission to access your institution.

Yours Faithfully

Agnes Majaule
Student No: 22583475 (NWU)