

## **Factors Affecting Student Academic Performance: Case Study from University of Somalia in Mogadishu-Somalia**

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**Abstract:** This paper investigated factors affecting on student academic performance. The paper had four objectives which are: 1) to examine the role of learning techniques on student academic performance. 2) To identify the impact of home related aspects on student academic performance. 3) To investigate the relationship between study habits and student academic performance. To describe the effect of physical resource on student academic performance. This study was conducted through case study method to examine role of factors affecting on student academic performance. The study utilized descriptive, correlation and regression analyze to answer the research objectives and to test the research hypothesis. The researchers collected the information from 80 students in University of Somalia. These respondents were provided a questionnaire with five main construct which measuring learning technique, home related aspects, study habits, physical resource and academic performance. The study found that there is strong positive relationship between learning techniques and student academic performance at ( $r=.964$  and  $p>0.01$ ). This shows that if students get well learning technique, they will come with good performance. The findings indicated that there is strong positive relationship between home related aspect and student academic performance at ( $r=.790$  and  $p>0.01$ ). The result displayed strong positive relationship between study habits and student academic performance at ( $r=.819$  and  $p>0.01$ ). Finally the study showed strong positive relationship between physical resource and student academic performance at ( $r=.819$  and  $p>0.01$ ). It is evident that learning technique, home related aspects, study habits and physical resource have positive relationship with academic performance. Similarly students with good academic performance have better learning techniques, home related aspects, study habits and physical resource.

**Keywords:** learning technique, Home related aspects, Study habits, Physical resource, Academic performance

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### **I. INTRODUCTION**

University of Somalia (UNISO), which was established in 2005 by independent scholars, is a private higher education institution which is categorically non-political, non-partisan and non-sectarian. The establishment of the University of Somalia came at a time when the chances of post-secondary education available for Somali children who had completed their secondary education was very limited due to the protracted unrest and statelessness that have prevailed in Somalia for over two decades. The motives that impelled the founders of the University of Somalia were nothing more than establishing a credible, responsive and sustainable higher education institution capable of contributing to the resilience and the societal development of Somali people through quality higher education in which career gaps among the young Somali generation are focused. UNISO aims at providing tertiary education study programs that are highly relevant to the market and social demands in its quest for better standards of living, justice, equity and good governance in Somalia

Students are the key assets of universities. The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development. Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfill the employer's demand.

For any educational institute students are most important asset. Universities and colleges have no value without students. Economic and social development of a country is directly associated with academic performance of students. The students' academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the country's social and economic development (Ali et. al, 2009). The academic performance of the students' has gained significant attention in past researches. Performance of students is affected by psychological, economic, social, personal and environmental factors. Though these factors strongly influence the performance of the students, but these factors differ from country to country and person to person. Most of the previous studies on academic performance of students focused on such issues like teacher education, class environment, gender difference, teaching style, family educational background and socioeconomic factor. The majority of the researchers in the world applied the GPA to assess the performance of the students (Stephan & Schaban, 2002). They applied GPA (grade point average) to evaluate performance of the students in a particular semester.

Schools, colleges and universities have no worth without students. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with students' performance. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et al, 2009).

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. In this study academic performance was characterized by performance in tests, in course work and performance in examinations of undergraduate students. According to the UCU prospectus, admission points are weights attached to the applicant's past academic records (UCU, nd ) and according to the Uganda Universities and Other Tertiary Institutions act (2001) there are three main entry schemes to higher education in Uganda, the direct entry (A' level), the mature age entry scheme and diploma entry scheme. The admission points for this study were characterized by direct entry scheme (A' level), diploma entry scheme and mature age scheme. Durden & Ellis (as cited in Staffolani and Bratti, 2002) observed that measures of prior educational performance are the most important determinants of student performance. This implies that the higher the previous performance, the better the students will perform academically.

