



Factors Affecting Academic Performance Of The Foreign Undergraduate Students In Sudanese Universities: A Case Study Of Female Students From Selected Eastern African Countries.

Ahmed Abdi Aden (PhD)

Faculty of Research and Graduate Studies
Somali National University

Abstract

The present study aimed to investigate factors associated with academic achievement of foreign undergraduate students in Sudanese universities. A sample of 139 participants from selected countries of eastern Africa namely; Kenyan, Somali and Ethiopia was selected with non-probability sampling and the data collected through questionnaire were analysed through descriptive and inferential statistical analysis. Demographic variables investigated in relation to academic achievement were age, gender and year of study. Other factors examined were institutional factors, instructional factors and learning habit of the student. Findings of the study revealed insignificance of gender in relation to academic achievement of students. However, analysis indicated statistical significance of age and year of study in addition to learning habit of the student. However, the study concluded insignificance of institutional and instructional factors in relation to academic achievement. The findings of this study have important implications for higher education institutions in Sudan in general and for the lecturers and instructors whom they are entrusted to enhance the academic performance of the students. Thus, the researcher has recommended at the end of the study some measures that can be taken into consideration in order to enhance the academic achievement of the undergraduate students and foreign students in particular.

Key words: Factors, Academic, performance, foreign, undergraduate, female students, Sudanese universities.

Introduction

Measuring of academic performance of students has been the centre of attention for educational researchers and practitioners because discovery of factors influencing academic achievement of students contribute into finding proper solutions for academic excellence (Jayanthi, 2014). Most of the empirical researches and scientific investigations in relation to determinants that contribute to academic success of undergraduate students have been done in the developed world (Flora, 2008). However, there are commonalities among the researchers towards variables effecting students' academic performance that are categorised as; individual characteristics, demographic, socio-economic, family, institution and academic factors. Moreover, there are additional factors affecting the academic achievement of foreign students that is socio-cultural adaptation and how they are academically integrated into their respective university.

According to Hsu (2011) International (foreign) students, are confronted by a new and different cultural and social environments that make them lenient to the necessity of adaptation and transformation. It is further delineated by Hagedorn and Ren (2012) that foreign students encounter problems such as; adjustment—getting familiar with faculty and university norms, understanding course workload and exploring areas of emphasis and degree completion requirements. In this context, Sudanese higher education institutions have become competitive and attracted remarkable number of foreign students especially from Africa and Arab world. Therefore, it is crucial that universities understand the challenges and constraints faced by foreign students in their academic performance so that to keep the pace of the competition and offer the best possible academic and social experience for foreign students to ensure they do not lose their competitive advantage to other universities (Eze and Inegbedion, 2015).

Literature review

Sex of the student and academic achievement

Understanding the effect of sex of the student whether male or female (boy or girl) on academic achievement is repeatedly searched and discussed in the educational arena. According to Eshetu (2015) gender difference in attitudes and behaviours as well as differential course taking and biological differences between the sexes may all be instrumental in giving rise to gender differences in achievement. It is posited by Mazharul Islam (2014) that gender of student is a significant determinant of academic performance but he did not mention which sex (boys or girls) performed better. Moreover, Farooq et al. (2011) have found a gap between the achievement of boys and girls, with girls showing better performance than boys. On the other hand, Raychaudhuri, et al (2010 p.40) in their study have inversely showed that boys are performing better than girls. This is also supported by the result of study conducted by Eshetu (2015) that showed male students performed better than their female counterparts in which disproved the prevalent assumption that girls perform better than the boys. However, some other studies demonstrated that there is no association between student's achievement and sex of students (Akessa and Dhufera, 2015; Mlambo, 2011).

