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RESEARCH ARTICLE

A Perception-Based Analysis of Academic Performance Factors among Estate Management and Valuation Students in Higher Education

Augustina Chiwuzie[1] and Busayo Emmanuel Akinwale[2]

[1]Department of Estate Management and Valuation, Federal Polytechnic Ede, Nigeria
https://orcid.org/0000-0002-4643-9874
[2]Department of Estate Management, University of Ibadan, Nigeria

Corresponding email: be.akinwale@ui.edu.ng

Abstract

The increasing demand for competent graduates in Estate Management and Valuation underscores uneven student performance, yet empirical evidence on factors influencing academic outcomes remains limited. This study investigates perception-based factors affecting academic performance using data from a survey of 124 graduating Estate Management students. Thirty-five potential factors, organized into six thematic categories, were analysed using descriptive statistics based on a 7-point Likert scale, with a mean score of 4.0 (scale midpoint) used to identify significant contributors. Results revealed that 27 of the 35 factors were perceived as significant, with mean scores exceeding the midpoint, indicating strong student agreement on their importance. The top five factors identified were students' personal interest in their field of study (mean = 5.98), family background (mean = 5.97), reflection of preparation efforts in grades (mean = 5.87), fairness in assessments (mean = 5.78), and lecturers' teaching methods (mean = 5.68). Analysis of thematic categories highlighted that assessment methods, lecturers' approaches, and parental background critically influence student engagement and overall learning outcomes. These findings underscore the interplay between individual, familial, and institutional factors in shaping academic performance. The study informs educational policy and curriculum reform by emphasizing the need for student-centred teaching strategies, transparent assessment practices, and targeted interventions to enhance learning outcomes. It concludes that interventions focusing on student motivation, equitable assessments, and improved pedagogical approaches are essential for improving academic performance among Estate Management and Valuation students in higher education.

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1. INTRODUCTION

Academic performance is a central indicator of student success and a key measure of the effectiveness of higher education programmes. In professional disciplines such as Estate Management and Valuation, strong academic outcomes are particularly important, as they underpin the competence, employability, and career readiness of graduates expected to meet industry standards and societal needs. Despite this importance, uneven academic outcomes among students remain a persistent concern in higher education, reflecting the complex interaction of individual, familial, and institutional factors that shape learning and achievement.

Previous studies have identified a wide range of factors affecting academic performance, including personal motivation and interest in the field of study, family background and support, teaching quality, assessment practices, institutional environment, and study habits. Conceptually, this study is guided by the logic that

students' perceptions of these factors play a critical role, as they influence levels of academic engagement such as motivation, study effort, and participation, which in turn shape learning outcomes and academic performance. However, much of the existing literature focuses on broad higher education contexts or STEM-related disciplines (e.g., Allen & Carter, 2007; Newell & Acheampong, 2003; Lee & Mallik, 2015; Ganyaupfu, 2013; Kanagi *et al*., 2015; Gajghat *et al*., 2017), offering limited insight into Estate Management and Valuation as a distinct professional field.

In the context of Estate Management and Valuation, academic success is not only essential for individual student progression but also for developing professionals equipped to deliver core services such as property valuation, investment analysis, asset and facilities management, land administration, and real estate development advisory within the built environment sector. Identifying the most significant determinants of academic performance is therefore crucial, as students' perceptions provide critical insight into the factors that directly shape their engagement, learning processes, and academic outcomes, thereby informing improvements in teaching approaches, assessment fairness, and student support systems.
Nevertheless, empirical evidence specifically examining how Estate Management and Valuation students perceive and experience these factors remains limited. This gap is particularly pronounced within Nigerian polytechnic education, where Estate Management programmes have received comparatively little scholarly attention. Existing studies (e.g., Peter *et al*., 2016; Ayodele *et al*., 2016, 2017; Ojetunde *et al*., 2019) provide valuable insights but predominantly focus on university-based programmes. Polytechnic institutions, however, differ in their curricular structures, pedagogical emphasis, assessment practices, and student profiles, with a stronger orientation toward practical and professional training. The absence of discipline- and institution-specific, student-centred evidence constrains educators, administrators, and policymakers in designing effective and targeted interventions. Without clear insight into the factors students consider most influential, institutional strategies risk being generic or misaligned with students' actual needs.
Against this backdrop, the present study adopts a perception-based approach to investigate the factors affecting academic performance among graduating Estate Management and Valuation students at the Federal Polytechnic Ede, Nigeria. This is with a view to providing evidence-based insights to inform educational practice, policy formulation, and academic support strategies in higher education. The specific objectives of this study are to:

i. identify individual factors affecting students' academic performance and the broader thematic areas to which they belong;
ii. assess the relative influence of the individual factors affecting students' academic performance of Estate Management and Valuation students at the Federal Polytechnic Ede, Nigeria; and
iii. examine the relative influence of these factors collectively based on broader thematic areas.

