

## **An Empirical View of How Campus Life and Behaviour of Nigerian Students Affects Their Academic Performance**

Past. Dr. Abomaye-Nimenibo, Williams Aminadokiari Samuel

*PhD, M.Sc., B.Sc. Economics, MBA Management and UD,  
Personnel Management and Industrial Relations,  
Director of Post Graduate Studies,  
School of Post Graduate Studies,  
Obong University,  
ObongNtak,  
EtimEkpo Local Government Area,  
Akwa Ibom State.  
NIGERIA*

Michael Jack Eyo, Mni

*Senior Lecturer  
B.Sc (Political Science), M.Sc (Political Science/International Relations and Diplomacy),  
MPA (Academic) in Public Administration, LL.B (Laws),  
B.L, LL.M (Laws) and Ph.D in International Relations.  
Department of Political Science/Public Administration  
Obong University, ObongNtak,  
Akwa Ibom State.*

Edet, Glory Nsunwara (Miss)

*B.Sc, M.Sc Economics in view*

---

**Abstract:** There is a great diversity in terms of socio-cultural, political, religious and racial backgrounds among students and lecturers. This diversity, with the presence of an appropriate lecturer-student or student-lecturer relationship, creates a campus environment that prepares students and lecturers to live and work amicably in a socio-culturally diverse society. It also equips them to respond to an increasingly complex global environment; besides, interpersonal relations in diversity which makes room for the generation, advancement and dissemination of knowledge, which is one of the key mission characteristics of university education in Nigeria and elsewhere. The main thrust of this study was to empirically examine the effect of Nigerian student's campus life vis-à-vis their behaviour and performance. To achieve this method we use the survey research method, using a questionnaire as an instrument of gathering data for the study through random sampling drawn from (3) three major Universities in Akwalbom State. The 600 copies of the questionnaire were distributed and collected. Learning and cognitive response theories were used and literature reviewed accordingly. We used exploratory and survey research design. The results revealed that; there is a significant impact of student campus life on the student academic performance; showing that there is a strong correlation between student's campus life and behaviour vis-à-vis their academic performance. Four research hypotheses were formulated and used in this study. We recommended that students should live a good life on campus to maximally achieve a high level of academic performance in their academics.

**Keywords:** Nigerian Students, campus life, behaviour, academic performance, Environment, Learning, Romantic Relationships, Peer Pressure, Partying, Drug Addiction, Cult Groups, Organizations, Attitude, Clubs and Organizations.

---

### **1.0 Introduction**

#### **1.1 Background to the Study**

History has shown that the most advanced nations in the world had constantly attached importance to higher education and all their progress is in the advancement of higher education. Higher education is a strong spring to propel advancement in technology and in the production of quality products and to achieve this, there must be a serene environment for learning since there is a great diversity in terms of socio-cultural, political, religious and racial backgrounds among students and lecturers. This diversity, with the presence of an

appropriate lecturer-student or student-lecturer relationship, creates a campus environment that prepares students and lecturers to live and work amicably in a socio-culturally diverse society. It also equips them to respond to an increasingly complex global environment; besides, interpersonal relations in diversity which makes room for the generation, advancement and dissemination of knowledge, which is one of the key mission characteristics of university education in Nigeria and elsewhere (Abomaye-Nimenibo: 2016)

However, it is visible that University life has been stressful, although it is undoubtedly one of the most memorable experiences of life. Chickering (1969) has stated that University life represents a critical developmental period for both late adolescents and young adults. Studies have shown that social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on students' academic performance. These social factors have constantly affected academic performance in terms of time demanded and, psychological state of imbalance. A student may of certain be influenced by any of the stated variables. Our concern is how to strike a balance between the stressful academic attainment and social activities. This forms our bane of research.

The environment comprises factors that play a role in academic performance. The environment may be physical or socio-physical. All factors have a direct or indirect relationship with students' performance. This research work will compartmentalize students' life on campus into social, religious, financial and psychological environments amongst others and examines their impact or invariably their effect on academic performance.

Behaviour is defined as the action or activities of an organism, that is, anything that an organism does, including physical action, internal, physiological and emotional processes and implicit mental activity. The focus on behaviour is important in the teaching process for no one has complete control over his feelings or his personality. He does have control, however, over most of his actions and it is those actions and the decisions which generate them that contribute to successful learning. Behaviour is a description of the observable outcome of student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. Effective behaviour produces the requisite results. Behaviour is an action, which is different at different times.

There are three types of behaviours;

- i. Conscious or thinking behaviour which is a controlled reaction that is driven by an intention to perform a specific behaviour, arising from a person's intention being influenced by numerous factors such as attitude, social norms etc.
- ii. Unconscious automatic or feeling behaviour which the individual does premeditate and does not arise from reflexions of earlier mode or from highly skilled technique adopted.
- iii. Behaviours that constitute doing things that come into the mind, which are risk factors.

Most behaviour is common and known as;

- i. **Cognitive behaviour** involves the learner in his thinking process, remembering, evaluating and problem-solving.
- ii. **Affective behaviour** values learner's feelings and attitudes. and
- iii. **Psychomotor behaviours** are those involving the learner, in some kind of muscular activity.

The environment is inclusive of the teachers and other personnel whose duties are required for the successful completion of a student's programme. No system of education is better than its personnel and no system of education above the standard of its teachers. It means that the quality of any system depends upon the standard of its personnel. If the personnel are well qualified, well trained and have effective behaviour, the organization will achieve its objectives successfully. Particularly the leader of the institution can improve the quality of their teachers and students with his effective behaviour (Anwar, 1998:189).

Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student's behaviour, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favourability and unaffordability for various attitudinal objects.

Luthans (1993) says that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. Behaviour is a response which an individual shows to his environment at different times. Various authors have defined it in different words:

Taneja (1989) stated that "the meaning of behaviour is conduct or carrying one's self or behaviour, is what we do, especially in response to outside stimuli".

UNESCO (1986 p.18, 59) documented that behaviour is "anything that an organism does that involves action and response to stimulation". Joyce (1980, p.307-308) also opined that "behaviour is lawful and subject to variables in the environment". He further stated that "behaviour is an observable, identifiable phenomenon".

Therefore, at university level teacher's positive behaviour, interaction with students, professional competencies, teaching skills, parental involvement, students own capabilities and university environment, all play a critical role for strengthening the potentials required for better academic achievement of university students. However, there are negative and positive behaviours commonly found in campus lives which are being discussed under Literature review.