Age factor and academic achievement

In general, age is examined as common factor and determinant variable in relation to academic achievement of the student factor. Some researchers (Trueman & Hartley, 1996; Richardson, 1994 cited in Mlambo, 2011) have differentiated the performance between students of younger age and mature age but the definition of a mature student varies by country with 21-, 22- and 25-year-old students being classified as mature students in the United Kingdom, United States of America and Australia, respectively. According to the studies cited by Mlambo (2011) mature students are thought to lack basic skills required for effective study or to be impaired by age-related intellectual deficits. Similarly, Gow and Kember (1990, cited in Lake and Boyd, 2015) highlighted that older students are less likely to adopt a surface approach to learning and more likely to implement a deep approach compared to younger students. Likewise, Nelson et al. (2016) concluded that older students are more likely to be better performers than younger students. Conversely, the findings of Nyikahadzoi et al (2013) reported that age was found to be an influential variable and found that students who are younger perform significantly better than older students. The significance of age factor is the result of numerous studies (Ali et al., 2013; Alam et al., 2014) Even so, Mlambo (2011) obtained results shows that the academic performance of mature students did not differ from that of younger students.

University resources and facilities

The availability of learning resources and facility in the university have major impact on the student's academic performance. The first impression of the student in general and foreign student in particular is the university environment both physically and academically in terms of resources available and facilities and services in place. Adeniyi and Adeniyi (2017) stated that there are independent factors that can affect student satisfaction based on services offered by universities. These include quality of teaching, student research facilities, library book collections and services, campus infrastructure, canteen facilities, space for

group discussions, sport programmes, ICT (PC and Internet) facilities. In similar manner, Ogbogu (2014) posited that institutional resources and facilities have significant impact on students' performance. Additionally, Benware and Deci (1984 cited in Ogbogu (2014) suggested the need for universities to provide some of the following physical facilities within its environment to enhance performance: conducive hostel facilities with inbuilt study rooms, special facilities for the physically challenged who encounter greater academic challenges, career centre designed to provide career counselling activities, equipped libraries and provision of computer and internet facilities.

Instructional approaches

The selection of appropriate Instructional approaches or teaching styles for the learners with different backgrounds has substantial impact on their academic achievement. In this regard, foreign students encounter substantial challenges due to difference between teaching methods they were familiar with in their country and teaching methods implemented at universities within host country. According to Dosch and Zidon (2014) that high percentage of students repeating an academic course indicates a mismatch between college instruction and students' academic needs. In the conventional way of teaching, many teaching practitioners widely applied teacher-centred methods to impart knowledge to learners compared to student-centred methods. Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching techniques enhance growth in student learning (Ganyaupfu, 2013).

An empirical study carried out by Eze et al., (2016) on effects of problem-based teaching methods on student's academic performance revealed that problem-based group reported a significantly higher level of academic achievement than the traditional lecture-based group. It further corroborated by the findings of Nafees et al., (2012) that concluded the results of the study are encouraging, and suggest that it is possible for students in a problem-based instructional strategy to perform better than the students in a conventional, lecture-based instructional strategy on academic achievement.

In similar design of comparison, Oviawe (2010) investigated the effects of the cooperative learning. It is concluded that cooperative learning methods are better instructional methods/techniques than the conventional teaching method for teaching Building Technology in Polytechnics of which learners accomplish understanding through the social interaction which occurs in the classroom. These findings concurred with Khazaei et al. (2015) examined the effects of cooperative teaching method on students' academic achievement in two school subject courses, namely Geography, and History & Civic Education. The results showed that, compared with traditional approach, Cooperative Learning method increased students' academic achievement in both Geography, and History & Civic Education subject's courses.

Student's learning habit

Learning skills and study habits refer to how students deal with their studies and manage their course workloads to achieve the aspired accomplishment. Thus, application of effective study skills and use of learning habit is associated with academic success of student. According to Abisola and Kudirat (2017) some students lack fundamental practices of good study habit as they do not attend classes, do not take down notes, and do not do their assignments, do not make use of the library. These attitudes may negatively affect their academic performances. In this regard, siahi and Maiyo (2015) concluded that the academic achievements of the students having good and poor study habits differ significantly and the students having good study habits achieve higher than the students having poor study habits. In a related study Mazharul Islam (2014) reported that time spent in study, showed significant positive effect on achieving very good to outstanding results. Similarly, Ali et al., (2013) described that study time is one of the most important factors affecting the student scores. It is also reported by Tesfaw and Derebew (2014) who concluded that absent from school and department preference had negative impact on academic achievement of students.