2. LITERATURE REVIEW

Numerous global studies have explored factors influencing student academic performance, typically categorized as intellectual and non-intellectual (Allen & Carter, 2007), academic and non-academic (Laurel *et al*., 2008), or internal and external classroom factors (Mushtaq & Khan, 2012). Academic factors such as lecturer competence, teaching methods, and learning materials have been shown to significantly enhance academic success (Ganyaupfu, 2013; Yam & Rossini, 2012; Enu & Akum, 2015). Similarly, student engagement, study quality, peer relationships, and environmental factors influence outcomes (Hayat *et al*., 2013), while extracurricular activities, teaching styles, and class contact hours are also important (Dengra *et al*., 2013). Non-academic factors, including personal traits, financial status, family background, and parental education, further shape performance (Laurel *et al*., 2008; Fan & Williams, 2010). Socioeconomic status has been identified as a strong predictor of academic success (Okioga, 2013; Barry, 2005), and factors such as gender, family support, and sociometric status are also influential (Bahar, 2010).

In terms of institutional and classroom influences, studies indicate that satisfaction with facilities such as libraries, classrooms, and hostels positively correlates with performance, while laboratory facilities may have less impact (Harb & El-Shaarawi, 2006; Karemera, 2003; Dengra *et al*., 2013). Students residing in college accommodations often perform better than those in private housing (Zakaria *et al*., 2011). Teaching methods that actively engage students and align with their learning needs are critical determinants of academic outcomes, and ineffective teaching styles are linked to poor performance (Adunola, 2011; Ganyaupfu, 2013; Kang'ahi *et al*., 2012). The integration of technology and interactive approaches has been found to improve attitudes and performance (Basile & D'Aquila, 2002; Friedland, 2005).

Lecturer competence is also crucial, with effective teaching associated with strong subject knowledge, preparation, clear communication, and positive attitudes, while absenteeism negatively affects learning (Akiri & Ugborugbo, 2009; Adediwura & Tayo, 2007; Eggen & Kauchak, 2001; Muzenda, 2013). Assessment methods, including multiple approaches, clear grading criteria, and timely feedback, enhance learning outcomes, whereas poorly structured examinations or inadequate guidance can undermine performance (Yam, 2010; Ramsden, 2003; Stiggins *et al*., 1989; Brookhart, 1994; Rasul & Bukhsh, 2011).

Student personal factors, including age, gender, study habits, employment, career interest, and maturity, also affect achievement, with motivation and passion for the field identified as particularly important (Lammers *et al*., 2001; Mehri *et al*., 2013; Lee & Mallik, 2015; Ayodele *et al*., 2016; Rhodd *et al*., 2009; Olatunji *et al*., 2016). Family background, socioeconomic status, parental education, and financial support significantly influence performance, although crises or stress can adversely affect outcomes (Noble *et al*., 2006; Kamau, 2013; Daniyal *et al*., 2011; Crosnoe *et al*., 2004).

The literature consistently shows that academic performance is influenced by a combination of academic, personal, and institutional factors. Lecturer competence, teaching methods, learning resources, student engagement, and motivation are repeatedly identified as key determinants (Ganyaupfu, 2013; Hayat *et al*., 2013; Lee & Mallik, 2015). However, contradictions exist regarding the relative influence of specific factors. For example, while some studies highlight the positive impact of institutional facilities, others suggest certain resources, such as laboratories, have limited effect (Harb & El-Shaarawi, 2006; Dengra *et al*., 2013). Similarly, socioeconomic status and parental education are often cited as important, yet their effects may be mediated by motivation or support systems. Findings on demographics and extracurricular involvement are also mixed, with some studies noting benefits and others potential drawbacks. These mixed findings suggest that the influence of academic performance determinants is context-dependent, varying across disciplines, institutional types, and student populations. The absence of consistent conclusions regarding the relative importance of individual and institutional factors highlights the need for discipline-specific and student-centred investigations. In particular, limited evidence exists on how students within professionally oriented programmes, such as Estate Management and Valuation, especially in polytechnic settings perceive and prioritise these factors, thereby justifying the present study's perception-based approach. Existing Nigerian study (Ayodele *et al*., 2016) highlights multiple influencing factors across six themes - school, teaching methods, lecturers, assessment, student factors, and family background (see Table 1).

