PERCEIVED INFLUENCE OF STRESS FACTORS ON ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN SOUTH-WEST NIGERIA.

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Abstract
*   The purpose of this study was to determine the perceived influence of stress factors on academic performance of business education student in colleges of education in South-West Nigeria. 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 factors, parental occupation, parental education, parental income, and family size have a significant influence on academic performance of Business Education Students in the Colleges of Education in the south-West, 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. That Stress would cause fatigue, dizziness, and absent-mindedness in students. It was recommended that since stress affects academic performance, students should not subject themselves to out of school rigorous activities; indulge in late night sleeping, unnecessary social engagement and unhealthy lifestyle on campus*

KEYWORDS: Influence, Stress Factors, Academic Performance, Business Education

Introduction

The word Stress is derived from the Latin *stingere*, which means "to draw tight". Human body is a complex structure that is capable of innate growth and development and has been set to react and

adapt to stimuli both internal and external – through the sense and other vital organs. There are some demands on the human body caused by some internal and external stimuli. In response to these stimuli, some changes occur in the human body which increases the rates of the vital signs of the body; the rates soon return to the normal state with no after effect in an appropriate response-situation. However, when the response to the body is inappropriate there are likely to be some health effects on the body (Adedeji, 2013). He goes on to say that the capacity of the human body to cope with stress depends on the individual personality. When there exists some personality disorders, coping with stress becomes difficult. The coping capacity depends on the genetic constitution, social environment, societal influences and emotional balance of an individual. Stress emphasizes the continuous, reciprocal nature of the interaction between the person and the environment. Threat occurs when an individual perceives being in danger, and it is experienced when the person anticipates further harm or loss. Harm in this sense means physical injuries and pain or to attack on one's self-esteem.

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. It is the persons' ability to face the everyday challenges which will determine whether he/she will be stressed or not.

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.

Despite the importance and contributions of Business Education in daily activities of individuals, businesses and government, the persistent poor students' academic performance of students in the courses has not been adequately addressed. Udoukpong, Emah and Umar (2009) stated that a number of factors are capable of determining the academic performance level of students in a particular subject or course of study. These factors included school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, pupils to teacher ratio, family sizes, parent occupations, parent levels of education, and gender among others. Akerman (2012) also opined that if parents do not see Business Education as a worthwhile subject then parents will apply very little influence or pressure to encourage their child to have a good academic performance in this subject. Similarly, Ige (2013) suggested that students can be responsible for their good or poor academic performance. For instance, students are expected to obey the school rules and regulations and be committed to academics being the primary duty in the school, but what can be noticed in secondary schools these days are cases of indiscipline such as lateness to school, truancy, disobedience to teachers, beating of junior students, stealing, rape, extortion of money from other students, wearing of assorted dresses apart from school uniform, smoking, drug abuse, and drinking among students.

However, literature indicates that there are many factors which could hinder effective learning of Business Education and bring about poor students' academic performance. James (2013) and Eremie (2014) stated that such factors to include lack of qualified teachers, inadequate supply of facilities and equipment, lack of instructional materials and wrong method of teaching, in addition to influence of stress factors and socio-economic status. Academic performance refers

to how well a student is accomplishing his or her tasks and studies (Muhammed, 2015). Grades are certainly the most well-known indicator of academic achievement in teaching and learning of Business education. Grades are the student's "score" for their level and overall tenure. Bachan, (2014) defined academic performance as a person's achievement in a given academic area (e.g. reading or language arts, mathematics, science, business and other areas of human learning). Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010).

Statement of the Problem

The importance of carrying out this research work "influence of Stress factors on academic performance of business education students in colleges of education" cannot be over emphasized. The present poor academic performance of business education student in colleges of education calls for a great concern, According to Ifedili (2012) academic performance is referred to as the numeric scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system. Many people have argued that student's academic performance depends on so many factors such as stress factors (physical/mental), relationship factor, peer influence, parents, gender, school location and teachers and so on. Bukar in Oluigbo (2015) stated that the causes of poor students' academic performance as follow; Poor quality of students, lack of facilities: Teaching and learning of is cost intensive. Stress is a "disease of civilization" believing that the rapid pace of our lives, overcrowded living conditions, too much demand on our time, interference with our personal ambitions and frustrating job conditions all contribute to the modern stress equation. Stress is an unavoidable part of living, because every organism faces challenges from its environment and from its own needs. According to Marwan (2013) stress is a common element in the lives of every individual, regardless of race or cultural background. He went further that college students have been shown to possess a unique set of stressors which can affect their daily experiences. These stressors were identified as; too many assignments, competition with other students, failures, lack of pocket money, poor relationships with other students or lecturers, family or problems at home, overcrowded lecture halls, semester system and inadequate resources to perform academic work Ongori, in (Awino and Agolla,2008). However, when these events take place, an individual becomes disorganized, disoriented and, therefore, less able to cope up, thus resulting in poor academic performance.