Objectives of the study

The main objectives of the study were to:

1. Investigate the effect of demographic factors (age, year of study) on academic achievement of the foreign female undergraduate students from selected eastern African countries.
2. Determine the impact of the institutional factors (resources and learning facilities) on academic achievement of the foreign female undergraduate students from selected eastern African countries.
3. Explore the effect of instructional approaches (teaching methods) on academic achievement of foreign female undergraduate students from selected eastern African countries.
4. Examine the effect of student learning habit on academic achievement of foreign female undergraduate students from selected eastern African countries.

Hypotheses of the study

1. There is no significant difference of students' academic achievement in relation to demographic variables of the foreign female undergraduate students from selected eastern Africa countries.
2. There is no significant influence of institutional factors on academic achievement of the foreign female undergraduate students from selected eastern Africa countries.
3. There is no significant impact of instructional approaches on academic achievement of the female foreign undergraduate students from selected eastern Africa countries.
4. There is no significance effect of learning habit on academic achievement of the foreign female undergraduate students from selected eastern Africa countries.

Method

The present study used descriptive research method and utilised the survey instrument of questionnaire to explore the factors affecting academic achievement of the foreign students in two Sudanese universities. Variables examined comprised demographic variables (age, gender), instructional approaches (teaching methods) and individual characteristics (learning habit). Data collected were analysed with Descriptive and inferential statistical analysis by using data analysis software known as Statistical Package for Social Sciences (SPSS Version 20).

Population and sample of the study

The population of the study was foreign undergraduate female students from three countries of eastern Africa namely; Kenya, Somalia and Ethiopia who are in the academic year of 2018/2019 in two Sudanese universities which are Ahfad University of Women and International University of Africa. The study selected non-randomly with the help of student unions a sample of 139 out of total 699 female undergraduates from the three countries in these two universities according to data provided by the Records offices of the two respective universities.

Instrumentation

The researcher used structured questionnaire as data collection tool from the participants of study. The first part of the questionnaire asked demographic information about country, age, year of study, grade points average (GPA). The second part consisted of three components of the questionnaire items, these are; institutional factors, instructional factors and student learning habit. A 5-point Likert Scale (1= Strongly disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly agree) was used to students' responses on questionnaire items relating to factors affecting academic achievement of student.

Data analysis and interpretation

Table 1: descriptive statistics of the participants of the study

		Frequency	Percent
Country	Somalia	69	49.6%
	Kenya	51	36.7%
	Ethiopia	19	13.7%
University	AUW	48	34.5%
	IUA	91	65.5%
Age range	19-21	37	26.6%
	22-24	64	46%
	25-27	32	23%
	28 and above	6	4.3%
Year of study	2 nd year	58	41.7%
	3 rd year	41	29.5%
	4 th year	40	28.8%
Total		139	100%

AUW =Ahfad University of Women IUA= International University of Africa

As depicted in Table 1, 50% of the participants were students from Somalia followed by students from Kenya with percentage of 37% and the least percentage of 13% were students from Ethiopia. It is also shown by Table 1 that great majority of 65% of the participants were students at International University of Africa while the remaining 35% were students at Ahfad University. With regard to age range, most of the participants with percentage of 46% were within age range of 22-24 years old while the students within age range of 19-21 represented 27% of the participants. Moreover, the participants of age range 25-27 represented 23%. And lastly, the least percentage of 4% represented the age group of 28 and above.

Table 2: descriptive analysis of responses on institutional factors

Item	SD		D		UD		A		SA	
	N	%	N	%	N	%	N	%	N	%
Orientation program helped my integration	18	(12.9%)	22	(15.8%)	33	(23.7%)	49	(35.3%)	17	(12.2%)
Language courses contribute into adjustment	29	(20.9%)	30	(21.6%)	19	(13.7%)	44	(31.7%)	17	(12.2%)
comfortable with equipment and teaching materials	22	(15.8%)	25	(18%)	32	(23%)	38	(27.3%)	22	(15.8%)
Facilities available in the library helped	22	(15.8%)	23	(16.5%)	16	(11.5%)	51	(36.7%)	27	(19.4%)
Participation in extracurricular activities	19	(13.7%)	33	(23.7%)	33	(23.7%)	33	(23.7%)	21	(15.1%)
Services and facilities in the hostel	42	(30.2%)	32	(23%)	23	(16.5%)	24	(17.3%)	18	(13.9%)
Academic support from faculty members and other staff	35	(25.2%)	26	(18.7%)	26	(18.7%)	40	(28.8%)	12	(8.6%)

N= Number SD= Strongly Disagree D= Disagree UD= Undecided A= Agree SA= Strongly Agree

As displayed in Table 2, almost half (48%) of the participants agreed that Orientation program helped their academic integration in spite of remarkable percentage of 52% were either disagreed or undecided which implies a great majority of the participants did not take part orientation or induction programs for the new students. With regard to the adjustment as foreign students a remarkable percentage of 44% agreed that language courses contributed their adjustment into university.

