Summer 5-27-2021

SOCIO-CULTURAL AND ECONOMIC FACTORS AS CORRELATE OF ACADEMIC PERFORMANCE OF UNDERGRADUATES IN THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE BENUE STATE UNIVERSITY, MAKURDI

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ABSTRACT

The study investigated socio-cultural and economic factors as correlate of academic performance of undergraduates in the department of Library and Information Science, Benue State University, Makurdi. Three (3) research questions were raised in line with the objectives of the study. The study adopted correlation research design, the population of the study was 951 undergraduates in the department of Library and Information Science Benue State University, Makurdi from 2019/2020 session. However, a sample sized of 282 using proportionate stratified random sampling method, simple random sampling and Taro Yamene's formula was used to determine the sample size from the population. The instrument for data collection was questionnaire developed by the researcher and validated by experts in the field of librarianship. Data collected for the study was analyzed using descriptive statistics of frequency counts and mean scores to answer the research questions. The findings of the study revealed that, certain social factors correlate the academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. As revealed by the study the presence of night clubs and drinking bars around the university negatively impact the academic performance of the students, the incidence of chatting on social media with friends affect most students academic performance, social gathering on campus has significant influence on student's academic performance, student's academic performance dropped when they engage in romantic relationship, tutorials organized by their course mates improve their academic performance among others correlate the academic performance of undergraduates in department of Library and Information Science. The findings further revealed that cultural factors such as religious system practice by the student's families, cultural festivals, cultural ways of dressing, home environment of the students, among others correlate the academic performance of undergraduates. The study also revealed that economic factors such as economic status of the student's family, increase in price of goods in the labour market, high cost of books and other reading materials, among others correlate the academic performance of the undergraduates in the department of Library and Information Science Benue State University Makurdi. Finally, conclusion and recommendations were made based on the findings of the study.

KEYWORDS: Social factors, Cultural Factors, Economic Factors, Academic Performance, Undergraduates.

1.1 INTRODUCTION

Education is an instrument for national development and social change. It is vital for the promotion of a progressive and united Nigeria. It maximizes the creative potentials and skills of the individual for self-fulfilment and general development of the society. It is therefore, meant to be qualitative, comprehensive, functional and relevant to the needs of the society. Thus, Federal Republic of Nigeria (FRN) (2013) stated that, education is the bed rock of any nation, which is the reason for government's heavy investment in education of her citizens. Education is the key to a nation's development. The academic progress of children, adolescents and adults determines the quality and quantity of manpower that will be available for the much desired break-through of Nigeria in science, technology, arts, and entertainment (Abam, 2019). Education provides the human capital that will initiate, plan, direct and execute the development processes and activities that are critical for the economic growth and development of a nation. For a nation to achieve her educational, scientific, and technological goals, her citizens must have skills, aptitude, ability, and creative potentials needed for the achievement of these goals and this can also be actualised through student's academic performances in various institutions of learning.

Academic performance of students is a key feature in education (Rono, 2013). It is considered to be the centre around which the whole education system revolves. Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. Signh, Malik and Signh (2016) also argued that academic performance of students have a direct impact on the socio-economic development of a country. Similarly, Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students' academic performance serve as a bedrock for knowledge acquisition and the development of skills. The authors further emphasized that the top most priority of all educators is academic performance of students. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. The authors stressed that these goals are measured by using continuous assessment or examinations results. Annie, Howard and Midred as cited in Arhad, Zaidi and Mahmood, (2015) also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, Yusuf, Onifade and Bello (2016) opined that academic performance is a measurable and observable behaviour of a student within a specific period. They added that it consist of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination. Again, Martha (2009) emphasized that academic performance of students is defined by a student's performance in an examination, tests, and in a course work. The definitions given by the authors' shows that the definition of academic performance is based on measurable outcomes such as class exercise, test, contribution in seminars, and examinations results. Factors contributing to improvement in students' academic performance have received much attention from educators and researchers (Signh, Malik & Sign, 2016; Ali, Haider, Munir, Khan & Ahmed, 2013; Farooq, Chaudhry, Shafiq & Behanu, 2011). These researchers found that several factors contribute to improvement in the academic performance of students. Ali et al. (2013) revealed daily study

