RELATIONSHIP BETWEEN PSYCHOLOGICAL STRESS AND ACADEMIC MOTIVATION AMONG STUDENTS OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL), GUSAU, ZAMFARA STATE, NIGERIA

BY

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DECLARATION

I Basira Musa Gusau, P16/EDPC/8705, hereby declared that this dissertation titled "Relationships between Psychological Stress and Academic Motivation among Students of Federal College of Education (Technical), Gusau, Zamfara State",is a record of my research work under supervision of Prof. M.IAbdullahiandDr. U. Yunusa. This work has not been submitted in any form for another degree at other institution.

_____ _____

Basira Musa Gusau **Date**

CERTIFICATION

This dissertation titled "Relationship between Psychological Stress and Academic Motivation among Students of Federal College of Education (Technical), Gusau, Zamfara State", by Basira Musa Gusau meets the regulations governing the award of Master's degree Guidance and Counselling (M.Ed. Guidance and Counselling) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This dissertation is dedicated to my beloved late parents in person of HajiyaLamiAbdullahiGusau and Alhaji Musa Ibrahim, without whom I would not have been who I am. My GuardianAlhajiHussainiSambo, my Elder Sister HajiyaZainabGusau, My Favorite younger brothers Captain Basheer, KabiruHussainiSambo and AbdurrashidHussainiSamboGusau.

Similarly, I wish to dedicate this work to my dear AlhajiHabibuBalarabe and my children.

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OPERATIONAL DEFINITION OF TERMS

The following terms have been operationally defined as follows:

Psychological Stress: refers to the adverse reaction people have due to excessive pressure. Psychological Stress in this study includes: Academic stress, Interpersonal stress, Work stress and Cognitive stress.

Academic Motivation: is the student's willingness, need, desired and compulsion to participate in, and be successful in the learning process. Academic motivation in this study includes intrinsic and extrinsic motivation.

ABSTRACT

The study assessed the relationship between psychological stress and academic motivation among NCE students of Federal College of Education (T), Gusau, Zamfara State, Nigeria. The study employed correlational design and was guided by eight (8) research questions and eight (8) hypotheses. The population of the study consisted of 11,489 female students. A sample size of 370 was randomly selected proportionately through stratified sampling technique and used for the study. Two (2) instruments namely: Psychological Stress Scale and Academic Motivation Scale were used for the study. Percentage, mean, standard deviation (SD) were used in answering the research questions and Pearson Product Moment Correlation (r) was used to test the hypotheses of the study. Findings revealed thatsignificant relationship was found between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau r = 0.717, significant relationshipwas found between academic stress and extrinsic motivation r = 0.697, significant relationship was found between interpersonal stress and intrinsic motivation r = 0.614, significant relationship was found between interpersonal stress and extrinsic motivation r = 0.710, significant relationship existed between work stress and intrinsic motivation r = 0.744, significant relationship existed between work stress and extrinsic motivation r = 0.691, significant relationship existed between cognitive stress and intrinsic motivation r = 0.801 and significant relationship existed between cognitive stress and extrinsic motivation r = 0.731. On the basis of these findings, the following recommendations were made: Counselors and Psychologists should sensitize Teachers and Parents on psychological stress as powerful predictor of academic performance and Ministry of Education should organize seminars, workshops and conferences for all stakeholders in education sector on the relationship between psychological stress and academic motivation among tertiary institution students in Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Stress is more than just a feeling of strain but serious disorder that could make students find it difficult to function everyday where they are expected to function and participate in activities that are meaningful and enjoyable including educational activities.

Stress can be seen as the perception of discrepancy between environmental demand (stressors) and individual's capacities to fulfill these demands (Vermunt&Steensman, 2005 & Topper, 2007). Campbell (2006), defines stress as the adverse reaction people have due to excessive pressure or other types of demands placed on them. Stress occurs when an individual is confronted by a situation that he/she perceives as overwhelming and cannot cope with.

Students may experience different types of stress ranging from physical, psychological, mental, perceptual, academic and psycho- spiritual. Physical stress is caused by intense physical work, nutritional deficiencies, illness, environmental pollution, substance abuse, psychological stresses consist of emotional disturbances such as fear, anger, grief, sadness, frustration, mental stresses, such as worry, the need for perfectionism, jealously, anxiety, a sense of a loss of control, and perceptual stresses caused by reliefs, attitudes and world views. Psychological stresses are caused by relationship issues with family and friends, lack of social support and isolation, psycho- spiritual stresses occur when one has crisis of purpose, meaning or values including the value for the course of study (Reuben, 2014).

Motivation is one of the three key determinants of performance as described by Ivancevitch, Konopaske and Matteson (2005), with the other two determinants being capacity to perform and opportunity to perform. They asserted that motivation is made up of three distinct components which are direction, intensity and persistence. They described direction as relating to what an individual chooses to do when presented with a number of alternatives, intensity as the strength of the response once the choice is made and persistence as to how long the response is maintained. Student who is under stress display several differences compared with those who are not stressed, and several factors were significantly correlated with stress levels. The path analysis model revealed that motivation, grades and stress may be sequentially associated with one another, forming a feedback loop. These factors may also be associated with depression and personality.

One of the implications of the path analysis model may be associated with motivations, and motivation may have an indirect association with stress through academic performance. A motivation is defined as the absence of intent or drive (Jangho, 2012). Therefore, students with higher motivation score may find it more difficult to maintain strong academic performance, especially in a higher competitive environment. This may also result in higher level of stress. However, school grades may influence both factors and consequently increase stress levels.

Many studies deal with students' motivation regarding their learning aspirations and their psychological processes of learning Murton. (2008, Paulsen & Feldman, (2005); Valle (2003), Salili.(2001), Bures.(2000). Nevertheless, learning motivation is not to be

confused with academic motivation for the latter focuses exclusively on reasons why individuals decide for and continue with university studies.

1.2 Statement of the Problem

College is a social institution where learning takes place. However, the transition of individual students from different secondary schools, to tertiary institution may come with a lot of anxiety, stress and difficulties. Secondary schools and Colleges of Education face challenges in terms of academic motivation and expectation from teachers, personal academic interaction with new colleagues in pursuance of knowledge facing a new dimension or method of teaching, new academic institution, security challenges and many others that can create excessive pressure which may in turn have effect on student academic motivation.

Evidence have shown that NCE Students of College of Education Gusau were found to have stress which may be partly attributed to too much academic demands and expectation from students and limited time allocation, resulting to worries about future, career, financial problems, issues of school fees, poor school environment, poor time management, poor family and home background and many more, (Student affairs Division FCETGusau, 2016)

It is on the basis of this that the researcher investigated the Relationship between Psychological Stress and Academic Motivation among NCE students of Federal College of Education (Tech),Gusau, Zamfara State, Nigeria.

1.3 Objectives of the Study

For the purpose of this study, the following objectives are stated; to determine

1. The relationship between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
2. The relationship between academic stressand extrinsic motivation among NCE students of Federal College of Education, Gusau
3. The relationship between interpersonal stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
4. The relationship between interpersonal stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.
5. The relationship between work stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
6. The relationship between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.
7. The relationship between cognitive stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
8. The relationship between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

1.4 Research Questions

For the purpose of this study, the following research questions are raised:

1. Is there any relationship between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau?
2. Is there any relationship between academic stress and extrinsic motivation among NCE students of Federal College of Education, Gusau?
3. Is there any relationship between interpersonal stress and intrinsic motivation among NCE students of Federal College of Education, Gusau?
4. Is there any relationship between interpersonal stress and extrinsic motivation among NCE students of Federal College of Education, Gusau?
5. Is there any relationship between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau?
6. Is there any relationship between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau?
7. Is there any relationship between cognitive stress and intrinsic motivation among NCE students of Federal College of Education, Gusau?
8. Is there any relationship between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau?