Moreover, it is observable that a remarkable percentage of 42% of the participants agreed to be comfortable with equipment and teaching materials even though a considerable number of 34% expressed disagreement with the item.

Additionally, a remarkable majority of 58% of the students agreed that they were satisfied with facilities available in the library. The table further showed that a remarkable percentage of 53% expressed dissatisfaction with services and facilities in the hostel. In similar pattern, a percentage of 44% of the participants expressed disagreement with item related to receiving academic support from faculty members and other staff.

Table 3: descriptive analysis of responses on instructional approaches

Item	SD		D		UD		A		SA	
	N	%	N	%	N	%	N	%	N	%
Individual work on assignments rather than group	20	(14.4%)	25	(18%)	5	(3.6%)	46	(33.1%)	43	(30.9%)
lecture supported with audio-visual aids	12	(8.6%)	11	(7.9%)	11	(7.9%)	52	(37.4%)	53	(38.1%)
Preferring lecture rather than assignments	19	(13.7%)	31	(22.3%)	13	(9.4%)	43	(30.9%)	23	(23.7%)
Dependence on handout materials	15	(10.8%)	30	(21.6%)	11	(7.9%)	61	(43.9%)	22	(15.8%)
Difficult of understanding lecture in the class	34	(24.5%)	36	(25.9%)	21	(15.1%)	33	(23.7%)	15	(10.8%)
Benefiting from academic advising offered by the university	25	(18%)	28	(20.1%)	25	(18%)	39	(28.1%)	22	(15.8%)
Discussion with lecturer outside of the class	22	(15.8%)	46	(33.1%)	17	(12.2%)	41	(29.5%)	13	(9.4%)
Acquiring knowledge and skills through practices	12	(8.6%)	15	(10.8%)	24	(17.3%)	34	(24.5%)	54	(38.8%)

N= Number SD= Strongly Disagree D= Disagree UD= Undecided A= Agree SA= Strongly Agree

As shown in Table 2, a great percentage of 64%) agreed on individual working on assignments rather than working in group (cooperative learning). Similarly, an overwhelming majority of the participants with percentage of 75% agreed on incorporating instructional technology in teaching method. With regard to lecture versus assignment a remarkable percentage of 55% agreed on preferring lecture rather than assignment. Moreover, a great majority of 60% of the participants agreed on their dependency on handout materials provided by the instructors. Meanwhile, a percentage of 50% agreed on having no constraints related to language of instruction. However, a considerable percentage of 35% expressed facing difficulties in medium of the instruction. Additionally, a relatively large percentage of 49% disagreed having interaction with instructors outside of the class. Interestingly, hands on learning obtained a great majority of 63% of participants that is “acquiring knowledge and skills through practices”.

Table 4: descriptive analysis of responses on learning habit

Item	SD		D		UD		A		SA	
	N	%	N	%	N	%	N	%	N	%
Attending the class with having read about the lecture	34	(24.5%)	42	(30.2%)	29	(20.9%)	24	(17.3%)	10	(7.2%)
Taking notes during the lecture in the class	11	(7.9%)	13	(9.4%)	19	(13.7%)	63	(45.3%)	33	(23.7%)
Submission of assignment on time	10	(7.2%)	25	(18%)	35	(25.2%)	44	(31.7%)	25	(18%)
Putting daily schedule for studying	17	(12.2%)	31	(22.3%)	26	(18.7%)	40	(28.8%)	25	(18%)
Allocating time for the library	18	(12.9%)	35	(25.2%)	12	(8.6%)	46	(33.1%)	28	(20.1%)
Studying seriously when exam approaches	8	(5.8%)	11	(7.9%)	10	(7.2%)	38	(27.3%)	72	(51.8%)
Discussing with students out of class	18	(12.9%)	26	(18.7%)	24	(17.3%)	48	(34.5%)	23	(16.5%)
N= Number SD= Strongly Disagree D= Disagree UD= Undecided A= Agree SA= Strongly Agree										