The theory adapted for this study was derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Wehrich, (1988) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are admitted into the university, with different admission points, from different social economic backgrounds and are from various school backgrounds, when they get into the university system, the management of the university transforms them through the process of teaching and learning and the students output is seen through their academic performance.

## **II. LITERATURE REVIEW**

This study designed to measure the factors affecting student's performance in examination at university level. Questionnaire was used as research tool. The questionnaire was administered to 200 students, 100 students from Faculty of Arts and 100 students from Faculty of Science of Bahauddin Zakariya University Multan, Pakistan. Mean score was calculated to determine the empirical reaction of students on each item. The data was analyzed Gender wise and Faculty wise to compare by using standard deviation and Z test. The findings for each statement were made. On the basis of findings, the conclusion was drawn. It was found that (i) the respondents viewed that at university level most of the psychological, physical, socio-economic and educational factors affected their performance in examination (ii) Change in pattern of question papers near examination affect student's performance (iii) The respondents viewed that unfair means in examination affect their performance (iv) Lack of proper guidance affect their performance in examination. On the basis of findings of study, following recommendation were

made to improve examination system (1) students may be given proper examination training before getting into final examination, in order to avoid overconfidence as well as exam phobia (2) Internal environment of examination may be peaceful and conducive to the students (3) Difficulty level of questions in question paper may be moderate i.e. neither too easy nor too difficult (4) paper evaluator may pay more concentration while marking answer sheet. (Rasul & Bukhsh, 2011)

The focus of this research is that student performance in intermediate examination is linked with students' outline consisted of his approach towards communication, learning facilities, proper guidance and family stress. The research is based on student profile developed on the bases of information and data collected through assessment from students of a group of private colleges. (Mushtaq & Khan, 2012)

The objective of this study was to evaluate the internal factors that affect pharmacy students' academic performance and to determine whether these factors have significant effect on their Cumulative Grade Point

Average (CGPA) and year of study. Method: A questionnaire consisted of 47 items was used as the survey instrument in this study. A total of 1,018 pharmacy students from five Malaysian public institutions of higher learning participated in this study. Result: The result of the study showed that students' academic performance (CGPA) was significantly associated ( $p < 0.05$ ) with academic competency, test competency, time management skills, neuroticism and test anxiety. Academic competence, test competence, time management skills and test anxiety significantly ( $p < 0.05$ ) affect students with different ranks of CGPA. There was a significant difference ( $p < 0.05$ ) in conscientiousness level among second, third and fourth years' pharmacy students. *Post hoc* analysis indicated that significant difference was noted in the conscientiousness level between the second year students compared to fourth year students. In conclusion, academic competence, test competence, time management skills and test anxiety were important factors that were associated with students' academic performance. (Azmi, Ali, Wong, Kumolosasi, Jamal, & Paraidathatu, 2014)

This study aimed to determine the factors affecting the academic performance of fourth year student nurses. The factors affecting a student's academic performance arise from several reasons. In line with this, this research was conducted to determine the factors that affect the academic performance of the nursing students which may consequently help in the improvement of the students and teachers alike. This study may benefit the students by allowing them to understand better the factors that can affect their academic performance. They may be able to improve their academic performance with the findings that are established by this study. A quantitative-descriptive design was utilized. Self-reporting questionnaire was the main method used for data gathering. Average weighted mean was used to determine the level of impact of the different factors affecting the respondents' academic performance. The results show that the set of factors with the highest influence on the academic performance of student nurses are the teacher-related aspects with the highest mean. It is followed by study habits and school-related aspects, both equally rated as highly impactful. Conversely, the set of factors with low impacts are personal conditions and home-related aspects. (Alos, Caranto, & T. David, 2015)

