

PERCEIVED INFLUENCE OF STRESS FACTORS AND PARENTAL SOCIO-ECONOMIC STATUS ON CLASS ATTENDANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN OGUN STATE

BY

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Abstract

The purpose of this study was to determine the influence of stress factors and parental socio-economic status on class attendance of business education student in colleges of education. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was descriptive survey research design. The population of the study was 1,991 students which were drawn from 200L business education students in colleges of education in south-west Nigeria. A simple random sampling technique was used to determine the sample of 322 students for the study. A structured questionnaire of 30 items was used to collect data and the data collected were analyzed using mean and standard deviation, while the hypotheses were tested using simple T-test analysis at 0.05 level of significance. The major findings of the study stress factor, parental occupation, parental education, parental income, and family size have a significant influence on class attendance of Business Education Students in the Colleges of Education in Nigeria. It was concluded that there is a significant but negative influence of stress factors on academic performance of Business Education Students in State and Federal Colleges of Education. Stress would cause fatigue, dizziness, and absent-mindedness in students. It was recommended that since stress affects class attendance College Management should incorporate stress-reducing strategies like health talks, exhibitions, and drama into the school system to improve class attendance and academic performance of Business Education Students in the Colleges of Education in the southwest, Nigeria.

Keywords: Stress factors, Parental socio-economic status, Academic performance and Business education

Introduction

Business education has been defined as the course at the secondary level that prepares student for the business world. The definition remained valid at the beginning of the 21st century when the range of the courses had expanded to the preparation for additional study at post-secondary school institutions. Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of businesses. Business education is work-focused, skill-based, result-oriented and technology-driven. Amesi (2016) observed that business education refers to education for office occupations, distribution and marketing occupations, accounting, business teaching, office technology, business management and economic understanding of the individual. This presupposes that business education covers a wide range of economic activities in any society. It also refers to the pedagogical and desirable business competencies necessary for self-employment or being employed with a view of making the recipients self-reliant. Stress is one of the factors that have negative influence on the mastery of academic curriculum. Stress is the body's nonspecific response mechanism towards demands or strains on the environment. It is a process by which people perceive and cope with environmental threats and challenges. Stress can be described as "a condition typically characterized by symptoms of mental and physical tension or strain, as depression or hypertension that can result from a reaction to a situation in which a person feels threatened, pressured, etc." An individual can be stressed in daily life in a different way, and stress can be viewed as the body's reaction both neurologically and physiologically to adapt to the new condition. Busari (2014) opined that stress occurs when an individual is confronted with a situation that he perceives as overwhelming and cannot cope with. Busari (2012) equally cited Campbell (2006) to identify stress as the adverse reaction people have to excessive pressure or other types of demands placed on them. A student can be stressed due to different reasons or stressors such as academic, financial problem, health problem or loss of close family member or friend, etc.

Stress is one of the syndromes in our society that is being neglected. Internationally, there is a meaningful work and research conducted on the issue but there were no break through research available domestically. Mental health is actually the parameter for improved or enhanced performance in every society. The very mention of the word 'stress' brings thoughts such as increased rate of depression, anxiety, cardiovascular disease, and other potentially life-threatening issues to one's mind. Oftentimes, a student rushes from one end of campus to the other, trying to make the class on time. Since classes are scheduled back-to back, there is less or no time to even eat, busy schedules crammed with studies, and extracurricular activities can take a toll on a student's physical

and mental health, especially if one is not eating or sleeping properly. If untreated, these stressors can compound over time, leading to even greater levels of stress. It is also worth noting that stress is an inevitable part of student-life; however, it takes a toll on most students' physical health, emotional wellbeing, and academic performance. The rise of this pandemic in students is on account of factors such as the somewhat sudden change in lifestyle, increased study load, new responsibilities among others.

The term Socio-Economic Status (SES) means the social standing of an individual in society with respect to his or her level of education, income, type of occupation and the general quality of life. It can also be described as family background. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally. Children coming from different family backgrounds are affected differently by such family condition; that is why some children have good family background educationally while others have poor background. The family background factors include; parental occupations and parental levels of education. These are the major factors of family background. Parental occupation usually provides some quality information to parents who in turn, may put it at their children's disposal. Akerman (2012) is of the view that students whose parents are self-employed are encouraged by the independence and flexibility of self-employment to become entrepreneurs, themselves. Parents who own their own businesses can be source of great inspiration to a young child.