1.5 Hypotheses

The following hypotheses guided the study:

1. There is no significant relationship between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.

2. There is no significant relationship between academic stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.
3. There is no significant relationship between interpersonal stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
4. There is no significant relationship between interpersonal stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.
5. There is no significant relationship between work stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
6. There is no significant relationship between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.
7. There is no significant relationship betweencognitive stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.
8. There is no significant relationship between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

1.6 Basic Assumption

This study was based on the following assumptions:

1. That academic stress may have relationship with intrinsic motivation among NCE students in Federal College of Education, Gusau.
2. That academic stress may have relationship with extrinsic motivation among NCE students in Federal College of Education, Gusau.
3. That interpersonal stress may have relationship with intrinsic motivation among NCE students in Federal College of Education, Gusau.

4. That interpersonal stress may have relationship with extrinsic motivation among NCE students in Federal College of Education, Gusau.
5. That work stress may have relationship with intrinsic motivation among NCE students in Federal College of Education, Gusau.
6. That work stress may have relationship with extrinsic motivation among NCE students in Federal College of Education, Gusau.
7. That cognitive stress may have relationship with intrinsic motivation among NCE students in Federal College of Education, Gusau.
8. That cognitive stress may have relationship with extrinsic motivation among NCE students in Federal College of Education, Gusau.

1.7 Significance of the Study

The findings of this study will go along with theory building in Stress management and Academic motivation. This study will go a long way in enhancing and improving quality of education in tertiary institution. Specifically, the study will be of great significance to policy makers, school administrators, teachers, school Psychologists, Counselors, parents, students and all stakeholders of tertiary education as they strive to raise the standard of education in the country.

The study will be of significant to government in making educational decisions. The study will therefore provide government with evidence based data which will help in making appropriate educational decisions that will ensure reduction of psychological stress for students at all levels of education particularly at tertiary institution level. Undoubtedly, school administrators will find this study of great importance in planning

school activities regulating the academic activities to help students of tertiary institutions to cope with the various stresses they encounter in tertiary institutions.

The findings of this study will expose teachers to understand how stress particularly academic and psychological can hamper the efforts of students to achieve at the tertiary institution level. As such, the study will help teachers pay special attention to the sources of such stressors can be able to regulate learning environment for better academic performance.

Counselors and psychologists will find this work very important because it will serve as key players in stress management in schools. This study will help Counselors psychologists to assist students with appropriate intervention strategies in managing their stress as they work toward achieving success in school.

The study will be useful to parents who are concerned with their children's education. It will help parents understand what they should do to minimize stress among their children in school.

Specifically, the students of tertiary institutions will find this study very important as it will give them an insight on how to cope with stress in school, so as to strengthen their academic performance.

The study will be of important to the general public who on daily basis face lots of life challenges. This could be achieved if finding and recommendations of the research is disseminated to the public via media (print and non- print) conferences, workshops, seminars. This study will also serve as a missing link to future researchers who want to

investigate on Psychological Stress and Academic Motivation. This study will also serve as a missing link to future research who want to investigate on psychological stress (such as Academic work and cognitive stress and academic motivation (such as intrinsic and extrinsic).

1.8 Scope and Delimitation of the study

The research focused on the following variables: psychological stress and academic motivation, of student. This scope of the study covered all the NCE II students of Federal College of Education, Gusau involving all the four schools across the college. The Schools are School of Business Education, School of Languages Education, School of Technical Education and School of Sciences Education. The psychological stress include academic stress, interpersonal stress, work stress and cognitive stress.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature in accordance with the variables of the study. It also deals with review of theoretical framework and empirical studies. Finally, the summary of the literature review. The following are the areas of the review.

- Concept of Stress
    - Sources and causes of stress
    - Types of stress
    - Stress and its effect
    - Level of stress
    - Stress and their coping strategies
- Concept of psychological stress
    - Component of psychological stress
    - Academic stress
    - Cognitive stress
    - Work stress
    - Interpersonal stress
- Concept of Motivation
- Concept of Academic Motivation
    - Intrinsic motivation
    - Extrinsic motivation

- Theoretical Frame Work
    - Lazarus and Folkman Cognitive Appraisal Theory of Stress
    - Hans Selye General Adaptation Syndrome Theory of Stress
    - Maslow's theory of motivation
    - J.W. Atkinson's Achievement need Explanation
    - Psychological Stress Theory by Pearlin, L. I. (1989)
- Review of empirical studies
- Summary

2.2 Concept of Stress

The use of terminology "Stress" in our daily conversation has increases. Many people consider stress is something that happens to them, an event such as a harm or encouragement. Whereas others think stress is what happens to our bodies, psyche and our behaviour in response to an event. When something happens to us, we as a reflex action start evaluating the situation mentally. We try to come to a decision, if it is threatening to us, how we need to deal with the situation and what skills and strategies we can use. If we come to conclusions that the demands of the situation overshadow the skills we have, then we label the circumstances as "stressful" and need to react it with the classic "stress response". If we trust that our coping skills prevail over the demands of the situation, then we don't see it as "stressful". Some situations in life are stress-provoking, but they are our thoughts about situations that determine whether they are a problem to us or not. How we look it and perceive a stress-inducing event and how we react to it determines its impact on our health. If we respond in a negative way our health and

happiness suffer. When we understand ourselves and our reactions to stress-provoking situations, we can learn to handle stress more effectively.

Stress may be understood as a state of tension experienced by individuals facing extraordinary demands, constraints or opportunities. The pressures of modern life, coupled with the demands of a job, can lead to emotional imbalances that are collectively labeled ‘Stress’. However, stress is not always unpleasant. Stress is the spice of life and the absence of stress makes life dull, monotonous and spiritless.

To a scientist, stress is any action or situation that places special physical or psychological demands upon a person, anything that can unbalance his individual equilibrium. And while the physiological response to such a demand is surprisingly uniform, the forms of stress are innumerable. Stress may be unconscious like the noise of a city or the daily chore of driving a car. Perhaps the one incontestable statement that can be made about stress is that it belongs to everyone to businessmen and professors, to mother and their children, to factory workers. Stress is a part of the fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with.

Stress has generally been viewed as a set of neurological and physiological reactions that serves an adaptive functionAllam(2011). Traditionally, stress research has been oriented toward studies involving the body's reaction to stress and the cognitive processes that influence the perception of stress. However, social perspectives of the stress response have noted that different people experiencing similar life conditions are not necessarily affected in the same manner (Abdullahi&Khatherine, 2002).

Research into the societal and cultural influences of stress make it necessary to reexamine how stress is defined and studied. Stress is an individual's response to a disturbing factor in the environment, and consequence of such reaction. Stress involves interaction of the person and environment. To quote a definition: "Stress is an adaptive response to an external situation that results in physical, psychological and/or behavioural deviations for organizational participants" (Chikere&Mayuwa, 2011). The physical or psychological demands from the environment that cause stress are called stressors. They create stress or the potential for stress when an individual perceives them as representing a demand that may exceed that person's ability to respond. How an individual experiences stress depends on (i) the person's perception of the situation, (ii) the person's past experience, (iii) the presence or absence of social support, and (iv) individual differences with regard to stress reactions (ArmonShiron, 2008).

Stress can manifest itself in both a positive way and a negative way. Stress is said to be positive when situation offers an opportunity to one to gain something. Eustress is the term used to describe positive stress. It is negative when stress is associated with heart-disease, alcoholism, drug abuse, marital breakdowns, absenteeism, child abuse and a host of other social, physical, organizational and emotional problems. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The later refers to the loss of something desired. Constraints and demands can lead to potential stress. When they are coupled with uncertainty of outcome and importance of outcome, potential stress becomes actual stress.

