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Performance of Business Administration Student in Quantitative Analysis for Management Decisions

Dennis Oshorenoya Kadiri[1]; Bright Osayormwanbo Otabar[2]

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ABTRACT

One of the objectives of any university over the years is to ensure that its student perform well academically. To achieve this objective, the institution needs to have relevant information about its students' performance on different courses offered in the institution. These Information could be in terms of how good or bad students perform on the difference courses, the reasons for poor performance of students as well as whether students' performance has increased or decreased over the years amongst others.

It is always advised to observe over three periods before making a decision therefore, this study seeks to describe a statistical study of students' performance in quantitative analysis for management decisions during three different periods. The major objective of this study is to determine if there is a significant Differences in students' performance during three different periods. This study was conducted in the department of business administration, faculty of management sciences, University of Benin, Benin city, Edo state. The most recent secondary data was used for this study based on the academic performance of students in quantitative analysis for management decision which was sourced from the department of business administration. ANOVA (Analysis of Variance) was adopted to compare students' performance in quantitative analysis for management decisions during the three different periods while frequencies and percentages was also used to determine the annual performance distribution of students in quantitative analysis for management decisions.

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CHAPTER ONE
INTRODUCTION

➢ *Background to the Study*

Students are the primary output of universities and serve as a vital source of manpower for economic development (Alfan & Othman, 2005). Upon graduation, they contribute to national growth through various sectors of the economy. The academic performance of students in universities is a subject of concern for educators, policymakers, and corporations. Corporations, in particular, are the ultimate consumers in the supply chain of graduates entering the labor market. According to Geary and Hamson (2000), proficiency in mathematics and strong quantitative competencies enhance employability prospects, increase earning potential, and improve productivity in the workplace.

Students are generally categorized into two groups: those who show improvement in their academic performance and those who do not. This study seeks to identify the factors influencing students' academic progress or stagnation. Furthermore, students need to attain high proficiency in mathematics and quantitative analysis to develop strong analytical skills for effective managerial decision-making. Dropping out or underperforming in quantitative courses may limit students' job prospects, thereby reducing the available skilled workforce, which in turn negatively impacts economic growth in developing countries like Nigeria.
Nordin (1992) identified several key factors contributing to students' struggles in mathematics:

- A psychological aversion to mathematics, often due to fear, lack of endurance, perseverance, and other related factors.
- A curriculum that fails to demonstrate the real-world applications of mathematics, reducing students' engagement and interest.
- A lack of enthusiasm among mathematics instructors, which leads to ineffective teaching methods and failure to accommodate students' individual learning differences.

While quantitative analysis is often associated with mathematics, it is distinct in its role as a scientific approach to managerial decision-making (Shaibu, 2015). It serves as a bridge between real-world data and theoretical frameworks, allowing for practical predictions and strategic planning. Despite its mathematical foundations, quantitative analysis is primarily a tool for informed decision-making rather than a subfield of mathematics.

➢ *Statement of the Problem*

Quantitative analysis for management decision-making is a core course in the final year curriculum of the Department of Business Administration, Faculty of Management Sciences, University of Benin, Edo State. This course plays a crucial role in connecting theoretical constructs with real-world data to enhance strategic decision-making. However, there is limited empirical evidence on the trends in students' performance in this course over different academic periods.

It remains unclear whether there is a significant difference in students' performance in quantitative analysis across different academic sessions. Furthermore, the distribution of students based on performance—those who excel, those who perform at an average level, and those who struggle—is not well-documented.

➢ *Given this Gap, this study Aims to:*

- Analyze the annual distribution of student performance in quantitative analysis.
- Determine whether significant variations exist in students' performance across different academic periods.

➢ *In light of the above, the study will address the following research questions:*

- Is there a significant difference in students' academic performance in quantitative analysis for management decision-making between the 2008/2009–2011/2012 and 2012/2013–2015/2016 academic sessions?
- Is the annual percentage of students who perform poorly in quantitative analysis significantly different from 30%?
- Is the annual percentage of students who perform at an average level in quantitative analysis significantly different from 50%?
- Is the annual percentage of students who excel in quantitative analysis significantly different from 20%?

➢ *Objectives of the Study*

Aligned with the research questions, the objectives of this study are:

- To determine whether there is a significant difference in students' academic performance in quantitative analysis for management decision-making between the 2008/2009–2011/2012 and 2012/2013–2015/2016 academic sessions.
- To examine whether the annual percentage of students who perform poorly in quantitative analysis differs from 30%.
- To assess whether the annual percentage of students who perform at an average level in quantitative analysis differs from 50%.
- To evaluate whether the annual percentage of students who excel in quantitative analysis differs from 20%.

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➢ *Research Hypotheses*

To achieve the stated objectives, the following hypotheses will be tested:

➢ *Null Hypotheses (H_0):*

- H_{01}: There is no significant difference in students' academic performance in quantitative analysis for management decision-making between the 2008/2009–2011/2012 and 2012/2013–2015/2016 academic sessions.
- H_{02}: The annual percentage of students who perform poorly in quantitative analysis for management decision-making is not different from 30%.
- H_{03}: The annual percentage of students who perform at an average level in quantitative analysis for management decision-making is not different from 50%.
- H_{04}: The annual percentage of students who excel in quantitative analysis for management decision-making is not different from 20%.

➢ *Alternative Hypotheses (H_1):*

- H_{11}: There is a significant difference in students' academic performance in quantitative analysis for management decision-making between the 2008/2009–2011/2012 and 2012/2013–2015/2016 academic sessions.
- H_{12}: The annual percentage of students who perform poorly in quantitative analysis for management decision-making differs from 30%.
- H_{13}: The annual percentage of students who perform at an average level in quantitative analysis for management decision-making differs from 50%.
- H_{14}: The annual percentage of students who excel in quantitative analysis for management decision-making differs from 20%.

➢ *Scope of the Study*

To maintain focus, every research study has defined boundaries (Agbonifoh & Yomere, 1999). This study is geographically confined to the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City, Edo State, Nigeria. It will rely on secondary data obtained from sessional results between the 2008/2009 and 2015/2016 academic sessions. The study will employ statistical tests such as t-tests, z-tests, and ANOVA to analyze the data and test the hypotheses.

➢ *Significance of the Study*

To the best of the researcher's knowledge, no prior study has specifically addressed this topic. Consequently, this research will be valuable to the Department of Business Administration and its faculty members. Given that quantitative analysis for management decision-making is a core course for final-year students, the findings of this study will:

- Help the department assess the effectiveness of its teaching methods and curriculum.
- Provide insights into students' comprehension and mastery of the course content.
- Assist in developing strategic initiatives to improve student performance and overall academic outcomes.

➢ *Limitations of the Study*

The study is subject to the availability and reliability of sessional academic records from the Department of Business Administration. Additionally, variations in individual students' abilities, study habits, and external factors influencing academic performance may not be fully accounted for in the data. Furthermore, grades alone may not be a perfect representation of a student's true competency in quantitative analysis for management decision-making.

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CHAPTER TWO
LITERATURE REVIEW

A. Introduction

In the previous chapter, the background of the study was introduced, highlighting the research problem, scope, significance, and limitations. The objectives of the study and the research hypotheses were also presented.

This chapter presents a literature review structured around key theoretical and conceptual frameworks relevant to the study. It examines existing research on factors influencing students' academic performance, with a focus on the role of quantitative analysis in management decision-making.

B. Conceptual Framework

➢ *Concept of Comparison*

Comparison refers to the process of identifying similarities and differences between two or more subjects (Webster's New World College Dictionary, 2010). It involves evaluating characteristics, performance, or attributes in order to draw meaningful conclusions. In an academic context, comparison is often used to assess differences in students' performance across different time periods or cohorts.

➢ *Concept of Performance*

Performance is defined as the ability to produce valued outcomes through the integration of skills, knowledge, and effort. It involves executing complex actions that contribute to achieving desired results. Performance can be evaluated at both the individual and group levels, encompassing academic institutions, research teams, and corporate organizations.
Campbell et al. (1993) distinguish between two key aspects of performance:

- Behavioral aspect – This refers to the actions undertaken by an individual in a given setting. For instance, in an academic context, behaviors such as attending lectures, completing assignments, and engaging in problem-solving exercises contribute to performance.
- Outcome aspect – This focuses on the measurable results of an individual's actions. Examples include the number of projects completed, test scores, or grades achieved in an academic setting.

Performance is not merely about engaging in an activity but also involves judgment and evaluation based on predetermined criteria (Motowidlo, Borman, & Schmit, 1997). Only measurable actions that align with organizational or institutional goals constitute performance (Campbell et al., 1993).