### **1.2 Statement of Problem**

The University campus environment comprises factors that play a role in academic performance, as is the argument of some scholars. However, some other scholars are of the opinion that the university campus environments do not really affect student's academic performance cum their behaviour. The environment may be physical or socio-physical. All factors have a direct or indirect relationship with students' performance. This work will compartmentalize students' life on campus into social, religious, financial and psychological environments amongst others; and examines their effects on students own behaviour and academic performance in Nigerian University environment. This research work will, therefore, attempt to answer the following questions; in a bid to filling the gap.

- i. Does social environment affects academic performance?
- ii. Does the provision of amenities like light, constant water and recreational facilities impact on academic performance?
- iii. Do peer pressure and partying affect academic performance?
- iv. Does exposure to good teacher/lecturer affecting academic performance?
- v. What are the impacts of clubs and organizations on student academic performance?
- vi. Does romantic relationship impede student academic performance?

The work will probe amongst others, the relationship between the levels of teacher's positive behaviour, interaction with students, professional competencies, teaching skills, parental involvement, students own capabilities and behaviour on academic performance.

### **1.3 Objective of the Study**

The broad objective of this study is to examine the effect of Nigerian student's life on campus, their behaviour and academic performance in tertiary institutions.

The research work, however, is aimed at achieving the following specific objectives:

- i. To identify both social and psychological factors that impedes better academic performance.
- ii. To recommend programs and policies that will help the Nigerian educational system to eradicate poor academic performance.
- iii. To sort out the relationship between the teacher and student that affects academic performance.

### **1.4 Research Hypothesis**

The null hypothesis ( $H_0$ ) will be tested against the alternative hypothesis ( $H_1$ ) since our research data was from primarysources.

Hypothesis 1:

- $H_0$ : Students life on campus has no significant impact on academic performance.  
 $H_1$ : Students life on campus has significant impact on academic performance.

Hypothesis 2:

- $H_0$ : Students behaviour does not impact on academic performance.  
 $H_1$ : Students behaviour does impact on academic performance.

Hypothesis 3:

- $H_0$ : Recreation and sports do not impact on academic performance.  
 $H_1$ : Recreation and sports do impact on academicperformance.

Hypothesis 4

- $H_0$ : There is no significant relationship between dating and students'academic performance.  
 $H_1$ : There is significant relationship between dating and students' academic performance.

## **2.0 Review Of Literature and Theoretical Framework**

### **2.1 Historical Background**

The Student Life looked at correlations between academic performance and the averages of the low-level sensor data (i.e., activity, conversation, and mobility) for all students across a semester. University life can be stressful, although it is undoubtedly one of the most memorable experiences in one's life. It represents a critical developmental period for both late adolescents and young adults (Chickering, 1969). Social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on students' academic performance. These social factors affect academic performance in terms of time demanded and the psychological state. A student may be influenced to be in any of the stated variables. The question is how one strikes a balance between the stressful academic attainment and social activities?

The student's behaviour was seen in light of his role as Effective student. Hoskins and van Hoof (2005) describe students who demonstrate an "achieving orientation" as strategic, organized, competitive, able to work effectively, aware of the implication of academic demands, and having high achievement motivation. These students were more likely to use Web CT to access course information and to engage in dialogue with others. The authors conclude that "a strategic student might be inclined to use any tool that might facilitate their achievement".

Using Structural Equation Modelling, Kusurkar, Croiset, and Cate (2012) provide evidence that motivation is important in determining academic performance among management students through good study strategy and high effort. Fraser and Killian (2005) report that students who lack motivation put in less effort, which in turn leads to poor academic performance. Based on these studies, it is reasonable to conclude that motivation influences performance through its effect on self-regulatory behaviours and study strategies. Another strand of research has focused on the strategies themselves by asking, which strategies do self-regulate learners use? Which specific behaviours are effective? How do they work to influence performance? Self-regulated students engage in an increased effort by completing supplemental problems, managing time effectively, and seeking help in solving problems (Albara&Lokena, 2010; Ramdass& Zimmerman, 2011; Yukseltuk&Bulut, 2009). Using a sample of 257 undergraduate students in an introductory Psychology class, Komarraju and Nadler (2013) demonstrated that self-regulation strategies such as effort regulation, completing supplemental problems, and help-seeking are significant predictors of variance in grade point average (GPA). Zimmerman (2008) reports a positive correlation between self-regulatory strategies and measures of course performance.

Instructors assign homework assuming, that homework enhances student learning, deepens their understanding of the material, and helps them prepare for examinations. Becker (1997) reported that between a quarter and a half of introductory economics instructors assign problem sets.

Furthermore, this effect may be confounded with and/or dependent on psychological factors such as ability and motivation, behaviours such as procrastination or working with others, and demographic characteristics.

In this paper, we attempt to clarify the relationships between student characteristics, behaviours, lifestyle, and learning. Cult groups have made promises to students which entice them to join these groups. Unfortunately, most of these promised privileges never come their way, and students had been left alone to cope with demands such as:

- i. Lecture times and meeting with members
- ii. Studying times and working on other members' assignments
- iii. Initiation ceremonies, etc.

The following relationships are commonly found among campus students:

#### **A. Romantic Relationships**

The daily routine of university life brings new sleeping and eating habits, increased workload, and new responsibilities. University students are prone to stress due to the transitional nature of university life (Wright, 1967). They must adjust to being away from home, perhaps for the first time, and maintain a balance between a high level of academic success and a new social environment. These daily stressors do not cause anxiety by themselves. Stress results from interactions between stress or/and the individual's perception and reaction to them (Romano, 1992). The amount of stress experienced may be influenced by the individual's ability to effectively cope with stressful events or situations (Zurilla and Sheedy, 1991). A romantic relationship may ease environmental stress (Berger, 1997). Paul and White (1990) observe that being in an intimate relationship involves trust, sensitivity, and responsiveness, being able to make a commitment, striving for equity and mutuality. For a student, it also means working to achieve academic balance. However, Zimmer and Ginerbec (2001) find dating has a positive effect on the emotional health of adolescents.

Quatman, et.al. (2001) study dating status, academic performance, and motivation in high schools in the US state of California, showing that students who dated more frequently had lower academic performance.