hours, social economic status of parents/guardians and age as factors that significantly affects academic performance. Similarly, Narad and Addullah (2016) and Farooq et al., (2011) also found economic status of parents, their academic background and encouragement as factors that influence academic performance. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found as a significant determinant to academic performance (Signh, Malik & Signh, 2016). The social economic development of a country is directly linked to student's academic performance. The student's performance (academic performance) plays an important role in producing the best quality of graduates who will become greater leaders and manpower for the country thus responsible for the country's economic and social development (Ali, 2019). Student's academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic and student's academic performance is affected due to socio-cultural and economic factors.

Socio-cultural factors that affect student's academic performance are however, multifaceted. Adeyemo and Babajide (2012) revealed that tribal affiliates, traditional beliefs, cultures and occupation, peer related factors, including parental, social and economic status have influence on student's achievement. However, Akinade cited by Akintoye and Saliu (2020) opined that generally, these factors ranged from social factors (also termed environmental, acquired, external or phenotypic factors) such as home background, school related factors, teachers" factors and societal factors to peer influence. Cultural factors on the other hand, include set of tribal believes, moral values, traditions, language and laws. The socio-cultural factors considered in this study include sex, peer group, student attitude and parental educational background. In order to examine the level to which socio-cultural factors influence student's performance, there is the need to find out the extent to which each component of socio-cultural factors affect student's performance. Okebukola (2002) revealed that students understanding and ability to explain scientific phenomena are controlled by what they perceived from their cultural beliefs. The author stressed that cultural influence has significant effect on students" attitude towards academics. In addition, cultural context has several components that determine and shape young people's attitude towards education and even their academic performance in higher institutions of learning. Moreover, in African culture, socio-cultural background of students impacts negatively on students" attitudes towards science (Kesemang & Taiwo, 2002) because they possess unscientific knowledge that are opposite to their cultural beliefs such as taboos and witchcrafts. Consequently, different cultures impact differently upon science and science-related selections.

In the context of this study, we are looking at culture in terms of customs and social diversity in terms of interaction patterns. A group of people who share things such as language, values, tradition, and ways of doing things are said to possess a common culture. When most people share that culture, it is called the majority or dominant culture. The ability to give every child a chance to succeed in school depends upon a full understanding of culture and learning. This is because, according to Odey (2019) culture and education are closely related; while culture provides the content to learn, education preserves and transmits the cultural values. Culture influences many aspects of our lives. Kauchak and Eggen (2011) maintained that students come to school with a history of learning influenced by the cultures of their homes and neighbourhoods and that some attitudes and values complement learning and others do not. For

instance, if a child is raised in a culture where children do not respond when adult is talking or make decision, such a child may feel withdrawn and will not be bold to ask or answer questions in the class unlike his/her counterpart who come from a democratic home and speak freely. This may be a hindrance to the child's progress in school.

Culturally, it is believed that children from disparate cultural backgrounds perform differently in cognitive tasks- for instance, their understanding of how knowledge is gained. Also parents encourage children to communicate with others in different ways depending on their cultural background. For example, parents in some African cultures, especially, Nigeria often encourage their children to be silent unless they are directly spoken to, not to argue with adult and not to speak their minds (Shahaeian, 2014). This is in contrast with most Western cultures where children are given opportunity to speak at will. This attributes of remaining silent except when spoken to may often be regarded as exhibiting shyness and not so highly valued in the Western culture. This in African culture can influence a child's academic performance. Socio-cultural factors of language, law, values, religion, and family background are the largest scale forces within societies that affect the thoughts, behaviours and feelings of individuals (Njok and Edinyang, 2014).

Besides other factors, socio-economic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socio-economic status of learners affects the quality of their academic performance. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams cited by Agholor, 2016). The low socio-economic status causes environmental deficiencies which results in low self-esteem of students (US Department of Education, 2003). Furthermore, socio-economic status is related to school performance, it does not mean that the rich are born smart. This only means that, in richer families, children are more likely to have more experiences that stimulate their intellectual development (Sandro, 2017). According to Akessa and Dhufera (2015), socio-economic status of the family is consistently found to be the only strong predictor when it comes to educational outcomes. To explain this phenomenon, the researchers argue that parents who come from families with low socio-economic status are less involved in their children's schooling and support them less compared to parents of children from families with a higher socio-economic status, resulting in lower academic performance.

