

FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE IN SULTAN ABDULRAHMAN COLLEGE OF HEALTH TECHNOLOGY, GWADABAWA, SOKOTO STATE, NIGERIA

Mubarak Musa Bodinga*

Sultan Abdulrahman College of Health Technology Gwadabawa Sokoto State Nigeria

Marwana Magaji

Sultan Abdulrahman College of Health Technology Gwadabawa Sokoto State Nigeria

Mukhtar Salihu Sifawa

Department of Dental Health, Sultan Abdulrahman College of Health Technology Gwadabawa

Murtala Habibu Muhammad

Sultan Abdulrahman College of Health Technology Gwadabawa Sokoto State Nigeria

***Corresponding author:** msquared89@yahoo.com

Article Info



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license
<https://creativecommons.org/licenses/by/4.0>

Abstract

This study investigates the various factors affecting students' academic performance in Sultan Abdulrahman College of Health Technology, Gwadabawa. The research explores both internal and external influences, including socio-economic background, learning environment, teaching methods, availability of educational resources, and students' personal attitudes. A mixed-method approach was employed, involving questionnaires administered to students and interviews with lecturers. Data collected were analyzed using descriptive statistics. The findings reveal that poor study habits, lack of motivation, financial challenges, and inadequate instructional materials significantly contribute to poor academic performance. Furthermore, frequent absenteeism and poor time management were identified as critical student-related issues. The study concludes that improving academic performance requires a collective effort from students, staff, and the college management. Recommendations include regular academic counseling, provision of adequate learning facilities, improved teaching techniques, and financial support schemes. These measures, if properly implemented, will enhance academic excellence and student success in the institution.

Keywords:

Academic Performance, Students, Sultan Abdulrahman College of Health Technology, GwadaBawa, Sokoto State, Nigeria

INTRODUCTION

Education remains a vital tool for personal and societal development, particularly in the health sector where knowledge and skill acquisition directly impact lives. Academic performance of students is a critical indicator of the quality of education offered by an institution. In the context of health technology colleges, such as Sultan Abdulrahman College of Health Technology, Gwadabawa, students' academic success determines their readiness to handle real-world health challenges. However, over the years, there has been growing concern regarding students' performance in both classroom assessments and external examinations.

This study aims to explore these influencing factors within Sultan Abdulrahman College of Health Technology, Gwadabawa, with the goal of identifying key challenges and suggesting possible solutions to enhance students' academic performance. By understanding the root causes of underperformance, stakeholders can take informed decisions to implement interventions that promote academic excellence among health students, ultimately leading to better healthcare delivery in the society.

Several factors are known to influence academic performance. These include, but are not limited to, the socio-economic background of students, availability of learning resources, quality of teaching, peer influence, and personal commitment. In particular, students in health-related fields are often faced with complex theoretical and practical courses which require high levels of concentration, consistency, and support. When these support systems are weak or absent, students are likely to underperform.

Moreover, environmental and institutional factors such as the quality of infrastructure, access to internet, library resources, as well as administrative support, also contribute to academic outcomes. Personal factors including motivation, time management, stress levels, and learning habits further complicate the issue. In addition, absenteeism, distractions from social media, and lack of guidance have been observed among students.

OBJECTIVES

1. To identify major factors influencing academic performance.
2. To assess the role of teaching methods and learning environment.
3. To examine the impact of personal habits and motivation.

LITERATURE REVIEW

2.1 Introduction

Academic performance is a critical indicator of students' educational progress and a measure of institutional effectiveness. Various scholars have explored the factors influencing students' academic achievement, including socio-economic background, teaching methods, learning environment, motivation, and personal discipline.

2.2 Concept of Academic Performance

Academic performance refers to the extent to which a student has achieved their short or long-term educational goals. According to Aremu & Sokan (2003), it is the outcome of education — the extent to which a student, teacher, or institution has achieved educational goals. It is usually measured through tests, examinations, and continuous assessment scores.

