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Relationship among Academic Stress, Motivation and Academic Achievement of Diploma Students in College of Arabic and Islamic Legal Studies Ilorin, Nigeria

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Abstract

This study examined the relationship among academic stress, motivation and academic achievement of Diploma students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria. The study was guided by three (3) objectives, three (3) research questions and three (3) null hypotheses. Correlational design was used in the study. Mean and Standard Deviation were used to answer the research questions while Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance. Academic Stress Scale adopted from Yumba (2008), Academic Motivation Scale adapted from Vallerand, Pelletier, Blais, Briere, Senecal, and Vallieres, (1992), were used as instruments for data collection. The study concluded that there was significant relationship exists between academic stress and intrinsic motivation among Diploma students (r=-0.763, P=0.001). Academic stress was found to have significant relationship with extrinsic motivation (r=-0.631, P=0.002) and Significant relationship was found between academic stress and academic achievement (r=-0.954, P=0.000) also, Significant relationship exists between intrinsic motivation and academic achievement (r=-0.945, P=0.011). Finally, significant relationship was found between extrinsic motivation and academic achievement among Diploma students (r=0.996, P=0.000). It was recommended among others that lecturers should employ lecturing technique that provides students with opportunities to make choices and have some degree of control over

their learning; this would reduce stress and raise students' level of motivation for greater academic achievement.

Key words: Academic Stress, Motivation, Diploma students and Academic Achievement.

Introduction

Stress is a common element in the lives of every individual, regardless of race or cultural background. Over the past few decades, there has been significant investigation on the issues of stress and management of stress. In addition, college students have been shown to possess a unique set of stressors which can affect their daily experiences. Stress has been defined as the adverse reaction people have to excessive pressure or other type of demands placed on them (Campbell, 2006). Thus, Stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular course, lecturer attitude. High expectations of lecturers, parents, exceed the adaptive resources of the individual and self is usually an agony for students studying in high institution (Jamiu, 2023). He added that, stress arises when there is burden on the person which exceed his available assets. Stress occurs when an individual is confronted by a situation that he perceives as overwhelming and cannot cope with. Academic Stress is the pressure and anxiety that come from schooling and education.

As a matter of fact, college students in their peculiar endeavors are exposed to various kinds of stressors including academic and psychological stress which could militate against their active participation in school activities, and this may block the possibilities of realizing their educational goals. It is considered to be a part of students' life and can impact the students coping strategies in accordance with the demands of academic life. This is so because academic work is always accomplished with stressful activities. Thus, tertiary institution students are very vulnerable to experience stress, which may be related to many educational outcomes. Lazarus and Folkman (2007) stated that person's response towards stress depends on whether an event is appraised as a challenge or a threat. It is a necessary and inescapable concomitant of daily living-necessary because without some stress we would be listless and apathetic creatures. Erkutlu and Chafra (2006) for instance opines that, when these events take place, an individual may become disorganized, disoriented and therefore less able to cope with, thus may result in stress related problems.

The pressure to perform well in the examination or test and time allocated might make academic environment very stressful. However, it is pertinent to note that if stressed students cannot effectively learn and consequently perform poorly in their academics, it would be very difficult to realize the edict of Kwara State Government's objectives on Tertiary Education.

Psychological experts have divided motivation into two major groups of intrinsic motivation and extrinsic motivation. While the individual influenced by the extrinsic motivation will independently undertake a specific activity in order to achieve a goal, the intrinsic motivation provides the sufficient incentive for doing a task (Mohamadi, 2006). Intrinsic motivation, occurs when the activity is done out of the free choice of the individual (Ryan & Deci 2000). Intrinsically motivated students perform activities simply for the enjoyment and satisfaction that comes from completing the activity. These students engage in behaviors such as working for a sustained period of time, taking more risks, and working out creative solutions to problems. Extrinsic motivation is a construct that is relevant whenever an activity is done in order to attain some reward. Extrinsically motivated behaviors' are those where the controlling mechanism is easily seen (Ryan & Deci (2000), An extrinsic orientation toward learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward. This form of motivation is relevant to academic achievement owing to the fact that intrinsic motivation is fast dying out among students especially in tertiary institution. Getting students to learn and sustaining their interest in what they are learning therefore should be the sole objective of lecturers in the lecture room.