The purpose of this study is to investigate factors affecting student performance in Arab Open University- Kuwait branch. To achieve this objective, all graduate students during the academic year 2009-2010 were examined. The graduates were 566 students, consisting of 353 female and 213 male students. The data were analyzed by using Ordinary Least Square (OLS) multiple regressions. The outcome of the analysis revealed that the Grade Point Average (GPA) of the student is affected by age, score of the high school and nationality. In addition, the results revealed that younger students perform better than mature students and non-national students perform better than national student. The results further revealed that significant gender differences exists, female students perform better than male counterparts in line with a significant number of previous empirical studies. More importantly, the results of the analysis indicated that marital status plays a significant role in determining the student's performance by confirming that married students perform better than non-married counterparts. (AL-Mutairi, 2011)

This study was conducted to examine different factors influencing socio-economic background and the academic performance of undergraduate students enrolled at International Islamic University Chittagong (IIUC) with a view to assessing their individual performances and improvements. The assessment covers comparative achievements of different faculties of IIUC-Shariah & Islamic Studies, Business Administration, Science & Engineering, Arts & Humanities and Laws. The data were collected from 200 undergraduate students from different faculties of International Islamic University Chittagong (IIUC) through separate structured questionnaire using the simple random sampling technique. For analysis, simple percentage and linear regression model were run to evaluate comparative importance of the factors. The result shows that over all CGPA of IIUC student is 3.25 (Out of 4.00). Regression results of academic performance of students have varied from faculty to faculty. The result also reveals that age, gender, past academic track, medium of education and absence in the classes have also influenced the academic performances of a student. The study has covered the period of academic year Autumn-2013 to Spring-2014. (Alam, Arif Billah, & Alam, 2014)

The purpose of the study was to investigate factors that influenced student's performance in Primary School Leaving Examinations. The study is informed by the Conceptual Framework for Exploratory Study on Contributing Factors to Low Academic Achievement by (Nordin, Ahmad, Nayan, Yahya, Abdullah, Rahman, Ismail, and Yunus (2012). A mixed-method design allowed the researcher to triangulate data from the professional literature and a questionnaire comprised of closed and open-ended questions. Out of the two hundred questionnaires distributed, one hundred and twenty seven questionnaires were returned; while only one hundred questionnaires were properly completed and therefore used in the study. Respondents were also interviewed. For the closed ended section of the questionnaire, SPSS (Statistical Package for the Social Sciences) software was used. Data from the interviews and open-ended section of the questionnaire was coded, and then emerging patterns and themes were identified and described in order to understand the meanings of these categories from the perspectives of the respondents, with verbatim texts included. The findings show that a myriad of factors contribute to the academic performance of the learner in Primary School Leaving Examination (PSLE): parental involvement, medium of instruction, teaching and learning materials, infrastructure, learner –

teacher ratio, school libraries, motivation of teachers, qualification of teachers and learners" discipline. (Rasetimela, 2016)

The aim of this study is to examine the influence of some selected socio-economic, demographic, familial, individual students' scholastic and institutional factors on the academic achievement of undergraduate students of Sultan Qaboos University (SQU) in Oman. It also seeks answer to the question: why girls are outperforming boys in SQU? A survey was conducted by using a self-administered questionnaire for data gathering. The study participants consisted of 585 graduating students of 2008-2010 cohorts from six different colleges of SQU. Many factors including: pre-admission qualification, level of attendance, probation status, time spend in study, father's education, parental support and involvement, major subjects of study, and gender of the students have been identified as significant determinants of academic success of students. Father's educational level of secondary and above has been found to be more significant than economic factors in explaining student's educational attainment. Girls are outperforming boys mainly because girls' culture is more study oriented than the boys'. The findings of the study would help students to understand their strength and weakness and act properly for better academic achievement. It would also assist the parents and university authorities to have a deeper understanding of the factors influencing academic performance of students and take necessary actions. (Islam, 2014)