Many studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide and most of these studies have focused on the three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors) (Diaz, 2003). The combination of factors influencing academic performance, however, varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another. Furthermore, most of these studies did not empirically look into these factors as they affect academic activities in the university and student's academic performance in particular. It is in view of this background that this study focuses on socio-cultural and economic factors as correlate of academic

performance of students in the department of Library and Information Science Benue State University, Makurdi.

1.2 Statement of the Problem

The core issue of the study is to investigate into socio-cultural and economic factors as correlate of undergraduate's academic performance in the department of Library and Information Science Benue State University, Makurdi. It has been observed by the researcher that Library and Information Science undergraduates do perform poorly in academic activities since the inception of the department. This is evident in the number of students withdrawn from the programme over the years as a result of low CGPA. Preliminary observation have also shown that Library and information science students who happen to come from homes where parents have no formal school certificates are less likely to receive academic support and incentives to continue their education and they are most likely to be misinformed about tertiary education. This scenario have resulted to students graduating with Third class or pass degree which could hinder their chances of getting employment. Also student's performances in the lecture halls have been a concern for the researchers. If this is not properly addressed the aims and objectives of the programme would be defeated. Hence, the following questions beg for answers: Could it be that certain socio-cultural factors are responsible for the student's performance in the department? Or could it be that there are economic factors that are affecting the students' academic performance? This research therefore aimed to address these issues. Therefore, the rationale for this study is to investigate socio-cultural and economic factors as correlate of academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi.

1.3 Purpose of the Study

The main purpose of the study is to investigate socio-cultural and economic factors as correlate of academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. The specific objectives of the study are to:

1. determine the correlation between social factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi.
2. ascertain the correlation between cultural factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi.
3. examine the correlation between economic factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi.

1.4 Research Questions

The following research questions were formulated to guide the study:

1. What is the correlation between social factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi?

2. What is the correlation between cultural factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi?

3. What is the correlation between economic factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi?

1.4 Scope of the study

Geographically, the study is conducted in Makurdi Local Government Area of Benue State. The content scope of the study focused mainly on socio-cultural and economic factors as correlate of academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. The Population scope is undergraduates of the department of Library and Information Science Benue State University, Makurdi from 200, 300, and 400 levels respectively.

2.1 LITERATURE REVIEW

2.1.1 Concept of Socio-cultural Factors

Socio-cultural factors are those factors that affect the academic performance of students but originate from the unique circumstances surrounding their school or home (Odanga, 2018). Socio-cultural factors that affect students" academic achievement are however, multifaceted. Adeyemo and Babajide (2012) found that tribal affiliates, traditional beliefs, cultures and occupation, peer related factors, including parental, social and economic status have influence on student's achievement. However, Akinade cited by Akintoye and Saliu (2020) opined that generally, these factors ranged from social factors (also termed environmental, acquired, external or phenotypic factors) such as home background, school related factors, teachers" factors and societal factors to peer influence. The socio-cultural factors considered in this study include sex, peer group, student attitude and parental educational background. Socio-cultural factors of language, law, values, religion, and family background are the largest scale forces within societies that affect the thoughts, behaviours and feelings of individuals (Njok & Edinyang, 2014).

Social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on students' academic performance. These social factors affect academic performance in terms of time demanded and the psychological state they may cause. Social factors such as peer pressure affect learning in many ways. The type of company that a learner keeps influences their behaviour including the attitude towards teach (Schmeck et al., 2013). If the learner is influenced to indulge in drugs and skip classes it affects their learning abilities because drugs affect their mental health. If the learners are influenced to indulge in early sexual relationships it is likely to interfere with their concentration during learning. The educational background of the learners affects their learning abilities either positively or negatively.