Furthermore, performance outcomes are influenced by multiple factors beyond individual effort. For example, a student may demonstrate strong academic commitment but still underperform due to external constraints such as poor instructional quality, curriculum design, or personal challenges.

➢ *Performance as a Multi-Dimensional Concept*

Performance is a multi-faceted construct that encompasses various dimensions such as course completion rates, academic grades, knowledge acquisition, and skill development. Borman and Motowidlo (1993) categorize performance into task performance and contextual performance, both of which contribute to overall academic and professional success.

- Task Performance – This refers to the direct contribution of an individual to achieving specified outcomes. In an academic setting, it includes exam performance, coursework, and project execution (Williams & Karau, 1991).
- Contextual Performance – This consists of behaviors that, while not directly related to academic success, facilitate a productive learning environment. Examples include class participation, collaboration with peers, and adherence to institutional rules (Borman & Motowidlo, 1997).

Each of these dimensions plays a critical role in determining students' overall academic success.

➢ *Task Performance*

Task performance refers to activities that directly contribute to achieving organizational or academic goals. It includes competencies such as:

- Job-specific proficiency – Mastery of course content relevant to one's field of study.
- Non-job-specific proficiency – The ability to apply knowledge across disciplines.
- Communication skills – Proficiency in written and oral presentations.
- Leadership and management – The ability to coordinate and direct group activities (Campbell, 1990).

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In recent years, researchers have expanded the concept of task performance to include innovation and customer-oriented behaviors, especially in business and management fields (Bowen & Waldman, 1999).

➢ *Contextual Performance*

Contextual performance extends beyond fulfilling academic requirements and includes behaviors that enhance the overall learning environment. It encompasses activities such as:

- Volunteering for academic or extracurricular tasks.
- Demonstrating persistence and enthusiasm in learning.
- Assisting peers in academic matters.
- Following institutional guidelines and demonstrating commitment to organizational objectives (Borman & Motowidlo, 1993).

While contextual performance does not directly contribute to academic grades, it significantly influences students' ability to succeed in a collaborative learning environment.

➢ *Relationship between Task and Contextual Performance*

Although task and contextual performance are conceptually distinct, they are interrelated in practice. Empirical research shows that students who exhibit strong contextual performance (e.g., active engagement in class discussions, mentoring peers) often demonstrate higher levels of task performance as well (VanScotter & Motowidlo, 1996).

Additionally, studies indicate that different factors predict task and contextual performance. While task performance is strongly linked to cognitive ability and technical skills, contextual performance is influenced by personality traits, motivation, and interpersonal skills (Connell & Wingate, 1998).

➢ *Importance of Performance*

Academic and professional success largely depends on performance. High-performing individuals contribute to organizational effectiveness, drive innovation, and improve institutional outcomes.
At an individual level, strong academic performance is associated with:

- Career Advancement – High-performing students have better employment prospects and are more likely to secure leadership positions.
- Job Satisfaction – Mastery of skills and competencies leads to higher job satisfaction and career fulfillment.
- Financial Rewards – Organizations tend to offer higher salaries and incentives to high-performing employees (VanScotter, Motowidlo, & Cross, 2000).

Conversely, poor academic performance may limit career opportunities and reduce individuals' competitiveness in the job market.

➢ *Factors Affecting Students' Performance*

A study conducted by Irfan and Shabana (2012) references earlier research by Galiher (2006) and Darling (2005), who used Grade Point Average **(**GPA**)** as a measure of student performance, as their focus was on academic outcomes for a specific semester. Other researchers, such as Hijazi and Naqvi (1998), analyzed test results or previous academic records to assess student performance for a given subject or academic year.

Irfan and Shabana (2012) further identified key factors influencing students' academic performance, including communication skills, learning facilities, proper guidance, and family stress. These factors are discussed below:

➢ *Communication*

Several researchers have analyzed the impact of internal and external classroom factors on students' academic performance. Internal classroom factors include students' competence in English, class schedules, class size, textbooks, classroom environment, complexity of course material, teacher effectiveness, use of technology, and examination systems. External classroom factors include extracurricular activities, family background, financial issues, and social influences (Hansen, 2000).

Harb and El-Shaarawi (2006) identified English language proficiency as a significant predictor of academic success. Students with strong communication skills, particularly in English, tend to perform better academically. Effective communication is also positively correlated with learning outcomes in open learning environments (Abdullah, 2011).

➢ *Learning Facilities*

The availability and quality of learning facilities significantly impact students' academic performance. Karemera (2003) found that students' satisfaction with their academic environment, including access to libraries, computer labs, and research centers, is positively correlated with performance.

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Robert and Sampson (2011) emphasized the importance of a well-educated educational board and its positive influence on students. They also noted that students who actively engage in learning and make effective use of institutional resources tend to have higher Cumulative Grade Point Averages (CGPA). Similarly, Young (1999) observed a strong link between library usage and academic achievement, while Kirmani and Siddiquah (2008) found that academic success is influenced by parental education levels and student engagement in learning activities.

➢ *Proper Guidance*

Guidance plays a crucial role in shaping students' academic attitudes and study habits. Noble (2006) found that parental guidance, family income, and educational background significantly affect students' academic achievements. Hussain (2006) also emphasized the importance of teacher guidance, noting that students who receive structured academic support from both parents and teachers tend to perform better in examinations.

➢ *Family Stress*

Socioeconomic factors such as family income, parental education, teacher-student ratio, and school location significantly affect students' academic performance (Raychauduri, 2010). Lynch (2005) found that students from financially stable families are more likely to excel academically. Conversely, Hijazi and Naqvi (2006) reported a negative relationship between family income and student performance in private colleges in Pakistan, suggesting that economic stability alone does not guarantee academic success.

➢ *Concept of Quantitative Analysis*

- *What is Analysis?*

According to the *Cambridge Dictionary of Philosophy* (1999), analysis is "the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents." Similarly, the *Oxford Dictionary of Philosophy* (1996) defines analysis as "the process of deconstructing a concept into its fundamental elements to reveal its logical structure."

- *What is Quantitative Analysis?*

Quantitative analysis is a scientific approach to managerial decision-making (Shaibu, 2015). It relies on empirical data, statistical methods, and mathematical models to support decision-making processes, eliminating subjective influences such as emotions or guesswork. The core of quantitative analysis lies in processing raw data into meaningful information that aids decision-makers.

For example, managers use quantitative analysis to assess investment alternatives, compute financial ratios, or forecast market trends. However, while quantitative analysis is essential for decision-making, qualitative factors—such as market conditions, legislation, and technological advancements—must also be considered (Shaibu, 2015).

Thus, the role of quantitative analysis in decision-making varies depending on the availability of qualitative information. In cases where qualitative factors are minimal, quantitative analysis can automate decision-making processes, such as inventory management models. In most situations, however, quantitative analysis serves as a decision-support tool rather than an automated solution.

➢ *Importance of Quantitative Analysis*

Quantitative analysis plays a crucial role in research and data-driven decision-making. Its primary benefits include:

- Identification of Key Trends – Helps researchers identify patterns within large datasets.
- Separation of Confounding Factors – Enables researchers to isolate the impact of different variables.
- Objective Decision-Making – Reduces bias by relying on empirical data.
- Statistical Confidence – Provides confidence intervals and probability values to validate research findings.

For instance, a study examining smallholder livelihood strategies may rely on qualitative data from focus groups and interviews. However, to determine the influence of market access, income levels, and gender participation, researchers must quantify these variables and apply statistical methods to derive meaningful conclusions.

Additionally, quantitative methods enhance research credibility by providing numerical evidence that supports findings. For example, stating that "45% of households rely on unprotected water sources" is more impactful when accompanied by a 95% confidence interval (42%–48%), indicating a high level of certainty in the results.

C. Theoretical Framework

Kotler and Gary (2005) define a theoretical framework as a set of interrelated concepts that provide a foundation for research. Theories serve as structured explanations of observed phenomena and guide the development of research hypotheses and methodologies.

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➢ *Theories of Performance*

Researchers have developed various theories to explain individual and organizational performance. These theories fall into three broad categories:

- Individual Differences Theory – Focuses on how personal characteristics (e.g., cognitive ability, personality) influence performance.
- Situational Theory – Examines environmental factors (e.g., workplace conditions, leadership styles) that affect performance.
- Performance Regulation Theory – Explores how individuals adjust, monitor, and regulate their performance through goal-setting and feedback mechanisms.