As illustrated in the Table 4 a percentage of 55% expressed unpreparedness for the lecture even though they attended. However, a great majority of the respondents opted to be active in the class by taking notes during the lecture. Moreover, half of the participants (50%) agreed upon Submission of assignment on time while the remaining 50% is either disagree and undecided which implies a relatively large percentage do not fulfil their academic obligations within the required frame time. A remarkable percentage of 53% expressed having daily schedule study even though a percentage of 47% opted to allocating time for the library. However, great percentage of 79% indicated studying seriously when exam approaches which connote to students' tendency to last minute rush, a negative habit that overturn other positive characteristics.

Results

The study conducted additional inferential analysis to determine significant difference of students' academic achievement according to age, year of study. It also examined statistical significance of institutional, instructional and learning habit factors in relation to academic performance.

Table 5: Summary of one-way ANOVA of Students' difference in academic achievement according to age groups

ANOVA					
Academic Achievement					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.119	3	2.040	2.740	.046
Within Groups	100.485	135	.744		
Total	106.604	138			

The results in Table 5 showed F-value is 2.740 with t-value of .046 which is less than p-value = 0.05. As result, there is significant difference of academic achievement within age groups which implies the impact of age factor on academic achievement. Therefore, we reject the null hypothesis but accept the alternative hypothesis that stated: there is significant difference of students' achievement in relation to age.

Table 6: Summary of one-way ANOVA of Students' difference in academic achievement according to year of study

ANOVA					
Academic Achievement					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.993	2	5.996	8.620	.000
Within Groups	94.611	136	.696		
Total	106.604	138			

As shown in Table 6, F value is 8.620 with t-value of .000 which is less than p-value = 0.05. As result, there is significant difference of academic achievement within year study of the students. Therefore, we reject the null hypothesis but accept the alternative hypothesis that stated: there is significant difference of students' achievement in relation to year of study. This implies the impact of seniority of the students on academic achievement.

Table 7: Summary of Linear regression on significance of factors

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.716	.620		2.766	.006
Institutional Factors	-.030	.122	-.021	-.245	.807
Instructional Approaches	-.264	.221	-.121	-1.196	.234
Learning Habits	.503	.149	.336	3.381	.001

a. Dependent Variable: Academic Achievement

As depicted in Table 7 institutional factors has the least Beta weight of B= -.030 with p-value = .807 that is greater than p-value = .05 which indicates statistically insignificant level. Therefore, we accept the null hypothesis of "There is no significant influence of the institutional factors on academic achievement of students". Similarly, the instructional factors is the independent variable that has the Beta weight of B= -.264 with p value of .234 that is greater than p=.05 which is insignificant and accordingly we accept the null hypothesis of "There is no significant effect of instructional factors on academic achievement of the female undergraduate students from selected eastern African countries. However, the regression analysis resulted statistical significance of learning habit on academic achievement. This indicated by Beta weight of B= .503 with p-value = .001 which is less than p-value = .05 and accordingly, we reject the null hypothesis and accept the alternative hypothesis of "There is significant effect of the learning habit of the student on academic achievement".

Discussion

The present study utilised descriptive research method and age and year of study were investigated as demographic variables in relation to academic achievement of the female undergraduate students from selected eastern African countries. Analysis of Variance (ANNOVA) resulted significance of age factor on academic achievement. This finding of age impact is in line with the reviewed literature (Ali et al., 2013; Alam et al., 2014; Nelson et al., 2016) that reported the significance of the age variable as determinant of academic achievement of the student. On the other hand, other studies (Lake and Boyd, 2015; Mlambo, 2011) that reported age has no influence on academic achievement of the student. In similar result, Analysis of Variance also resulted significance of year of study in relation to academic achievement of the student. This finding implies the accumulated experiences of senior students might contribute scoring high grades compared to the freshmen.