Another health-related factor that can influence student's GPA is class attendance. Attendance itself can be related to stress factors like insufficient sleep, job responsibility, illness and also having a family or children to care for. Having a class at eight in the morning can be a major problem for students who are deprived of sleep, more importantly for those students who attend classes during the day and work at night. Students who have children to take care of can often find themselves being held out of class for reasons like their children being ill or not having the proper child care available. Grades, motivation and prior GPA are also constituted class attendance. With attendance having a major influence on academic performance, even to the point of most lecturers using it as a requirement to pass a course, it is an important indicator of a student's overall obtained GPA. One major prediction of class attendance is a student's GPA prior to registering for the class. Students who have done better in previous courses are likely to attend classes more often than those opposite of their status. Other factors in class attendance include the level of courses the student is taking. One finding that is contradictory to other studies is that students who work and are financially independent are encouraged to and will attend classes and take their education more seriously. This could be the case with students who pay more for their education themselves, as they will find lots of value in it, as opposed to that of someone who is not paying a cent and takes the free education for granted or just cannot give their dedication due to their driving principles.

Statement of the Problem

Undoubtedly, stress has become the number one reported impediment to academic performance, as students now report being more stressed out than ever. Many of the emotional and physical symptoms that occur commonly in the student population, such as headaches, fatigue, depression, anxiety, and the inability to cope can be attributed to stress (Roberts & Sampson, 2011). These increased stress loads come with some dire consequences. If untreated, these stressors can compound over time, leading to even greater levels of stress as it takes a toll on most students' physical health, emotional wellbeing, class attendance and academic performance of business education students in colleges of education. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. It has become well recognized that wealthy and well- educated parents ensure their children's future earning by providing them a favourable learning environment and better education (Becker and Tomes, 2009). In contrast to this belief, children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. It is on this premise that the researcher intends to examine the influence of stress factors and social-economic status on class attendance of business education students in Colleges of Education in South-West Nigeria.

Purpose of the Study

The main purpose of this study was to examine the influence of stress factors and Parental socio-economic status on class attendance of business education students in colleges of education South-West Nigeria. Specifically, the study sought to:

1. Determine the influence of stress factors on class attendance of business education students in state and federal colleges of education in south-west Nigeria.
2. Determine the influence of parental socio-economic status on class attendance of business education students residing on campus and off campus in colleges of education in south-west Nigeria.

Research Questions

Based on the specific purposes, two research questions were raised and answered.

1. What is the influence of stress factors on class attendance of business education students in state and federal colleges of education in south-west Nigeria?
2. What is the influence of parental socio-economic status on class attendance of business education students residing on campus and off campus in colleges of education in south-west Nigeria?

Research Hypotheses

Based on the specific purposes, two hypotheses were formulated and were tested at 0.05 level of significance:

H₀₁: There is no significant difference between the perception of business education students in state and federal colleges of education on the influence of stress factors on class attendance.

H₀₂: There is no significant difference between the perception of business education students residing on campus and off-campus on the influence of parental socio-economic status on class attendance.

Methodology

The design of the study was a descriptive survey research design. This is because the study aimed at determining the possible cause and effect relationship between the stress factors and parental socio-economic status on academic class attendance of Business Education students. According to Nworgu (2015), descriptive survey research design aims at gathering data and describing in a systematic manner the characteristics, features or facts about a given population. The design was deemed appropriate for the present study because the study is interested in describing certain variables in relation to Business Education Students that makes up the population of the study. The population of the study was government owned colleges of education in south-west Nigeria and 1,991 business education students in 2019/2020 academic session in these colleges who are the target of the study. The sampling technique used for this study was a multi-stage sampling where the researchers purposively selected all the 12 government owned colleges in the South-West Nigeria. A total number of 322 and 200 level students were selected using simple random sampling. The major instrument for data collection for this study was thirty structured questionnaire items for students and the student record of class attendance was collected and used for the year 2018/2019 academic session. In the questionnaire, the items were based on 4-point scale, and weighed on the following scale: Strongly Agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (D) 2 points, Strongly Disagreed (SD) 1 point ($4+3+2+1 = 10$). $10/4 = 2.50$. Cut off Point for Decision. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.81. Thus, the instrument was considered reliable for gathering data for the study. The researchers and research assistants visited the 12 colleges in the south-west for the study and administered the research instrument at their respective premises. A total of 322 questionnaires were administered to students and 322 were returned. The students result sheets for the year 2018/2019 session were collected and used. Mean and standard deviation were used to analyse the data collected to answer the research questions. The two null hypotheses were tested using T-test in determining the existence of the significance to reject the null hypotheses at 0.05 level of significance.

Results

Analysis of Data to Answer the Research Questions

Analysis of data to answer the research questions were presented in Table 1 to 2.

Research Question One: What is the influence of stress factors on Business Education Students' class attendance in State and Federal Colleges of Education?

To answer research question one the responses obtained from respondents were analysed, using mean and standard deviation as shown in Table 1.