➢ *Individual Differences Theory*

This theory, proposed by Campbell (1990), suggests that individual differences in knowledge, skills, and motivation account for variations in performance. Key determinants include:

- Declarative knowledge – Understanding of principles, facts, and processes.
- Procedural knowledge and skills – Ability to apply knowledge in real-world contexts.
- Motivation – Willingness to exert effort in achieving performance goals.

➢ *Situational Theory*

Situational theory emphasizes workplace factors that facilitate or hinder performance. Hackman and Oldham's (1976) Job Characteristics Model highlights five key job characteristics that influence motivation and performance:

- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback

➢ *Performance Regulation Theory*

This theory focuses on the cognitive and behavioral processes that individuals use to regulate their performance. Key elements include:

- Goal setting
- Self-monitoring
- Feedback processing
- Adaptive learning

➢ *Relationships Among Performance Theories*

While these theories differ in approach, they complement each other. A holistic model of performance should integrate individual, situational, and regulatory factors to provide a comprehensive understanding of performance dynamics.

D. Summary of Literature Review

The literature review establishes a strong foundation for understanding academic performance as a multi-dimensional concept influenced by both task-related and contextual factors. It highlights the significance of performance in shaping students' career prospects and underscores the need to examine performance trends across different academic periods.

This study builds on these theoretical insights by investigating patterns of student performance in quantitative analysis for management decisions, with a focus on identifying factors that contribute to variations in academic achievement.

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CHAPTER THREE
METHODOLODY

- *Introduction*

In research, methodology comprises of the methods or procedures which the researcher uses to achieve the objectives of the research efforts. This chapter examines the methodology used in the study, including the population and sample size, data sources and the method of data analysis employed in the analysis.

- *Research Design*

A longitudinal research design would be adopted. The rationale behind the selection of this type of design is due to the fact that students' past records and results for different set of students would be used in carrying out the study.

- *Population of the Study*

The population of this study consists of the BSC full-time students that partook in the Quantitative Analysis for Management Decisions examinations between 2008/2009-2015/2016 academic sessions at the Department of Business Administration, Faculty of Management Sciences, University of Benin, Nigeria.

- *Sample and Sampling Technique*

Using the convenience sampling technique, we would adopt a sample of one hundred and thirty (130) student results for each session under consideration. The justification for 130 students result per session is that statistically, there should be an even number of student results over the different years.

- *Research Instrument*

Data to be used for this study are purely secondary data. The set of data for this study will be time series data from secondary sources. They will be sourced from the final results spreadsheet for the students. The final results spreadsheet contains all the results of the student for the different period spent in the programme which were obtained from the course advisers and departmental secretary.

- *Validity and Reliability of Instrument*

No validation of any instrument would be performed. This is due to the fact that the documents are original records of the students from sources adjudged to be correct, authentic and reliable.

- *Method of Data Analysis*

The data collected from the secondary sources would be analyzed using descriptive statistics such as frequency distribution, percentages and mean. The difference in student performances in the two (2) periods (8 years) would be analyzed using T-Test because the variables have only two categories. All analyses will be conducted using Statistical Package for Social Sciences (SPSS 22.0 Version) at 5% level of significance.

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CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

➢ *Introduction*

This chapter focuses on data presentations, analyses and interpretations of the findings relating to the research topic which are based on the data generated from the results of students in quantitative analysis for management decisions for 2008/2009 - 2015/2016 academic sessions. A total of one hundred and thirty (130) students result annually was used for the study. The data were presented on excel spread sheet for analysis. The data were then exported into a Statistical Package for Social Sciences (SPSS) and analyzed. Furthermore, the formulated hypotheses were subjected to inferential statistics and analyzed by the use of frequencies, percentages, averages and paired T-test.

➢ *Test of Hypotheses*

- *Hypothesis One*

H_o^1: There is no significant difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions.

Table 1 Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	.021	1	.021	3.003	.225[b]
Within Groups	.014	2	.007		
Total	.035	3			

Source: Researcher's Computation, 2017.

Table 2 Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775[a]	.600	.400	.11784
Predictors: (Constant), PERIOD 1				

Source: Researcher's Computation, 2017.

In the case of the null hypothesis presented above, the F statistics value obtained from our Anova analysis (3.003) in *Table 4.1* is greater than the rule of thumb which is 10, therefore this difference is not significant. Also, P value 0.225 is greater than our level of significance 0.05. Thus, we fail to reject H_o and conclude that there is no significant difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions.

Table 4.2 also shows that there is a strong positive relationship between students' academic performance in quantitative analysis for management decisions in 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions and this can also be shown in Table 4.2 which presented a R-value (correlation value) of 0.775. Also, Table 4.2 shows that 60% of variations in students' academic performance in quantitative analysis for management decisions in 2012/2013-2015/2016 is explained by students' academic performance in quantitative analysis for management decisions in 2008/2009-2011/2012.

Table 3 Annual performance percentage

Annual Perfromance			
SESSION	**PERFORMANCE CATEGORY**	**%**	**F**
2008/2009	Poorly	49.2	64
	Averagely	39.2	51
	Extremely Well	11.5	15
	Total	100.0	130
2009/2010	Poorly	33.1	43
	Averagely	58.5	76
	Extremely Well	8.5	11
	Total	100.0	130
2010/2011	Poorly	23.8	31
	Averagely	53.8	70
	Extremely Well	22.3	29
	Total	100.0	130
2011/2012	Poorly	31.5	41
	Averagely	65.4	85
	Extremely Well	3.1	4
	Total	100.0	130

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2012/2013	Poorly	58.5	76
	Averagely	24.6	32
	Extremely Well	16.9	22
	Total	100.0	130
2013/2014	Poorly	52.3	68
	Averagely	38.5	50
	Extremely Well	9.2	12
	Total	100.0	130
2014/2015	Poorly	34.6	45
	Averagely	51.5	67
	Extremely Well	13.8	18
	Total	100.0	130
2015/2016	Poorly	35.4	46
	Averagely	57.7	75
	Extremely Well	6.9	9
	Total	100.0	130
Total Average Annual Performance For The Period	Poorly	14	10.8
	Averagely	116	89.2
	Total	130	100.0

Source: Researcher's Computation, 2017.

- *Hypothesis Two*

H_o^2: The annual percentage of students who perform poorly in quantitative analysis for management decision is not different from 30%

➢ *Graph 4.1*

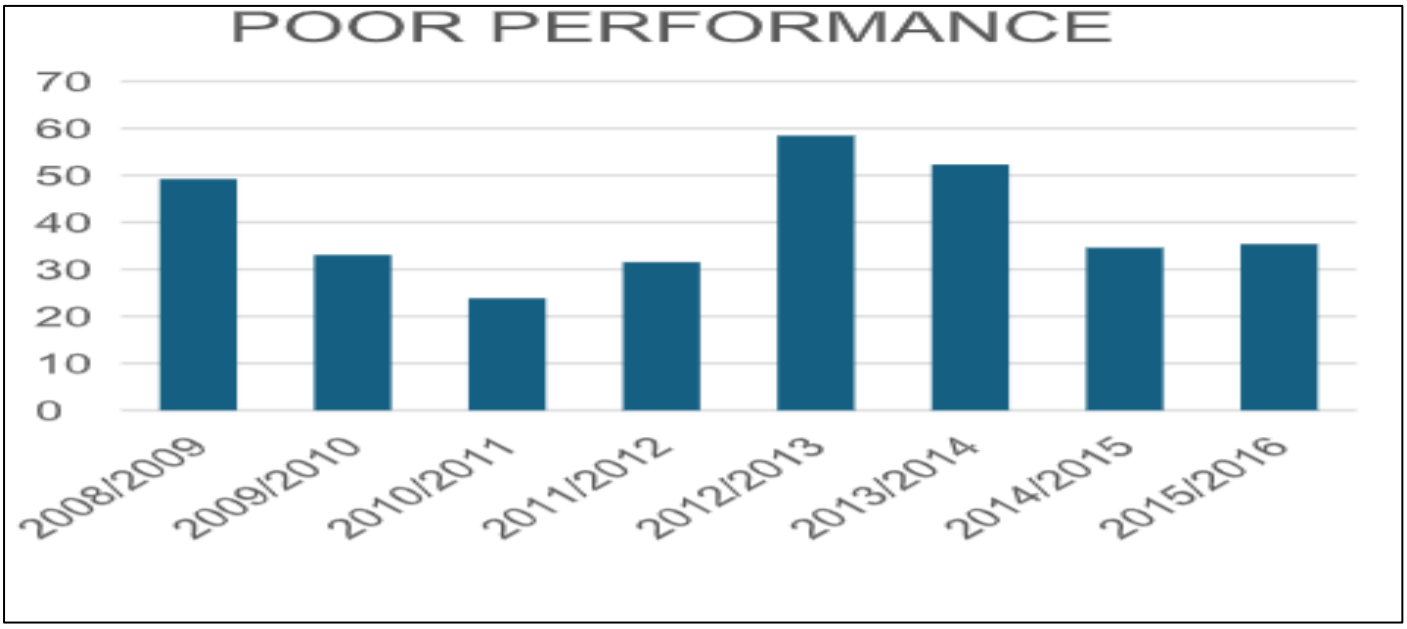

Fig 1 Poor Performance
Source: Researcher's Computation, 2017.