Moreover, the study concluded insignificance of the institutional factors with regard to academic achievement of student. This finding is consistent with the study of Ogbogu (2014) which revealed institutional variables did not have any significant impact on students' performance. However, some studies (Odeh et al., 2015; Zenebe, 2015; and Adesua, 2015) indicated inconsistency with the finding of this study and revealed that institutional resources and facilities have significant impact on students' performance. The study further revealed insignificance of the instructional approaches on academic achievement of the students under study. This finding is inconsistent with the reviewed literature (Nafees et al., 2012; Oviawe, 2010; Khazaei A et al., 2015; 2016) that concluded the significance of the teaching methods on academic performance of the students.

Lastly, the study revealed statistical significance for learning habit on academic success of student. This finding is consistency with literature (Miguel & Ksenia, 2015; Tesfaw and Derebew, 2014; Abisola and Kudirat, 2017) who reported study habit is powerful predictive of academic achievement of student.

Conclusion

Academic performance of the students is a major concern of educational institutions. This concern grows high when it comes to academic success of foreign students who face formidable academic, social and cultural challenges. Hence, numerous studies have emerged in recent years to explore factors affecting academic achievement of students in diverse educational levels. In this context, this study has attempted to investigate factors affecting the academic achievement of foreign undergraduate students in Sudanese universities. Participants of the study were female students from selected countries of eastern Africa which are; Kenya, Somalia and Ethiopia who are studying at International University of Africa and Ahfad University for Women.

Findings of the study revealed the significance of the age and year of study in relation to academic achievement of student. The study further discovered the significance of learning habit with regard to academic achievement. However, the findings concluded insignificance of the institutional and instructional factors in relation to academic achievement of student although a great majority of the participants agreed on benefits of institutional integration such as orientation programs and language courses which helped their academic integration and adjustment. Conversely, students expressed dissatisfaction with hostel services and facilities. Moreover, despite the statistically insignificance of instructional approaches, a high percentage of participants chose preferring individual work on assignments and projects rather than group as well as lectures supported with multimedia teaching materials rather than habitual delivery of lectures.

Recommendations

Based on the findings of this study, the researcher would like to put forward the following recommendations;

1. Maintaining robust policy of social and academic integration of foreign students by higher education institutions in Sudan in order to keep the reputation of Sudanese universities as emerging destination of study for many foreign students.
2. Mature students at age of 22 and above should be criterion for the admission.
3. Improving the level of interaction between students and faculty members including academic and non-academic staff.
4. Improvement of hostel facilities and accommodation services.
5. Induction programs targeting foreign students should be maintained in regular basis which increase student adaptability to institution's environment in terms of policy and practice.
6. Instructional media and technology should be incorporated into teaching approaches.

References

- Abisola O. S. and Kudirat B. S. 2017. Study habits and academic performance of secondary school students in mathematic: a case study of selected secondary schools in uyo local *education council. Research in Pedagogy, Vol. 7, Issue 2 (2017), pp. 283-297.*
- Adeniyi, W.O. and Adeniyi, A.B., 2017. A study of university life satisfaction among undergraduates of Obafemi Awolowo University, ile-ife, Nigeria. *European Journal of Social Sciences Studies.*
- Akessa, G.M. and Dhufera, A.G., 2015. Factors That Influence Students Academic Performance: A Case of Rift Valley University, Jimma, Ethiopia. *Journal of Education and Practice, 6(22), pp.55-63.*
- Alam, M.M., Billah, M.A. and Alam, M.S., 2014. Factors affecting academic performance of undergraduate students at International Islamic University Chittagong (IIUC), Bangladesh. *Journal of Education and Practice, 5(39), pp.143-154.*
- Ali, S., Haider, Z., Munir, F., Khan, H. and Ahmed, A., 2013. Factors contributing to the students' academic performance: A case study of Islamia University Sub-Campus. *American journal of educational research, 1(8), pp.283-289.*
- Dosch, M. and Zidon, M., 2014. The Course Fit Us: Differentiated Instruction in the College Classroom. *International Journal of Teaching and Learning in Higher Education. 2014, Volume 26, Number 3, 343-357.*
- Eshetu, A.A., 2015. Gender disparity analysis in academic achievement at higher education preparatory schools: Case of South Wollo, Ethiopia. *Educational Research and Reviews, 10(1), pp.50-58.*
- Eze S. C. and Inegbedion H. 2015. Key factors influencing academic performance of international students' in UK universities: a preliminary investigation *British Journal of Education Vol.3, No.5, pp.55-68.*
- Farooq, M.S., Chaudhry, A.H., Shafiq, M. and Berhanu, G., 2011. Factors affecting students' quality of academic performance: a case of secondary school level. *Journal of quality and technology management, 7(2), pp.1-14.*
- Ganyaupfu, E.M., 2013. Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention, 2(9), pp.29-35.*
- Hagedorn, L. S. and Ren, J. 2012. International Graduate Students' Academic Performance: What Are the Influencing Factors?. *Journal of International Students, 2(23), p.135.*
- Hsu, Chung-Hsien 2011. Factors Influencing International Students' Academic and Sociocultural Transition in an Increasingly Globalized Society. (PhD Dissertations. 429. The University of Southern Mississippi).