The present study intends to explore the relationship between background variables and academic performance of the students. This study is a field study in which all M.A graduate students of accounting are involved in the study and the sample consists of 134 individuals who have at least passed one semester of the education. The prior educational achievement (the average grade of bachelor period), previous knowledge (the relationship of bachelor major with the higher education in M.A course), incentive and expectation of the students from the major selection are considered as the background variables of the study. Academic performance is measured by the average marks of the previous semesters and the total average marks. The required data is collected from the international standard questionnaire. The findings demonstrate that academic performance of the students is significantly related to be native, settlement status and occupation of the students. Additionally, individual's motivations to become successful in university entrance, the influence of the friends and family members in selecting the major and the university, the educational major in the prior courses, personal motivations in higher education and individual's expectations of the education are significantly associated with the educational performance. According to the findings, there are some suggestions provided for the future studies (Nayebzadeh, Dehnavi, Nejad, & Sadrabadi, 2013)

The study aims to investigate the factors influencing students' academic performance. This study uses ex post facto research design. An instrument measuring students' academic performance has been used to collect data from the management students. The study revealed that there is a positive and statistically significant impact of learning facilities, communication skills and proper guidance from parents on student academic performance. (Singh, Malik, & Singh, 2016)

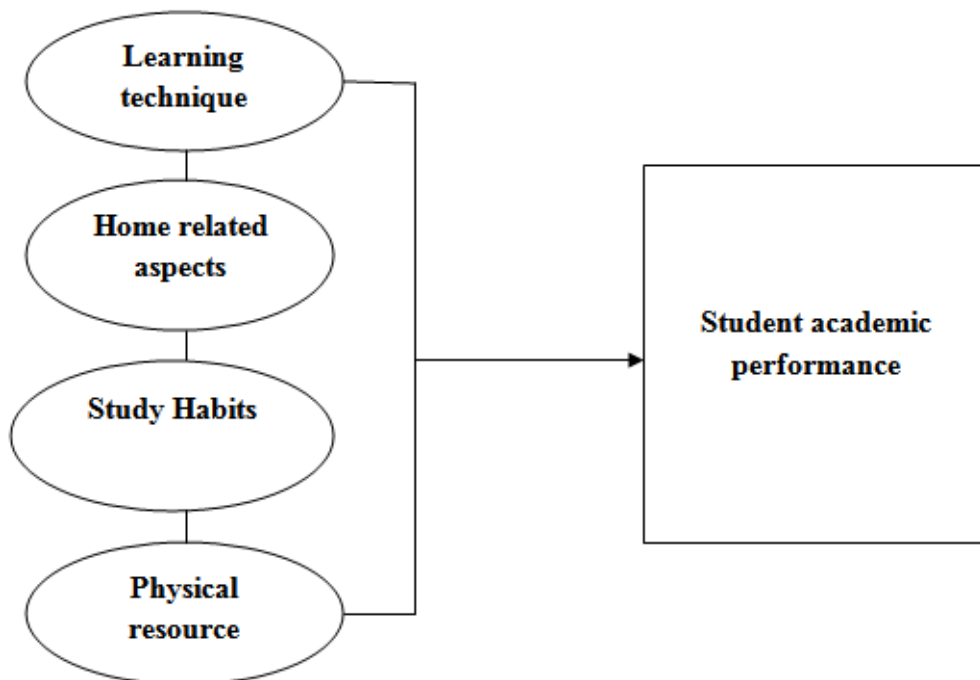
The objectives of the study are to investigate factors that affect academic performance of undergraduate students at Najran Preparatory Year for Girls. It will also examine the effect of students' admission points, previous school background, residence outside Najran city, transportation problems, educational factors, change of instructional language from Arabic to English, academic qualifications, and Faculty members' skills on academic performance. The participants of the study consist of currently enrolled students at Najran University Preparatory Year for Girls in two semesters; To analyze the data, a number of statistical methods have been used, namely, descriptive statistics, Chi square and linear regression analysis. The study found that the majority of students entering Preparatory Year have an excellent academic level. 72.6% of students scored 90+ percent in the Saudi Arabia Secondary school certificate examination. Their performance however, tends to drop when they take their first exam at PYP where 43% of them obtain GPA (4-5) and 17.3 % of them fail. The educational level of their parents is still low. Student's educational background is very good from their secondary schools results. However, they suffer from the change of instructional language from Arabic to English. They also complain that it has affected their academic level. The qualifications and skills of staff members in the Preparatory Year for Girls are excellent. There was a highly significant relationship between the GPA and the percentage of students entering the College, and a lengthy the length of experience of lecturers in teaching. However, there was an insignificant relationship between GPA and education of single or both the parents. And qualifications of staff (Master- PhD). The study recommends a radical revision and improvement of the English language curriculum by incorporating the inclusion of modern strategies and teaching methods for foreign language learning in secondary schools and Najran Preparatory Year for Girls and intensive use of instructional software and computers in girls' schools. (Al Shehry & Awad Youssif, 2017)