Table 4.3 and Graph 4.1 shows that the percentage of students who perform poorly in quantitative analysis for management decision in 2008/2009 academic session is 49.2%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2008/2009 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30% with an increase of 19.2%.

Table 4.3 and Graph 4.1 also explains that the percentage of students who perform poorly in quantitative analysis for management decision in 2009/2010 academic session is 33.1%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2009/20010 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is slightly different from 30% with an increase of 3.1%.

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Table 4.3 and Graph 4.1 depicts also that the percentage of students who perform poorly in quantitative analysis for management decision in 2010/2011 academic session is 23.8%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2010/2011 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30% with a decrease of 6.2%.

It can also be explained in Table 4.3 and Graph 4.1 that the percentage of students who perform poorly in quantitative analysis for management decision in 2011/2012 academic session is 31.5%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2011/2012 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is slightly different from 30% with an increase of 1.5%.

It can also be shown in Table 4.3 and Graph 4.1 that the percentage of students who perform poorly in quantitative analysis for management decision in 2012/2013 academic session is 58.5%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2012/2013 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30% with an increase of 28.5%.

The percentage of students who perform poorly in quantitative analysis for management decision in 20013/2014 academic session is 52.3%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2013/2014 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30% with an increase of 22.3% which can be explained in Table 4.3 and Graph 4.1.

Furthermore, the percentage of students who perform poorly in quantitative analysis for management decision in 2014/2015 academic session is 34.6%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2014/2015 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is slightly different from 30% with an increase of 4.6% which can be seen in Table 4.3 and Graph 4.1.

Lastly, in Table 4.3 and Graph 4.1, the percentage of students who perform poorly in quantitative analysis for management decision in 2015/2016 academic session is 35.4%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2015/2016 academic session, the annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30% with an increase of 35.4%.

- *Graph 4.2*

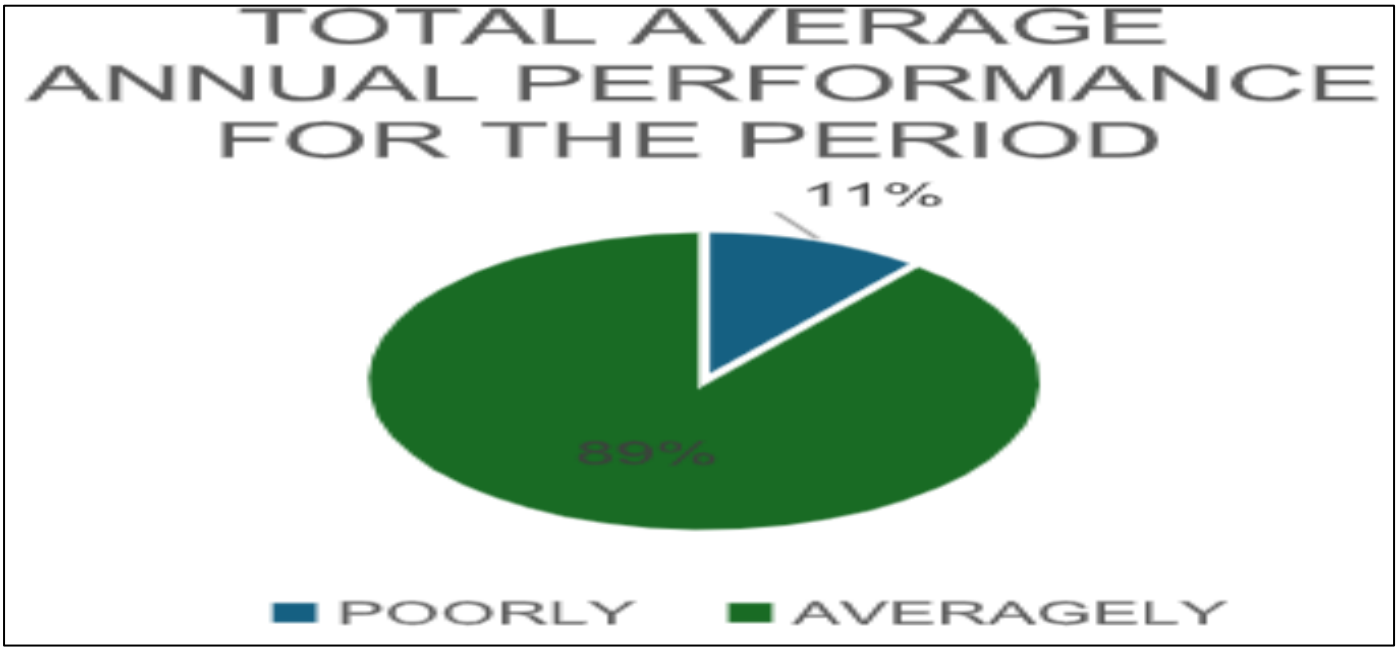

Fig 2 Total Average Annual Performance for Period the period
Source: Researcher's Computation, 2017.

In aggregative terms as seen in *Table 4.3* and *Graph 4.2*, 10.8% of students perform poorly in quantitative analysis for *management decision during 2008/2009 to 2015/2016 academic sessions.*

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- *Hypothesis Three*

H_o^3: The annual percentage of student who perform averagely in quantitative analysis for management decision is not different from 50%

➢ *Table 4.3*

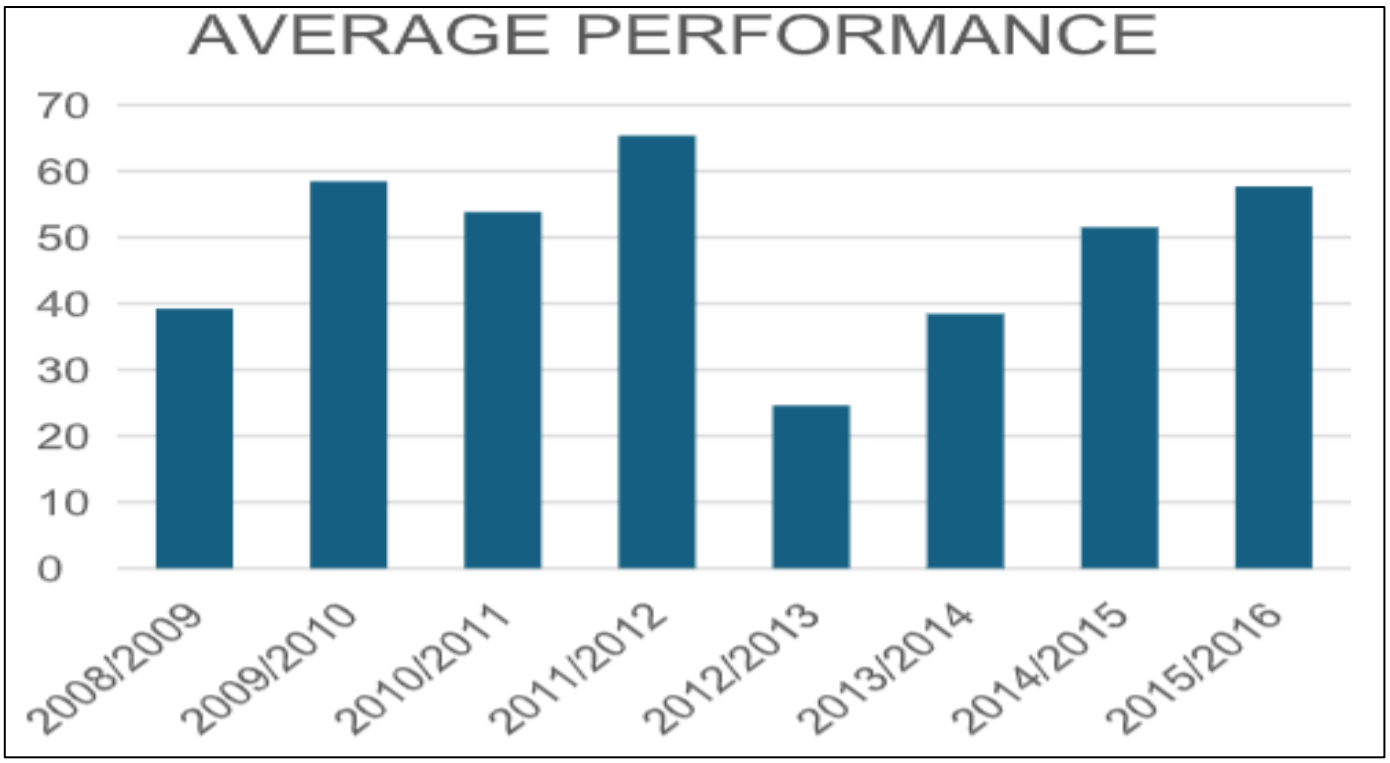

Fig 3 Average Performance
Source: Researcher's Computation, 2017.