To understand and clarify the meaning of stress, it is useful to state what does not constitute stress:

i. Stress is not simply anxiety or nervous tension.
ii. Stress need not always be damaging.
iii. Stress is not always due to overwork but may also result from having too little to do.
iv. Stress cannot be avoided.
v. Stress is body's biological response mechanisms but the body has limited capacity to respond to stressors.

People experience different levels of stress which may stem from personal events in their lives (financial problems, health concerns) or at work.

Stress refers to situations that pose demands, constraints or opportunities. However, a stress arousing situation for one person might be a neutral event for another. Whether a certain situation is stressful for us depends on how we appraise the stressor and how we rate our ability to deal with it (Armon, 2008).

Nair (2004) defined stress a particular interaction between the person and the person and the environment, appraised and evaluated by the person as being taxing or exceeding his or her ability, personal resources, and as a consequence, disrupting their daily routines. As a positive influence, stress can help compel us to action, resulting in a new awareness and an exciting new perspective.

Stress is one of the main aspects of our modern life, resulted from the rapid changes in human life, so this age is called the age of stress (Husseini&Hussien, 2006). Student

suffer from academic stress resulted from tests, home works and other school requirements which may exceed their abilities, mothers have their own stress resulted from child education, feeding and all community have different types of stress at the same time (Hussein, 2006).

Hancock and Szalma (2008) noted that two general themes characterized modern stress. First, the presence of mechanism through which individuals evaluates events in terms of their meaningfulness to the psychological or physical well- being. Second, individuals regulate their internal states and engage these mechanisms to compensate for perturbations induced by external events, including task demands. As any psychological concept, stress has different definitions. Armon (2008) defined stress as a severe emotional response resulted from internal and external change.

According to Greenberger andBaroon (2000), stress is personal, psychological and emotional reactions against stimulus. Hussien andHussien (2006), defined stress as a situation by which the individual suffers from physical and psychological hypertension resulted from factor that cannot be handled and exceeds human ability to cope with.

Stress has been described as a pattern of psychological, behavioural, emotional and cognitive responses to real or imagined stimulus that are perceived as blocking a goal or endangering our wellbeing. Although stress is a product of rational selection, but it is also a behavioral adaptation that helps us to cope or escape threatening situation (Linsky, Benchman& Straus, 1995).

The biological notion of stress and our physiological responses to stressor is said to be governed by the autonomic nervous system which is controlled by the hypothalamus. Selye (1995, 1976 & 1993) have painstakingly described stress in terms of general adaption syndrome principles that are responsive to stress which he called (GAS). According to him, there are three stages that body goes through – namely: Stage A, an alarm stage reaction, stage B, the stage if resistance and stage C, the stage of exhaustion, at the B stage and the threat persists, the individual enters the stage C, which is the irreversible stage of exhaustion. The result of the depletion of the body's adaptive energies which is due to stress can lead to negative effect on the body.

2.2.1 Source and Causes of Stress

Stressors refer to the factors or stimulators that cause psychological stress. Some scientists classify these stressors, according to their frequency or duration (Hussien&Hussien, 2006). Weightman (1999) classifies stressors into three main categories: sudden trauma, chronic stressors and daily hassles. According to that there are three main tends in studying stress. First, stress is a stimulus that threats the individual's life, so stress is an independent variable originated from the individual internal environment. Second, stress is a response to the external environment so stress is stress is treated as a dependents variable which affects physiological, emotional and cognitive body functions. Third trend is the transactional approach which is a combination of the two previous trends (Hussien, 2006).

Some examples of stressors include life events (such as death of level ones birth of a child, a major move), tense relationship (such as frequent argument, resentment among

family members) and lack of useful productive activity such as sitting in the house all the time). Vokic and Bondanic (2007), a famous neurologist stated that top stressors at work include overload, deadline pressures, demanding bosses, non – performing juniors, competitive peers, excessive touring, domestic disharmony and even attacks of influenza.Stressors are events that demand a great deal of effort in order for us to regain a sense of wellbeing such as disasters, examinations, illness, symbols of threat, reminders of past harm and reduced work performance. Moreover, increased absenteeism, disrupted sleep patterns and reduced work performance could be indicators offbehavioural effects of stress (Eysenck, 2000).

All sorts of situations can cause stress. The most common involves work, money matters and relationships with patterns, children or other family members. Stress may be caused by either major upheavals or life events such as divorce, unemployment, moving house and bereavement or by series or minor irritations such as feelings of undervalued at work or dealing with difficult children. Sometimes there are no obvious causes.Stress events that are outside the range of normal human experience for example being abused or tortured may lead to post traumatic stress disorder (PTSD).Stress in humans results from interactions between persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their wellbeing. The element of perception indicates that human stress response reflects differences in personality, as well as differences in physical strength or general health (Hussien&Hussien, 2006).

Risk factors for stress related illness are a mix of personal, interpersonal and social variables. These factors include lack of loss of control over one's physical environment,

lack or loss of social support networks. People who are dependent on others (for example Children or elderly) or who are socially disadvantaged (because of race, gender educational level or similar factors) are at greater risk of developing stress- related illness. Other causes include the feeling of helplessness, hopelessness, extreme fear or anger and cynicism or distrust of others.

However, some stress can be positive. Research shows that moderate level of stress makes us perform better. It also makes us more alert and can help us perform better in situations such as job interviews or public speaking. Stressful situations can also be exhilarating and some people actually thrive on the excitement that comes with dangerous sports or other high risks activities.

But stress is only healthy if it short lived. Excessive or prolonged stress can lead to illness and physical and emotional exhaustion. Taken to extremes stress can be a killer.

2.2.2 Types of Stress

These include:

i. Distress (Negative Stress)

"Distress" has been used to refer to negative aspects of the body's reactions to stress, such as depression, anxiety, anger, and exhaustion. There is a common notion that a stressor is an effect that is perceived as stressful by an individual, so that what is distressful for one person may not be so for another. When one perceives negative stressful events, a number of complex internal processes follow. First, the entire body is activated in the startle reaction wherein neural impulses reverberate between the striated

muscles and the brain; later the autonomic system becomes involved. The pituitary gland releases hormones, principally adrenocorticotrophic hormone (ACTH), which acts on the cortex of the adrenal glands to release corticosteroids. The corticosteroids depress the immune system by inhibiting both the action of scavenger cells and various types of lymphocytes (cells from the lymph nodes) as well as their abilities to reproduce. When distress situations are chronic, there is atrophy of lymph node tissue and enlargement of adrenal glands. Distress has been linked with coronary heart disease, the speeding up of aging through hormonal imbalance, nervous conditions, and the development of degenerative diseases. Eysenck, (2000).

ii. Family Stress

A family that functions well is one that draws upon its resources to meet stressors and becomes stronger by conquering problems. A family that does not bring forth enough resources to cope with stressors allows the strain to fragment the group. The healthy family, in contrast to the unhealthy family, develops creative techniques, flexible rules, and mutual support. Family stress uniquely involves intimate interrelationships such that, if one member is under stress, it affects the whole family.

The toll on individuals in these highly stressed situations is extremely high. Some research indicates that people who are divorced have higher rates of suicide, homicide, and cancer and are three times more likely to get into car accidents than no divorced people(Eysenck, 2000).

iii. Female Stress

"Female Stress Syndrome" is a label for what a woman experiences when chronic or excessive social or psychological demands are placed upon her by others or by herself. Early symptoms include Fatigue, loss of concentration, Headaches, and Depression. Extreme cases of female stress can lead to premenstrual tension, loss of menstruation, Sexual Dysfunction (frigidity, vaginismus), infertility, postpartum depression, and menopausal melancholia, as well as Anorexia, Bulimia, and Anxiety(Eysenck, 2000).

iv. Management-Induced Stress

Many managers may unknowingly contribute to the stress disorders afflicting their employees. They may do this by inefficiently directing their employees' energies. As a result, the concentration and judgment of the employees can be impaired. The organization's productivity also can suffer, along with the individual employee.