Academic achievement is a term which represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focused of activities in instructional environment, specifically in schools, colleges and university. It is the attainment obtained by a student from a period of instruction and assessment which may include experiences, knowledge, skills and the likes. This knowledge and skills are measured in students CGPA. However, academic achievement is depended more than what happens within the walls of the lectures room. Where there is an internal motivated factor towards an important desire, an individual's level of performance usually increases. More so, when interest is lost in some desirable goals, achievement is dissatisfied. It is because of this that educationists consider motivation as one of the important factors for any achievement vis a vis academic achievement,

The Diploma Students of College of Arabic and Islamic Legal Studies, Ilorin plays a significant role in the quest to develop the nation's future manpower for rapid development (Jamiu, 2024). As a result, successive governments of Nigeria have made several efforts to improve the standards of learning through infrastructural development at the education sector among other policy initiatives (Ankomah,

Koomson, Bosu, & Oduro, 2005). Despite all these efforts, the standard still remains low at the higher school level. This has prompted several research into more effective ways of improving academic standards and have found out that inadequate motivation for students of higher learning among other factors as a disincentive to learning and academic achievement (Sikhwari, 2014). This informed the researcher's decision to carry out the study among the Diploma Students of College of Arabic and Islamic Legal Studies, Ilorin.

Statement of the Problem

It was generally observed by the researcher that academic achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin has been on the decline over the years. As a matter of fact, every student is in school to academically succeed, but a careful observation has shown that some students and graduate of Colleges seems not to be living up to expectation. The situation where you find a Diploma holder having difficulties in the use of English call for serious concern. Students experience certain pressure in school such as having prerequisite credit units for graduation, passing prescribed examinations, complying with the rules and regulations of the institution among others. There is a parental expectation from students such as graduating with a good result and acquiring moral values from school. Also, community counts on the students to graduate and contribute to the development of such communities. Furthermore, an additional pressure to obtain financial support that is often limited for college students contributes to their stress. At individual level, students battle within them with issues such as interest in their course of study vis-à-vis their aspirations after graduation, worry about their competence in their course of study, the relevance of their course of study in the Universities, labour market, finding life partner and a host of others. In the long run, these problems might lead to stress and later to delinquent behaviours. This stress can negatively influence their motivation to achieve as well as leading to adjustment problems. Academic stress is associated with many problems, such as school difficulties and dropout, unwanted pregnancies, health problems, drug and alcohol abuse and smoking among students, as well as anxiety. When stress takes over the whole person's emotions, bodily functions, behaviours and thoughts they will become so irritated and may not see reasons for doing anything. This situation renders the individual inactive and unhealthy. The reason behind this was not farfetched, some students attend College because they could not meet up with university requirement of five credits and cut off point in tertiary matriculation examination. Thus they find themselves there as a last resort. Some students are persuaded by their parents to attend particular academic institution and to a certain extent are made to study courses against their interest or aptitude. If the motivation to achieve is very slim the efficacy of such students may be

tampered with, this may have negative consequences on academic achievement of students. Therefore, it is against this backdrop that the researcher investigated the relationship among Academic stress, motivation and academic Achievement of Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin.

Objective

The objectives of this study are to determine:

1. To determine the Relationship between Academic Stress and Motivation among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin
2. To determine the Relationship between Academic Stress and Academic Achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin
3. To determine the Relationship between Academic Stress, Motivation and Academic Achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin

Research Questions

The following research questions were raised in line with the objectives:

1 What is the Relationship between Academic Stress and Motivation among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin?
2 What is the Relationship between Academic Stress and Academic Achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin?
3. What is the relationship between Academic Stress, Motivation and Academic Achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin?

Research Hypothesis

The following hypothetical statements are formulated for the purpose of the study:

1 There is no significant Relationship between Academic Stress and Motivation among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin.
2 There is no significant Relationship between Academic Stress and Academic Achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin.
3 There is no significant relationship between Academic Stress, Motivation and Academic Achievement among Diploma Students in College of Arabic and Islamic Legal Studies, Ilorin.

Methodology

The researchers used Correlational Design for this study. Correlation design is appropriate for comparing and determining whether there is relationship between two

or more quantifiable variables and to what degree this relationship exist, (Waters 2011). The function of Correlation was therefore to establish relationship or lack of it or to use relationship in making predictions. It allowed the researcher to determine the relationship between the two independent variables (Academic Stress and Motivation) and the dependent variable (Academic Achievement, the CGPA of the students).

Results

This presents the result of analyzed data and summary as well as discussion of findings on relationship among Academic Stress, Motivation and Academic Achievement of Diploma students in College of Arabic and Islamic Legal Studies Ilorin, and the respondents consisted of 311 students out of the sampled 313 representing 99.5%. The analysis was presented in sections. The first section presents the frequency and percentage distribution of the bio data variables of gender and the schools of studies. The second section of the chapter answers the three research questions using the correlation statistics to determine the relationship between the variables. The third section tested the three null hypotheses with the inferential statistics of Pearson Product Moment Correlation (PPMC) statistics at 0.05 alpha level of significance. The data was analyzed with statistical package of version IBM 23.