The cultural orientation of learners can either support or be an impediment to their learning (Hollins, 2015). Cultures that encourage learning help improve the learning abilities of learners because they are brought up knowing that learning is important. On the other hand,

cultures that do not support education inhibit the learning abilities of the learners because one is socialized in a setting that does not encourage learning. Learners brought up in the multilingual setting have an easy time in learning because they are able to identify with the language used in different settings. Such learners can also translate materials from other languages to the one they understand better for learning making it easier for them. In any cultural setting not just in teaching and learning environment the three factors that should prevail are: collaboration, cooperation and communication (Amanda, 2014).

2.1.2 Concept of Economic Factors

Economic Factors are the factors that affect the economy and include interest rates, tax rates, law, policies, wages, and governmental activities. Economic factors are connected with goods, services and money. Despite affecting businesses, these variables refer to financial state of the economy on a greater level whether that be local or global. The reason for this is that the state of the economy can decide many of the important details that comes up in an operating company, including topics such as consumer demand, taxes and assets value. An economic factor is a factor that can affect and influence an individuals' financial status. They include education, employment status and income. Economic status is an economic measure of a person's work experience and of an individual's or families economic and positive relative to others, based on income and education, and occupation. Marmot and Michael, (2004) indicates when analyzing a family's economic status, the household income, earners' education and occupation are examined, as well as combined income, versus with an individual when their own attributes are assessed. Lareau Annette (2003) observes that economic status is typically broken into three categories, high, middle and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education and occupation can be assessed.

2.2.3 Concept of Academic Performance

Academic performance is a term used to describe the rating of a student following an examination. Umar, Shaib, Aituisi, Yakubu and Bada (2010) posited that academic performance is one of the best measures of the transfer of knowledge in modern society. Academic performance is a term used to describe the rating of a student following an examination. Tiggemann and Winefield (2014) opined that academic performance is measured by the standing rates of grades of students in every subject and students have their own attitude towards learning and achieving a high level of academic performance. In order for a student to succeed he needs to be armed with strategies and techniques that will supplement his desire to reach his goals. The term performance has got different connotations in the academic pursuit itself. However, Merriam Webster defines performance as 'the act of performing' (the action/work to be performed so as to accomplish or bring to completion), execution, accomplishment, fulfilment' etc. Academic performance is the maximum performance in all activities at school after a period of training. Steinberg and Merriam cited by Odanga (2018) performance encompasses student ability and performance; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life.

Webster defines achievement as the quality and quantity of a student's work. Academic performance and evaluations are interpreted in terms of not only IQ but other factors also like social intelligence, emotional intelligence, spiritual and creativity and in terms of so many aspects. Children's performances and abilities are judged through covering various traits of personality.

2.3 Review of Related Empirical Studies

A study was conducted by Akintoye and Saliu (2020) on impact of socio-cultural factors on senior secondary school students" academic achievement in Physics. Findings of the study revealed that of all the socio-cultural factors considered in this study which include sex, student attitude, parental educational background and peer group, parental educational background had the highest impact on student's achievement. Findings of the study revealed that social factors have an overall negative influence on students' academic performance in national examinations. According to the findings of the study, some of these social activities were recreational such as watching football and video games, relational such as visiting relatives, social such as storytelling with their friends, interpersonal such as interactions with members of other classes and personal such as how they feel about themselves. The study revealed that there was significant impact between socio-cultural factors and students' achievement in Physics. The study concluded that socio-cultural factors such as sex, student attitude, parental educational background and peer group impact on student achievement in physics should be considered by physics teachers when teaching the subject.

Another investigation was carried out by Michubu (2013) on socio-economic factors influencing students' academic performance in public secondary schools in Igembe South District, Kenya. The main findings of the revealed that parental level of education has no influence on the student's academic performance. The finding also established that parent involvement in child education, income of the parent and financial and material support given to students by their parents influenced student's academic performance.

A study was also conducted by Cornelius-Ukpepi, Ndifon and Ibe (2019) on socio-cultural diversity as determinant of social studies students' academic performance in Calabar, Cross River State, Nigeria. The study was intended to find out if socio-cultural diversity among students is responsible for their poor performance in social studies. The result revealed that, social and cultural diversity significantly influence Social Studies students' academic performance in Calabar Education Zone.