Table 4.3 and Graph 4.3 shows that the percentage of students who perform averagely in quantitative analysis for management decision in 2008/2009 academic session is 39.2%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2008/2009 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is different from 50% with decrease of 11.8%.

Table 4.3 and Graph 4.3 also explains that the percentage of students who perform averagely in quantitative analysis for management decision in 2009/2010 academic session is 58.5%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2009/20010 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is slightly different from 50% with an increase of 8.5%.

Table 4.3 and Graph 4.3 depicts also that the percentage of students who perform averagely in quantitative analysis for management decision in 2010/2011 academic session is 53.8%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2010/2011 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is slightly different from 50% with an increase of 3.8%.

It can also be explained in Table 4.3 and Graph 4.3 that the percentage of students who perform averagely in quantitative analysis for management decision in 2011/2012 academic session is 65.4%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2011/2012 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is different from 50% with an increase of 15.4%.

It can also be shown in Table 4.3 and Graph 4.3 that the percentage of students who perform averagely in quantitative analysis for management decision in 2012/2013 academic session is 24.6%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2012/2013 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is different from 50% with a decrease of 25.4%.

The percentage of students who perform averagely in quantitative analysis for management decision in 20013/2014 academic session is 38.5%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2013/2014 academic session, the annual

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percentage of students who perform averagely in quantitative analysis for management decision is different from 50% with a decrease of 11.5% which can be explained in Table 4.3 and Graph 4.3.

Furthermore, the percentage of students who perform averagely in quantitative analysis for management decision in 2014/2015 academic session is 51.5%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2014/2015 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is slightly different from 50% with an increase of 1.5% which can be seen in Table 4.3 and Graph 4.3.

Lastly, in Table 4.3, the percentage of students who perform averagely in quantitative analysis for management decision in 2015/2016 academic session is 57.7%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2015/2016 academic session, the annual percentage of students who perform averagely in quantitative analysis for management decision is slightly different from 50% with an increase of 7.7%.

In aggregative terms as seen in Table 4.3 and Graph 4.2, 89.2% which is a very large proportion of students perform averagely in quantitative analysis for management decision during 2008/2009 to 2015/2016 academic sessions.

- Hypothesis Four

The annual percentage of student who perform extremely well in quantitative analysis for management decision is not different from 20%

➢ *Table 4.4*

Fig 4 Very Good Performance
Source: Researcher's Computation, 2017.

Table 4.3 and Graph 4.4 shows that the percentage of students who perform extremely well in quantitative analysis for management decision in 2008/2009 academic session is 12%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2008/2009 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is different from 20% with decrease of 8%.

Table 4.3 and Graph 4.4 also explains that the percentage of students who perform extremely well in quantitative analysis for management decision in 2009/2010 academic session is 8%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2009/20010 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is different from 20% with a decrease of 12%.

Table 4.3 and Graph 4.4 depicts also that the percentage of students who perform extremely well in quantitative analysis for management decision in 2010/2011 academic session is 22%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2010/2011 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is slightly different from 20% with an increase of 2%.

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It can also be explained in Table 4.3 and Graph 4.4 that the percentage of students who perform extremely well in quantitative analysis for management decision in 2011/2012 academic session is 3%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2011/2012 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is different from 20% with a decrease of 17%.

It can also be shown in Table 4.3 and Graph 4.4 that the percentage of students who perform extremely well in quantitative analysis for management decision in 2012/2013 academic session is 17%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2012/2013 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is slightly different from 20% with a decrease of 3%.

The percentage of students who perform extremely well in quantitative analysis for management decision in 20013/2014 academic session is 9%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2013/2014 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is different from 20% with a decrease of 11% which can be explained in Table 4.3 and Graph 4.4.

Furthermore, the percentage of students who perform extremely well in quantitative analysis for management decision in 2014/2015 academic session is 14%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2014/2015 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is slightly different from 20% with a decrease of 6% which can be seen in Table 4.3 and Graph 4.4.

Lastly, in Table 4.3 and Graph 4.4, the percentage of students who perform extremely well in quantitative analysis for management decision in 2015/2016 academic session is 7%. Therefore, we fail to reject Null hypothesis (Ho) and concluded that in 2015/2016 academic session, the annual percentage of students who perform extremely well in quantitative analysis for management decision is slightly different from 20% with a decrease of 14%.

In aggregative terms as seen in Table 4.3 and Graph 4.2, 0% of students perform extremely well in quantitative analysis for management decision during 2008/2009 to 2015/2016 academic sessions.

- *Discussion of Findings*

In the course of this study, we assessed students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions to determine if there is a significant difference. However, we discovered in Table 4.1 that there is no significant difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions and Table 4.2 explains that there is a strong positive relationship between students' academic performance in quantitative analysis for management decisions in 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions. It was also discovered that 60% of students' academic performance in quantitative analysis for management decisions in 2012/2013-2015/2016 is predicted by students' academic performance in quantitative analysis for management decisions in 2008/2009-2011/2012.

The annual percentage of students who perform poorly in quantitative analysis for management decision was also assessed and it was found that the annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30% while some may be slightly different, others are largely different and this differences could be positive or negative. This study also found that 2012/2013 academic session has the highest percentage (58%) of students who performed poorly in quantitative analysis for management decision and 2010/2011 academic session with the lowest percentage (24%) of students who performed poorly in quantitative analysis for management decision as depicted in Table 4.3 and Graph 4.1. On the average, it was also discovered that 10.8% of student perform poorly in quantitative analysis for management decision between 2008/2009 to 2015/2016 academic sessions as explained in Graph 4.2.

This study also tried to determine if the annual percentage of student who perform averagely in quantitative analysis for management decision is not different from 50% and it can be concluded that the annual percentage of students who perform averagely in quantitative analysis for management decision is different from 50% while some may be slightly different, others are largely different and this differences could be positive or negative. This study also found that 2011/2012 academic session has the highest percentage (65%) of students who performed poorly in quantitative analysis for management decision and 2012/2013 academic session with the lowest percentage (25%) of students who performed poorly in quantitative analysis for management decision as depicted in Table 4.3 and Graph 4.3. On the average, it was also discovered that 89% of student perform averagely in quantitative analysis for management decision between 2008/2009 to 2015/2016 academic sessions as explained in Graph 4.2.

Lastly, while trying to determine if the annual percentage of student who perform extremely well in quantitative analysis for management decision is not different from 20%, it was discovered that the annual percentage of students who perform extremely well in quantitative analysis for management decision is different from 20% while some may be slightly different, others are largely different and this differences could be positive or negative. This study also found that 2010/2011 academic session has the highest percentage (22%) of students who performed poorly in quantitative analysis for management decision and 2011/2012 academic

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session with the lowest percentage (3%) of students who performed poorly in quantitative analysis for management decision as depicted in Table 4.3 and Graph 4.4. On the average, it was also discovered that 0% of student perform extremely well in quantitative analysis for management decision between 2008/2009 to 2015/2016 academic sessions as explained in Graph 4.2.

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CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

➢ *Introduction*

This chapter presents summary and description of findings derived from the study. It also details the conclusion and recommendations to the comparison of performance in quantitative analysis for management decisions.

➢ *Summary of Findings*

This study examines the difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions. This study sought to analyze the annual percentage of students who perform poorly, averagely and extremely well in quantitative analysis for management decision during 2008/2009 to 2015/2016 academic sessions.