Answering Research Questions

Question 1: What is the Relationship between Academic Stress and Motivation among students in College of Arabic and Islamic Legal Studies Ilorin?

Correlation statistics on the Relationship between Academic Stress and Motivation among students in College of Arabic and Islamic Legal Studies Ilorin

Variables	N	Mean	SD
ACADEMIC STRESS	311	84.6399	22.55528
Motivation	311	35.1222	10.61517

According to the Correlation statistics above there is an inverse Relationship between Academic Stress and Motivation among students in College of Arabic and Islamic Legal Studies Ilorin. The level of correlation between Academic Stress and Motivation is at a correlation index value of -0.763. The relationship between Academic Stress and Motivation is inversely proportional, that is the higher the Academic Stress, the lower the Motivation and the lower the Academic Stress, the higher the Motivation among students in College of Arabic and Islamic Legal Studies Ilorin.

Question 2: What is the Relationship between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin?

Correlation statistics on the Relationship between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin.

Variables	N	Mean	SD
ACADEMIC STRESS	311	84.6399	22.5552
Academic Achievement	311	3.0172	.90334

According to the Correlation statistics above there is an inverse Relationship between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin. The level of correlation between Academic Stress and Academic Achievement is at a correlation index value of -0.954. The relationship between Academic Stress and Academic Achievement is inversely proportional, that is the higher the Academic Stress, the lower the Academic Achievement and the lower the Academic Achievement, the higher the Academic Stress among students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State.

Question 3: What is the Relationship between **Academic Stress, Motivation** and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin?

Correlation statistics on the Relationship between Extrinsic Motivation and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin

Variables	**N**	**Mean**	**SD**
Academic Stress, Motivation	311	3.0138	.9037
Academic Achievement	311	32.8931	9.87843

The Correlation statistics above, revealed an inverse Relationship between Academic Stress, Motivation and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin. The level of correlation between Academic Stress, Motivation and Academic Achievement is at a correlation index value of 0.996. The relationship between Academic Stress, Motivation and Academic Achievement is directly proportional that is the higher the Academic Achievement, the higher their Academic Stress, Motivation and the lower the Academic Stress, Motivation the lower the Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State.

Hypotheses Testing

Hypothesis One: There is no significant Relationship between Academic Stress and Motivation among students in College of Arabic and Islamic Legal Studies Ilorin.

Pearson Product Moment Correlation (PPMC) statistics on the Relationship between Academic Stress and Motivation among students in College of Arabic and Islamic Legal Studies Ilorin

Variables	N	Mean	SD	Df	R	P
ACADEMIC STRESS	311	84.6399	22.55528			
				309	-0.763**	0.001
Motivation	311	35.1222	10.61517			

*****. Correlation is significant at the 0.05 level (2-tailed). Critical r* =0.113*, p =0.001***

Outcome of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant Relationship exist between Academic Stress and Motivation among students in CAILS Ilorin. Reasons being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance. The computed correlation index value of 0.763 is significant at 0.001 level of confidence. Academic Stress and Motivation is inversely proportional, that is the higher the Academic Stress, the lower the Motivation and vice versa. Therefore, the null hypothesis which state that there is no significant relationship between Academic Stress and Motivation among students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State, is hereby rejected.

Hypothesis Two: There is no significant Relationship between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin

Pearson Product Moment Correlation (PPMC) statistics on the Relationship between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin,

Variables	N	Mean	SD	Df	R	P
ACADEMIC STRESS	311	84.6399	22.5552			
				309	-0.954**	0.000
Academic Achievement	311	3.0172	.90334			

*****. Correlation is significant at the 0.05 level (2-tailed). Critical r* =0.113*, p =0.000***

Outcome of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant Relationship exist between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin. Reasons being

that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance. The computed correlation index value of 0.954 is significant at 0.000 level of confidence. The relationship between Academic Stress and Academic Achievement is inversely proportional, that is the higher the Academic Stress, the lower the Academic Achievement and vice versa. Therefore, the null hypothesis which state that there is no significant relationship between Academic Stress and Academic Achievement among student in College of Arabic and Islamic Legal Studies Ilorin, Kwara State, is hereby rejected.

Hypothesis Three**:** There is no significant Relationship between Academic Stress, Motivation and Academic Achievement among students of College of Arabic and Islamic Legal Studies Ilorin.