Similarly, Agholor (2016) conducted a study on socio-economic background as correlates on academic performance of students: A case of Agricultural Science students in University of Mpumalanga. Findings of the study revealed that, excessive involvement in clubs and organizations by students does not have a significant effect on academic performance, membership in student cults (cultism) and romantic relationships does have a significant negative effect. The study concluded that parental assistance is credible and fluency and literacy in a child's home language assists in laying a mental and linguistic foundation for learning.

In the same vein, Salameh, (2012) also conducted a study on the impact of socio-economic factors on students English Language performance in EFL classrooms in Dubai

public secondary schools. The result of the study revealed a significant and positive correlation between the parents' level of education, income and occupation with pupil's educational performance. Overall, teachers and principals view a relationship between parents' social and economic status and children's performance in learning the English language. Though they justify this relationship differently, the matter of the fact remains that there is a strong correlation between socio-economic factors and students' performance in the field of English language learning.

Similarly, Gobena (2018) also conducted a study on family socio-economic status effect on students' academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. The results showed that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% to students' academic achievement whereas 59.04% were unexplained variables that contributed to students' academic achievement.

In another investigation conducted by Ovansa (2017) on effect of socio-economic status on the academic performance of senior secondary school students: A case study of public Senior Secondary Schools in Adavi L.G.A of Kogi State. Findings of the study revealed that parent's socio-economic status influenced the academic performance of the students. The finding also revealed that the occupation of parents has a great influence on the academic performance of the students. More also the finding revealed that parental annual income majorly influenced the academic performance of the students. To cap it all, the findings generally revealed that annual income is the determinant of family wealth, influences academic achievements of students. The income is the bases in which individuals were categorized with various socio-economic class or stratum; lower socio-economic status, middle socio-economic status and hither socio-economic status.

Another study was carried out by Akessa and Dhufera (2015) on Factors that influences students' academic performance: A Case of Rift Valley University, Jimma, Ethiopia. This study revealed that parents' social economic status is significantly related to academic performance of students. The findings also indicated that the higher a parents' social economic status, the higher the academic performance of the students. The results of this study owe to the fact that, low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home. From this finding an effect on students' achievement whose family are poor and lower middle class have less odds by 92% and 95% as compare with mid-middle class economics status. There is strong association between the academic performance (achievement) of students' GPA and fathers and mothers education level. There is strong association between the academic achievement (GPA) of students' students and Economic status of families. Institutional facilities (lack of resources) like: reference materials, well organized laboratory equipment's and computer laboratory, and lack of interest to subject matter, were the prior problem that has been seen at RVU Jimma campus. So the institution should give attention on the infrastructures.

Similarly, Charles (2014) investigated the impact of students' socio-economic background on academic performance in universities, a case study of students in Kisii

University College. The results of the study revealed that the student social economic background influenced student academic performance since education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher and lower social economic status. Result further revealed that the middle class parents take an active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. Lower income families can have children who do not succeed to the level of the middle income children have a great sense of entitlement, more argumentative, or better prepared for adult life.

3.1   RESEARCH METHOD

The study adopted correlation design. The study was carried out in Benue State. The population of the study would comprise of nine hundred and fifty one (951) undergraduates in the department of Library and Information Science Benue State University, Makurdi from 200 level, 300 level and 400 level respectively. According to the department registration record of the examination officer, 200 level has two hundred and twenty eight (228) students, 300 level has two hundred and ten (210) students and 400 level has five hundred and thirteen (513) students in the department. (Source: 2019/2020 Registration Record of the department from the examination officer). A sample size of two hundred eighty two (282) undergraduates will be used for the study. This sample size of the undergraduates was determined using Taro Yamane formula (1969). To arrive at the sample, multi-stage sampling procedure was adopted for the study. At the first stage, the proportionate stratified random sampling will be used to compose the sample from 200, 300 and 400 levels of study to ensure that, appropriate and proportionate population of the students in the department were included in the sample. By this method, 68 undergraduates were selected in 200 level, 62 students in 300 level and 152 undergraduates in 400 level. At the last stage, the students were then composed using simple random sampling technique. This will be done to ensure that all the students are given equal chance to be included in the sample. The instrument for data collection was a self-developed questionnaire titled "Socio-cultural and Economic Factors as correlate of Academic Performance of Undergraduates Questionnaire" (SCEFCAPUQ). The questionnaire was subjected to face and content validation by two experts in librarianship. Copies of the questionnaires were administered to the respondents by the researchers. Data collected was analyzed using descriptive statistics of Frequency Count and Mean scores to answer the research questions. The instrument which take the form of a continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), was scored thus; SA=4, A=3, D=2 and SD=1. The Mean benchmark is calculated thus; 4+3+2+1/4= 2.50. Therefore any item with a Mean value of 2.50 and above was considered 'Agreed" while those below 2.50 were considered "Disagreed".