Sometimes managerial-induced stress can increase the likelihood of accidents in the workplace. Common signs of stress among employees are groaning, continual complaining, and frequent shifting of the eyes, an unnaturally high-pitched voice, jumping with alarm at sudden noises, and being highly emotional or anxious. Clenched fists, a tight jaw, and tension in the neck and shoulder area are signs that a person may be trying to suppress an outburst. Resulting chronic, excessive muscular tension constitutes a serious health problem. It has been linked with high blood pressure, insomnia, gastrointestinal disorders including colitis, gout, headaches, backaches, asthma, and the like. Further, when one is under stress, the immune system weakens(Eysenck, 2000).

v. Mental Health and Stress

The association between mental health and stress has been a focus of mental health researchers; that relationship has been especially at the forefront within recent years. As Avison andGotlib (1994) stated: "Investigators have become aware of the vast array of different experiences that constitute the universe of stressors. Similarly, they have recognized that stressors manifest themselves in a wide range of different mental health outcomes."

Research has considered stressful life events-especially those that are chronic, the vulnerability of individuals to these stressors, and how stressors influence the varieties of health disorders. In fact, the potential influences of chronic stressors on that great variety of mental health disorders are so numerous that we sample here but a few. Mental health disorders are critical problems for untold millions of people in all countries. Perhaps up to one-third of all primary health care visits worldwide are accounted for by Depression and Anxiety disorders. Suicide consistently ranks as one of the most frequent causes of death; in particular, it is among the top two or three causes of death for young people.

vi. Money (Financial) Stress

Two conditions that are major stressors for people are (1) having too little money and a poor (or no) financial plan; and (2) having too much money with a bent toward greed. Although the latter is relatively uncommon, it does make our headlines sporadically when multimillionaires gamble huge fortunes and even commit illegal acts in order to further enhance their already sizable finances. Focusing on the first condition, one problem is

that many people overburdened with debt are not aware of such stress; the Los Angeles Consumer Credit Counseling Services published the following signs:

- Pervasive worry about money
- Fighting with spouse about money (80% of divorces are linked to money problems)
- No savings
- Living from paycheck to paycheck (is the month longer than your money?)
- Debts add up to 20% or more of income (add up all monthly debt payments, excluding first mortgage, and divide into net income; the percentage should not exceed 20%).
- Using credit cards for basic living expenses, such as groceries.
- Making only minimum payments on your debt Markam, (1996, D6)

vii. Pregnancy and Childbirth Stress

During pregnancy and childbirth, a woman experiences dramatic physical changes, often with considerable physical discomfort and pain; for example, she will frequently suffer from Fatigue, Backache, weight gain, nausea, swelling, Constipation, Hemorrhoids, leg cramps, and dizziness. Physical changes including fluctuating hormone levels can also lead to changes in body image that can become a psychological stressor. Even successful childbirth can be stressful in the sense of Eustress (positive stress) due to overreaction with excess tension.

2.2.3 Stress and its effects

People struggle with many stresses every day. Most stress come and go without leaving any enduring imprint. However, when stress is severe or when many stressful demands pile up, one's psychological functioning may be affected.

Research is on the effects of stress more often focus on mainly on negative outcomes so our coverage is scanty in that direction. However, it's important to emphasize that stress is not inherently bad. You would probably suffocate in your bedroom if you give a stress a free existence. Stress makes life challenging and uninteresting. Moreover, it can have beneficial effects. Stress can force people to develop new skills, learn new insights and acquire new personal strength (Holahan&Moss, 1990). Along the way, though stress can be hallowing, sometimes it can lead to impairments in performances to burnout other problem.

The term Burnout, burnout involves physical, mental and emotional exhaustion that is attributable to long term involvement in emotionally demanding situations. The physical exhaustion includes chronic fatigue, weakness and low energy. The metal exhaustion is manifested in highly negative attributes towards oneself, one's work and life in general. The emotional exhaustion includes feelings of hopelessness, helplessness, and trapped.

What cause burnoutis a question of everyday concern. After years of studying the phenomenon, Pine (1998) concludes that "the cause of burnout lies in our need to believe that our lives are meaningful and that the things we do are useful, important and even heroic". When events undermine this belief, burnout is the result. According to Pines (1998), burnout usually does not occur as a result of one or two traumatic events but

sneaks up through a general erosion of the spirit. For the most part, burnout is brought on gradually by heavy, chronic work related stress.

2.2.4 Levels of Stress

Stress is a neutral response and can be a good thing. But with too much or the wrong kind, our body can go into a tailspin. Take a better care of yourself by understanding how stress works.

Stress is automatic reaction that happens in our body when there is a perceived threat. The release of chemicals (such as the hormone, adrenaline) sharpens your senses, focuses attention, quicken breathing, dilates blood vessels, increases heart rate and tense your muscles. This is the "fight or flight" responses that prepare us to act quickly to tackle or avoid danger. And that is a good thing.

On the flip side, it's not as helpful for most day – to – day stress of modern life, as such as never ending deadlines, nagging traffic jams, financial worries or seemingly endless family responsibilities.

While certain amount of the optimal kind of stress can be positive force that provides challenge, change and stimulation, excessive, negative or low level stress that extends over a long period of time can have a detrimental impact on your physical and mental health, relationship and general wellbeing of life (DSM-IV, 2000).

From the foregoing, it could be deducted that stress can be of three different levels:

- Over- stress is a state of arousal which tends to produce disorganized and ineffective behavior particularly if the tasks people undertake are complex.

- Moderate stress level: when individuals are moderately aroused they behave with optional effectiveness.
- Under arousal: when individuals are under arousal they lack stimulation to behave effectively.

2.2.5 Stress and Their Coping Strategies

Major Coping Strategy Include:

i. Emotional Focused Coping

When you have a problem (or just a bad day), is your first thought to talk to a friend or partner to help you ease those feelings of anxiety? If so, you are using emotion – focused coping. Women tend to use the strategy of seeking social support more than men do Renk&Creasey, (2003), but this tendency may relate to their relationship styles and the availability of support in their social networks. Seeking social support can be an adaptive coping strategy (Taylor, 2000).

In addition to seeking social suort, another emotion focused technique that can be very effective is writing about anxiety and trauma. Niederhoffer&Pennebaker, (2002); Pennebaker, (1989); Pennebaker&Graybeal, (2001) have researched the benefits of writing about problems. Pennebaker (1989) asked students to write about a traumatic event for 20 minutes for 3 consecutive days and compared these participants to other students who wrote about trivial events. Those students who wrote about anxiety and problems experiences physical as well as psychological benefits. These promising findings prompted additional research, which confirmed the benefits of writing about emotional events. Participants enjoyed a wide variety of benefits come from better

immune system functioning to better grades. Pennebaker believes that the benefits come from helping people thing differently about their anxiety and traumas and not from merely "getting it out in the open." Talking about problems is that basis for many psychological treatment; writing as a coping technique has a much shorter history but comparable effectiveness (Pennebaker&Graybeal, 2001).

Some emotion- focused coping strategies are effective ways to deal with some anxieties, especially if the coping strategy involves a positive, active approach rather than a passive one or a negative view (Smith, Lumley, & Longo, 2002). However, problem focused coping is usually a better choice as a coping strateg**y.**

ii. Problem- Focused Coping

Most psychologists recommend problem- focused coping for managing anxiety. This strategy has the goal of solving or managing the problem that isproducing anxiety, and includes approaches for planning and resolving problems, gathering information, making decisions and obtaining resources to deal with the problem (Folkman, Moskowitz, 2000; Penley, Tomala&Wiebe, 2002).