Table 1: Grouping of Factors Influencing Students' Academic Performance

Thematic categories	Individual factors
School and academic environment	School's academic calendar, Accommodation type, Conducive lecture theatres, Adequate lecture theatres, School's general environment)
Teaching techniques	Use of ICT methods in teaching Students' participation in class Tutorials and workshops Field trips Contact hours Use of practical and less of theories
Lecturers	Lecturers' knowledge and depth Lecturers' accessibility Commitment of the lecturers Ability of lecturers to explain difficult concepts Sufficiency/adequacy of lecturers Mode/method of teaching
Mode of assessment	Fairness in class assessments Efforts put in preparation being reflected by the grades Adequate study materials Sufficient time to understand and assimilate before being assessed The lecturers seem to be more interested in testing what I had memorized than what I truly understood of this field of study

Thematic categories	Individual factors
Students' personal factors	Unavailability of preferred course of study
	Maturity/Age
	Difficulty in understanding the courses being taught
	Study hours
	Clear understanding of the field of study
	Personal interest in the course of study
	Involvement in extra-curricular activities
Parental and family background	Parent's interest in my academics
	Parents' occupation and level of education
	My position and family size
	Availability of finances
	Family pressure to excel in the field of study
	Family background/set-up

Source: Adapted from Ayodele *et al*. (2016).

The conceptual model in Table 1 frames academic performance as influenced by institutional, instructional, personal, and familial factors, mediated by student perceptions and engagement. Thirty-five individual factors are organized into six themes: school and academic environment (e.g., academic calendar, lecture theatres, accommodation); teaching techniques (e.g., ICT use, class participation, tutorials, field trips, practical emphasis); lecturers (e.g., knowledge, accessibility, commitment, clarity, teaching methods); mode of assessment (e.g., fairness, effort reflection, study materials, time for assimilation); students' personal factors (e.g., maturity, study habits, interest, understanding, extracurricular involvement); and parental/family background (e.g., support, education, occupation, finances, expectations). Each theme shapes how students engage with learning, directly or indirectly affecting academic outcomes. Using student perception as an analytical lens captures both objective determinants and subjective experiences that mediate learning outcomes, providing a structured, student-centred framework for understanding academic performance in Estate Management and Valuation.

3. METHODOLOGY

The target population for this study consists of graduating estate management students of Federal Polytechnic Ede, South-western Nigeria. Graduating students were chosen because it is anticipated that they would have a greater understanding than students in lower grades, and that their level of perception will represent current realities, putting them in a better position to provide reliable answers to the research questions. The sample frame for the study consisted of the entire 69 and 79 graduating Higher National Diploma (HND) and National Diploma (ND) estate management students in the institution, respectively. The study used a self-administered closed-ended questionnaire to elicit the respondents' perception of factors influencing their academic success. The factors influencing estate management students' academic success were identified from extant literature (see Table I), and divided into six thematic categories, namely, school factors, teaching techniques, lecturers, mode of assessment, students' factors, and parental background. The students were requested to rate the list of established factors under each theme in terms of how they affect their academic performance using a 7-point Likert scale (7-strongly agree to 1-strongly disagree). A total of 148 copies of questionnaires were administered to the respondents through purposive sampling, out of which 124 copies of questionnaires representing 83.78% response rate were retrieved. The Cronbach's alpha test for reliability was applied to examine the internal consistency of the scales used in the study's questionnaire. The results range between 0.78 and 0.86, demonstrating that the entire scales are reliable. In analysing the collected data, the mean score for each item was determined and ranked. A mean score of 4.0, representing the scale midpoint, was used to identify the most significant contributors to academic achievement in line with earlier studies (Ikediashi & Okwuashi (2015); Ayodele (2017). Items with mean scores higher than four were considered significant (SS), while those that have lower were deemed non-significant (NS). The variables were further analysed by thematic areas and ranked according to the themes' group mean scores.