4.1   Data Presentation, Analysis, Interpretation and Discussion of Findings

This section deals with the presentation and analysis of data obtained from responses. Therefore, the data analysis was based on the total number of questionnaire returned. As earlier noted sample population for the study were 282. Accordingly, 282 questionnaire were

distributed to the respondents and 282 returned. Hence, the percentage returned is 100% indicating reasonable high percentage.

4.2 Results

The result of the study was organized around the research questions as follows:

4.2.1. Research Question 1: What is the correlation between social factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi?

Table 1: Responses on the correlation between social factors and academic performance of undergraduates

S/N	Item Statement	Responses				Mean (X)	Decision
		SA	A	D	SD		
1.	Presence of night club and drinking bars around the university influence my academic performance negatively.	94	93	20	75	2.73	Agreed
2.	The incidence of chatting on social media with friends affect most student's academic performance.	104	36	81	61	2.65	Agreed
3.	Social gathering on campus has significant influence on my academic performance.	150	66	22	44	3.11	Agreed
4.	My academic performance dropped when I engage in romantic relationship.	106	80	8	88	2.72	Agreed
5.	Tutorials organize by my course mates improve my academic performance.	160	69	44	9	3.50	Agreed
6.	Most student's academic performance declined when they engage in sporting activities on campus.	156	13	44	69	2.91	Agree
7.	Presence of tourist centre within the university affect my academic performance.	24	107	60	91	2.23	Disagreed
8.	Participation in different club activities on campus encourage some students to perform well academically.	105	60	63	54	2.77	Agreed
9.	Mid-night calls/ playing online games hinders my academic success.	64	93	64	61	2.57	Agreed
10.	Gambling in bet shops has effect on my time for reading which in turn decline my academic performance.	132	61	14	75	2.89	Agreed

Source: Field Survey, 2021

Table 1 above showed mean scores of the correlation between social factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. The findings of the study from the table above revealed that items 1, 2, 3, 4, 5, 6, 8, 9, and 10 with mean scores of 2.73, 2.65, 3.11, 2.72, 2.50, 2.91, 2.77, 2.57, and 2.89 respectively above the cut-off mark of 2.50 were agreed by the respondents as being the social factors that correlate the academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. While item 7 with a mean score of 2.23 which is below the bench mark of 2.50 was rejected by the respondents.

4.2.2 Research Question 2: What is the correlation between Cultural factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi?

Table 2: Mean score of the correlation between cultural factors and academic performance of undergraduates

S/N	Item Statement	Responses				Mean (X)	Decision
		SA	A	D	SD		
1.	Religious system practice by my people played a key role in influencing my academic performance.	140	98	13	31	3.23	Agreed
2.	Participation in cultural festivals in my community has an influence on my studies in the university.	91	104	14	73	2.75	Agreed
3.	I feel encouraged to perform well academically when i mingle with people in the same ethnic group with me.	103	79	33	67	2.89	Agreed
4.	My cultural way of dressing has an influence on my studies in the university.	183	60	10	29	3.41	Agreed
5.	My home environment influence my academic performance.	37	180	14	51	2.77	Agreed
6.	Certain cultural belief within my community has an effect on my academic performance.	143	28	66	40	2.94	Agreed
7.	My relationship with students from other tribe have an influence on my academic performance.	211	40	4	27	3.54	Agreed
8.	My parental cultural background have negatively affect my academic performance.	140	79	14	49	3.09	Agreed
9.	The cultural values, behaviour and expectation of my family is hindering my academic performance.	200	69	2	11	3.62	Agreed
10.	Witchcraft in my community affect my academic performance.	24	107	60	90	2.21	Disagreed.

