



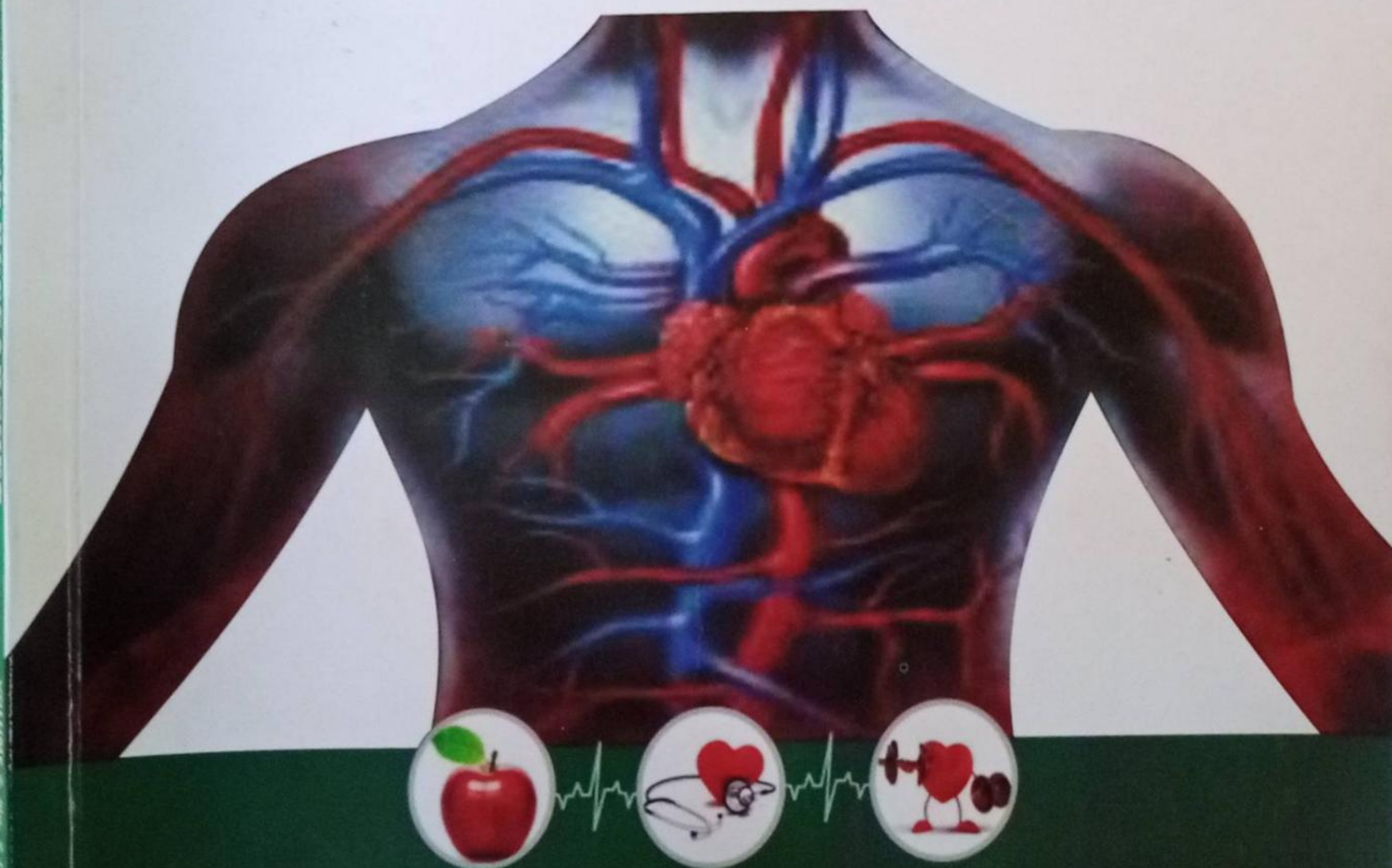
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FACTORS INFLUENCING MODE OF COURSE SELECTION AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS IN HUMAN KINETICS EDUCATION, UNIVERSITY OF ILORIN

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Abstract

The study examined factors influencing the mode of course selection and academic performance of undergraduate students in Human Kinetics, University of Ilorin. The descriptive research design of the survey method was adopted for the study. The number of inhabitants in the investigation was undergraduates in the University of Ilorin, Ilorin. Simple random stratified and proportionate sampling technique was utilized to select two hundred respondents (200) two postulated null hypotheses were tested using Pearson product-moment correlation (PPMC) at 0.05 alpha level.