This study used mean score analysis rather than inferential statistics because its aim was descriptive and exploratory**,** focusing on summarizing respondents' perceptions and identifying relative patterns rather than testing hypotheses or making population-level inferences. Mean scores are appropriate for ranking Likert-scale responses and facilitating clear interpretation of trends within the sampled data. Using **a** benchmark

mean of 4.0 provided a practical interpretive reference, maintaining analytical clarity and context-specific conclusions without implying generalization beyond the study's scope.

4.0 RESULTS AND DISCUSSIONS

The results and discussion of the study presented in this section are structured in three parts. The first part describes the demographic characteristics of the respondents, as shown in Table 2, including programme level, gender, and age distribution. This provides context for understanding the composition of the student sample and supports the interpretation of subsequent findings. The second part focuses on individual factors affecting the academic performance of estate management students, as summarized in Table 3, highlighting the influence of personal, motivational, and study-related variables. The third part, presented in Table 4, examines the factors affecting academic achievement based on thematic areas, allowing for analysis of broader influences such as institutional, instructional, and socioeconomic factors.

Table 2. Demographics of the Respondents (n = 124)

Variables	Category	Frequency (n)	Percentage (%)
Programme level	National Diploma II	66	53.2
	Higher National Diploma II	58	46.8
Gender	Male	69	55.6
	Female	55	44.4
Age group (years)	Below 18	8	6.5
	18 - 22	49	39.5
	23 - 27	46	37.1
	28 and above	21	16.9

Source: Analysis of survey data, 2025.

The demographic profile shows a fairly balanced representation across programme levels, gender, and age groups. National Diploma (ND) students formed a slight majority (53.2%), while Higher National Diploma (HND) students accounted for 46.8%, ensuring representation across different stages of academic progression. This distribution supports meaningful insights into students' perceptions at both entry and advanced levels. Male respondents constituted 55.6% of the sample, compared with 44.4% female respondents. Although males were more represented, the relatively strong female participation reflects growing gender diversity in traditionally male-dominated built environment programmes. Age distribution indicates that most respondents were within the 18–22 years (39.5%) and 23–27 years (37.1%) categories, reflecting the typical age range for ND and HND students. Mature students aged 28 years and above comprised 16.9%, while those below 18 years were few (6.5%). The demographic distribution supports generalizability within the institution and allows analysis of academic perceptions across different levels, genders, and age groups.

Table 3. Perceived Determinants of Academic performance among Estate Management Students

S/N	Category	Factors	Mean	SD	Rank	Remark
1-5	**School Factors/Environment**	School's academic calendar	4.97	0.85	12	SS
		Accommodation type/quality	4.48	0.92	20	SS
		Conducive lecture halls	3.09	1.05	34	NS
		Sufficient lecture halls	3.95	0.80	28	NS
		School's overall environment	2.69	0.95	35	NS
6-11	**Teaching Methods**	Integration of ICT into the classroom	4.12	0.85	27	SS
		Student's participation in class	5.07	0.95	11	SS
		Tutorials and seminars	4.32	0.88	21	SS
		Excursions	3.23	0.92	33	NS
		Contact hours	4.88	0.97	13	SS
		Use of more practical than theories	4.23	0.86	24	SS
12-17	**Lecturers**	Scope and depth of the lecturers' knowledge	4.84	0.90	14	SS

S/N	Category	Factors	Mean	SD	Rank	Remark
		Lecturers' accessibility	4.62	0.92	19	SS
		Lecturers' commitment	5.58	1.05	7	SS
		Lecturers' ability to clarify complex concepts	4.68	0.94	18	SS
		Lecturers' adequacy	5.15	0.96	10	SS
		Method/style of teaching	5.68	1.08	5	SS
18-22	**Assessment Methods**	Fairness in-class assessments	5.78	1.10	4	SS
		Grades reflecting the effort expended in studying	5.87	1.05	3	SS
		Adequate instructional materials	4.82	0.89	15	SS
		Sufficient time to learn and assimilate before being tested	4.78	0.91	16	SS
		The lecturers appear to be more concerned in testing what is memorised than what is genuinely understood	5.66	1.07	6	SS
23-29	**Students' Factors**	Inability to enrol in a desired course of study	3.92	0.86	29	NS
		Age/ Maturity	4.74	0.92	17	SS
		It is difficult to understand the courses that are being taught	4.20	0.88	26	SS
		Study hours	4.21	0.87	25	SS
		A thorough understanding of the field of study	4.28	0.90	22	SS
		Personal interest in the course of study	5.98	1.10	1	SS
		Participation in extra-curricular activities	3.37	0.89	32	NS
30-35	**Parental/Family Background**	Parents' involvement in my studies	3.55	0.85	31	NS
		Parents' occupations and educational backgrounds	4.24	0.88	23	SS
		My position and the size of my family	5.97	1.08	2	SS
		Availability of financial resources	5.54	1.00	8	SS
		Family pressure to succeed in one's chosen course of study	3.82	0.87	30	NS
		Family set-up/background	5.26	0.95	9	SS

Source: Analysis of survey data, 2025.