Source: Field Survey, 2021

Table 2 above indicates the correlation between cultural factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. From the findings on the table above it is clearly indicated that the respondents agreed with items 1, 2, 3, 4, 5, 6, 7, 8, and 9 with mean scores of 3.23, 2.75, 2.89, 3.41, 2.77, 2.94, 3.54, 3.09, and 3.63 respectively as being some of the cultural factors that correlate the academic performance of undergraduates in the department of Library and Information Science, Benue State University, Makurdi. All the items have mean scores above the bench mark of 2.50. While item 10 with a mean score of 2.21 which is below the cut-off marks of 2.50 was rejected.

4.2.3   Research Question 3: What is the correlation between economic factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi?

Table 3: Mean score of the correlation between economic factors and academic performance of undergraduates

S/N	Item Statement	Responses				Mean (X)	Decision
		SA	A	D	SD		
1.	The economic status of my family correlate my academic performance.	214	40	4	24	3.57	Agreed
2.	My academic performance declined during economic recession.	230	13	14	25	3.59	Agreed
3.	Increase in the price of goods in the labour market limits my academic performance.	188	24	50	20	3.55	Agreed
4.	High cost of books and other reading materials have negative influence on my academic performance	176	63	19	24	3.37	Agreed
5.	Limited employment opportunities correlate the academic performance of most students.	60	43	75	104	2.21	Disagreed
6.	My performance in the university dropped when I develop self-esteem/ inferiority complex as a result of my family financial status.	114	68	14	86	2.74	Agreed
7.	Most student's academic performance dropped as a result increment in school fees.	68	103	30	81	2.56	Agreed

Source: Field Survey, 2021.

Result from table 3 above showed the correlation between economic factors and academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. From the table above, items 1, 2, 3, 4, 6 and 7 were agreed by the respondents as being some of the economic factors that correlate the academic performance of undergraduates in department of Library and Information Science Benue State University, Makurdi. All the items agreed have mean scores above the bench mark of 2.50. While item 5 with a mean score of 2.21 below the cut-off marks was disagreed by the respondents.

4.3 Discussion of Findings

Based on the findings derived from the results of the study, the following were discussed.

Findings of the study as shown on table 1 revealed that certain social factors correlate the academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. As revealed by the study the presence of night clubs and drinking bars around the university influence the academic performance of the students negatively, the incidence of chatting on social media with friends affect most students academic performance, social gathering on campus has significant influence on student's academic performance, student's academic performance dropped when they engage in romantic

relationship, tutorials organized by their course mates improve their academic performance, most student's academic performance decline when they engage in sporting activities on campus, participation in different club activities on campus encourage some student's to perform well academically, mid-night calls/ playing online games hinders student's academic success as well as gambling in bet shops has effect on the time of reading of student's which in turn decline their academic performance. Findings of the study is in agreement with that of Akintoye and Saliu (2020) who revealed that social factors have an overall negative influence on students' academic performance in national examinations. According to the author's investigation, some of these social activities were recreational such as watching football and playing video games, recreational such as visiting relatives, social such as storytelling with their friends, interpersonal such as interactions with members of other classes and personal such as how they feel about themselves. The findings of the study is also in line with Agholor (2016) who found that excessive involvement in clubs and organizations by students does not have a significant effect on academic performance, membership in student cults (cultism) and romantic relationships does have a significant negative effect their academic performance.

Findings of the study on table 2 revealed that cultural factors such as religious system practice by the students families, cultural festivals, cultural ways of dressing, home environment of the students, certain cultural belief within the community, relating with students from other tribes, parental cultural background, cultural values, behaviour and expectation from the students family correlates their academic performance in the university. Findings of the study is in corroborates with that of Cornelius-Ukpepi, Ndifon and Ibe (2019) who revealed that cultural diversity significantly influence student's academic performance in Calabar Education Zone. They further identified cultural factors that enhance academic performance of students to include; language, race, customs, interaction patterns, religion, mode of dressing and eating, ethnicity, background, attitudes. Findings is also in consonance with Kauchak and Eggen (2011) who maintained that students come to school with a history of learning influenced by the cultures of their homes and neighbourhoods and that some attitudes and values complement learning and others do not.