The active, task- oriented approach of problem- focused coping is associated with effective problem solving and decision making in many domains. People who use problem- focused coping ten to feel that they can effectively solve a problem involving anxiety; they have a high sense of self – efficacy for the anxiety- related task. A sense of self- efficacy is important, and this is particularly true in stressful situations Jimmieson, Terry, &Callan, (2004). People with an internal locus of control tend to choose problem-

focused coping. Thus, some individuals are more likely to use problem focused coping, at least in some situations, and these individuals tend to be effective problem solvers.

Not only do problem- focused strategies tend to be more likely to solve anxiety related problems, but some research indicates that people who use this strategy tend to have a more positive outlook Folkman&Moskowitz, (2000), experience fewer symptoms of illness Soderstrom.,(2000), and show better immune system functioning Stowell, Kiecolt-Glascr, and Glaser, (2001). Therefore, this approach has advantages over emotion-focused coping.

iii. Proactive Coping

If you know that you are going to have a challenging semester next fall, you might try to get a full- time job over the summer so that you will only need to work part- time when school starts. By doing so (whether you think of it that way or not), you are already coping with your tough fall semester. You are practicing proactive coping; you are anticipating a problem and taking action to avoid or decrease its impact.

Lisa Aspinwall and Shelley Taylor (1997) have described proactive coping as a five – stage process. First, we accumulate resources, mustering time, money, and social support and managing current situations. Next, we recognize that a stressful event is coming. Third, we appraise the event for its difficulty and its potential impact. Fourth, we engage in preliminary coping, to see what we can do now to prevent or minimize a threat. And last, we elicit and use feedback to assess whether we have averted a future anxiety.

Using this active approach, people can avoid some anxiety and modify others so that they are not so stressful. Proactive coping may be part of an overall positive approach to life that engenders resilience Strumfer, (2003). However, the process of proactive coping requires effort, and people have a limited amount of time and energy. Thus, they have to choose which situations to manage and which to try to avoid or to allow developing. They also need to choose which strategies to use in those situations they do want to manage.

iv. Effective Coping

Both emotion- focused and problem- focused coping can be successful, and both can fail. Proactive coping can prevent or decrease anxiety but it requires time and effort. Therefore, selecting the appropriate strategy is critically important for managing anxiety. Emotional confrontation is obviously a strategy that needs to be chosen with much care; inappropriate choices may be not only ineffective but also dangerous. Seeking social support or writing about a distressing experience are better choices to manage the emotions generated by anxiety. This difference was confirmed by a study of college students' coping Park, Armeli, &Tennen, (2004a). These students were successful in coping with controllable stressors using problem- focused coping and with uncontrollable stressors by using emotion- focused strategies, but not the reverse. First year medical students were healthier when they used both types of coping strategies than when they used only one Park & Adler, (2003). However, emotion- focused strategies such as smoking and drinking to avoid problems are not adaptive for college students, but positive emotion- focused coping in the form of seeking social support is DeBerard, Spielmans, &Julka, (2004). The trick is choosing the correct strategy for the situation.

Some people are flexible and effective in dealing with the anxieties in their lives, but others lack a repertoire of coping strategies. These people need help in learning to cope with anxiety. Biofeedback, relaxation techniques, and meditation can help some individuals manage the physical responses that accompany anxiety, and psychotherapy may also be helpful.

v. Stress Inoculation

Stress inoculation is therapeutic techniques that can help people cope with stress by combining cognitive and behavioural approaches Meichenbaum& Cameron, (1983). Stress inoculation is based on the same principle as inoculation against a disease. It introduces a low, harmless level of stress and provides people with practice in using coping skills so that when threatening stress comes along, they will know how to cope-they have become immune to stressors. This process involves three stages:

1. **Conceptualization:** People develop an understanding of the stress process and their specific problems.
2. **Skills Acquisition and Rehearsal:** People learn relaxation and imagery techniques that are incompatible with stress and anxiety; they learn how to reinterpret stressors and regulate their feelings.
3. **Follow-through:** People apply their acquired coping skills to problems in a natural context, that is, they practice the techniques they have learned in the second stage.

Stress inoculation training provides a number of specific coping techniques, giving people a variety of strategies to manage stress. It can help people who have not devised effective strategies on their own.

In addition to having a variety of strategy to manage stress, people are better equipped to deal with the inevitable stressors of life if they lead a healthy lifestyle.

2.2.6 Concept of Psychological Stress

Richardson (2000) opined that psychological stress especially frustration simply brings down an individuals. This may be caused by routine setback such as traffic jam, poor grades which produce feelings of dejection. More profound setbacks such as deaths and divorces, typically leave grief feelings.

According to Pines (1998) psychological stress involves mental and emotional exhaustion that is attributable to long term involvement in emotionally demanding situations. The mental exhaustion is manifested in highly negative attributes towards oneself, one's work and life in general. The emotional exhaustion includes feelings of hopelessness, helplessness and trapped.

Lazarus (1993) defined psychological stress as a condition that illicit unpleasant emotions rather than pleasurable ones. According to him, there are no simple one- to- one connection between certain types of stressful events and particular emotions, but researchers have begun to uncover some strong links between specific emotions. Psychological stress evokes feelings of self-blame which lead to guilt, helplessness, sadness and so forth.

According to Smith (1993) psychological stress is any situation that leads to feelings of anger ranging from intensity to mild annoyance to uncontrolled rage. Frustration is particularly likely to generate psychological stress.

In Freudian theory, link between conflict and anxiety has been recognized. However, anxiety can also be elicited by the pressure to perform the threat of impending frustration or the uncertainty associated with change. This is called psychological stress.

According to Jangho (2012), emotional responses are natural and normal part of life. Even unpleasant emotions serve important purposes like physical pain, painful emotions can serve as warnings that one needs to take action. However, strong emotional arousal can interfere with effort to cope with stress. For example, there is evidence that high psychological stress can interfere with attention and memory retrieval and impair judgment and decision making.

2.2.7 Component of Psychological Stress

They include:

i. Academic Stress

Academic stress according to Hashin (2003) refers to academic pressure the school poses to students. Academic related stress have included fear of failing behind the course work, finding motivation to study, time pressures and concern about academic ability.

Tyrrell (1992) define academic stress as struggle to meet academic standards, time management worries and concerns over grades. Olphin (1997) opined that these sources of academic stress may exist through the span of the college students' academic careers if prevention efforts are not developed to assist student deal with academic stress.

Altback (2007) academic stress is student perception of school as exerting great influence over their lives and feels that they live in a state of substantial powerlessness. Academic

stress could also be inform of difficulty of achieving social intimacy due to excessive studies. If for this reason, students lack time and opportunity to develop interpersonal relationships, such students are said to be experiencing academic stress Ainsworth, (2007). In the words of Abdulraheem, (2013), academic stress refers to facing such tasks that produce tension such as preliminary exams semester system, fear of academic failure.

Baum (1997) 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 exulting 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.

Academic stress according to Falk (1995) is the students' reaction to school challenges; for some tertiary institution is stressful because it is an abrupt change from secondary school. For others, separation from home is a source of stress.

ii. Cognitive Stress

Charmandari, Tsigos and Chrousos (2005) claim that the initial physiological response to stress is automatic, it can nevertheless be switched on by cognitive factors, when receiving sudden bad news. Cognitive signs of the emergency stress response involve increased concentration and decreased attention span, increased distractibility and deterioration in both short-term and long-term memory. Cohen, Kessler, Gordon (2005) reported that unpredictable response speed, increased error rate, and reduced powers of planning and organization may all follow if the stressor persists, under conditions of

chronic stress the person may become hyper vigilant and constantly on the look-out for signs of stress.