Pearson Product Moment Correlation (PPMC) statistics on the Relationship between Academic Stress, Motivation and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin

Variables	N	Mean	SD	Df	R	P
Academic Stress and Motivation	311	3.0138	.9037			
				309	0.945**	0.011
Academic Achievement	311	29.5897	9.4459			

*****. Correlation is significant at the 0.05 level (2-tailed). Critical r* =**0.113***, p =0.011***

Outcome of the Pearson Product Moment Correlation (PPMC) statistics revealed that significant Relationship exist between Academic Stress, Motivation and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin. Reasons being that the calculated p value of 0.011 is lower than the 0.05 alpha level of significance. The computed correlation index value of 0.945 is significant at 0.011 level of confidence. The relationship between Academic Stress, Motivation and Academic Achievement is directly proportional, that is the higher the Motivation, the higher the Academic Achievement and vice versa. Therefore, the null hypothesis which state that there is no significant relationship between Academic Stress**,** Motivation and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State, is hereby rejected.

Discussions

The discussion is based on research questions and objectives formulated for the study. The outcome of the study showed that significant but negative relationship exist between academic stress and motivation among students in College of Arabic and

Islamic Legal Studies Ilorin at a computed correlation index value of -0.763. This implies that motivation should be created in the minds of the students driven by inward acceptance and goal oriented focus. This finding corroborates with Kumar & Jejurkar as cited in Busari (2012) who concluded in their studies that academic factors were mainly responsible for a higher level of stress among college students. Students experience stress due to many different factors including issues of time management, financial matters, interaction with lecturers, personal subjective goals, social behavior, adjustment in the academic culture lack of support system and these lower the motivation of students

In the same vein, the study established that significant but negative Relationship exist between Academic Stress and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin at a computed correlation index value of -0.954 The relationship between Academic Stress and Academic Achievement is inversely proportional, that is the higher the Academic Stress, the lower the Academic Achievement and vice versa. This finding supports that of Aja, (2005) and Agolla, (2009) who both sees Academic stress as a mental distress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure Stressed adolescents perceived academics as burdensome. Psychologists sometimes relates academic stress to when students experience tasks beyond their capacity; this situation makes them to manifest hyper vigilance excessive alertness to a stressful situation resulting in panic for example, over studying for exam, a premature closure, quick choosing a solution to end a stressful situation. For example, rushing through an examination. Stress symptoms have been identified as lack of energy, taking over the counter medication, high blood pressure, feeling depressed, and an increase in appetite, trouble concentrating, restlessness, tensions and anxiety among others. An individual experiencing one of these factors is likely to be victim of stress. Although this may depend on how the individual appraises the situation, and how resilient is the person.

This study also found out that significant Relationship exist between academic stress, Motivation and Academic Achievement among students in College of Arabic and Islamic Legal Studies Ilorin, at a computed absolute correlation index value of 0.996. The relationship between academic stress, Motivation and Academic Achievement is directly proportional, that is the higher the Motivation, the higher the Academic Achievement and vice versa. This finding is corroborated by Garba, (2015), who viewed academic performance as the attainment obtained by a child from Lessons taught which may include experiences, knowledge, skills and the like. He explained that the child's good or poor performance does not depend on any attributes that the child is born with, but he has complex responses to his family, his home environment, his social contacts, his peers, and the overall climate of his school and assessment

procedure. Academic achievement is a measure of success or how well a student meets standard that is set by the institution of learning. Academic achievement is how students deal with their studies and how they cope with or accomplish different tasks given to them by their lecturers. It is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.

Conclusion

Based on the findings of this study, it can be concluded that significant relationship exist among the key variables under this study. That is academic stress correlate negatively with motivation and academic achievement since the result revealed inverse relationship among academic stress, motivation and academic achievement of students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria. Also it has been established that academic achievement is positively correlated with motivation. Since direct proportional relationship existed between motivation and academic achievement. Similarly, direct proportional relationship existed between academic stress, motivation and academic achievement among students in College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria. Therefore, effort should be made by the college Management and concern individuals to address stress in student's academics and also to motivate students for greater academic achievement.

Recommendations

In line with the above findings, the researchers recommended that:

- Lecturers should employ teaching methods that provides students with opportunities to make choices and have some degree of control over their learning, this will reduce stress and raise students' level of motivation for academic achievement.
- School management should cut down unnecessary school activities and workloads on students; this will increase their self-interest and pleasure in their academic activities. Also, College administrators must develop appropriate strategies that will enable them to detect in advance the symptoms and causes of the stress.
- Parents/guardian of students should give the needed parental supports and guidance so that College students will be less stressful and work toward greater academic achievement.
- School counsellors and psychologists should as matter of necessity organize seminar, workshop, and orientation programmes to cushion the effect of stress. Furthermore, students should be encouraged to concentrate on their studies, i.e. reading for test/exams and doing all assignments given to them so they can achieve good success.

- Government and non-governmental organization should provide students with all necessary equipment such as e-library, conducive classes, equipped library, and laboratories among others. Also, scholarships opportunities should be provided to students. This will increase their level of motivation for academic achievement.

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