This paper presents data on the educational performance of children from financially disadvantaged backgrounds and examines its variation as affected by traditional measures of SES as well as by a range of other family, individual and contextual factors. This paper presented new data on over 3 000 students from financially disadvantaged backgrounds to estimate the extent of socio-economic, family, individual and contextual factors

on school educational performance. Despite some data limitations, our model specification and results were robust. The results from the logistic regression indicated that sex, unexplained absences, ethnicity, parental educational attainment, housing type and student age as reflected by school level were all statistically significant variables and predictors of academic performance. In contrast, family structure, the main source of family income and geographical location did not significantly predict variation in school performance once other factors were controlled for. (Considine & Zappalà, 2002)

After reviewing the above literature, the researchers generated the following hypothesis.

### III. CONCEPTUAL FRAMEWORK



- H1: there is positive relationship between learning technique and student academic performance.
- H2: there is positive relationship between home related aspects and student academic performance.
- H3: there is positive relationship between study habits and student academic performance.
- H4: there is positive relationship between physical resource and student academic performance.

### IV. METHODOLOGY

This study was conducted through case study method to examine role of factors affecting on student academic performance. The study utilized descriptive, correlation and regression analyze to answer the research objectives and to test the research hypothesis.

The researchers collected the information from 80 students in University of Somalia. These respondents were provided a questionnaire with five main construct which measuring learning technique, home related aspects, study habits, physical resource and academic performance. The researchers' utilized Cronbach alpha to investigate the internal consistency of the questionnaires collected from the respondents. All variables of the study gained high inside reliability as shown in below table 1 this allows as to make further analysis and discussion.

**Table 1: Reliability test**

Variables	Items	Cronbach Alpha
Learning technique	5	.814
Home related aspects	5	.854
Study habits	5	.858
Physical resource	5	.858
Academic performance	5	.880

## V. Data Analysis And Discussion

### DEMOGRAPHIC PROFILE

According to the gender respondents 77.5% were male while 22.2% was female. 55.0% of the respondent's age was between 18-25 years old, 43.8% was between 26-35 years, 1.3% was between 36-45 years. In terms of marital status of the respondents, 46.3% were married while 53.8% were single. In terms of educational background 62.5% of the respondents were year three while 37.5% of the respondents were year four.

**Table 2: Demographic of the respondents**

Variables	Frequency	Percentage
<b>Gender</b>		
Male	62	77.5
Female	18	22.5
<b>Total</b>	<b>80</b>	<b>100.0</b>
<b>Age</b>		
18-25 years	44	55.0
26-35 years	35	43.8
36-45Years	1	1.3
<b>Total</b>	<b>80</b>	<b>100.0</b>
<b>Marital status</b>		
Single	43	53.8
Married	37	46.3
<b>Total</b>	<b>80</b>	<b>100.0</b>
<b>Education Background of the respondents</b>		
Year three	50	62.5
Year four	30	37.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

### CORRELATION ANALYZE BETWEEN THE TWO VARIABLES

Table 3 below explains correlation analyze among the variables. The study had four main objectives which are: 1) to examine the role of learning techniques on student academic performance. 2) To identify the impact of home related aspects on student academic performance. 3) To investigate the relationship between study habits and student academic performance. To describe the effect of physical resource on student academic performance. The study found that there is strong positive relationship between learning techniques and student academic performance at ( $r=.964$  and  $p>0.01$ ). This shows that if students get well learning technique, they will come with good performance. The findings indicated that there is strong positive relationship between home related aspect and student academic performance at ( $r=.790$  and  $p>0.01$ ). The result displayed strong positive relationship between study habits and student academic performance at ( $r=.819$  and  $p>0.01$ ). Finally the study showed strong positive relationship between physical resource and student academic performance at ( $r=.819$  and  $p>0.01$ ).