Findings of the study on table 3 revealed that economic factors such as economic status of the students family, increase in price of goods in the labour market, high cost of books and other reading materials, students performance dropped when they developed self-esteem/ inferiority complex as a result of their family financial status, economic recession and increment in school fees correlate the academic performance of the undergraduates in the department of Library and Information Science Benue State University Makurdi. Findings of the study corroborates with Akessa and Dhefera (2015) who also indicated that the higher a parent economic status, the higher the academic performance of the students. The results of their study owe to the fact that, low economic status negatively affects academic achievement because low economic status prevents access to vital resources and creates additional stress at home. Similarly, Findings of the study is also in agreement with Ovansa (2017) whose study reported that parent's socio-economic status influenced the academic performance of the students. The finding also revealed that the occupation of parents has a great influence on the academic performance of the students. More also the finding revealed that parental annual income majorly influenced the academic performance of the students. To cap it all, the findings generally

revealed that annual income is the determinant of family wealth, influences academic achievements of students. Findings also is in line with that of Michubu (2013) who reported that parental involvement in child education, income of the parent, financial and material support given to students by their parents influenced student's academic performance.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings of the study, the researcher concluded that, certain social factors correlate the academic performance of undergraduates in the department of Library and Information Science Benue State University, Makurdi. As revealed by the study the presence of night clubs and drinking bars around the university influence the academic performance of the students negatively, the incidence of chatting on social media with friends affect most students academic performance, social gathering on campus has significant influence on student's academic performance, student's academic performance dropped when they engage in romantic relationship, tutorials organized by their course mates improve their academic performance, most student's academic performance decline when they engage in sporting activities on campus, participation in different club activities on campus encourage some student's to perform well academically, mid-night calls/ playing online games hinders student's academic success as well as gambling in bet shops has effect on the time of reading of student's which in turn decline their academic performance. Furthermore, cultural factors such as religious system practice by the students families, cultural festivals, cultural ways of dressing, home environment of the students, certain cultural belief within the community, relating with students from other tribes, parental cultural background, cultural values, behaviour and expectation from the students family correlates their academic performance in the university. Finally, economic factors such as economic status of the students family, increase in price of goods in the labour market, high cost of books and other reading materials, students performance dropped when they developed self-esteem/ inferiority complex as a result of their family financial status, economic recession and increment in school fees correlate the academic performance of the undergraduates in the department of Library and Information Science Benue State University Makurdi.

5.2 Recommendations

Based on the findings of the study, the following recommendations were made:

i.   Government need to provide fees bursaries to the needy students because majority of the parent are not able to pay school on time due to irregular income and poverty.

ii.   Government should provide textbooks and other learning materials required by undergraduates to enhance their academic performance.

iii.   Parents should have interest in their children's education. This is because students would perform better academically with parent's financial support. Parents should also be encouraged to buy extra textbooks and other learning material for their children while in the university to support their academic activities for better

performance which would increase their chance of employment in the labour market after graduation.

iv.   The university could also devise means of paying special attention to students from low social economic backgrounds by identifying and assisting with financial aid or even a student loan scheme could be developed to assists students.

v.   Undergraduates should be encouraged to interact with one another even though they belong to diverse cultural background, since they exist among students the introvert, and the extrovert. This is because the way a student gets on with his class members affects his learning.

vi.   Providing supportive educational environment in the university for those undergraduates whose financial status is low. This could be done by supplying specific needed materials and by offering academic as well as social and counselling services.

vii.   Government and Non-Governmental Organization (NGO) should encourage undergraduates by providing for scholarship for them.

viii.   Parents should be encouraged to provide uninterrupted and congenial learning environment for their children while on semester break since this could translate into substantial academic performance when school resume for academic activities.

ix.   The cultural variations among undergraduates especially the differences within sub-cultures should be taken into consideration by lecturers in the department while teaching.

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