Determinants Influencing the Academic Achievement in Statistics Module: A Case Study of Undergraduate Students at the University of Fort Hare, South Africa

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ABSTRACT This paper aimed to determine the factors affecting undergraduate students' academic performance at the University of Fort Hare. Multiple logistic regression was used to assess the association factors of students' academic performance such as gender, age, residence, faculty of study, entry points, progenitors' social-economic standing, previous school grounding, class attendance, and study groups among the University of Fort Hare undergraduate students. The results showed that the students residing on campus or off campus 'res' (β=-1.6198, *p-value* = 0.0018) and the predictor level of income of students' parents or guardian 'soc_b' (β=1.162, *p-value* = 0.0173<0.05) respectively, were statistically significant predictors of success. The findings demonstrated that students' residence and parents' socio-economic status are the two main factors contributing to students' academic achievement. It also showed that University admission points are closely related to the factors that affect students' academic achievement.