The findings from the study revealed that;

- i. there was a significant relationship between borrowed courses from other department and academic performance of students in Human Kinetics Education University of Ilorin with the calculated r -value is -0.143 and 198 degrees of freedom with p -value of $-0.143 > 0.05$ alpha level.
- ii. there was a significant relationship between accumulation of faculties or optional courses and academic performance of students in the Human Kinetics Education University of Ilorin with calculated r -value is 0.421 and 198 degrees of freedom with p -value of $0.000 > 0.05$ alpha level.

It was recommended that borrowed courses and faculty courses should not be too much for the undergraduate students so as to enable them to register for their departmental courses. Some courses should be made elective so that only the students who have interest can register for it. Scheduling of courses by the school administration should meet the needs of the student to promote good performance in their academics.

Keywords: Performance, Course Selection, Undergraduate, Academic.

Introduction

Education assumes a fundamental job in the gaining of knowledge and skills. It helps the society fashion and model individuals to resolve well in their environment. An important aspect of education is academic performance. Academic performance alludes to how understudies manage their studies and how they adapt to or achieve various undertakings given to them by their instructors in a fixed time or scholastic year (Estes, 2015). Understanding the status and structure of physical education courses for certification nationally, and internationally is

imperative if strategies to improve the effectiveness of learning and teaching are to be investigated (Kerin, 2011).

There are various determinants of academic performance of the students. They include class involvement, class coursework, homework assignments, tests, assessments, and participation in rivalries or different occasions. The pressure of the parents and other people upon instructors and school overseers to improve academic performance has empowered schools to come up with advanced strategies. These include recommending additional classes for understudies, presenting compelling educating learning techniques and instructional methodologies, utilizing innovation, compensating understudies for good execution fills in as a rousing variable and when they accomplish low evaluations than they normally will in general work more to make enhancements (Hanson, 2010).

Awe (2007) described education as a process by which a young adult develops the ability, attitudes and other forms of behaviour which are of positive value to the general public wherein he lives. He added that education guarantees the procurement of information and aptitudes that empower individuals to increase their productivity and improve their quality of life. This increment in productivity likewise leads towards new wellsprings of acquiring which upgrades the financial development of a nation. The frames of mind of the students have the capacities to separate between what is fitting and what is inappropriate. Objective situated students more often than not have positive emotions with respect to their school encounters, they have the characteristics of control, steadiness, resourcefulness and they are enthusiastic readers and will, in general, dedicate less time to amusement and relaxation exercises. The students' enthusiastic readers and will, in general, dedicate less time to amusement and relaxation exercises towards learning and generating the desired academic outcomes (Garton, 2010).

Hanson (2010) stressed that scholarly ideas are made known to the understudies by the teachers within the classroom. Teachers have the main duty of completing the subject syllabus. Therefore, the classroom environment must be disciplined and well ordered. Within the classroom, the instructors and the understudies need to actualize the attributes of profound quality and morals. It is essential to advance shared comprehension, amiability, what's more, co-activity among the educators and understudies just as among fellow students.

The effectiveness in the administration of the study hall introduces efficient and effective administration of the exercise plans, instructional techniques, educating learning forms, etc. At the point when there is discipline and successful correspondence among people, at that point it would enable the understudies to adapt better and improve their scholarly exhibition.

Academic performance, however, refers to the act or process of performing the task of academic activities. It is the way and means through which students and teachers carry out their academic activities. However, in this research, the terms will be looked at in the perspective of the mode of course registration and their academic performance. Academic performance is the results of education: the degree to which an understudy, educator or foundation has accomplished their

instructive objectives. Scholastic accomplishment is normally estimated by assessments and persistent evaluation however there is no broad concession to how it is best tried or which aspect is most important (Annie, 2006).