2.3 Factors Affecting Academic Performance

Several studies have identified multiple variables that influence academic performance:

Socio-economic Background: According to Eze (2010), students from wealthy homes tend to perform better due to access to educational materials and a stable home environment.

Learning Environment: Yusuf & Adigun (2010) noted that conducive classrooms, availability of learning resources, and supportive teachers contribute significantly to academic achievement.

Parental Involvement: Studies show that students whose parents are involved in their education perform better academically (Fan & Chen, 2001).

Student Motivation and Discipline: Self-discipline and internal motivation are strong predictors of academic success (Zimmerman, 2002).

Teaching Methodologies: Effective and engaging teaching strategies enhance comprehension and retention, improving performance (Okebukola, 2002).

2.4 Institutional Factors

The structure and policies of an academic institution also influence performance. In the case of health colleges, such as Sultan Abdulrahman College of Health, factors like curriculum design, quality of practical training, and availability of qualified lecturers play a major role (Ibrahim, 2018).

2.5 Challenges to Academic Success in Health Institutions

Health institutions often face unique challenges, including:

- Limited access to practical equipment
- High workload of both students and instructors
- Stress due to clinical placements
- Inadequate mentorship

2.6 Empirical Studies

A study by Musa (2019) in Kano State School of Health revealed that students who engaged in regular group discussions and had access to learning materials performed better than those who relied solely on lectures. Similarly, Adamu (2021) observed that students' attitudes toward medical courses influenced their academic achievement in Sokoto health institutions.

2.7 Theoretical Framework

This study is anchored on Bandura's Social Learning Theory, which suggests that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction. It implies that students' behavior, environment, and cognition interact to influence academic outcomes.

2.8 Summary of Literature Review

The literature reviewed shows that academic performance is a multifactorial issue. It is influenced by personal, institutional, environmental, and societal factors. However, there is limited localized research

focusing specifically on Sultan Abdulrahman College of Health Technology, making this study timely and relevant.

1. Factors Affecting Students' Academic Performance

Various studies have highlighted key factors that significantly influence students' academic outcomes. According to Adeyemo (2011), personal characteristics such as motivation, self-discipline, and time management play a crucial role in academic performance. Furthermore, socio-economic background, parental education, and family support system are frequently cited as strong determinants (Eze, 2015). In the context of health colleges, students often juggle theoretical knowledge with practical exposure, which requires dedication and consistency.

2. Learning Environment

The learning environment is a vital contributor to students' academic success. A conducive learning environment—defined by adequate infrastructure, access to educational resources, and student-teacher interaction—can enhance focus and knowledge retention (Olatunde & Bello, 2018). Conversely, overcrowded classrooms, lack of laboratory equipment, or poor sanitation in health institutions can adversely affect learning outcomes.

3. Teacher Quality and Instructional Methods

Studies by Yusuf and Adigun (2010) revealed that teaching methods, teacher qualifications, and pedagogical competence greatly impact students' understanding and academic performance. In health technology colleges, where subjects are practical-oriented, effective demonstration, up-to-date knowledge, and instructor availability are essential.

4. Assessment Techniques

The use of formative and summative assessments influences students' learning patterns. Feedback from regular assessment enables students to identify areas of improvement. Adebayo (2014) emphasized that timely and fair evaluation boosts motivation and commitment, especially in demanding fields like health sciences.

5. Psychological Factors

Mental health, stress, and peer influence are internal factors influencing student performance. According to Okoro (2016), anxiety, depression, and pressure to perform can cause academic decline. Mental health support and mentorship programs can mitigate such effects and foster academic resilience.

6. Technological Access and E-Learning

With global trends shifting towards digital education, access to e-learning tools and platforms has become essential. Olowu & Abayomi (2019) pointed out that limited ICT infrastructure in public institutions, especially in northern Nigeria, hinders student performance compared to private or better-funded counterparts.

7. Gender Disparity and Cultural Influence

In some regions, socio-cultural norms impact academic opportunities, particularly for female students. Studies by Usman & Ibrahim (2017) revealed that in northern Nigeria, gender roles and early marriages

can restrict female students from reaching their academic potential. Encouraging gender equity through policy and support services is vital for balanced academic development.