Therefore, Nora (2014) suggested that this increased state of arousal is extremely demanding and tiring, and may alternate with periods of being apparently quite oblivious to the stress, eventually, at extreme degrees of stress, thought patterns can become confused and irrational, making it difficult to function efficiently and to keep in touch with reality.

iii. **Interpersonal Stress**

The family in which an individual grows up, coupled with the family created through marriage, usually provides the most influential and intense interpersonal relationships to be experienced in life. Such relationships play a central role in the mental health and well-being of individuals. Rose and Bond (2008) suggested that our basic self-concept develops within the family unit through social interaction, who we are and what we think of ourselves result in a large part from the perceptions and evaluations of our closest relatives. Caltabiano, Sarafino, and Byrne (2008) claim that family interactions are not always healthy and in some instances they can prove to be major sources of distress, the family may be a source of tension, problems and pathology, influencing weaker members in harmful ways, including destructive drug or alcohol use.

However, lack of household stability, income or employment for a parent may increase stress on the family and its vulnerability, pushing marginal individuals to find "solutions" or solace in alcohol or drugs. However, Ammerman, Ott, and Tatter (1999) reported that

women who are not drug abusers may be affected by problems related to drug abusing men, the problems of male partners may affect women in the form of difficulties in interpersonal relationships, instability, violence, child abuse, economic insecurity, deprivation of schooling and risk of sexually transmitted disease, including HIV infection, all these things are source of chronic Psychosocial stress. Buddy (2016) reported that dysfunctional social relations are characterized by poor communication, pervasive insecurity, lowered self-esteem, rigid patterns of interaction and a lack of genuine intimacy, such things emanate a great deal of chronic psychosocial stress. In a previous study by Kandel (2002) suggested that in some family, individuality is not fostered and relationships are strained, members may attempt to control others by using fear, punishment, guilt or dominance, eventually, such systems break down because the rules and restrictions are no longer able to keep the family structure intact.

iv. Work Stress

Storch (2002) opined that the distinction between stress at work and stress at home is an artificial one at best, as a consequence of stressors experienced at work, an individual may be irritable at home, short-tempered and fatigued. This may result in arguments with his/her colleague and interpersonal discomfort may become a source of additional stress which may impact negatively on the person's work performance. Modin (2010) claim that anyone can become a victim of occupational stress. Generally, however, the most stressful jobs are those in which there is responsibility for people. The possibility of physical danger either to oneself or to others contributes to the stressfulness of a job.

In addition, Alfven (2008) suggested that people are particularly vulnerable to work stress at several points in their working lives, on entry into the working world, persons with demanding jobs has very little say in how to cope with these demands are at the greatest risk for developing a stress reaction, de Anda, Baroni, Boskin, Buchwald, Morgan, Ow, Gold, and Weiss (2000) reported that what is perceived as an employment problem also varies according to the views of society, increased rates of unemployment are projected to occur in the same age group as those persons most likely to use drugs and have drug problems. Education and training, often mentioned as solutions to unemployment, may be part of the problem rather than the solution since the existing supply of educated and trained persons frequently exceeds the demand in many countries.

Competition for jobs will likely increase and employers may become even more selective in hiring young. Therefore, Armon, Shirom, Shapira andMelamed (2008) substance abuse represents difficult problems for employers because they are under competitive pressure to increase output, at the same time, these employers must respond to critical human resource issues to continue in business. Illicit drugs as well as alcohol and tobacco create significant problems in the workplace. For most employees, work is more than a 40-hour-a-week commitment. Even if the actual work day is eight hours, most individuals spend at least 10 to 12 hours per day engaging in work-related activities. In addition, many individuals find a substantial portion of their satisfaction and identity in their work. Work exerts an enormous influence on how persons value themselves and how they relate to others.

2.2.8Psychological Stress and Academic Motivation

Craigmitchell(2008) opined that there is a relationship between stress and motivation and agreed that they are in fact two side of the same coin. In his opinion, Craigmitchell submitted that the link between stress and motivation is presented to conclude that not all stress is bad. Moreover, if the effects of stress are known prior and the levels are controlled to an optimum, it is possible to produce high levels of motivation. This providing that stress and motivation are closely linked and in fact two sides of the same coin.

Motivation is one of the three key determinants of performance as described by Ivancevitch, Konopaske and Matteson (2005), with the other two determinants being capacity to perform and opportunity to perform. They determine that motivation is made up of three district component which are direction, intensity and persistence. They described direction as relating to what an individual chooses to do when presented with a number of alternatives, intensity as the strength of the response once the choice is made and persistence as to how long the response is maintained.

Student who is under stress display several differences compared with those who are not stressed, and several factors where significantly correlated with stress levels. The path analysis model revealed that motivation, grades and stress may be sequentially associated with one another, forming a feedback loop. These factors may also be associated with depression and personality.

One of the implications of the path analysis model may be associated with motivations, and motivation may have an indirect association with stress through academic

performance. A motivation is defined as the absence of intent or drive Jangho, (2012). Therefore, students with higher motivation score may find it more difficult to maintain strong academic performance, especially in a higher competitive environment. This may also result in higher level of stress. However, school grades may influence both factors and consequently increase stress levels.

Several inferences may be drawn from path analysis model Jangho, (2012). First, academic stress, motivation and grades room for a feedback loop. Therefore, if one of the three factors deteriorates, the other two factors may be stabilized as a protective psychological mechanism. For example, a decrease in grades will cause and crease in stress, which in turn may cause motivation to increase. This in turn, would cause grades to increase, thereby correcting the initial decrease in grades. In real life situations, the response to each step would certainly be influenced modified by other factor, and this protective mechanism may not function easily. From a practical viewpoint, however, our results imply that actions that promote motivation may greatly benefit from interventions against stress or depression. Moreover, appropriate stress management may increase motivation.

On the whole, Janho (2012) noted that academic stress may be influenced by an interaction among motivation, school grades, depression and personality. Therefore, strategies to reduce academic pressures should take into consideration the importance of those factors. Increasing motivation may occur through interventions against stress and depression. Moreover, appropriate stress management may help students to become more motivated. Screening students one a year with self- report measures that evaluate stress

and motivation may be helpful. This would identity students in need of individual counseling for stress management. Furthermore, as the number of students suffering from significant levels of stress is expected to be high, universal intervention may be beneficial.

2.2.9 Concept of Motivation

Motivation is a theoretical construct used to explain behavior. It gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa.A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior. According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are."

Motivation is the driving force which help causes us to achieve goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion(Craigmitchell, 2008).

2.2.10 Concept of Academic Motivation

Motivation theories are founded on assumptions about human nature (Deci& Ryan, 1985). Deci and Ryan (2002) separated motivation into three categories: a motivation, extrinsic motivation, and intrinsic motivation (Deci& Ryan, 2002). A motivation is strongly and negatively related to educational outcomes Vallerand&Bissonnette, (1992). A motivation involves not having a motive to act Williams &Deci, (1996). Amotivation takes the lack of motivation and the observation of the individual's inability to sense the conditions between his or her actions and consequences as reference Ratelle, Guay, Vallerand, Larose, &Sene´cal, (2007). Amotivation occurs when individual students cannot get positive feedback regarding their performance or believe that they have failed on a repetitive basis. According to the revised theory of helplessness, non-contingent environments lead to a motivation.

A motivation results when one perceives oneself as incompetent to reach intended outcomes Deci& Ryan, (1985). Intrinsic motivation is a source that is central to the nature of the organism. Intrinsic motivation depends on the innate need for competence and self-determination. It provides the fuel for various behaviors and psychological processes. Intrinsic needs are different from primary drives because they are not based in deficits and they do not function cyclically. However, both of them are innate and provide an energy source for behavior. In addition, intrinsic motivation can increase or decrease the intensity of drives and also influence the way one satisfies one's drives Deci& Ryan, (1985).