The quality of the students' execution stays at the top need for instructors. It is intended to have any kind of effect locally, territorially, broadly and all-inclusive. Teachers, coaches, and analysts have for quite some time been keen on investigating factors contributing successfully to the nature of execution of students. These factors that affect students' nature of scholastic accomplishment inside and outside the school and these might be named as understudy factors: family factors, school factors and friend factors (Considine & Zappala, 2012).

Students are the most essential asset for any educational institute. The social and monetary advancement of the nation is legitimately connected with understudy scholastic performance. The students' performance (academic achievement) plays a significant job in creating quality alumni who will end up incredible pioneers and contribute to the manpower the country needs for raising a country that is economically and socially stable (Taylor, 2015). Astin (2004) stated that student's execution is influenced by various factors, for example, learning capacities, gender, and race. Taylor (2015) reasoned that family pay level, going to full time, getting award assistance and finishing propelled level classes in secondary school having measurably noteworthy impacts on school constancy among first-generation college students. However, the present study aims to ascertain the influences of borrowed courses, accumulation of faculties, interest in course selection and tight schedule on Human Kinetics students' performance in the University of Ilorin, as no previous study has been conducted in this area.

Statement of the Problem

The researcher observed that most university understudies have numerous deterrents to survive and to achieve optimal academic performance. The researcher observed that mode of course selection as regard students' academic performance has created confusion in some of our tertiary institutions today and the University of Ilorin is not left out. Despite all the well-documented benefits of selecting courses both elective and required had some students to have the thought that registering elective courses is a time-wasting venture that has no impact on their G.P. Most students try to focus only on required and compulsory course and ignore the elective course. Some of the factors influencing the mode of course selection and academic performance may be traced to students' interest, accumulation of faculties or optional courses, the attitude of the lecturer-in-charge of the elective courses.

Awe (2007) stressed that the problem of Nigeria universities as it affects undergraduate students have increased over the years with increasing enrolment and poor funding while the University of Ilorin is not left out of these inadequacies. The absence of essential infrastructural offices and guardians financial status would thus legitimately influence educating and learning for the understudies and this would consider their evaluation level in school. This necessitates the need why the researcher deems it fit to investigate factors influencing the mode of course selection and academic performance of undergraduate students in Human Kinetics Education, University of Ilorin.

Hypotheses

The following research hypotheses were tested for this study:

- Ho1: There is no significant relationship between borrowed courses from other departments and academic performance of students in the Human Kinetics Education, University of Ilorin.
- Ho2: There is no significant relationship between accumulation of faculties or optional courses and academic performance of students in the Human Kinetics Education, University of Ilorin.

Research Questions

The following research question was raised

1. What is the relationship between borrowed course from other department and academic performance.
2. What is the relationship between the accumulation of faculties or optional courses and academic performance of students in Human Kinetics Education, University of Ilorin.

Methodology

The descriptive research design of survey type was used. The population of the study comprised all undergraduate students in the Department of the Human Kinetics, Faculty of Education, University of Ilorin. The total population of the student in Human Kinetics Education is 515. Source; (Academic Support Service University of Ilorin 2018/2019 session).

Purposive sampling technique was used to select all the undergraduate students in the department. 200 respondents were sampled for the study. Purposive and using a stratified sampling technique.

The proportionate sampling technique was also used to fifty respondents from each level. The percentage of the respondents to be used as the sample was determined with sample proportionate to the size of each level (100, 200, 300 and 400), the method was adopted because each level doesn't have an equivalent number of students.

A multistage sampling procedure that consists of Random, stratified and proportionate sampling techniques was used to select 200 respondents for the study. The respondents were stratified into four strata. 100 level, 200 level, 300 level and 400 level. Proportionate sampling techniques were used to select 40% percentages of respondents across the level. Random sampling techniques were used to select 70 respondents from level 1, 60 respondents from level 2, 40 respondents from level 3 and 30 respondents from level 4.

The instrument used for the study was a researcher structured questionnaire consisting of two sections. Content and construct legitimacy of the instrument were ascertained with the assistance of two lecturers in the Department of Human Kinetics Education, Faculty of Education, University of Ilorin.