The study carried out by Prisbell, (1986) supported Quatman et al (2001), saying that a significant relationship between dating status and academic achievement, can cause serious problems among university students. While having an intimate relationship may have benefits for emotional health, that being overly involved in dating is associated with a more negative effect on the psychosocial function and health of students (Baumeister, 1995). The question that really comes to mind is whether, these intentional behaviours, whether positive or negative are likely going to be seen in the lives of Nigerian students in a higher institute of learning? This thought-provoking question is food for thought and evokes studying.

### **B. Peer Pressure, Party and Drug Addiction**

A drug is a substance used for medical purposes that change the state or function of the body. According to Carroll (1989), a drug is any substance which upon entering the body can change either the function or structure of the organism. On the other hand, drug abuse is a situation when a drug is taken more than it is prescribed. It could be seen as the use of illicit drugs, or the abuse of prescription or over-the-counter drugs. Carroll (1989) further defined drug abuse as the deliberate use of chemical substances for reasons other than intended medical purposes and which results in physical, mental, emotional or social impairment of the user.

So many reasons have been advanced for drug use and abuse as a phenomenon with complex ethnology. For instance, if young men and women who are potential drug addicts continue to reside in the social environment in which past drug use occurred, suggests that the use of such drug may continue. This is because most cases of drug use and abuse emanating from an array of psycho-social reasons. Ahire (1990) noted that personality disorders and socio-economic environment are the major determinants of the victim's involvement in drug abuse. Other reasons adduced for drug use and abuse are:- (i) to reduce stress, (ii) build self-esteem, (iii) drug availability, (iv) peer pressure and (v) the desire to be sociable. As a matter of fact, vulnerability may be inherited in the form of heightened susceptibility to a certain type of drug. The abuse of various mood-altering substances has been reported to be prevalent among Nigerian youths (Lambo 1960). Students dedicate their productive hours to partying. This trend does impact negatively on academic performances as perpetrators would hardly attend classes or have time for their continuous assessment which showed that peer pressure is the ability of people from the same social rank or age to influence another. It can be a positive or negative pressure. Peer pressure has a much greater impact on adolescent behaviour than any other factor. It can lead to experimentation with drugs, alcohol, skipping school and cultism etc.

### **C. Clubs and Organizations**

Research conducted by Kerksen-Griep, Hess, and Tree. (2003) on learning, motivation and interaction in school show that student perception of instructional behaviour sustains their involvement in the classroom. Jackson, Weiss, Lundquist, and Hooper (2003) examine the degree to which cognitive motivation predicts academic performance. They pointed out that increased school activity may assist motivation.

Paul and White (1990) examined extracurricular activity participation and academic achievement in a Senior High School setting. They found that extracurricular activities and academic performance were highly correlated. They supported the hypothesis stated by Mynell (2004) that more involvement in School activities means a better grade point average. On the other hand, lesser involvement in School activities will lead to a lower grade point average in academic performance.

### **D. Student Cults Group**

A cult refers to a peculiar system of administration, worship or devotion to a person or thing(s). A cult is an association like every other, with hierarchy, ranks, a governing body, and a head or leader, but it is secretive in its activities. Its members may be students who seek initiation, with others who are influenced or even coerced into becoming members. Student's cult's activities may have a pronounced effect on the academic performances in institutions of higher education. A member of a student cult is expected to place members' interest over any other(s). Students cannot strike a balance between cult and academic performance. Members may be usually enticed with benefits, including:

- i. Payment of school fees
- ii. Protection from aggression
- iii. Popularity and admiration
- iv. Good grades while in school, etc.

Unfortunately, most of these promised privileges never come their way.

### **E. Behaviour**

Behaviour is a response, which an individual shows to his environment at different times. In a simple form, it is the way in which a machine, an organ and/or organism works with respect to its efficiency or reaction to its environment. Various authors have defined it in different ways.

Taneja (1989) stated that "the meaning of behaviour is conduct or carry oneself; or behaviour, is what we do, especially in response to outside stimuli". He describes students who demonstrate an "achieving orientation" as strategic, organized, competitive, able to work effectively, aware of the implication of academic demands, and having high achievement motivation. Behaviour in this context (campus life) is a description of the observable outcome of student performances in different activities of institutions.

### **F. Attitude:**

Throughout the history of social psychology, attitude is usually defined as a disposition to respond favourably or unfavourably to an object, person, and event.

Allport (1960) stated that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situation with which it is related. Attitude towards study has a great contribution to academic achievement and good study pattern.

According to Mouly (1988) the totality of teachers role and functions can be categorized into three parts; Academic Functions, Professional Functions, Social Functions. According to Ogwezi and Wolomsky (1985) the teacher improves conditions for effective learning when he helps the students to become aware of their problem areas in the learning process; helps them to establish the self-confidence necessary for the student, explores new interests and special aptitudes; increases their understanding and uses concrete material from localities to support or illustrate what he teaches.

#### **i. Attitude towards lecturer:**

An attitude is a person's point of view and his/her way of looking at something. More importantly, an attitude is a person's readiness to react and to react in a predetermined way. The lecturer and other students learn from this behaviour to assume a readiness to react when faced with such an unexpected situation. A student's attitude towards lateness determines how conscientiously he tries to get work on time. One's attitude towards lateness will determine how much emphasis he places on tardiness as a measure of student's performance. Hamachek (1998) stated that a lecturer's expectation of any student's academic performance can have a powerful effect on how students feel about themselves and how they perform academically. The academic reputation of older siblings gets passed on to their younger brothers and sisters and becomes a good predictor of the younger sibling's performance. Lecturers unwittingly tend to interact more positively and favourably with students they perceive to be "brighter." Students, who receive positive expectation messages, tend to live up to these expectations and perform well. The reverse is also true. A Lecturer can develop positive expectations by creating a warm, inviting classroom climate and giving all students more positive feedback and opportunities to respond to questions, while at the same time teaching. A student just has many teachers/Lecturers to teach or lecture him/her. His own parents, his peers, his institution's lecturers, his union representatives have always been teaching him how to react to things for a long time. These other people who are sycophants may have shown him hundreds of times that he could get away with anything just by giving lip service to what the teacher says. So he keeps on doing what he pleases. If that is the case, as it often is, you'll have to try hard to build up new different experiences with these students. You'll have to show him that his old attitude won't be a good one in his relationship with you (Borich, 1977).