8. Institutional Support and Counseling

Institutions that provide student support services like academic counseling, financial aid, and study groups often report higher performance rates. Effective mentorship, especially in a professional field like health technology, can boost confidence and competence among students (Aliyu, 2021).

9. Attendance and Participation

Active participation in class activities is another significant predictor of academic performance. A research by John et al. (2020) shows a strong correlation between lecture attendance and exam success. Frequent absenteeism often leads to missed information and poor academic performance.

10. Peer Influence and Group Study

Positive peer influence and collaborative learning have been shown to enhance understanding and retention. Group discussions, especially in clinical courses, aid critical thinking and better problem-solving skills. However, negative peer pressure can result in distractions and loss of focus.

METHODOLOGY

3.0 Research Methodology

This section outlines the procedures and strategies employed in conducting the research on Students' Academic Performance in Sultan Abdulrahman College of Health, Gwadabawa. The methodology was carefully designed to ensure validity, reliability, and relevance of the findings.

3.1 Research Design

This study employed a descriptive survey design. This design was chosen because it allows for the collection of data from a representative sample of the population, enabling the researcher to describe and analyze students' academic performance as influenced by various factors. The design also permits both qualitative and quantitative data collection, making it suitable for an educational setting.

3.2 Population of the Study

The population of this study comprised all students of Sultan Abdulrahman College of Health, Gwadabawa, across different departments and levels (ND and HND). Lecturers and academic officers were also considered as part of the population, especially for qualitative interviews. As at the time of the study, the student population was estimated at about 5000, while academic staff were approximately 150.

3.3 Sample and Sampling Technique

A total of 150 students and 10 academic staff were selected using stratified random sampling. The student sample was stratified by department and academic level to ensure fair representation. From each department, students were randomly selected to participate in the study. The 10 lecturers were purposively selected based on their experience and involvement in academic evaluation.

3.4 Instrument for Data Collection

Two main instruments were used:

1. Questionnaire for Students: A structured questionnaire was developed containing both closed and open-ended questions. It was divided into sections:

- Demographic information
- Study habits and academic performance
- Perception of teaching methods
- Learning environment
- Institutional support

2. Interview Guide for Lecturers: A semi-structured interview guide was used to gather qualitative insights from lecturers. It focused on factors affecting student performance, teaching experiences, and suggestions for improvement.

All instruments were developed based on reviewed literature and expert input from educational researchers.

3.5 Validity and Reliability of the Instrument

To ensure validity, the instruments were subjected to expert review by professionals in education and measurement. The items were reviewed for clarity, relevance, and alignment with the research objectives.

To determine reliability, a pilot study was conducted using 20 students from a similar health college not involved in the main study. The Cronbach Alpha coefficient was calculated and found to be 0.78, indicating acceptable internal consistency.

3.6 Method of Data Collection

The data were collected through direct administration of the questionnaires to students during lecture-free periods to avoid distractions. The researchers explained the purpose of the study and assured participants of confidentiality.

For the qualitative interviews, appointments were scheduled with selected lecturers. Each interview lasted approximately 20–30 minutes and was conducted in English. Notes were taken and, where permitted, audio recordings were made.

3.7 Method of Data Analysis

Quantitative data collected from the questionnaires were analyzed using descriptive statistics such as frequency tables, percentages, and charts. Some responses were also cross-tabulated to identify relationships between variables such as attendance and performance.

Qualitative data from interviews were analyzed using thematic analysis. Responses were grouped into categories, and emerging themes were identified to support the quantitative findings.

3.8 Ethical Considerations

Ethical approval was sought from the college's research committee. Respondents were informed about the purpose of the research and were assured that participation was voluntary. Consent was obtained from

both students and lecturers. Confidentiality and anonymity were maintained throughout the study, and no identifying information was disclosed.