The reliability levels of the instruments were established through test re-test method using Pearson Product Moment Correlation (PPMC). A correlation coefficient of 0.85 was obtained. The instruments were administered by the researcher and three trained research assistants and prompt retrieval of the completion of the questionnaires was ensured for data analysis. The data collected were analysed using inferential statistics of Spearman Brown Ranking to analyse the two research questions raised for the study while Pearson Product Moment Correlation (PPMC) was used to test the two formulated hypotheses set for the study at 0.05 alpha level.

Research Question 1: What is the relationship between borrowed courses from other departments and academic performance of students in the Human Kinetics Education University of Ilorin?

Table 1: Mean and Rank Order of Borrowed Courses

S/N	borrowed courses and academic performance	Mean	Rank
1	The time to read for borrowed courses often affects the time for other departmental courses, it hence affects performance	2.80	1 st
2	Borrowed courses syllabus is usually bulky, I perform low because I cannot read all before the exam.	2.63	2 nd
3	My performance in borrowed courses is usually not encouraging.	2.31	3 rd
4	Performance of students in borrowed courses is far better than a departmental course.	2.04	4 th

Table 3 shows the mean and rank order to indicate whether borrowed courses from other department have any relationship on the scholastic execution of understudies in Human Kinetics Education University of Ilorin. The table shows that items 1 and 3 were ranked 1st and 2nd with a mean score of 2.80 and 2.65 and stated that "The time to read for borrowed courses often affects time for other departmental courses, it hence affects performance" and borrowed courses syllabus is usually bulky, I perform low because I cannot read all before exam respectively.

Items 4 and 2 with a mean score of 2.31 and 2.04 and states that "My performance in borrowed courses is usually not encouraging" and Performance of students in borrowed courses is far better than departmental course respectively were ranked 3rd and 4th. Since items 1 and 3 have mean scores over the mid-mean score of 2.50. Then it can be deduced that respondents attested that all the 1 and 3 items are significant. This implies that respondents attested that borrowed courses from other department had a relationship on the academic performance of students.

Research Question 2: What is the relationship between accumulation of faculties or optional courses and academic performance of students in the Human Kinetics Education, University of Ilorin?

Table 2: Mean and Rank Order of Accumulation of Faculties or Optional Courses

S/N	Accumulation of faculties or optional courses	Mean	Ranks
5	Registering for faculty courses allows for increment in my cumulative grade point accumulation.	3.26	1 st
6	Too much faculty courses prevent me from reading departmental courses for examination.	2.57	2 nd
8	By adding optional courses, my performance in test and examination is affected.	2.26	3 rd
7	Faculty courses regardless of the numbers affect my academic performance.	2.14	4 th

Table four shows the mean and rank order to indicate whether the accumulation of faculties or optional courses has any relationship on the academic performance of students in Human Kinetics Education University of Ilorin. The table shows that items 5 and 6 were ranked 1st and 2nd with mean score of 3.26 and 2.57 and stated that "Registering for faculty courses allows for increment in my cumulative grade point accumulation; it hence affects performance; Too much faculty courses prevents me from reading departmental courses for examination. Items 8 and 7 with a mean score of 2.26 and 2.14 and states that "By adding optional courses, my performance in test and examination is affected and "Faculty courses regardless of the numbers affect my academic performance" respectively were ranked 3rd and 4th. Since items 5 and 6 have mean scores above the mid-mean score of 2.50, then it can be said that respondents attested that all the 5 and 6 items were significant.

Hypotheses Testing

Four null hypotheses were postulated and tested for this study. The hypotheses were tested using the Pearson product-moment correlation (PPMC).

Hypothesis One: There is no significant relationship between borrowed courses from other departments and academic performance of students in Human Kinetics Education, University of Ilorin.