#### **ii. Institutions and Student Study Attitudes**

Student attitudes are shaped to some extent by the structures (facilities) through which they are mediated. In fact, building conditions can directly affect the attitudes of students or the attitudes of teachers and parents which in turn affect student attitudes. Proshansky (1975) referred to physical settings and attitudes as follows: Physical settings simple or complex evoke complex human responses in the form of feelings, attitudes, values, expectancies, and desires; and it is in this sense as well as their known physical properties that their relationships to human experiences and behaviour must be understood. Stockard and Mayberry (1992) found that the quality of a physical environment is related to attitudes toward school. These outcomes may eventually relate to higher academic achievement. Christopher (1998) concluded that human nature makes people feel better about them when their surroundings are pleasant. Students who have better attitudes usually learn more and work harder. Christopher (1998) studied student attitudes in "ugly, neutral and beautiful" rooms finding significant differences corresponding to room quality in the responses. These researchers revealed that the mean rating given by the subjects in the beautiful room was in the range defined as "energy" and "well-being" while the mean of the ratings given by subjects in both the average and ugly rooms was in the range defined as

"fatigued" and "displeased" Furthermore, the students placed in the beautiful room expressed feelings of "comfort, pleasure, enjoyment, importance, energy and a desire to continue their activity". Thus, if children have positive attitudes and look forward to attending an institution, it stands to reason they will do better in their classes, although this may not necessarily be the disposition of students from a poor background and are ready to learn no matter the situation.

### **G. Academic Achievement**

Academic achievement has been variously defined, as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by the percentage of marks obtained by students in examinations (Kohli, 1975). Researches have shown that besides being the criteria of promotion into the next class, academic achievement is an index of all future success in life. Superior achievers in the academic world generally tend to maintain their level of achievement in the occupational field also.

Moreover, Reis et al. (1984) reported that academic achievement also has a significant effect on self-evaluation of learners. To reach the goal of excellence in the academic sphere, and to optimize academic achievement to a maximum, a review of correlates of academic achievement and its implications for educationists and policymakers would be meaningful. A formal beginning to explore the determinants of academic achievement was made when Binet (1982) attempt to predict children's academic achievement from their intelligence scores. There is overwhelming evidence establishing intelligence as the most significant predictor of academic achievement (Karnes et al., 1984).

Thorndike (1963) pointed out that, there is an exact correspondence between intelligence and achievement. Some studies have been done to relate cognitive style with academic achievement. Field independent subjects were found to be higher on achievement, than field dependent subjects (Holper and Helen, 1986). Generalized expectancies developed by students also play a crucial role in their achievement. Internality (belief in Internal Control) is positively related to academic achievement (Tesiny et al., 1980).

### **2.2 The Different Mode(S)**

This research work compartmentalizes students' life on campus into social, religious, financial and psychological environments amongst others and examines their impact or invariably their effect on academic performance, hence, the question:

- i. Does the social environment affect academic performance?
- ii. Does the provision of amenities like light, constant water and recreational facilities impact on academic performance?
- iii. Do peer pressure and partying affect academic performance?
- iv. Does exposure to good teacher/lecturer affecting academic performance?
- v. What are the impacts of clubs and organizations on student academic performance?
- vi. Does romantic relationship impede student academic performance?

The answers to these pertinent questions are very relevant to this study.

### **2.3 Theoretical Framework**

#### **A. The Social Learning Theory**

This theory was propounded by Albert Bandura in 1977. He was born on 4<sup>th</sup> December 1925 in the small town of Mundari in Northern Alberta Canada. The theory is based on the major premise that behaviour is learned and can be unlearned. Behaviour is in general, a function of one's personality and the environment. Man is born with some innate potentials which the environmental conditions. Similarly, one can influence his or her environment using personality qualities.

#### **B. The Cognitive Response Theory**

The cognitive response theory was considered the most relevant to this study. This theory seeks to understand the thoughts people generate as a result of being given some information about something. The key assumption of the cognitive response view is that people are active processors of information which generate cognitive responses to messages but not just passive recipients of the messages that they happen to be exposed to (Taylor et al., 1997). This implies that when students, especially those who have had no opportunity to interact with their lecturers receive information concerning relations with them, they cognitively process and perceive it as either good or bad. This will eventually make them to either like or dislike their relationships with their lecturers, which further influence their perception.

Campbell and Hawley (1982) carried out a study among students in the university library, with extroverts taking more breaks than introverts, and more concerned about selecting a study location that offered

greater socializing opportunities. This need of the extroverts for social stimulation clashes with the need to spend time on studies and thus bring to disrupt their academic pursuits after adolescence. This may be a reason why introversion is associated positively with achievements after 13 years of age or so.

Teaching strategy has also been found to be very important in determining the achievement of extroverts. It was found that extroverts benefit more from informal, unstructured teaching methods than introverts who learn better in a structured learning environment with a traditional teaching approach. When extroverts were taught by the method they preferred, they were higher in achievement than introverts, again which was evident even a month later according to Leith, (1974) and Shadbolt, (1978). Until recently our educational system has been highly structured and formal, therefore, the reported academic superiority of introverts may be due to the fact that our educational system is geared to the needs of introverts rather than extroverts, who require a different teaching strategy which stresses individuality, personal interaction, flexibility and spontaneity in teaching.

Gauthier et al. (1984) reported that academic performance was enhanced to use three socializing agents viz The Peer, Lecturers and Parents to reinforce academic behaviour. Hence, reinforcement using all three agents was the most effective way to improve achievement.

## **2.4 Empirical Framework**

The achievement has been defined in Spence (1983) as "a task-oriented behaviour that allows the individual's academic performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that otherwise involves some standard of excellence". Academic achievement is measured in different ways, e.g. with the help of achievement test, teacher's ratings, and grade point averages, effects, etc. By comparing a group of managerial accounting students completing quantitative homework with a group who did not, Rayburn and Rayburn (1999) reported that consistent improvement on academic performance for the group that was given assignment was necessary.

Peters, Kethley and Bullington (2002), reported that requiring homework from students in an operations management course did not increase student academic performance. In fact, they suggest that learning may have a negative effect on overall academic performance because students in the graded learning group may actually reduce effort toward the end of the semester. The authors suggested that "perhaps students, in general, should be allocated a certain amount of their time to studying, and in this course, that amount was the result of a 'zero-sum.'"