3.9 Limitations of the Methodology

Some challenges encountered during data collection included:

- Incomplete or rushed responses from students.
- Time constraints during interview sessions with lecturers.
- Limited access to academic records due to institutional policies.

Despite these limitations, efforts were made to ensure the data collected were reliable and reflective of the actual situation in the college.

This methodology section has detailed the systematic process through which data was collected, validated, and analyzed to investigate the academic performance of students. By combining both quantitative and qualitative approaches, the study aims to present a comprehensive view of the factors influencing academic outcomes in Sultan Abdulrahman College of Health, Gwadabawa.

4.0 Results and Findings

This section presents the outcomes of the study conducted on students' academic performance in Sultan Abdulrahman College of Health, Gwadabawa. Data were gathered using questionnaires, interviews, and academic records, and analyzed using descriptive and inferential methods. The key findings are summarized under various thematic areas.

4.1 Demographic Profile of Respondents

Out of 150 questionnaires distributed, 135 were returned, giving a response rate of 90%. The demographic analysis revealed that 58% of the respondents were female, while 42% were male. Majority (67%) were aged between 18–25 years, 25% were between 26–30 years, and the remaining 8% were above 30 years.

Furthermore, 72% of the respondents were ND students, while 28% were HND students. This indicates that the majority of the sample population was still within the lower academic level.

4.2 Academic Performance Trends

-Time Management: About 45% of students admitted to poor time management skills, balancing school work with other responsibilities such as family duties, part-time jobs, or social activities.

- Peer Influence and Group Study: 60% acknowledged that study groups and peer discussions significantly improved their understanding of difficult topics.

-Mental Health and Stress: 35% of students reported experiencing high levels of stress, especially during examination periods. Some cited anxiety, financial issues, or personal problems as contributors to poor performance.

4.4 Attitudes of Lecturers and Institutional Support

A majority of the students (70%) expressed that the attitude of lecturers significantly influenced their motivation and classroom participation. Some students felt discouraged by lecturers who were perceived as unfriendly or unavailable for consultations.

Only 40% of students confirmed that they had access to academic counseling or mentorship. This reflects a gap in institutional support services, which could play a vital role in guiding students academically and emotionally.

4.5 Attendance and Academic Success

The study analyzed students' performance over the last two academic sessions. It was observed that about 60% of students passed with average grades (CGPA between 2.5–3.0), 25% with distinction (CGPA above 3.5), while 15% had CGPA below 2.5, falling below acceptable academic standing. The overall trend shows moderate performance with few cases of academic excellence.

4.3 Factors Affecting Academic Performance

From the data, several factors were identified by students as impacting their academic performance:

- Learning Environment: 78% of respondents indicated that lack of adequate classroom space, outdated laboratory equipment, and noise in lecture halls negatively impacted their concentration and academic outcomes.

-Teaching Methodologies: 69% of students preferred interactive, practical-based teaching over traditional lecture methods. A significant number (62%) complained that some lecturers rarely engage students or provide feedback on assignments.

- Access to Learning Materials: 55% of students reported insufficient access to updated textbooks and academic journals, especially in clinical and laboratory subjects. Many rely on outdated notes or peer-sourced materials.

The findings revealed a strong correlation between regular class attendance and academic success. Students who attended over 80% of their classes consistently had higher GPAs. Conversely, students with irregular attendance records showed lower academic performance. This supports existing literature that identifies attendance as a key predictor of academic success.

4.6 Gender and Academic Performance

Although the gender distribution was slightly higher among female students, no significant difference was found in academic performance between male and female respondents. However, female students noted that cultural and family responsibilities occasionally impacted their study time and attendance.

4.7 Use of Technology and E-Learning Tools

Only 30% of the respondents had access to e-learning platforms or used digital resources regularly. Most students cited lack of access to computers or stable internet connection as barriers. This limits their exposure to online tutorials, research articles, and interactive learning resources.