All these constituted the problems that prompted the researchers to carry out this study, with the aim of identifying possible solutions using empirical evidences.

Purpose of the Study

The main purpose of this study was to examine the influence of stress factors on academic performance of business education students in colleges of education South-West Nigeria. Specifically, the study sought to:

1. Determine the influence of academic stress factors on academic performance of business education students in state and federal colleges of education.
2. Determine the influence of non-academic stress factors on academic performance of single and married business education students in colleges of education.

Research Questions

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

1. What is the influence of academic stress factors on academic performance of business education students in state and federal colleges of education?

2. What is the influence of non-academic stress factors on academic performance of single and married business education students in colleges of education?

Research Hypotheses

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

H_{01}: Academic stress factors have no significant influence on academic performance of business education students in state and federal colleges of education.

H_{02}: Non-academic stress factors have no significant influence on academic performance of single and married business education students in colleges of education.

Method

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 Academic and non-academic stress factors on academic performance 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 200level 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 academic performance 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 2019/2020 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 were presented in Tables below.

Research Question One: What is the influence of academic stress factors on Business Education Students' academic performance in 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 academic stress factors on academic performance of Business Education 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 affects academic performance.	2.98	0.69	Agreed
2	Dizziness during lectures is attributed to the problem of stress affect students' academic performance.	2.99	0.68	Agreed
3	Absent mindedness during lectures due to stress affect Business Education students' academic performance.	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 affects students' academic performance.	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' academic performance.	2.98	0.69	Agreed
8	Lack of relevance of some course content serves as a major threat to students' academic performance.	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 academic performance.	2.74	0.90	Agreed
11	Poor eyesight and other health related problems affect students' academic performance in the school.	2.91	0.70	Agreed
12	Students' academic performance is dependent on their mental and physical state of mind.	2.81	0.82	Agreed

13	Fear of failure among Business Education Students affects academic performance.	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' academic performance..	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 academic stress factors on business education students' academic in 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 non-academic stress factors on the academic performance of Business Education Students in Colleges of Education?

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

Table 2: Influence of Non-academic Stress Factors on Academic Performance of Single and Married Business Education Students' in Colleges of Education

Sn.	ITEMS/STATEMENT	Mean	Std. Dev.	Decision
16	Crises in the family is a major threat to students' academic performance	3.17	0.57	Agreed
17	Distance between lecture halls affects Business Education student's academic performance	2.60	0.83	Agreed
18	Stress occasioned by poor sleeping habit affects Business Education students' academic performance.	2.97	0.64	Agreed
19	Over populated classroom affect Business Education Students academic performance.	3.18	0.71	Agreed
20	Stress resulting from family commitments affects Business Education students' academic performance.	3.19	0.69	Agreed
21	Unavailability of healthy food affect students' academic performance	2.88	0.76	Agreed

22	Late night sleeping habits affects Business Education academic performance	2.90	0.81	Agreed
23	Social engagement induced stress affects Business Education students academic performance.	2.89	0.75	Agreed
24	Lack of adequate information on academic activities has great influence on students' academic performance	3.17	0.64	Agreed
25	Business Education Students health worries constitute a major threat to academic performance	2.97	0.62	Agreed
26	Self-sponsoring Business Education students have low academic performance.	2.51	0.80	Agreed
27	Inability to adjust to institutional environment affect academic performance	2.61	0.75	Agreed
28	Students' inability to meet basic departmental financial obligation affect academic performance.	2.90	0.82	Agreed
29	Institutional Social activities among Business Education Students constitute major threat to academic performance	2.83	0.68	Agreed
30	Studying for the sake of parents constitute a major threat to students' academic performance	2.88	0.85	Agreed
	Grand Weighted Mean	**2.91**	**0.21**	**Agreed**

Source: Field Survey, 2020

Data in Table 2 show the respondents' mean rating of the influence o of non-academic stress factors on the academic performance of Business Education Students in Colleges of Education. The data analysed in Table 2 indicated that non-academic stress factors influence the academic performance of Business Education Students in Colleges of Education (The Grand Weighted Mean = 2.91, SD = 0.21).