[1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= undecided, 5= somewhat agree, 6= agree, 7= strongly agree]

As presented in Table 2, 27 out of 35 examined factors were identified as significant contributors to the academic success of estate management students, based on a 4.0 performance benchmark. The top five factors, based on mean scores, include: students' personal interest in their field of study; family position or size; how well their preparation efforts are reflected in their grades; perceived fairness in assessments; and the teaching style or methods employed by lecturers. These factors recorded mean values of 5.98, 5.97, 5.87, 5.78, and 5.68, respectively.

The first two factors primarily relate to students' personal motivations and family background. This observation supports findings by Barry (2005), Bahar (2010), and Okioga (2013), who argue that individual traits and socioeconomic status play a vital role in shaping academic outcomes. In many cultural contexts, particularly in Nigeria, academic success is not only a personal goal but also a source of family pride.

Consequently, students often face considerable pressure from parents and extended family members to perform well, especially when educational attainment is perceived as a vehicle for upward social mobility and family honour.

In addition, the influence of personal interest in a field of study is particularly significant in the Nigerian higher education context. Due to systemic challenges such as limited course availability, competitive admission processes, and policy constraints, many students are compelled to enrol in programs they did not initially choose or feel passionate about. This misalignment between a student's interests and their academic discipline can negatively affect motivation and overall academic performance. Thus, the findings underscore the importance of aligning students' academic pursuits with their personal aspirations and the need to address structural barriers that hinder this alignment.

The remaining factors identified by respondents relate to the mode of assessment, highlighting students' view that assessment methods critically shape academic performance (Rasul & Bukhsh, 2011). Many students expect their grades to reflect the effort invested in preparation, but, as Ayodele *et al*. (2017) note, they often overestimate their performance, leading to discrepancies between expectations and actual results, partly due to implicit grading criteria. Students' perceptions of assessments influence their learning approaches and outcomes, suggesting that transparent, structured assessment strategies with clear grading rubrics can enhance performance and engagement.

Other factors including lecture hall conditions, adequacy of lecture halls, and the general learning environment were non-significant, aligning with previous findings (Harb & El-Shaarawi, 2006; Karemera, 2003). These results suggest that students prioritise academic and relational interactions such as teaching quality, assessment fairness, and clarity of instruction over physical infrastructure, which tends to be viewed as secondary unless conditions become extreme. Excursions, participation in extracurricular activities, inability to enrol in preferred courses, and family pressure or parental involvement were also non-significant, consistent with literature showing that intrinsic motivation and study behaviours exert stronger influence on academic outcomes more than external conditions (Lammers *et al*., 2001; Mehri *et al*., 2013; Ayodele *et al*., 2017; Noble *et al*., 2006). Collectively, these factors appear to have limited direct impact on day-to-day learning processes in the polytechnic context, where the dominant influence of teaching and assessment reduce their overall effect on performance.

The findings highlight that effective policy and institutional action should focus on fostering intrinsic student motivation, aligning academic programs with students' interests, ensuring transparent and fair assessment practices, and strategically investing in learning infrastructure. Such measures, combined with targeted educational planning and institutional reforms, can strengthen student engagement, enhance learning outcomes, and improve overall academic performance in Estate Management and Valuation programs A thematic analysis of factors affecting academic performance among Estate Management students is presented in Table 3.

Table 3. Thematic Determinants of Academic Success in Estate Management Studies

s/n	Thematic Groups	Group mean	Group rank
1	Parental and Family Background	4.73	3
2	Students' Personal Factors	4.39	4
3	School and Academic Environment	3.84	6
4	Teaching Method	4.31	5
5	Lecturers	5.09	2
6	Mode of Assessment	5.38	1

Source: Analysis of survey data, 2025.