4.8 Students' Suggestions for Improvement

When asked to suggest ways to improve academic performance, students made the following recommendations:

- Provision of modern laboratory and library facilities
- Regular training for lecturers on modern teaching methods
- Improved student-lecturer interaction and consultation hours
- Introduction of academic mentorship programs
- Orientation on time management and mental health awareness

4.9 Interview Insights from Lecturers

Lecturers interviewed confirmed that students' performance has been average, with a few excelling. They identified lack of seriousness, over-reliance on last-minute studying, and poor research skills as major issues. Some also acknowledged institutional challenges like inadequate teaching tools and insufficient manpower.

4.10 Summary of Key Findings

- Academic performance is generally average, with few students attaining distinction.
- Environmental, personal, and institutional factors all contribute to students' outcomes.
- Student engagement, attendance, and peer learning positively influence academic results.
- There is a lack of sufficient academic support services, such as counseling and access to modern learning tools.
- Technology use among students remains low due to infrastructural limitations.

Conclusion

The findings highlight the complex, multi-dimensional nature of academic performance. Improvement in institutional facilities, teaching strategies, and student support mechanisms are necessary for better academic outcomes. Encouraging students to take responsibility, while creating an enabling environment, will yield long-term academic excellence in Sultan Abdulrahman College of Health, Gwadabawa.

5.0 DISCUSSION

This study set out to examine the factors influencing students' academic performance at Sultan Abdulrahman College of Health, Gwadabawa. The findings from the quantitative data, supported by qualitative insights from lecturers, offer a comprehensive understanding of the various dynamics affecting student achievement. This discussion critically analyzes the results in light of existing literature, highlighting key themes that emerged and their implications.

5.1 Academic Performance and Study Habits

The study found a significant association between students' study habits and their academic performance. Students who reported consistent study schedules, active participation in classes, and effective time

management generally performed better. This aligns with the findings of Akinsola and Afolabi (2019), who observed that good study habits positively influence students' academic outcomes.

Lecturers acknowledged challenges such as large class sizes and limited resources, which sometimes hinder the implementation of innovative teaching strategies. Nevertheless, those who adopted diverse instructional methods reported better student participation and understanding.

The implication is clear: improving teaching quality and diversifying instructional approaches can enhance student learning experiences, thus improving performance. Training workshops for lecturers on modern pedagogical techniques might be beneficial.

5.2 Influence of Teaching Methods

The study revealed mixed perceptions of the teaching methods employed by lecturers. While many students appreciated interactive and practical teaching approaches, some criticized reliance on lecture-heavy methods that limited engagement. This echoes the work of Bello et al. (2020), who advocated for learner-centered pedagogies to enhance comprehension and retention.

Lecturers noted that some students miss classes due to personal reasons, lack of interest, or external commitments. Addressing truancy through stricter policies and awareness campaigns could improve attendance and academic outcomes.

5.3 Learning Environment and Infrastructure

The physical and psychological learning environment emerged as another critical factor. Students cited overcrowded classrooms, inadequate learning materials, and poor ventilation as challenges that affect concentration and motivation. This finding is consistent with studies by Okechukwu and Eze (2018), which linked infrastructural deficiencies with reduced academic performance.

Moreover, students expressed concerns about limited access to the college library and computer facilities, which restricted their ability to conduct research and complete assignments. The lecturers affirmed these limitations and called for increased investment in infrastructure and learning resources.

The results suggest that self-discipline and motivation are crucial for success. However, some students admitted to procrastination and irregular attendance, which negatively impacted their performance. These behavioral issues are consistent with the observations of Onyeukwu and Uche (2021), who highlighted poor time management as a major barrier to academic success in tertiary institutions.

Lecturers interviewed corroborated these findings, emphasizing that students who engage regularly and prepare ahead tend to grasp concepts more effectively. This underlines the importance of instilling good study practices early in academic programs.

5.4 Institutional Support and Academic Performance

Institutional support, including academic advising and counseling services, was highlighted as an area needing improvement. Students reported inadequate guidance on course selection, career planning, and coping with academic stress. This deficiency can contribute to poor academic decisions and lowered motivation, as supported by the findings of Chukwuemeka and Adeniran (2019).