Test of Research Hypotheses

The null hypotheses of the study were tested using t-test to determine the significant influence of academic stress factors on academic performance of Business Education students in Colleges of Education.

H$_{01}$: Academic stress factors have no significant influence on academic performance of business education students in colleges of education.

Table 3 H$_{01}$: There is no significant difference between the perception of Business Education Students in the State and Federal Colleges of Education on the influence of academic 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 academic performance

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.

H$_{02}$: There is no significant difference between the perception of single and married Business Education Students on the influence of non-academic stress factors on academic performance.

Table 4: t-test result of significant difference between the perception of single and married business education students on the influence of non-academic stress factors on academic performance

Marital	Sample size	Mean	Std. Dev.	Std. Mean Error	t-cal	df	p-value	Mean diff.	Decision
Single	319	43.64	4.95	0.28	157.471	318	0.00	43.64	Rejected
Married	3	45.33	0.58	0.33	136.000	2	0.00	45.33	

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

Results of student t-test in Table 4 indicated that significant difference existed between the perception of Single Business Education Students (t-cal = 157.47) and Married Business Education Students (t-cal = 136.0) on the influence of non-academic stress factors on academic performance at p = 0.00 level of significance. Hence, the null hypothesis is rejected.

Discussion of Findings

The results in Table 1 showed that academic **s**tress factors influence academic performance of Business Education Students in the Colleges of Education. The null hypothesis (H_{01}) in Table 3 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 academic performance. Poor comprehension of lectures affects academic performance (Table 4). These findings concur with the report of Chafloque Cespedes *et al*. (2018) that the inability of students' to comprehend lectures caused stress which in turn affected academic performance. Also, previous findings by Chafloque Cespedes *et al*. (2018) and Anees *et al*. (2019) classroom arrangement and poor teacher-students interpersonal relationship stimulated stress and resulted in poor class attendance. Khalid (2017) and Anees *et al*. (2019) emphasized that academic performance is an important contributor to the students' academic performance. Therefore, the researcher is of strong opinion that **s**tress factors have an influence on academic of Business Education Students in State and Federal Colleges of Education in the southwest, Nigeria.

Research question two was to evaluate the influence of non- academic stress factors on the academic performance of single and married Business Education Students in the Colleges of Education in the southwest, Nigeria. It was found in Table 2 that stress factors affected the academic performance of single and married Business Education Students in Colleges of Education in Southwest, Nigeria, the null hypothesis (H_{02}) presented in Table 4 showed that there is a significant difference between the perception of single and married business education students on the influence of stress factors on academic performance. This is supported by Kotter *et al*. (2017), Prifti and Rapti (2018), and Yikealo *et al*. (2018) that students reporting higher stress had lower grade point averages (GPAs). Findings from the study conducted by Mehfooz and Sonia (2017) indicated a significant relationship between stress and academic performance; they are inversely proportional to each other. Aafreen *et al*. (2018), Saqib and Rehman (2018), and Lin *et*

al. (2020) outlined that stress is significantly correlated with academic performance; with higher stress scores predicting lower CGPA. Thus, the researcher is of the strong opinion that non academic **s**tress factors influence the academic performance of single and married Business Education Students in the State and Federal Colleges of Education in the southwest, Nigeria.

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' academic performance is dependent on their mental and physical state of mind.   There is a negative influence of stress factors on the academic performance of single and married Business Education Students in Colleges of Education in the southwest, Nigeria. The perception of single and married business education students on the influence of stress factors on academic performance however differs. Stress caused by marital responsibility affects Business Education Students' academic performance. It is evidenced from this study that stress factors retard academic performance; the stressed students would not able to attend classes, do assignments, read books, and prepare very well for the examinations.

Recommendations

The researchers made the following recommendation:

1. Since stress affects class attendance and academic performance, students should not subject themselves to out of school rigorous activities; indulge in late night sleeping, unnecessary social engagement and unhealthy lifestyle on campus.

2. 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.

3. Single students should be counseled and encouraged to try and complete their three years NCE program before getting married and become pregnant so that they could have high-class attendance and better academic performance;

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