**Table3:**

No	Variables	Mean	SD	1	2	3	4	5
1	Learning technique	3.4475	1.01395	1				
2	Home related aspects	3.0325	.84341	.581	1			
3	Study habits	3.3600	.94422	.849	.754	1		
4	Physical resource	3.3775	.92284	.951	.674	.936	1	
5	Student academic performance	3.3600	.94422	.964	.790	.819	.819	1

### Correlation Analyzes

## VI. Regression Analysis

This study investigated factors affecting student academic performance from undergraduate students at University of Somalia in Mogadishu-Somalia. Four hypotheses were developed after reviewing the literature, to test the research hypotheses were employed the linear regression analysis. The researchers checked regression hypothesis before taking place to further analysis. The dependent variable which is academic performance was normally distributed across all independent variables. **H1** confirmed that there is positive relationship between

learning technique and academic performance at University of Somalia. **H2** did not supported, it shows there is no significant positive relationship between home related aspects and academic performance. **H3** accepted that there is significant positive relationship between study habits and academic performance. **H4** did not accept that there is no significant positive relationship between physical resource and academic performance.

**Table 4: Regression Analysis**

Variables	Beta	t-value	Significant	Results
Learning technique	.919	16.326	.000	H1 Accepted
Home related aspects	-.063	-.945	.348	H2 did not Accepted
Study habits	.675	12.775	.000	H3 Accepted
Physical resource	.117	1.731	.088	H4 did not accepted
R	.965			
R Square	.932			
Adjusted R Square	.929			

### VII. Discussion

This study was carried to investigate the important factors that effect on student academic performance. This study was conducted to check the impact of learning technique, home related aspect, study habits and physical resource. The study revealed positive relationship between learning techniques and student academic performance at ( $r=.964$  and  $p>0.01$ ). This shows that if students get well learning technique, they will come with good performance. The findings indicated that there is strong positive relationship between home related aspect and student academic performance at ( $r=.790$  and  $p>0.01$ ). The result displayed perfect positive relationship between study habits and student academic performance at ( $r=.819$  and  $p>0.01$ ). Finally the study showed strong positive relationship between physical resource and student academic performance at ( $r=.819$  and  $p>0.01$ ). Four hypotheses were developed after reviewing the literature, to test the research hypotheses were employed the linear regression analysis. The researchers checked regression hypothesis before taking place to further analysis. The dependent variable which is academic performance was normally distributed across all independent variables. **H1** confirmed that there is positive relationship between learning technique and academic performance at University of Somalia. **H2** did not supported, it shows there is no significant positive relationship between home related aspects and academic performance. **H3** accepted that there is significant positive relationship between study habits and academic performance. **H4** did not accept that there is no significant positive relationship between physical resource and academic performance.

### VIII. Conclusion And Recommendation

It is evident that learning technique, home related aspects, study habits and physical resource have positive relationship with academic performance. Similarly students with good academic performance have better learning techniques, home related aspects, study habits and physical resource. The researchers suggested the following recommendation:

- Faculty administration and lecturers should conduct various workshops and seminars those provide to the students new learning techniques which can improve student academic performance
- Parents should prepare and keep home related aspects of the students in order to get a good academic performance
- Faculty administration and lecturers should offer orientation and guidance related study habits of the students
- Faculty administration and parents should equip to the students necessary physical resources that enhances students academic performance

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