- The following are the findings obtained from our study:

✓ There is actually no significant difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions.
✓ The annual percentage of students who perform poorly in quantitative analysis for management decision is different from 30%.
✓ The annual percentage of students who perform averagely in quantitative analysis for management decision is different from 50%.
✓ The annual percentage of students who perform extremely well in quantitative analysis for management decision is different from 20%.
✓ We also found that 60% of students' academic performance in quantitative analysis for management decisions in 2012/2013-2015/2016 is predicted by students' academic performance in quantitative analysis for management decisions in 2008/2009-2011/2012.
✓ It was also found that 2012/2013 academic session has the highest percentage of poor performance, 2011/2012 academic session has the highest percentage of average performance and 2010/2011 academic session has the highest percentage of extremely good performance.
✓ It was also found that 2010/2011 academic session has the lowest percentage of poor performance, 2012/2013 academic session has the lowest percentage of average performance and 2011/2012 academic session has the lowest percentage of extremely good performance.
✓ In trying to understand the average annual performance for the periods under consideration, we found that in aggregative terms, 10.8% of students perform poorly, 89.2% perform averagely and 0% perform extremely well in quantitative analysis for management decision during 2008/2009 to 2015/2016 academic sessions.

➢ *Conclusion*

From the study it is evident that there is actually no significant difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions.
This study sought to analyze annual percentage of students who perform poorly, averagely and extremely well in quantitative analysis for management decision during 2008/2009 to 2015/2016 academic sessions. The results obtained indicate that the annual percentage of students who perform poorly, averagely and extremely well in quantitative analysis for management decision is different from 30%, 50% and 20% respectively.

It can also be concluded that 2012/2013, 2011/2012 and 2010/2011 academic sessions has the highest percentage of poor, averagely and extremely good performance respectively. However, 2010/2011, 2012/2013 and 2011/2012 academic session has the lowest percentage of poor, averagely and extremely good performance respectively.

➢ *Recommendations*

- Policy Implications:

Based on the data analysis and findings, the researcher discovered that there is need for the study of students' academic performance in quantitative analysis for management decisions as it is a major course taken by final year students of the department.

- The following are the Researcher's recommendations:

✓ There should be a proper and regular performance appraise of students' academic performance in quantitative analysis for management decisions in order to maintain and increase the average performance of students in quantitative analysis for management decisions.
✓ Measures should be adopted to increase students' class attendance and thus increases ability of students to understand and apply the knowledge gained from quantitative analysis for management decisions.

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- ✓ The course lecturers should be rewarded adequately for their ability to effectively and efficiently imbibe knowledge of quantitative analysis for management decisions in students which reflects in students' annual performance.

➢ *Further Studies*

- Arising from the study, the following areas are recommended for future studies. First, the reason for the difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions should be studied.
- Secondly, the effect of the difference in students' academic performance in quantitative analysis for management decisions between 2008/2009-2011/2012 and 2012/2013-2015/2016 academic sessions should be studied should be studied.
- Thirdly, a study should be done to evaluate the strategies used by the course lecturers in the course of lecturing.
- Fourthly, a study should be done in quantitative analysis for management decisions across more departments offering this course.
- Finally, a study should be done in other major courses offered by final year students across more departments. The period under consideration can also be expanded to reflect the more recent results.

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APPENDICES

	2008/2009	2009/2010	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2010/2011
1	D	A	E	E	B	C	A	F
2	F	E	F	E	C	B	E	F
3	D	B	F	A	D	E	A	F
4	C	C	F	D	A	E	D	F
5	D	F	E	E	B	A	C	F
6	C	C	F	A	F	C	D	D
7	A	D	C	F	E	B	D	F
8	F	C	D	F	D	D	E	F
9	E	B	E	C	B	B	B	B
10	F	D	D	F	C	A	D	C
11	E	B	C	C	C	C	C	B
12	E	C	F	F	E	C	C	A
13	A	F	F	B	E	B	D	A
14	D	D	F	D	B	D	F	F
15	E	C	F	F	F	D	E	C
16	A	D	F	E	B	E	C	A
17	F	D	C	F	A	B	A	A
18	F	E	E	D	B	D	E	A
19	C	F	C	A	B	B	C	F
20	F	E	C	E	B	B	C	D
21	C	F	C	E	F	A	B	C
22	F	B	B	F	F	B	B	A
23	B	E	C	A	C	A	C	F
24	D	C	D	F	D	C	A	F
25	F	C	B	F	F	B	C	B
26	E	F	F	E	F	A	D	C
27	F	E	F	A	C	D	C	A
28	D	A	C	C	E	B	A	A
29	A	C	F	A	A	E	C	B
30	E	F	C	C	F	B	B	A
31	E	D	C	F	D	A	B	B
32	F	F	C	A	C	A	B	D
33	A	B	C	A	C	B	B	B
34	F	B	B	F	F	D	E	B
35	F	E	B	B	C	D	C	C
36	E	A	B	B	D	D	E	A
37	A	E	C	C	E	E	E	A
38	C	B	B	D	E	A	C	B
39	A	B	B	F	C	B	B	C
40	C	F	B	E	B	E	C	A
41	F	C	B	B	F	C	B	B
42	A	F	B	E	C	A	B	B
43	A	B	B	E	B	B	F	B
44	F	B	B	C	D	C	A	A
45	B	C	B	D	E	A	B	B
46	B	B	F	C	D	C	C	D
47	C	F	C	A	C	C	B	F
48	D	B	C	E	A	A	D	A
49	F	B	E	C	A	C	B	A
50	B	C	E	E	C	C	C	B
51	F	D	C	E	E	B	B	B
52	C	C	B	F	F	D	E	A
53	B	C	B	F	A	C	C	A
54	D	B	C	A	C	D	F	C
55	E	B	C	E	E	B	D	B
56	D	B	B	F	D	C	C	B

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57	C	D	B	B	B	B	E	C
58	A	B	C	D	B	D	B	A
59	A	B	B	F	F	B	C	A
60	C	D	C	F	D	D	D	C
61	E	D	B	C	D	C	B	C
62	F	C	B	C	C	A	F	F
63	A	C	C	E	B	D	E	C
64	C	B	C	D	C	E	C	C
65	E	B	A	A	E	B	C	C
66	D	B	B	E	E	B	B	F
67	B	E	B	E	F	D	C	B
68	B	B	B	A	E	D	A	C
69	F	A	C	C	A	E	F	C
70	D	E	D	A	D	F	C	B
71	D	E	B	E	F	A	C	B
72	C	B	C	A	B	D	B	C
73	B	B	E	B	B	E	C	B
74	C	E	B	E	C	C	C	C
75	E	B	E	F	C	D	E	C
76	E	D	C	B	F	C	E	B
77	F	B	A	C	B	D	D	C
78	E	B	B	F	C	C	C	D
79	A	A	B	E	E	B	E	C
80	D	D	E	F	F	D	D	C
81	F	B	B	B	B	C	C	B
82	B	B	D	F	F	E	B	F
83	B	B	F	B	F	B	D	B
84	C	B	E	F	F	F	D	B
85	C	B	C	B	F	D	F	B
86	F	B	C	D	F	B	D	B
87	B	C	C	A	B	E	A	C
88	C	D	E	E	F	C	C	C
89	E	B	C	A	B	D	F	A
90	E	F	C	C	A	B	D	B
91	B	B	B	E	E	C	B	A
92	D	B	B	B	E	B	C	A
93	F	A	C	F	B	C	C	F
94	E	B	C	F	C	C	B	A
95	C	B	C	F	F	B	C	C
96	C	A	C	F	E	D	B	C
97	C	B	C	B	E	A	C	D
98	E	D	C	E	F	A	C	A
99	C	B	B	F	C	D	F	A
100	C	F	A	E	B	B	F	B
101	B	A	E	B	F	C	C	A
102	B	B	E	F	B	B	E	A
103	C	B	D	A	A	C	C	B
104	C	B	D	F	B	D	C	C
105	C	B	C	D	E	C	A	D
106	C	B	F	F	C	B	E	B
107	C	B	F	C	E	B	E	F
108	C	F	E	C	B	C	D	F
109	B	D	B	F	E	C	B	F
110	A	A	C	A	D	A	D	B
111	E	B	A	F	E	D	C	B
112	E	C	C	D	C	E	C	D
113	D	E	D	F	A	B	B	B
114	D	A	F	C	E	C	B	B
115	C	B	C	C	C	B	C	D

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116	F	B	B	F	A	B	C	B
117	F	B	B	A	E	D	E	A
118	E	B	E	F	E	E	C	A
119	B	C	B	E	F	B	C	F
120	C	F	C	B	D	C	B	C
121	A	A	B	F	D	E	B	B
122	C	F	C	A	C	A	B	B
123	D	C	C	F	C	D	E	F
124	F	B	E	A	E	A	C	C
125	C	B	C	E	E	E	C	B
126	B	B	B	B	F	C	E	B
127	B	B	C	F	F	C	C	B
128	E	F	C	E	E	C	B	F
129	B	C	B	A	A	D	B	B
130	C	B	C	F	B	B	E	B

➢ *Regression*

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	PERIOD 1[b]	.	Enter
a. Dependent Variable: PERIOD 2			
b. All requested variables entered.			