- Jayanthi, S.V., Balakrishnan, S., Ching, A.L.S., Latiff, N.A.A. and Nasirudeen, A.M.A., 2014. Factors contributing to academic performance of students in a tertiary institution in Singapore. *American Journal of Educational Research*, 2(9), pp.752-758.
- Karimi F. K. 2008. Factors contributing to academic performance of students in a private university in Kenya (Doctoral Thesis, University of South Africa)
- Khazaei A, Bayani AA, Haji-Yar HF. 2015. Impact of Cooperative Teaching Method on Academic Achievement Elementary School, in Gorgan, Iran. *J. Educ. Manage. Stud.*, 5(1): 159-162.
- Lake, W.W. and Boyd, W.E., 2015. Is the university system in Australia producing deep thinkers? *Australian Universities' Review*, The, 57(2), pp.54-59.
- Mazharul Islam, M., 2014. Factors Influencing the Academic Performance of Undergraduate Students in Sultan Qaboos University in Oman. *Journal of Emerging Trends in Educational Research and Policy Studies* 5(4): 396-404.
- Miguel, A. Cerna & Ksenia Pavliushchenko 2015. *Influence of Study Habits on Academic Performance of International College Students in Shanghai. Higher Education Studies; Vol. 5, No. 4.*
- Mlambo, V., 2011. An analysis of some factors affecting student academic performance in an introductory biochemistry course at the University of the West Indies. *The Caribbean Teaching Scholar*, 1(2).pp. 79–92.
- Nafees, M., Farooq, G., Tahirkheli, SH. A. and Akhtar, M., 2012. Effects of Instructional Strategies on Academic Achievement in a High School General Science Class. *International Journal of Business and Social Science* Vol. 3 No. 5; March 2012.
- Odeh, R. C., O. Angelina Oguiche, and E. D. Ivagher. 2015. "Influence of school environment on academic achievement of students in secondary schools in Zone "A" Senatorial District of Benue State, Nigeria." *International Journal of Recent Scientific Research* 6, no. 7 (2015): 4914-4922.
- Ogbogu Christiana Osaikhuiwu 2014. Institutional Factors Affecting the Academic Performance of Public Administration Students in a Nigerian University. *Public Administration Research; Vol. 3, No. 2; 1927-5188.*
- Oviawe, J. itohan 2010. Differential effects of three instructional methods on students' performance in building technology in polytechnics in Nigeria. (*Doctoral thesis, university of Nigeria*).
- Raychaudhuri, A., Debnath, M., Sen, S. and Majumder, B.G., 2010. Factors affecting students' academic performance: A case study in Agartala municipal council area. *Bangladesh. e-Journal of Sociology*, 7(2), pp.34-41.
- Siahi, E. A. and Maiyo, J. K. 2015. Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India. *International Journal of Educational Administration and Policy Studies. Vol. 7(7), pp. 134-141.*
- Tesfaw, D. and Derebew, M. 2014. Multilevel analysis on determinants of academic achievement of second year regular students: The case of Addis Ababa University School of Commerce. *Journal of Research & Method in Education. Volume, 4, pp.42-49.*
- Zenebe, L. 2015. Factors that affect students' academic achievement in government secondary schools of Asella town, Oromia national regional state. (*Master Thesis, Haramaya University, Ethiopia*).