In other words, students make conscious decisions about how much effort they need to put into homework in each of their courses in order to maximize returns. Emerson and Mencken (2013) argued that graded homework produces better outcomes than optional or ungraded homework in microeconomics courses. Similarly, Parker and Loudon (2013) reported that students who were given extra credit for using an online learning system were more likely to complete the learning. However, Dillard-Eggers, Wooten, Childs, and Coker (2008) find no difference between required and optional courses learnt in accounting courses. In recent years, there has been a move toward the use of online tools to administer homework assignments. Many institutions make use of course management systems such as Web Vista or Moodle, and their use has grown dramatically over the past few years (See Smith, Salaway, & Caruso 2009, for significant evidence of this trend). Textbook publishers have developed course management systems in a wide variety of disciplines. Instructor time spent, and/or customizes assignments according to students' academic performance on previous assignments or pre-tests are necessary.

## **2.5 Summary of Literature Review**

Student's performance in an institution is a topic of great practical concern to lecturers and parents, and of great theoretical concern to researchers. Achievement outcomes have been regarded as a function of two characteristics, "skill" and "will" and these must be considered separately because possessing the will alone may not ensure success if the skill is lacking (McCombs and Marzano, 1990).

Therefore, at the university level, teacher's positive behaviour, interaction with students, professional competencies, teaching skills, parental involvement, students own capabilities and university environment, all play a critical role for strengthening the potentials required for better academic achievement of university students.

## **3.0 Method of Study**

### **3.1 Research Design**

This study was primarily designed to investigate the effect of Nigerian student's life and behaviour on campus vis-a-vis academic performance. Therefore, the study adopted a survey design in its analysis. A survey or research design is essentially the general strategy adopted by the researcher for the purpose of gathering and

analysing a set of data. It talks about the designation of the research and what it is all about. The reason for this survey design or research design for this study is that the research was carried out in a natural setting involving a large population of students. In survey research, a relatively large representative sample of the entire population could be obtained and studied which is devoid of manipulation than using a small number of sample size as you can always get using Yaro's formula to determine sample size.

### **3.2 Area of Study**

The study was carried out in three different universities; the University of Uyo; Akwa Ibom State University and Obong University all situate in Akwa Ibom State.

- A. UNIUYO is in the heart of Uyo, capital of Akwa Ibom State, Nigeria's second largest oil-producing State. Uyo is easily accessible by road, and air through an international airport. The University of Uyo operates from four campuses: -
- (a) The Permanent Site/Main Campus which accommodates the Central Administration, Faculties of Engineering; Natural and Applied Sciences, International Centre for Energy and Environmental Sustainability Research (ICEESR) centre as well as the Postgraduate School;
  - (b) The Town Campus accommodates Faculties of Arts, Education, Social Sciences, and Pharmacy.
  - (c) The Annex Campus which is home to the Faculties of Agriculture, Business Administration, Law, Engineering, Environment Studies and General Studies.
- B. The Akwa Ibom State University has three campuses namely:
- (a) theImeUmana Campus,
  - (b) the main campus which is the permanent site is situated along Nwaniba Road, Uyo and is about 4.5 km from the city centre and covers an area of about 1,443 hectares and
  - (c) theEdiene Campus, Abak, which accommodates the Pre-Degree, JUPEB and other special courses.

The Akwa Ibom State University at conception was to be located within the Technology Triangle in the heart of the City/Town. However, the administration of the Akwa Ibom State Government changed the enabling law of the university into a multi-campus institution with the main campus at IkotAkpaden, MkpateEnin L.G.A and a second campus situated at ObioAkpa, OrukAnam L.G.A. The goals of the university have been modified by the administration of the State Government in order to transform the university into a conventional university whose focus is not just Technology and Applied Science but also Arts. In line with this transformation, the name of the institution was changed from Akwa Ibom State University of Technology (AKUTECH) to Akwa Ibom State University (AKSU).

C. Obong University is situated at ObongNtak in EtimEkpo L.G.A and was established on May 2, 2007. The University presently have three Faculties, namely, the Faculty of Natural and Applied Sciences with departments of Computer Science, Microbiology, and Biochemistry; the Faculty of Management and Social Sciences, with departments of Economics, Accounting, and Banking & Finance, Sociology, Political Science & Public Administration, Conflict Resolution, Christian Religious Studies, Business Administration, Marketing and Faculty of Arts and Humanities with English and Literary Studies, Theatre Arts etc.

### **3.3 Study Population**

The study population is the University of Uyo, Akwa Ibom State University and Obong University. So the respondents of the study are accordingly drawn from these three Universities.

### **3.4 Sampling Design and Procedure**

Two hundred 200 students from each of these schools were selected. The selection was done through random sampling methods. This is because the sample size is small in relation to the population of the study area. A total of 600 students were chosen to be the sample size of this study.

### **3.5 Data Collection Instrument**

We used the structured questionnaire called Students Opinion Questionnaire (SOQ) for our data gathering. The researchers personally administered the questionnaires and also collected them. All the questionnaires were collected.

The first part of the questionnaire has the name of the school, the department of the student and his/her present level. The rest of the questionnaire contains 13 items, which the respondent has to respond to by simply ticking on any of the five alternative responses they deemed appropriate for their views and the options were as follows:

SA = Strongly Agree

A = Agree

UD = Undecided

DA = Disagree

SDA = Strongly Disagree

### 3.5.1 Validity of the Instrument

The research instrument was developed by the researchers in terms of relevance, appropriateness, adequacy and clarity. The face and content validity of the instrument was thus ascertained.

### 3.6 Administration of the Data Collection Instrument

The researcher went to the sampled schools and administered the questionnaires to randomly selected students. The students were expected to react to all the items of the instrument so that the researcher could get them back at the end of the exercise. Students were assured of confidentiality in the treatment of their responses so as to ensure frankness especially as the students were not required to write down their names. Some of the items that were not clearly understood by the respondents were thus explained to them. The respondents were advised and encouraged to work individually to remove biases due to the exchange of views among the participating respondents. However, the entire questionnaires administered were all completed and returned.

### 3.7 Method of Data Processing/Analysis

After the collection of data, the researcher edited and coded the questionnaires in order to reduce the response from a five-point scale of Likert into data, and each response in the questionnaire was assigned a numerical value equivalent to the magnitude the respondent perceived in them in any given circumstance. This was done to determine the response rate, qualitative and quantitative form of analysis. The data was generated, calculated and converted into a frequency table. Data were processed with the help of the Statistical and data analysing software application known as E-Views.