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.775[a]	.600	.400	.08352	1.484
a. Predictors: (Constant), PERIOD 1					
b. Dependent Variable: PERIOD 2					

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.021	1	.021	3.003	.225[b]
	Residual	.014	2	.007		
	Total	.035	3			
a. Dependent Variable: PERIOD 2						
b. Predictors: (Constant), PERIOD 1						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.694	.562		1.236	.342
	PERIOD 1	.549	.317	.775	1.733	.225
a. Dependent Variable: PERIOD 2						

➢ *T TEST*

Paired Samples Statistics									
		Paired Differences					T	DF	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PERIOD 1 - PERIOD 2	.10250	.09674	.04837	-.05143	.25643	2.119	3	.124

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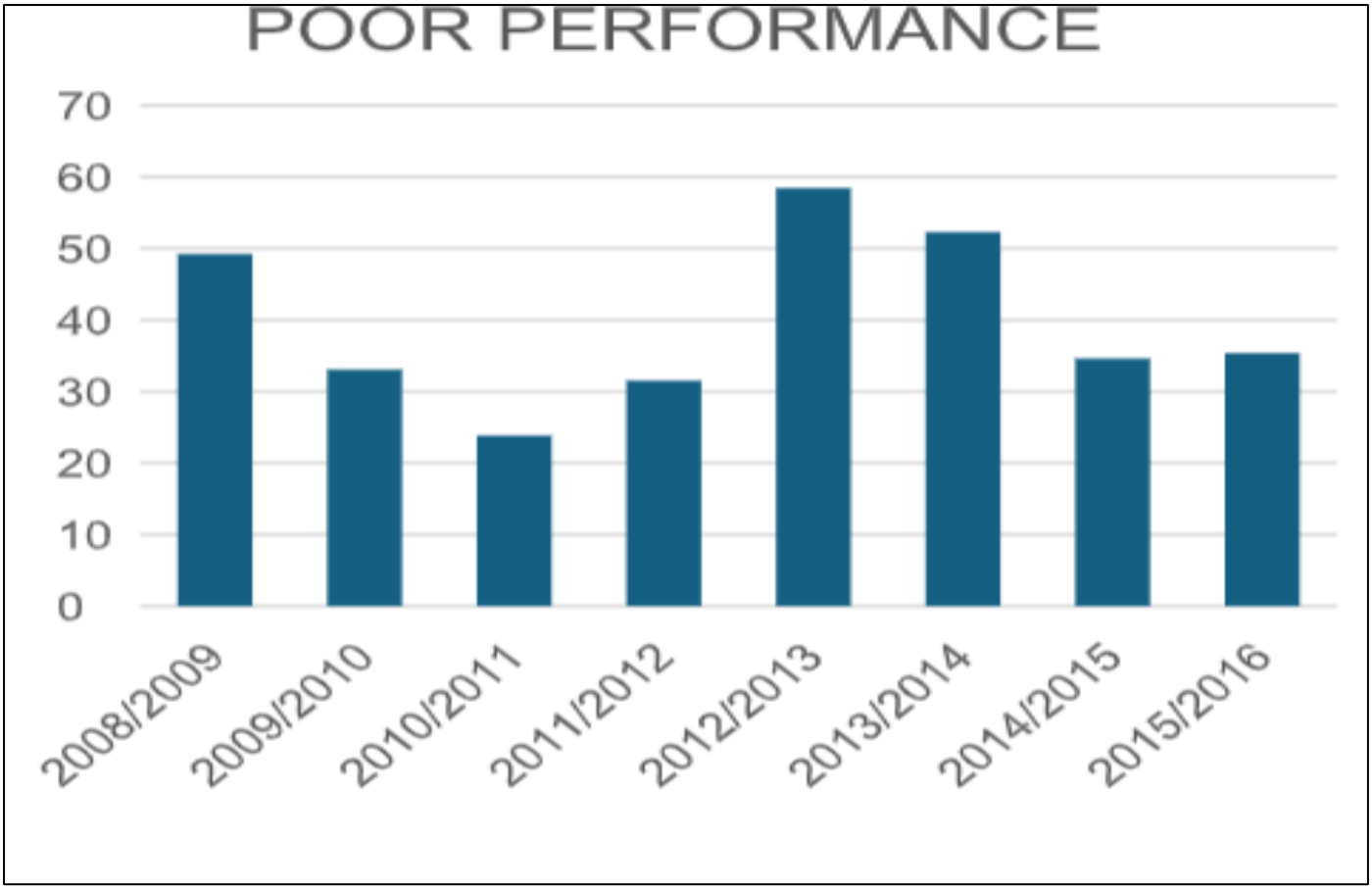