Extrinsic motivation is separated into four categories four as external regulation, introjected regulation, identified motivation and integrated regulation Deci& Ryan, (2002). External regulation occurs when the behavior is formed externally Vallerand&Bissonnette, (1992). External regulation occurs when students relate results in order to control for the function of time and rewards they attribute to learned activities Zimmerman, (2012). The least autonomous type of extrinsic motivation is external regulation, which involves being motivated to obtain rewards or avoid punishments. External regulation has an external perceived locus of causality Skinner, as cited by Deci& Ryan, (2002). Introjected regulation refers to an internalized external regulation but which is not truly accepted as one's own. It is some form of partially internalized extrinsic motivation. Introjection is a type of internalized regulation and is very controlling. Introjection-based behaviors are performed in order to avoid guilt or to produce ego enhancements and feelings of worthiness. This type of regulation depends on contingent self-esteem.

Deci and Ryan as cited in Deci&Ryan, (2002). Regulation through identification is a more self-determined form of extrinsic motivation, because it includes valuing of a behavioral goal or regulation. Identification is important in transforming external regulation into true self-regulation. Identification seems to have an internal perceived locus of causality Deci, & Ryan, (2002). Identification is the process of specification of an activity by its value and the way an acceptable regulation of one's dynamism is taken as reference Vansteenkiste, Lens, &Deci, (2006).

Integrated regulation is the basis for the most autonomous form of extrinsically motivated behavior.

Integrated regulation results when identifications have been assessed and brought into congruence with the personally endorsed values, goals, and needs that are part of the self. Previous studies showed that integrated extrinsically motivated behaviors are associated with more positive experiences than the less fully internalized forms of extrinsic motivation. Integrated extrinsic motivation and intrinsic motivation have many similarities Deci& Ryan, (2002).

Self-determination theory is a concept included in intrinsic motivation. Self - determination theory takes the experience of freedom inside one's commencing behavior as reference. The pressure caused by the condition of strengthening and any other pressure is decisive on one's actions. Self-determination often includes results or one's environmental control and choices Deci& Ryan, (1985). Self-determination theory takes personal growth, self-arrangement, global psychological needs, purpose of living, longings, energy and validity, unaware periods, cultural relations for motivation and effects of motivation on social environments as reference Deci& Ryan, (2008). Self-determination theory offers relatively more autonomy supplying social content or enriches internal motivation Vansteenkiste, (2006).

We focus on the works of Vallerand, Pelletier and Koester (2008) or Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres (1992) who developed the Academic Motivation Scale (AMS) by drawing on the self-determination theory (SDT) proposed by Deci and Ryan (1985). Motivation "is operationalized as the underlying "why" of behavior"

Vallerand, Pelletier, Blais, Briere, Senecal&Vallieres, (1992, p. 1008). Academic motivation asks the question "Why do you go to college?" Vallerand, Pelletier, Blais, Briere, Senecal&Vallieres, (1992, p. 1008). Thus, academic motivation can be understood as the motivation to decide for and continue with university studies. Deci and Ryan basically identify "several distinct types of motivation" Ryan &Deci, (2000, p. 69). These types of motivation root in the perceived locus of causality, which can be internal, external or impersonal. "Motivation for the behavior can range from motivation or unwillingness, to passive compliance, to active personal commitment. According to SDT, these different motivations reflect differing degrees to which the value and regulation of the requested behavior have been internalized and integrated. Internalization refers to people's "taking in" a value or regulation, and integration refers to the further transformation of that regulation into their own so that, subsequently, it will emanate from their sense of self." Ryan &Deci, (2000, p. 71).

Deci and Ryan (2000) apply a very narrow definition of intrinsic motivation. A person is intrinsically motivated if an activity is done for itself and for the pleasure that derives from doing the activity. The development of intrinsic motivation is dependent on the degree in which the innate psychological needs of autonomy, relatedness, and competence are supported by the social environment. In turn, if behavior is not restricted by external forces, people can experience their actions as self-determined. Intrinsic motivation "refers to doing an activity for the inherent satisfaction of the activity itself" Ryan &Deci, (2000, p. 71). Keywords that describe intrinsic motivation are interest, enjoyment, and inherent satisfaction. Individuals engage freely in activities where they experience these phenomena. In contrast extrinsic motivation is related to behavior that is

not done for its own sake but for external reasons. These external reasons can be rewards or punishments: "People behave to attain a desired consequence such as tangible rewards or to avoid a threatened punishment." Deci& Ryan, (2000, p. 236). The more external regulation is internalized the more actions are experienced as autonomous, i.e. self determined. Academic motivation is close to the term ´motivation to learn`. Following Krapp (1993, p. 188) motivation to learn deals with psychological processes which explain the appearance and evolvement of learning activities and its effects. Classical research fields are classroom settings and instruction. Obviously it is also part of academic learning. Learning as well as achieving play certainly a role for motivation to study; learning processes are naturally a part of university education and of academic motivation. A whole body of literature from school and educational psychology exists on learning motivation with emphasis on learning and instruction.

Many studies deal with students' motivation regarding their learning aspirations and their psychological processes of learning Murton. (2008), Paulsen & Feldman, (2005); Valle.(2003), Salili.(2001), Bures.(2000). Nevertheless, learning motivation is not to be confused with academic motivation for the latter focuses exclusively on reasons why individuals decide for and continue with university studies.

Intrinsic Motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational

achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy, and Deci and Ryan's cognitive evaluation theory (see self-determination theory).

Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for consideration. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- attribute their educational results to factors under their own control, also known as autonomy or locus of control
- believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs
- are interested in mastering a topic, not just in achieving good grades

An example of intrinsic motivation is when an employee becomes an IT professional because he or she wants to learn about how computer users interact with computer networks. The employee has the intrinsic motivation to gain more knowledge

Advantages: Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Disadvantages: Efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject.

Extrinsic Motivation

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat

others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward.Self-determination theory proposes that extrinsic motivation can be internalised by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

Self-control

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self-control to pursue a particular goal.

Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more

subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

2.3 Theoretical Framework

The following are the theories reviewed for the purpose of this study:

2.3.1 Lazarus and Folkman Cognitive Appraisal Theory of Stress

Lazarus and Falkman (1984) proposed a model that emphasizes the transactional nature of stress. Stress is a two way process; the environment produces stress and the individual find ways to deal with these.

Cognitive appraisal is a mental process by which people assess to factors:

1. Whether a demand threatens their will being.
2. Whether a person considers that they have the resource to meet the demand of the stressor.

There are two types of appraisal:

1. Primary
2. Secondary

Primary appraisal

During the primary appraisal stage a person will be seeking answers to the meaning of the situation with regards to their wellbeing. One of the three types of appraisals could be made:

1. It is irrelevant
2. It is good (being positive)
3. It is stressful

Further appraisal is made with regard to three implications:

1. Harm- loss
2. Threat
3. Challenge

Harm- loss: refers to the amount of damage that has already occurred. There may have been an injury. The seriousness of this injury could be exaggerated producing a lot of stress.

Threat: Is the expectation of future harm, for example the pear of loosing one's job and income. Much stress depends on appraisals that involve harm- loss and threat.

Challenge: Is the way of reviewing the stress in appositive way. The stress of a higher level job could be seen as an opportunity to expand skills, demonstrate ability and make more money.

The stress transaction can be vicarious emphasizing with others who are in stress. An example of recorious stress is a study, which involved showing college students a film, called "Sub- incision". The boys in a primitive society in which the under- side of the penis is cut deeply from the tip to the scrotum using a sharp stone. The subjects were

divided into four groups. One group saw the film with no sound. Another group heard a sound track with a "trauma" narrative emphasizing the pain, danger and primitiveness of the operation. A third group heard a "denial" narration that denied the pain and potential harm to the boys, describing them as within participants in a joyful occasion who look forward to the happy conclusion of the ceremony. Psychological and self- report measure of stress were taken. The psychological measure was of the heart rate during the viewing the viewing of the film. The self- report measures were questionnaires that evaluate feelings of stress immediately after the film was shown. Those who heard the trauma narration reacted with more stress than the control group (no sound); those who heard the denial then the control group.