Pearson Product Correlation Coefficient Technique was used in analysing the variables under investigation using the formula:

$$R_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}$$

Where :

$\sum x$	=	Sum of the x score
$\sum y$	=	Sum of the y score
$\sum x^2$	=	Sum of the x square
$\sum y^2$	=	Sum of the y square
$\sum xy$	=	Sum of the Product of the pair x and y
N	=	Number of the paired scores

## 4.0 Presentation and Analysis of Data

### 4.1 Presentation

The analyses of data for each of the four hypotheses formulated for the study were tested. The results of data analysis and interpretation were brought to the fore. The analysis is to verify the research hypothesis structured by the researcher in the introductory section. This section presents the findings to the study in summarized tables under each hypothesis. Pearson moment correlation was used in finding out the relationships between the variables in the study.

### 4.2 Data Analysis

Using the results got from Pearson Product Correlation or Regression Analysis we make up our decision rule that is:

Accept  $H_0$  if the calculated r is less than tabulated r or table value.

Reject  $H_0$  and accept  $H_1$  if the calculated r is greater than tabulated r or table value.

Hypothesis 1:

Ho: Students life on campus has no significant impact on academic performance.

H<sub>1</sub>: Students life on campus has a significant impact on academic performance.

Table 4.1 presents a summary of the analysis

VARIABLE	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Calculated r	tabulated r
<b>Student Life</b>	4448	19766916			
			19597968		
				0.7581	0.062
<b>Academic Performance</b>	4408	19430464			

Source: Computed by the researcher

From the table above, there is a high positive correlation of 0.758 between student campus life and student academic performance in the survey that was undertaken. Findings from the tabulated coefficient of correlation r show that the calculated r is greater than the tabulated r 0.062. This implies that the null hypothesis is rejected and the alternative hypothesis is accepted. This shows that there is a significant impact on student campus life on their academic performance.

Hypothesis 2:

Ho: Students behaviour does not impact on academic performance.

H<sub>1</sub>: Students behaviour does impact on academic performance.

Table 4.2 presents a summary of the analysis

VARIABLE	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Calculatedr	tabulated r
<b>Student Behaviour</b>	3964	15713296			
			17473312		
				0.6545	0.062
<b>Academic Performance</b>	4408	19430464			

Source: Computed by the researcher

From the result presented in table 4.2 above, the analysis reveals that there is a high positive correlation of 0.654 between student campus behaviour and student academic performance in the three universities under study. This implies that the behaviour that the students put on campus influence the level of academic performance in their schools. In order to decide on the hypothesis to accept (null or alternative), we refer to the critical value of the correlation coefficient tabulated. The decision rule is that, if the correlation coefficient calculated is greater than the correlation coefficient tabulated then the null hypothesis be rejected. Based on this criterion, the tabulated result in table 4.2 revealed that the critical value of the correlation coefficient, r 0.062 is less than the calculated correlation coefficient of 0.654. The null hypothesis is rejected in favour of the alternate hypothesis. Therefore there is a significant impact on students' behaviour on academic performance in the universities.

Hypothesis 3:

Ho: Recreation and sports do not impact on academic performance.

H<sub>1</sub>: Recreation and sports do impact on academic performance.

Table 4.3 presents the result of the analysis conducted to test this hypothesis.

VARIABLE	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	CalculatedR	tabulated r
<b>Sporting/Recreational facilities</b>	4330	18748900			
			19086640		
				-0.0192	0.062
<b>Academic Performance</b>	4408	19430464			

Source: Computed by the researcher

The result presented in table 4.3 shows remarkable information that the calculated correlation coefficient of -0.0192 shows that there is no significant impact of sports and recreational facilities on the student's academic performance in the university campuses. Using the decision rule to test for the hypothesis, we have it that the correlation coefficient tabulated (0.062) at 5 per cent level of significance is greater than the correlation coefficient calculated (-0.0162), hence, the null hypothesis is accepted and its states that recreation and sport do not impact on academic performance of the students.

This analysis reveals that irrespective of the level of availability of sporting and recreational facilities in the university campus, the academic performance of the students in Universities were not affected as such.

Hypothesis 4

- Ho: There is no significant relationship between dating and students' academic performance.
- H<sub>1</sub>: There is a significant relationship between dating and students' academic performance.

Table 4.4 present the result of the analysis used to test the relationship between dating and students' academic performance.

VARIABLE	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Calculated r	tabulated r
<b>Student dating</b>	3988	15904144			
			17579104		
				0.08686	0.062
<b>Academic Performance</b>	4408	19430464			

Source: Computed by the researcher

From the result presented in table 4.4 above, the analysis reveals that there is a weak positive correlation of 0.8686 between student campus dating and student academic performance in the three universities under study. This implies that the relationship that the students have with their fellow opposite sex on campus influences the level of academic performance in their schools in a mild way. In order to decide on the hypothesis to accept (null or alternative), we refer to the critical value of the correlation coefficient tabulated. The decision rule is that, if the correlation coefficient calculated is greater than the correlation coefficient tabulated then the null hypothesis is rejected. Based on this criterion, the result tabulated in table 4.4 revealed that the critical value of the correlation coefficient, r of 0.062 is less than the calculated correlation coefficient of 0.8686. We, therefore, reject the null hypothesis, which states that there is no significant impact of dating on the students' academic performance and accept the alternative hypothesis which states that there is a significant relationship between students' dating and students' academic performance in the universities.

4.3 MAJOR FINDINGS

From the analysis of data collected for this study, the following findings were made:

- i. Student life on campus has a significant impact on the student's academic performance at the University campuses in Nigeria. This implies that the students should be cautious of the kind of life they live on campus as it will definitely affect their academic performance. Since the main purpose of attending school is to be learned and come out of School with flying colours academically, and having discovered that the type of life the student live on campus will affect their aim of going to school, it is therefore pertinent to live a good life that will promote their good fit in character and in academic performance.