Fig 5 Poor Performance

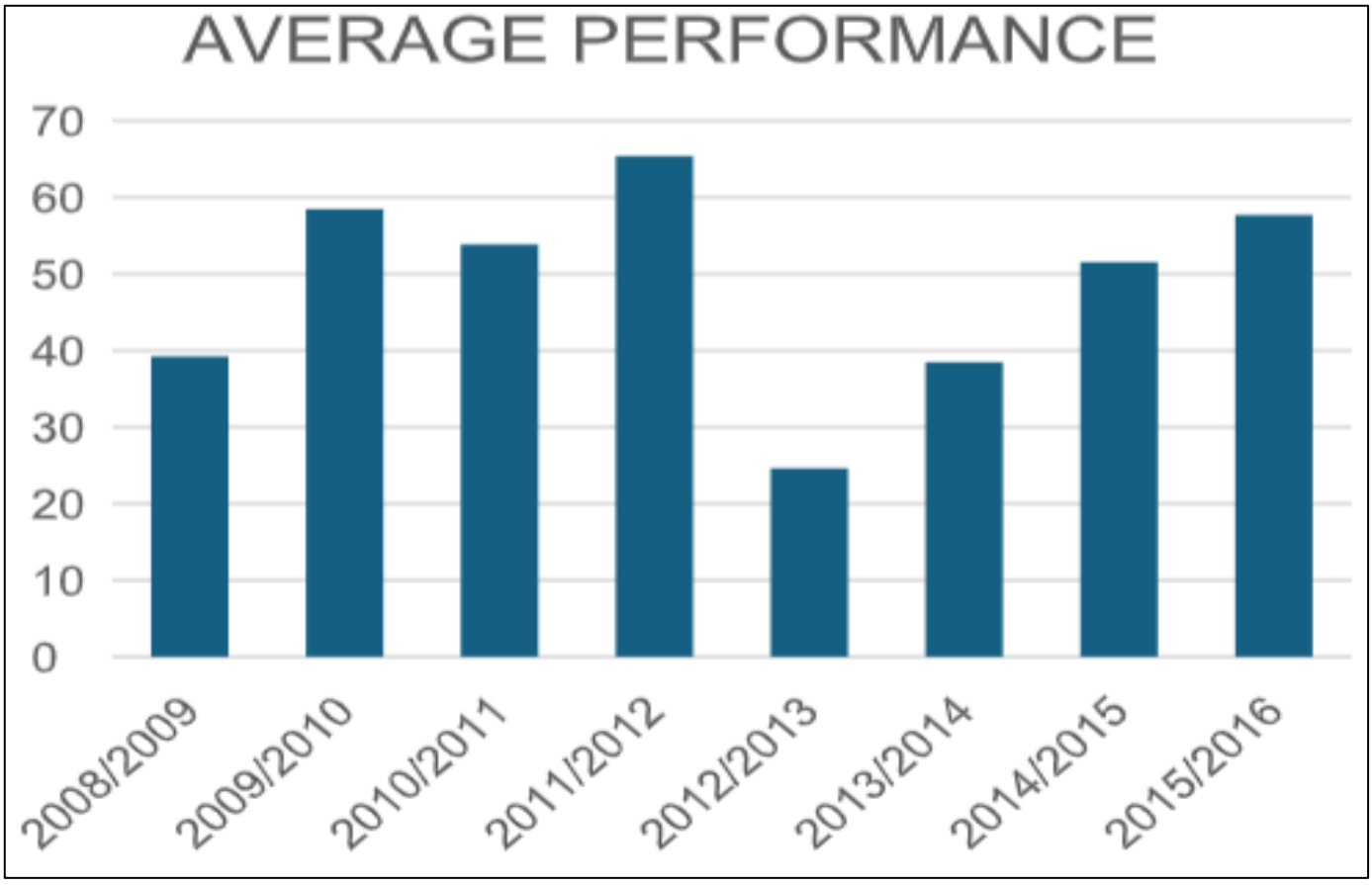

Fig 6 Average Performance

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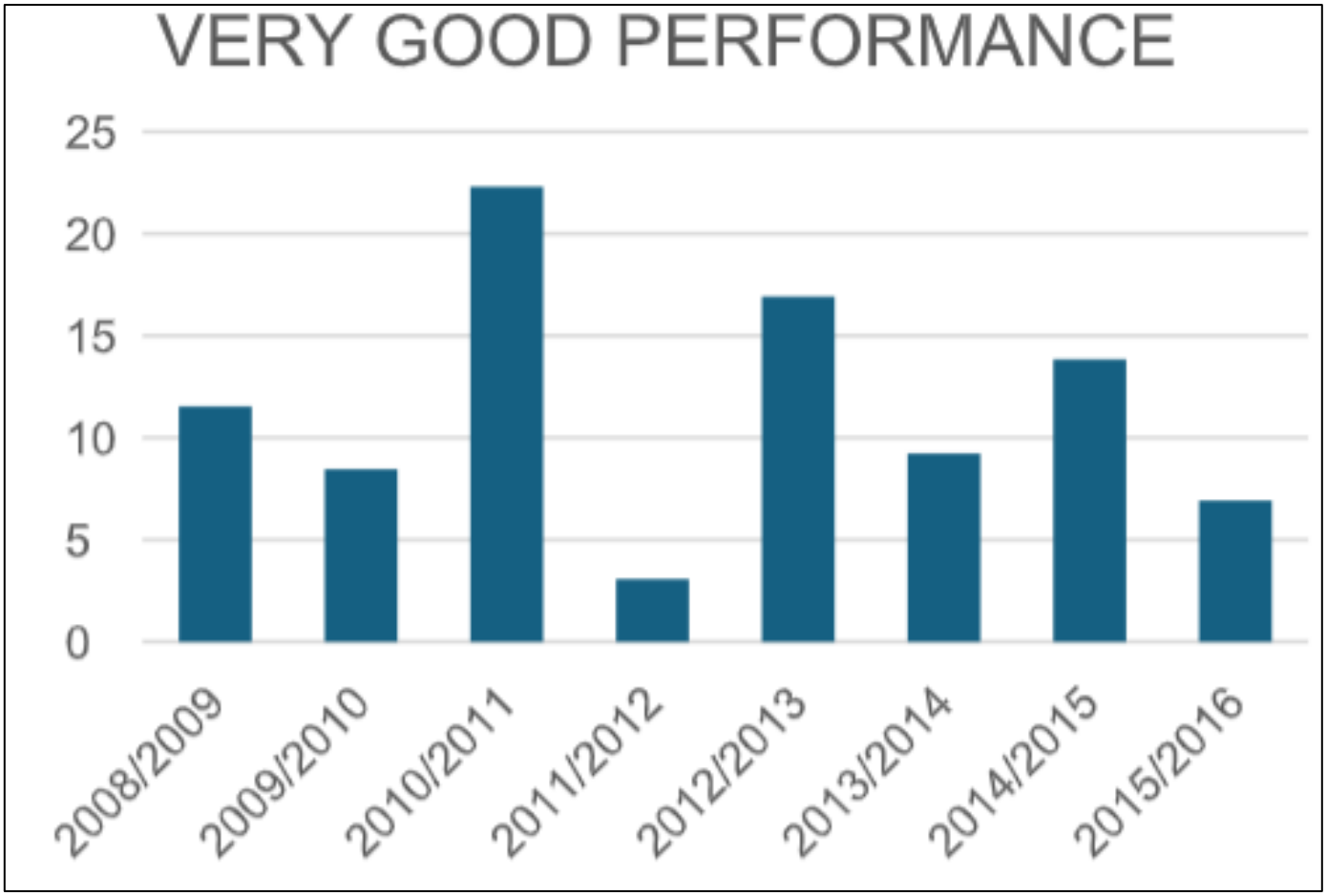

Fig 7 Very Good Performance

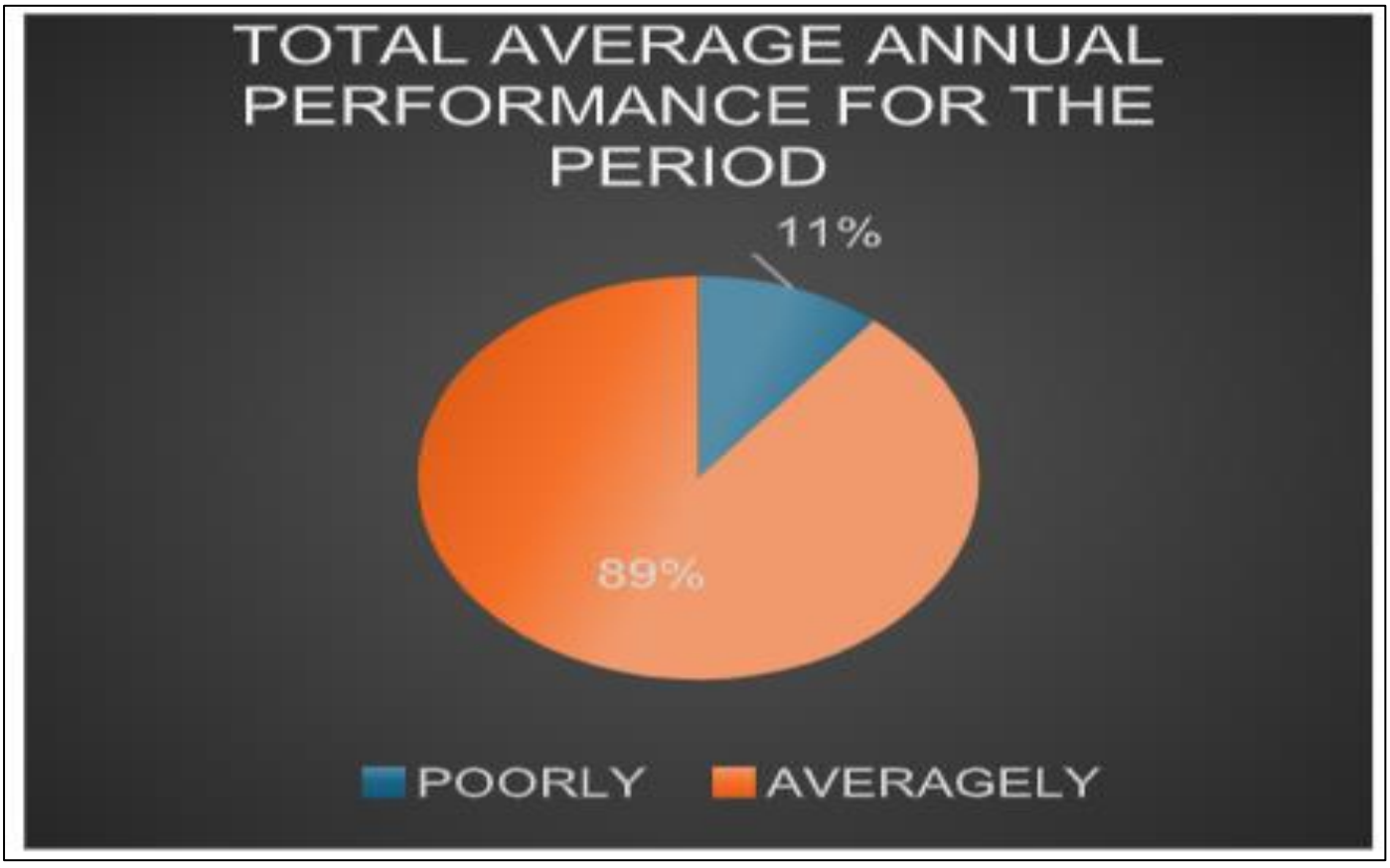

Fig 8 Total Average Annual Performance for the Period