Table 3: The Pearson's 'r' Showing Relationship Between Borrowed Courses from Other Department and Academic Performance of Students

Variables	N	Mean	SD	Df	Cal.r-value	P.value	Decision
Borrowed Courses	200	2.795	1.0134	198	-0.143*	0.43	Hypothesis Accepted
Academic Performance	200	3.055	.8577				

p0.05

Table seven indicates that the calculated r-value is -0.143 and 198 degrees of freedom with corresponding p-value of 0.43 which is greater than 0.05 alpha level (0.43 > 0.05), the null hypothesis is therefore accepted. There is no significant relationship between borrowed courses from other department and academic performance of students in the Human Kinetics Education, University of Ilorin.

Hypothesis Two: There is no significant relationship between accumulation of faculties or optional courses and academic performance of students in Human Kinetics Education, University of Ilorin.

Table 4: The Pearson's 'r' Showing Relationship Between Borrowed Accumulation of Faculties or Optional Courses and Academic Performance of Students.

Variables	N	Mean	SD	Df	Cal.r-value	P.value	Decision
Faculty Courses	200	3.2600	.6280	198	0.421*	0.000	Rejected Hypothesis
Academic Performance	200	3.0550	.8577				

*p<0.05

Table 8 indicates that the calculated r-value is 0.421 and 198 degrees of freedom with the corresponding p-value of 0.000 which is less than 0.05 alpha level of significance. Since the significance value, 0.000 is less than 0.05 alpha level (0.000 < 0.05), the null hypothesis is therefore rejected. There is a significant relationship between accumulation of faculties or optional courses and academic performance of students in the Human Kinetics Education, University of Ilorin.

Discussion of the Findings

The analysis of eight items on the questionnaire in section B revealed that items such as the time to read for borrowed courses often affects the time for other departmental courses affects performance, and borrowed courses syllabus is usually bulky, I perform low because I cannot read all before the exam. These items were ranked first and second respectively. Educators, coaches, and specialists have for some time been keen on investigating factors contributing viably for nature of execution of students. These factors that affect students' quality of academic achievement are made inside and outside the school and these may be termed as student factors, family factors, school factors and peer factors (Taylor, 2015).

Registering for faculty courses allows for increment in the cumulative grade point accumulation, and too much faculty courses often prevent students from reading for departmental courses for examination are also ranked first and second to answer the research question two. For research question, three respondents attested that students often perform poorly in some courses because they don't have interest in them. And research question two was answered using mean rank order, items which affirmed that because there is a specific number of courses to be offered; students chose some courses against at will; Scheduling of courses whose syllabus is bulky in the afternoon affects students performance in tests and examinations, and the

location of the lecture hall affects attendance to the lecture, hence there is a low performance in such courses.

Hypothesis one which states that there is no significant relationship between borrowed courses from other department and academic performance of students in the Human Kinetics Education University of Ilorin was accepted. Udoh (2015) maintained that the academic performance of students is a phenomenon that has an educational, psychological and sociological connotation. Thus, students' academic achievement cannot be completely accounted for by only one or two variables but a number of them. Since students' academic performance depends on several variables, performance could be enhanced through identifying and manipulating each of such variables.

Hypothesis two which stated that there is a significant relationship between accumulation of faculties or optional courses and academic performance of students in Human Kinetics Education University of Ilorin was rejected. A significant relationship was found between the accumulation of faculties or optional courses and academic performance of students in the Human Kinetics Education University of Ilorin.

Similarly, Ichado (2010) stated that parent's constant disagreement affects children emotionally and this could lead to poor academic performance. Taylor (2015) shows that child-rearing style (nature and control) and parental inclusion fundamentally anticipated academic results. In South Africa, (Udoh, 2015), reported that the family financial support, encouragement and follow up have a positive impact on students' performance as measured by their grade point average (GPA)

Conclusion

Based on the finding of this study, the following conclusion was drawn:

1. There was a significant relationship between borrowed courses from other department and academic performance of students in the Human Kinetics Education, University of Ilorin.
2. There was a significant relationship between accumulation of faculties or optional courses and academic performance of students in the Human Kinetics Education, University of Ilorin.

Recommendations

Based on the conclusion of this study; the following recommendations were made:

1. Enough time should be provided for the students to read for borrowed courses to enable them to prepare for other departmental courses to improve their academic performance.
2. Faculty courses should not be too much for the students to enable them to register for their department course.

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