Table 3 reveals that, among the identified thematic categories, mode of assessment, lecturers, and parental background emerged as the top three determinant of academic achievement among Estate Management students, with corresponding mean values of 5.38, 5.09, and 4.73. These results indicate that students place greater importance on academic-related factors particularly how they are taught and assessed than on personal or family circumstances. This finding aligns with the study by Ayodele *et al*. (2017), who found

assessment methods and lecturer influence to be key predictors of academic success of university students in Nigeria.

These results highlight the central role of lecturers' attitudes, teaching methods, and expectations in shaping students' learning experiences. Interactive and supportive teaching enhances student engagement and comprehension, while assessments that are fair, transparent, and aligned with learning objectives strengthen motivation and academic performance. Because students view assessments as indicators of their progress, well-designed evaluation methods can significantly boost their confidence and outcomes. The findings underscore the need to rethink teaching and assessment practices. Lecturers should recognize how their behaviour and expectations influence students and create a supportive, engaging learning environment. Assessments should function not only as grading tools but as learning instruments that provide meaningful feedback, deepen understanding, and enhance overall performance.

5.0 Conclusion and Recommendations

This study investigated the key factors influencing the academic success of Estate Management students in a Nigerian polytechnic, assessing 35 individual factors across six thematic categories: school environment, teaching methods, lecturers, mode of assessment, student factors, and parental background. The results revealed that 27 of these factors significantly affected academic performance, with the top three determinants being mode of assessment, lecturers, and parental background. The findings highlight the critical role of lecturers' attitudes, teaching methods, and assessment practices in shaping student engagement, motivation, and learning outcomes. Transparent, fair, and well-aligned assessments, accompanied by timely and constructive feedback, enhance student confidence and active participation. Encouraging students to reflect on their performance and analyse mistakes further strengthens learning and academic achievement. These insights have important implications for higher education policy and practice. Institutions should adopt diverse, student-centred teaching and assessment strategies, ensure clear grading criteria, and provide structured feedback mechanisms. By fostering a supportive learning environment and improving lecturer effectiveness, polytechnics can enhance academic performance, professional competence, and graduate readiness in Estate Management and related disciplines.

The findings underscore the need for policy and institutional reforms that strengthen the academic and relational conditions that most strongly influence student performance. At the national level, the results align with the goals of Nigeria's National Policy on Education (NPE)**,** which emphasizes quality teaching, equitable learning opportunities, and continuous improvement in instructional delivery. Strengthening lecturer competence, assessment integrity, and student support systems directly supports NPE priorities on improving teaching effectiveness and ensuring that students acquire relevant skills for national development. Professional accreditation bodies, including the National Board for Technical Education (NBTE) and discipline-specific bodies, including the Estate Surveyor and Valuers Registration Board of Nigeria (ESVARBON), can use these insights to refine accreditation standards by placing greater emphasis on teaching quality, pedagogical effectiveness, curriculum relevance, and student-centred assessment practices.

For institutional planning, polytechnics should prioritize targeted lecturer development programmes that enhance teaching methods, strengthen assessment design, and support student engagement. The findings also have direct implications for ongoing Polytechnic curriculum review processes**,** particularly those overseen by the NBTE. Curriculum revisions should integrate active-learning strategies, strengthen academic advising, embed formative assessments, and ensure that course content remains industry-relevant and engaging. Professional bodies can further support these reforms by mandating continuous professional development (CPD) for lecturers and incorporating pedagogical competence as a requirement for programme accreditation.

Moreover, the results indicate a need for structured lecturer training programmes focused on instructional design, feedback delivery, technology-enabled learning, and inclusive teaching practices. Investment in these areas will not only enhance teaching quality but also align institutions with national expectations for improved learning outcomes. These policy actions can create an enabling academic environment where the strongest determinants of performance: teaching quality, assessment fairness, and student engagement are systematically supported and enhanced.

This study has several limitations. The focus on a single polytechnic and a relatively small sample size (n = 124) limits the generalizability of the findings. The reliance on self-reported survey data introduces response and social desirability biases, as students' perceptions may not fully reflect actual academic behaviours or outcomes. Methodologically, the analysis relied primarily on mean score rankings rather than inferential statistical techniques, which restricts the ability to test the statistical significance of observed differences or establish causal relationships. In addition, the cross-sectional design captures perceptions at a single point in time and does not account for changes over time. Future research should employ larger, multi-institutional samples, incorporate objective performance indicators, and apply more robust inferential and longitudinal analytical approaches to provide deeper insights and inform evidence-based policy development.

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