- ii. There is a significant impact on student's behaviour and their academic performance in the universities. Again, this indicates that students' behaviour in school is very important to their academic performance in school and hence, should be guided properly in order to achieve good academic performance in school. The implication is that bad behaviour will accompany low academic performance and behaviour.
- iii. Recreation and sporting activities do not impact on the academic performance of the student in the universities under study. This means that involving sporting activities has no significant influence on the academic performance of the student but rather boosts the strength of the student and gives them leverage to relax tension in them.
- iv. There is a significant relationship between students dating and having sexual relationships which ultimately have a side effect on their academic performance though in a mild way as was observed in the three universities that were studied.

## **5.0 Summary, Conclusion and Recommendations**

### **5.1 Summary of the study**

This study sought to appraise the effect of student's campus life and behaviour which bear on the academic performance of the student. In order to give this study a direction, four research hypotheses were formulated. It was therefore hypothesized in their null forms which were tested.

Relevant literature was reviewed based on the major variables of the study. The research design used for this study was the exploratory and survey research design. Pearson correlation analysis was used as the technique to evaluate the inherent connectivity between a student's life and student academic performance; student behaviour and student academic performance; sport activities and student academic performance as well as student dating the opposite sex and their academic performance in each of the universities (University of Uyo, Akwa Ibom State University and Obong University) were studied.

### **5.2 Conclusion**

The results of these analyses revealed that:

- i. There is a significant impact of student campus life on the student academic performance in these schools.
- ii. There is a significant impact on student campus behaviour on student academic performance in schools.
- iii. There is no significant relationship between sporting/ recreational activities and student academic performance.
- iv. There is a significant relationship between student dating and student academic performance though in a trivial form.

### **5.3 Recommendation of the Study**

Following our findings, we recommend as follows:

- i. The student should be of good behaviour while on campus and be responsible students to achieve a high level of academic performance or excellence.
- ii. Student's negative behaviour be properly and constantly checkmated while on the school campus to achieve better academic performance. Positive attitudes towards promoting and encouraging behaviours that will not jeopardize their academic dreams be vigorously pursued to enhance academic performance, which will eventually promote academic excellence.
- iii. The Student's themselves should not allow their affections towards one another in a negative postulation as to end up in romantic pleasures that will inhibit their academic performance and virtually mar their bright future, as some lecturers will deliberately fail a student who is engaged in romantic affairs with another student that the lecturer is interested in but his/her ambition could not be achieved because of the on-going relationship. Schools are primarily set up to educate students to have academic excellence and not to experience or play love and romance right in the School if they are to be educated.
- iv. The social environment be friendly and made habitable as well as comfortable with recreational facilities, constant water supply and well-illuminated environment where students could read whenever he or she likes or programmes so as to enhance academic performance?
- v. Peer pressure, partying and occultism activities grossly affect academic performance and University authorities should jealously guide against the existence of these and other vices on campus.

- vi. The exposure of students to good teachers/lecturers immensely affects academic performance, and so University authorities should ensure that qualitative and qualified teachers/lecturers be engaged, especially those that in addition fears God and has good virtues.
- vii. The impact of clubs and organizations on student academic performance is great and there should be proper regulation of these by University authorities.
- viii. Romantic relationships impede student academic performances and laws pertaining to these obdurate behaviours and engagements be enforced in accordance with the Nigerian laws concerning these evil acts.
- ix. University authorities should ensure that there is constant electricity supply on campus at all times.
- x. Student Government leadership must be thorough, articulate and play the role of both an unbiased umpire and have a counselling unit in support of the School Counselling Department to counsel students.

### References

- [1]. Abomaye-Nimenibo, W.A.S. (2016), The Symbiotic Synergy of Students and Lecturers Relationship in Obong University, Akwa Ibom State, Nigeria, *International Journal of Innovative Research & Development*, Vol.5, Issue 6, May 2016. PP. 563-570, ISSN 2278 – 0211.
- [2]. A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin* 135, 2 (2009), 322. 29. RAFIDAH,
- [3]. Anwar, M. (1998). *Study Guide for Teacher Education in Pakistan*. Code 829. AIOU Press. Islamabad, Pakistan, P. 189.
- [4]. Azizah, K., Norzaidi, A, Chong, M.D., Salwani, M. I., and Noraini, I. (2009), Stress and Academic Performance: Empirical Evidence from University Students. *Academy of Educational Leadership Journal* 13, 1 p. 37.
- [5]. Baumeister, R.F., & Leary, M.R. (1995). The need to belong: Desire for Interpersonal attachments as a fundamental human motivation. *Psychological Bulletin* 117 /: 497-529.
- [6]. Berger, J. B. (1997). Students' Sense of Community in Residence Halls, Social Integration, and First - Year Persistence. *Journal of College Student Development* 38: 441-452.
- [7]. Chickering, A.W. ( 1969 ). *Education and Identity*. San Francisco: Jossey-Bass
- [8]. D'zurilla, T.J., & Sheedy, C.F. (1991). Relation between Social Ability and Subsequent Level of Psychological Stress in College Students. *Journal of Personality and Social Psychology* 61: 841-846.
- [9]. Fifth IEEE International Conference (July 2005), pp. 664–668. 23.
- [9]. Gonzalez, E. C., Hernandez, E. C., Coltrane, A. K., and Mancera, J. M. (2004), The Correlation Between Physical Activity And Grade Point Average for Health Science Graduate Students. *OTJR: Occupation, Participation and Health* 34, 3 pp.160–167.
- [10]. Hayon, L. K. (1989). *The International Encyclopedia of Teacher Education*. Paragon Press. London. U.K. p. 83.
- [11]. Jackson, T., Weiss, K. E., Lundquist, J. J., & Hooper, D. (2003). The Impact of Hope, Procrastination, and Social Activity on Academic Performance of Midwestern College Student. *Education*, 124 (2): 310-320.
- [12]. John, O. P., and Srivastava, S. (1999), The Big Five Trait Taxonomy: History, Measurement, and Theoretical Perspectives. *Handbook of Personality: Theory And Research* 2, 21, pp.102–138.
- [13]. Joyce, B. (1980). *Models of Teaching*. Prentice Hall Co., Englewood Cliffs. U.S.A. pp. 307-308.
- [14]. Kerssen-Griep, J., Hess, J., & Trees, A. (2003). Sustaining the Desire to Learn: Dimensionsof Perceived Instructional Face Work Related to Student Involvement and Motivation to Learn. *Western Journal of Communication* 67: 357-381.
- [15]. Kohavi, R., et al. (1995), A Study Of Cross-Validation And Bootstrap For Accuracy Estimation and Model Selection. Found in *Ijcai* (1995), vol. 14, pp. 1137–1145.
- [16]. Kotsiantis, S., and Pintelas, P. (2005), Predicting Students Marks In Hellenic Open University.
- [17]. Kroenke, K., Spitzer, R. L., and Williams, J. B. (2001), The Phq-9. *Journal of General Internal Medicine* 16, 9, pp. 606–613.
- [18]. Kroenke, K., and Spitzer, R. L. (2002), The Phq-9: a new depression diagnostic and severity measure. *Psychiatric Annals* 32, 9, pp. 509–515.
- [19]. Luthans, F. (1993). *Organizational Behaviour*. 6th Ed. McGraw-Hill. New York. USA. P. 59.
- [20]. Martin, M. L. (2004). Involvement in College Clubs and Organizations and Its Relationship to Academic Performance. *National Undergraduate Research*
- [21]. Paul, E.L., & White, K.M. (1990). The Development of Intimate Relationships in Late Adolescence. *Adolescence* 24: 375-400.