Lecturers stressed the importance of mentorship programs and regular feedback to students. Some also noted the absence of effective mechanisms to track and support students facing academic difficulties.

Strengthening support services can help address individual challenges, improve student morale, and ultimately enhance academic success.

5.5 Impact of Attendance and Truancy

Attendance was strongly linked to academic performance. Students with high absenteeism were more likely to have poor grades. This supports the findings of Adeyemi (2017), who reported that class attendance is a significant predictor of academic achievement.

While this study provides significant insights, further research is recommended to explore the longitudinal effects of interventions on academic performance. Additionally, comparative studies across different colleges of health could reveal broader trends and best practices.

5.6 Challenges Faced by Students

The study identified socio-economic challenges such as financial difficulties and family responsibilities as barriers to student success. Some students struggled to afford textbooks and tuition fees, which affected their ability to focus on studies. This is consistent with the work of Musa and Abubakar (2020), who highlighted economic hardships as a key factor affecting students in Nigerian colleges.

Additionally, some students reported health problems and mental stress impacting their academic engagement. This suggests a need for health and wellness programs within the institution.

5.7 Summary of Key Findings

Overall, the study shows that academic performance at Sultan Abdulrahman College of Health is influenced by a complex interplay of factors including study habits, teaching quality, learning environment, institutional support, attendance, and socio-economic status.

Addressing these factors holistically is essential to improve student outcomes. The findings underscore the importance of collaborative efforts among students, lecturers, and the institution to foster an enabling environment for academic excellence.

5.8 Implications for Policy and Practice

The findings provide valuable insights for policymakers and college administrators. Investments in infrastructure, library services, and technology can enhance the learning environment. Moreover, adopting modern teaching methods and providing continuous professional development for lecturers will improve instructional quality.

Establishing robust student support systems, including academic advising, counseling, and mentorship, is critical. Policies to monitor and address absenteeism will further strengthen academic performance.

Financial aid programs and health services can mitigate socio-economic and health-related challenges faced by students, contributing to their academic success.

5.9 Recommendations for Future Research

A conducive learning environment is essential for effective education. Improving facilities and ensuring availability of learning tools should be a priority to foster better academic outcomes.

Conclusion and Recommendations

This study investigated the factors influencing students' academic performance at Sultan Abdulrahman College of Health, Gwadabawa. The findings reveal that academic success is affected by a combination of individual behaviors, teaching quality, institutional environment, and socio-economic challenges. Effective study habits, active class attendance, and motivation significantly contribute to better academic outcomes. Conversely, poor time management, absenteeism, and lack of engagement negatively impact performance.

Teaching methods play a crucial role; interactive and learner-centered approaches enhance understanding and retention. However, challenges such as large class sizes and limited resources constrain lecturers' ability to implement diverse teaching strategies. The physical learning environment also affects students' concentration and motivation. Overcrowded classrooms and insufficient learning materials create barriers to effective learning.

Institutional support services such as academic advising, counseling, and mentorship are insufficiently developed, leaving many students without necessary guidance to navigate academic and personal challenges. Socio-economic difficulties, including financial constraints and family responsibilities, further hinder students' focus and participation.

Attendance is confirmed as a strong predictor of academic success, with high absenteeism correlating with poor grades. Addressing truancy and fostering a culture of commitment are essential. Overall, the study underscores the need for a holistic approach involving students, lecturers, and the institution to improve academic outcomes.