Table 1: Influence of stress factors on class attendance of Business Education Students in State and Federal Colleges of Education

Sn.	STATEMENTS	\bar{X}	S.D.	Decision
1	Stress among business education students occasioned by poor comprehension of lectures affect class attendance.	2.98	0.69	Agreed
2	Dizziness during lectures is attributed to the problem of stress affect students' class attendance.	2.99	0.68	Agreed
3	Absent mindedness during lectures due to stress affect Business Education students' class attendance.	2.98	0.70	Agreed
4	Learning process becomes uninteresting owing to the problem of stress on student.	2.96	0.74	Agreed
5	Administration of too many assignments at a time affect students' class attendance	2.76	0.84	Agreed
6	Pregnant Business Education Students find it stressful to attend lectures.	3.05	0.66	Agreed
7	Stress caused by marital responsibility affects Business Education students' class attendance.	2.98	0.69	Agreed

8	Lack of relevance of some course content serves as a major threat to students' class attendance.	2.83	0.65	Agreed
9	Difficulty in organizing study time effectively constitutes a major threat to students.	2.94	0.67	Agreed
10	Back-to-back lectures attended by the Business Education students affect class attendance.	2.74	0.90	Agreed
11	Poor eyesight and other health related problems affect students' class attendance in the school.	2.91	0.70	Agreed
12	Students' class attendance is dependent on their mental and physical state of mind.	2.81	0.82	Agreed
13	Fear of failure among Business Education Students affects class attendance.	2.70	0.79	Agreed
14	A student living off-campus finds it stressful to attend early lectures.	2.84	0.92	Agreed
15	Poor teacher-students interpersonal relationship constitutes a major threat to students' class attendance.	2.98	0.79	Agreed
Grand Weighted Mean		2.90	0.11	Agreed

Source: Field Survey, 2020

Data in Table 1 revealed the respondents' mean rating of the influence of stress factors on business education students' class attendance in State and Federal Colleges of Education. The data analysed in Table 1 revealed that stress factors have an influence on Business Education Students' class attendance in the State and Federal Colleges of Education. (The Grand Weighted Mean = 2.90, SD = 0.11).

Research Question Two: What is the influence of parental socio-economic status on class attendance of business education students residing on-campus and off-campus in Colleges of Education?

To answer research question two the responses obtained from respondents were presented with mean and standard deviation as reflected in Table 2.

Table 2: Influence of parental socio-economic status on class attendance of Business Education Students' residing on-campus and off-campus in Colleges of Education

Sn.	ITEMS/STATEMENTS	Mean	Std. Dev.	Decision
31	Self-sponsoring students from low income homes have little chance of attending classes.	2.89	0.74	Agreed
32	Students with high income parents who have access to relevant material and equipment for skilled business subjects attend classes.	2.77	0.86	Agreed
33	Students' inability to meet basic needs based on low parental incomes affect class attendance.	2.75	0.78	Agreed
34	The parental financial status affects early resumption thereby causing absence in class.	3.07	0.71	Agreed
35	Students' inability to pay tuition affects class attendance.	2.97	0.79	Agreed
36	Low self-esteem of students resulting from parental occupation affect class attendance	2.74	0.78	Agreed
37	On campus students have higher class attendance.	2.47	0.81	Agreed
38	Student whose parents are on high-income occupations have higher career aspirations in Business education	2.69	0.86	Agreed
39	Parents' occupation is a source of motivation to their children's class attendance in Business Education	2.65	0.68	Agreed
40	Students living condition occasioned by parental occupation influence class attendance.	2.81	0.73	Agreed
41	Parents' on low occupations find it difficult to provide Business Education learning aids for their children for better and improved class attendance.	2.82	0.73	Agreed
42	Only parents who are on high-income can train their children to learn Business Studies Subjects	2.21	0.85	Disagreed
43	Family Commitments of Business Education students affect class attendance.	2.64	0.84	Agreed
44	Students' inability to secure accommodation on-campus affects class attendance.	2.59	0.82	Agreed
45	Students' inability to promptly pay tuition due to low income parental occupation affects class attendance.	2.66	0.98	Agreed
Grand Weighted Mean		2.71	0.20	Agreed

Source: Field Survey, 2020

Data in Table 2 showed the respondents' mean rating of the influence of parental socio-economic status on class attendance of business education students residing on-campus and off-campus in Colleges of Education. The

data analysed in Table 6 revealed that parental socio-economic status has an influence on class attendance of business education students residing on-campus and off-campus in Colleges of Education (The grand weighted mean = 2.71, SD = 0.20).

Test of Research Hypotheses

The null hypotheses of the study were tested using t-test to determine the significant influence of stress factors on class attendance of Business Education students in federal and state Colleges of Education.

H₀₁: There is no significant difference between the perception of Business Education Students in the State and Federal Colleges of Education on the influence of stress factors on class attendance.