- [22]. Paulhus, D. L., and Vazire, S. (2007), The Self-Report Method. *Handbook of Research Methods in Personality Psychology*, pp. 224–239. 27.
- [23]. Pollak, J. Adams, P., and Gay, G. Pam: (2011), A Photographic Affect Meter For Frequent, In Situ Measurement of Affect.
- [24]. Poropat, E. (2009), A Meta-Analysis of The Five-Factor Model Of Personality and Academic Performance. *Psychological Bulletin* 135, 2, pp. 322.
- [25]. Prisbell, M. (1986).The Relationship between Assertiveness and Dating Behaviour among College Students. *Communication Research Reports* 60: 659-664.
- [26]. Quatman, T., Sampson, K., Robinson, C., & Watson, C. M. (2001).Academic, motivational, and emotional correlates of adolescent dating. *Genetic, Social, and General Psychology Monographs* 127 (2): 211-234.
- [27]. Rafidah, B; Azizah, K; Norzaidi, A; Chong, M. D; Salwani, S.C; and Noraini, I. (2009), Stress and Academic Performance: Empirical Evidence from University Students. *Academy of Educational Leadership Journal* 13, 1, p. 37.
- [28]. Rettinger, V. W, The relationship between physical activity, stress, and academic performance. Doctoral dissertation.
- [29]. Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., and Carlstrom, A. (2004) Do Psycho-Social and Study Skill Factors Predict College Outcomes? A Meta-Analysis. *Psychological Bulletin* 130, 2, p. 261.
- [30]. Rogaten, J., Moneta, G., and Spada, M. (2013), Academic Performance as a Function of Approaches To Studying and Affect In Studying. *Journal of Happiness Studies* 14, 6, pp. 1751–1763.
- [31]. Romero, C., Espejo, P. G., Zafra, A., Romero, J. R., and Ventura, S. (2013), Web Usage Mining for Predicting Final Marks of Students That Use Moodle Courses. *Computer Applications in Engineering Education* 21, 1, pp. 135– 146.
- [32]. Ross, S. E., Niebling, B. C., and Heckert, T. M. (2013), Sources of Stress Among College Students. *Computer Applications in Engineering Education* 21, 1, p.135–146.
- [33]. Spapada, M. (2013), Academic performance as a function of approaches to studying and affect in studying. *Journal of Happiness Studies* 14, 6, pp. 1751–1763.
- [34]. Taneja, R. P. 1989. *Anmol's Dictionary of Education*.Anmol Publications New- Delhi,India. 5,22, 122.
- [35]. Tavares, J., and De Azevedo, M. H. P (2011), Sleep and academic performance in undergraduates: a multi-measure, multi-predictor approach. *Chronobiology International* 28, 9, pp. 786–801.
- [36]. UNESCO.(1986). *Glossary of Educational Technology Terms*.UNESCO.Pairs.P.18,59.
- [37]. Wright, J.J. (1967). Reported Personal Stress Sources and Adjustment of Entering Freshmen. *Journal of Counselling Psychology*. Vol 14 (4): 371-373
- [38]. Zimmer, G. (2001). Diverse Aspects of Adolescent Dating Association with Psycho-Social Functioning from Early to Middle Adolescence: *Journal of Adolescence* 24: 313-336.

**Appendix 1**  
**Questionnaire**

**NAME OF UNIVERSITY:**.....  
**STUDENT'S LEVEL:**.....  
**DEPARTMENT:**.....

Please (✓) tick the option applicable to you.  
**Note The following options in your choice:**  
 SA = strongly agree,  
 A = Agree,  
 UD = Undecided,  
 DA= Disagree  
 SDA = strongly disagree

S/NO	STATEMENT	SA	A	UD	DA	SDA
1.	Membership in cult group enhances academic performance and success.					
2.	Students own behaviour does have significant impact on academic performance.					
3.	There is positive relationship between student's dating and academic performance					
4.	Membership in clubs, organizations and other sociocultural groups enhance learning and academic performance					
5.	Lack of recreational facilities impede good performance					
6.	Partying and involvement in sexual activities does not hinder academic performance					
7.	Lecturer's disposition in respect to discipline and principles encourage students to learn and enhance academic performance					
8.	Lecturers demand for gratification which help to improve student's concentration and learning					
9.	Taking part in sports periodically has profound effect on academic performance.					
10.	Participation in debate, quiz, seminars, workshop and other academic programmed can improve students' academic performance.					
11.	Lack of basic needs like water and electricity can impede academic performance.					
12.	Cordial relationship between lecturers and students enhance learning and academic performance					
13.	Student's lifestyle on campus does impact significantly on academic performance					

14. Please state student's negative life on campus .....

.....

.....

15. Please indicate three most important qualities of your behaviour.....

.....

.....

.....  
.....  
16. Please indicate things or action that affects academic advancement of University students

.....  
.....  
.....  
.....  
.....  
.....  
17. Please propose some measures to improve the impact of students' behaviour on campus.

.....  
.....  
.....  
.....  
.....  
.....  
18. Suggest ways which can help students improve their educational performance.....

.....  
.....  
.....  
.....  
.....  
.....  
19. State five or more roles that Universities could play in helping students to improve on their academic performance.....

.....  
.....  
.....  
.....  
.....  
.....  
(You may write on the reverse side if the lines provided are not enough).