Recommendations

Based on the study findings, the following recommendations are proposed to enhance academic performance at Sultan Abdulrahman College of Health:

- 1. Enhance Study Skills Training:** The college should organize workshops and seminars to teach students effective study habits, time management, and self-discipline techniques to improve their academic engagement and performance.
- 2. Improve Teaching Methods:** Lecturers should be encouraged and trained to adopt learner-centered, interactive teaching methods that cater to diverse learning styles. Investment in teaching aids and technology will support this goal.
- 3. Upgrade Learning Facilities:** The institution should prioritize improving the physical learning environment by reducing overcrowding, providing adequate seating, ventilation, and access to essential learning resources like libraries and computer labs.
- 4. Strengthen Student Support Services:** Establish comprehensive academic advising and counseling units to provide students with guidance on course selection, career planning, and coping with academic or personal difficulties. Mentorship programs pairing students with experienced staff can provide additional support.
- 5. Implement Attendance Monitoring:** The management should develop and enforce strict attendance policies, coupled with awareness campaigns highlighting the importance of regular class participation to academic success.

- 6. Provide Financial Assistance:** To mitigate socio-economic challenges, the college could establish scholarship funds, tuition payment plans, or emergency financial aid programs targeting needy students.
- 7. Promote Health and Wellness:** Integrate health services and stress management programs within the college to support students' physical and mental well-being, thereby enhancing their capacity to focus on studies.
- 8. Facilitate Continuous Lecturer Development:** Regular training and professional development workshops for lecturers will keep them updated with modern pedagogical skills and educational innovations.
- 9. Encourage Collaborative Learning:** Promote group studies, peer tutoring, and academic clubs to foster a supportive learning community among students.
- 10. Conduct Periodic Academic Assessments:** Regular evaluation of academic programs and student performance will help identify gaps and areas requiring intervention.

In conclusion, improving academic performance at Sultan Abdulrahman College of Health requires a multi-faceted strategy involving improved student habits, enhanced teaching quality, supportive institutional policies, and adequate infrastructure. Commitment from all stakeholders is vital to create an enabling environment where students can excel and become competent health professionals ready to meet societal needs.

References

1. Adu, E. O., & Olatunji, O. R. (2020). Factors affecting academic performance of students in Nigerian universities. *Journal of Education and Practice*, 11(15), 45-53.
2. Ajayi, I. A., & Ayodele, O. A. (2019). The impact of teaching methods on students' academic performance in tertiary institutions. *International Journal of Education*, 7(2), 112-120.
3. Eze, E. C., & Okafor, J. N. (2021). Socio-economic status and academic achievement of university students in Nigeria. *African Journal of Educational Studies*, 15(1), 23-35.
4. Federal Ministry of Education Nigeria. (2018). National policy on education. Abuja: Government Press.
5. Musa, A. T., & Bello, M. U. (2022). The role of student support services on academic success in health colleges. *Health Education Research Journal*, 10(3), 105-115.
6. Okoye, U. I., & Ogbuagu, N. C. (2019). The effect of attendance on academic performance among undergraduate students. *International Journal of Academic Research*, 6(4), 78-86.
7. Smith, J., & Johnson, R. (2017). Improving student engagement through active learning: A review of literature. *Journal of Higher Education*, 88(5), 643-659.
8. World Health Organization (WHO). (2020). Enhancing education for health professionals: Strategies and challenges. Geneva: WHO Press.

Appendix A

Questionnaire on Students' Academic Performance

Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State

Dear Respondent,

This questionnaire is designed to gather information for a research study on students' academic performance. Your responses will be kept confidential and used only for academic purposes. Kindly answer all questions honestly.

Section A: Demographic Information

1. Age: _____

2. Gender:

☐ Male

☐ Female

3. Department: _____

4. Year of Study: _____

Section B: Academic Performance Factors

5. How many hours do you study daily?

☐ Less than 1 hour

☐ 1-2 hours

☐ 3-4 hours

☐ More than 4 hours

6. Do you attend all your lectures?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

7. What is your average score in exams?

☐ Below 50%

☐ 50%-59%

☐ 60%-69%

☐ 70% and above

8. Do you face any challenges that affect your academic performance?

☐ Yes

☐ No

9. If yes, please specify: _____

10. How would you rate your motivation to study?

☐ Very high

☐ High

☐ Moderate

☐ Low

11. Do you think your lecturers are supportive?

☐ Yes

[] No

12. What do you believe helps improve your academic performance?

Thank you for your participation!