Table 3: t-test result of significant difference between the perception of business education students in state and federal colleges of education on the influence of stress factors on class attendance

Institutions	Sample size	Mean	Std. Dev.	Std. Mean Error	t-cal	Df	p-value	Mean diff.	Decision
SCoE	176	43.44	4.56	0.34	126.33	175	0.00	43.43	Rejected
FCoE	146	43.51	5.61	0.46	93.73	145	0.00	43.50	

Source: Field Survey, 2020. df – degree of freedom; Significant at $p < 0.05$

Results of student t-test in Table 3 showed that a significant difference existed between the perception of Business Education Students in SCoE (t-cal = 126.33) and Business Education Students in FCoE (t-cal = 93.73) on the influence of stress factors on class attendance at $p < 0.05$ level of significance. This is an indication that Business Education Students perceived stress factors in diverse ways depending on the school facilities, resource personnel, and management. On this basis, the null hypothesis is rejected.

H₀₃: There is no significant difference between the perception of business education students residing on campus and off-campus on the influence of parental socio-economic status on class attendance.

Table 4: t-test result of significant difference between the perception of business education students residing on campus and off-campus on the influence of parental socio-economic status on class attendance

Accommodation	Sample size	Mean	Std. Dev.	Std. Mean Error	t-cal	df	p-value	Mean diff.	Decision
On-Campus	45	45.00	7.14	0.28	42.27	44	0.00	45.00	Rejected
Off-Campus	277	40.06	5.69	0.33	117.03	276	0.00	40.06	

Source: Field Survey, 2020. df – degree of freedom; Significant at $p < 0.05$

Results of student t-test in Table 4 showed that a significant difference existed between the perception of business education students residing on campus (t-cal = 42.27) and off-campus (t-cal = 117.03) on the influence of parental socio-economic status on class attendance at $p = 0.00$ level of significance. Thus, the null hypothesis is rejected.

Discussion of Findings

Research question one required to found whether stress factors have an influence on class attendance of Business Education Students in Colleges of Education in the southwest, Nigeria, or not. The results in Table 4 showed that stress factors influence class attendance of Business Education Students in the Colleges of Education. The null hypothesis (H_{01}) in Table 1 showed that there is a significant difference between the perception of Business Education Students in State and Federal Colleges of Education on the influence of stress factors on class attendance. Poor comprehension of lectures affects class attendance (Table 1). Results of the null hypothesis (H_{01}) in Table 3 confirmed that stress factors have significant influence on class attendance of Business Education Students in Colleges of Education in Southwest, Nigeria. These findings concur with the report of Chafloque *et al* (2018) that the inability of students' to comprehend lectures caused stress which in turn affected class attendance.

Research question two was raised to examine the influence of parental socio-economic status on class attendance of Business Education Students residing on-campus and off-campus in the Colleges of Education in the southwest, Nigeria. Results of data analyzed in Table 2 revealed that Business Education Students agreed to the statements that parental socio-economic status have a strong influence on class attendance of Business Education Students residing on-campus and off-campus in the Colleges of Education. This was buttressed by the outcome of the null hypothesis (H_{02}) in Table 4 indicated that the socio-economic status of parents has a positive and significant influence on class attendance of business education students in Colleges of Education in Southwest, Nigeria.

Results of the null hypothesis (H_{02}) in Table 4 revealed a significant difference between the perception of business education students residing on-campus and off-campus on the influence of parental socio-economic

status on class attendance. A student living off-campus finds it stressful to attend early lectures. Balkis *et al.* (2016) stated that family background is one of the contributing factors to class attendance. Findings have shown that students from low-income family backgrounds have poor class attendance (Latif *et al.* 2015; Balkis *et al.* 2016).

Conclusion

There is a significant but negative influence of stress factors on class attendance of Business Education Students in State and Federal Colleges of Education. Stress would cause fatigue, dizziness, and absent-mindedness in students. It makes lectures uninteresting to the students and often results to poor class attendance. It was agreed that students' class attendance is dependent on their mental and physical state of mind. Parental socio-economic status has a significant influence on class attendance of Business Education Students residing on-campus and off-campus in Colleges of Education in Nigeria. Parents' inability to secure accommodation on-campus for their wards affects class attendance because proximity to school reduces stress. A significant difference was recorded between the perception of business education students residing on campus and off-campus on the influence of parental socio-economic status on class attendance.

Recommendations

Based on the findings that emerged from this study and conclusion drawn, the researcher outlined the following recommendations:

1. Lectures should be made simple, relevant, and logical while different teaching techniques that will arouse the interest of the learners should be adopted in the classroom; this will go a long way to reduce boredom, distraction, low attendance and poor academic performance
2. Parents should always strive hard to fulfill all the necessary financial obligations attached to studying Business Education in Colleges of Education otherwise this would become burden for the students and eventually leads to absent from the classes and academic failure.
3. College Management should incorporate stress-reducing strategies like health talks, exhibitions, and drama into the school system to improve class attendance and academic performance of Business Education Students in the Colleges of Education in the southwest, Nigeria.

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