Secondary Appraisal

Secondary appraisals occur at the same time as primary appraisals. A secondary appraisal can actually cause a primary appraisal. Secondary appraisals include feelings of not being able to deal with problem such as

i. I can't do it- I know I will fail

ii. I will try, but my chances are slim.

iii. I can do it if I get help

iv. If this method fails I can try a few others

v. I can do it if work hard

vi. No problem, I can do it.

Stress can occur without appraisal such as when your car is involved in an accident and you haven't had time to think in an accident and you haven't had time to think about that

has happened. Accidents can often cause a person to be in shock. It is difficult for people to make appraisals whilst in shock as their cognitive functioning is impaired.

Events are stressful depending on two types of factors:

1. Those that relate to the person.
2. Those that relate to the situation Cohen &Lazarus, (1983).

Personal factors include intellectual, motivational and personality characteristics. People who have high self- esteem are likely believed they have the resources to meet demands. Stressful events are seen as challenges rather than as threats Cohen & Lazarus, (1983).

2.3.2 Hans Selye General Adaptation Syndrome Theory of Stress

Hans Selye (1907 – 1982) was a Hungarian Endocrinologist, first to give scientific explanation for biological stress.

Selye explained his stress model on psychology and psychology as General Adaptation Syndrome (GAS). His model states that an event that threatens an organism's wellbeing (a stressor) heads to a three stage bodily response:

- Stage 1: Alarm
- Stage 2: resistance
- Stage 3: Exhaustion

He explained about hypothalamic- pituitary – adrenal axis (HPA axis) system which prepares the body to cope with stress. Selye also explained about a local adaptation syndrome which refers to the inflammatory response and repair processes occur at the local site of the tissue injury is serve enough.

Stages

- **Stage 1: Alarm:** Upon encountering a stressor, body reacts with "fight – of – flight" response and sympathetic nervous system is activated. Hormones such as cortisol and adrenalin released into the blood stream to meet the threat or danger. The body's resources now mobilize.
- **Stage 2: Resistance**

  Parasympathetic nervous system returns many psychological functions to normal level while body focuses resources against the stressor.

  Blood glucose levels remain high, cortical and adrenalin continues to circulate at elevated levels, but outward appearance of organism seems normal.
- **Stage 3: Exhaustion**

  If stressors continue beyond body's capacity, organism exhausts resources and becomes susceptible to disease and death.

Stress saps psychological and physical energy; adaptability is depleted, if people don't reduce their level of stress, they can become exhausted physically, mentally and emotionally that they give up. Selye believed that serious illness or even death could occur in the exhaustion stage.

This view of stress predicts that any event that requires adaptation is stressful and that illness and stress are linked; that is stress can make people sick. To test the link between stress and illness, researchers must have ways to measure stress and several assessments of stress have been created.

2.3.3 Maslow's Theory of Motivation

Professor Abraham Maslow (1908-1970) was a humanist who believed that man can work out a better world for mankind as well as for himself. He described human beings as "wanting" animals. According to Maslow, human needs are insatiable because as quickly as one set of needs is satisfied another set of needs arise. He postulates that human beings have a hierarchy of needs and that needs lower in the hierarchy must be satisfied before needs higher in the hierarchy become salient. Thus, he categorized his system of needs into two divisions; Deficit needs and Growth needs Ngwoke, (2004). The needs of the first category include physiological needs, such as hunger and thirst, safety needs, love, belongingness and esteem needs. Under the second category, growth needs, there is only one general need called self-actualization. The hierarchy arranged from lower to higher order is summarized below (see also Fig.1-1):

Physiological Needs: These consist, essentially, of biological needs such as hunger, thirst, waste elimination. Sexual behaviour -courtship, mating, and parenthood - is not classified in the physiological needs category because the urges do not arise from homeostatic imbalance in the same way as do food or oxygen deficiency. The behaviour has more to do with social and species survival than personal survival.

Safety Needs: Theseincluded security, protection, avoidance of pain, order, and structure in the environment. Inconsistency in the expectations and demands of parents and teachers can give rise to disturbing and insecure feelings among children.

Affiliation Needs: the human being needs warm and satisfying relationships with other people, affiliation and affection (love needs). Psychotherapy places great faith in the influence of thwarted, love needs on the conscious life.

Esteem Needs: These are needs for recognition, self-respect, and esteem. There are two kinds of esteem needs: (1) needs for achievement, for adequacy, for confidence, and for independence; and (2) needs for reputation, respect, attention, and appreciation. Thwarting opportunities for these desires to be realized is said to produce feelings of inferiority, weakness or helplessness.

Self-actualization Needs: The need for self-fulfillment, the need to become relatively independent from environmental demands, and to become what one is capable of becoming are included at this level. Understanding and knowledge needs come at the very end of the long list of human needs.

Maslow argues that human beings have the capacity for a meaningful, self-fulfilling existence, but they are prevented from achieving this potential because of the conditions of their environments.

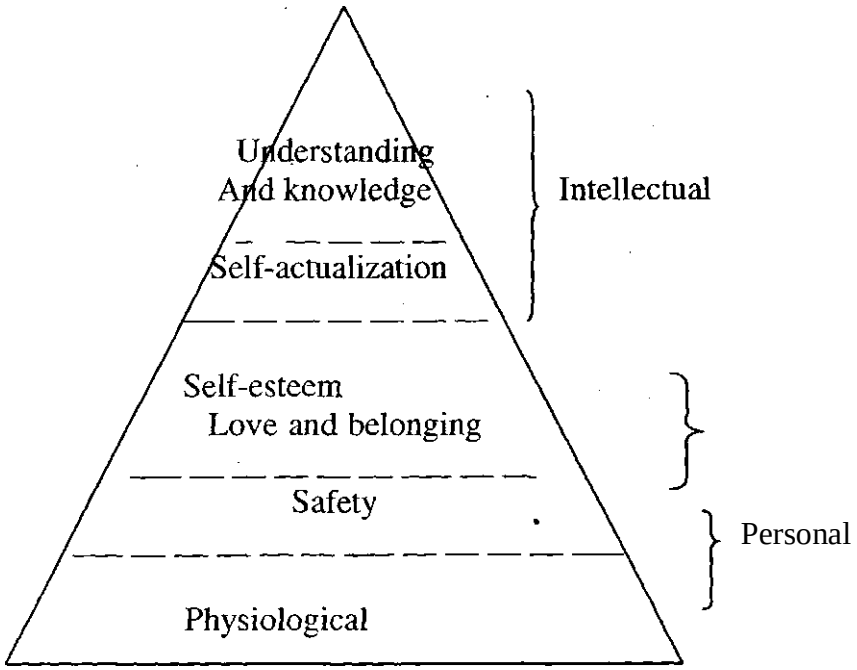


Fig.1-1 Maslow's Hierarchy of Needs (Ngwoke, 2004).

Characteristics of Self-actualizers:

- Perceive reality efficiently and are able to tolerate uncertainly.
- Accept themselves and others for what they are Spontaneous in thought and behaviour
- Problem-centred rather than self-centred
- Have a good sense of humour Highly creative
- Resistant to enculturation, although not purposively unconventional
- Concerned for the welfare of mankind Capable of deep appreciation of the basic experiences of life Establish deep, satisfying inter-personal relations with a few, rather than many people
- Able to look at life from an objective view-point

Behaviour Leading to Self-actualization:

- Experience life as a child does, with full absorption and concentration.
- Try something new rather than sticking to secure and safe ways.
- Listen to your own feelings in evaluating experiences rather than to the voice of tradition or authority or the majority.
- Be honest; avoid pretenses or "game playing".
- Be prepared to be unpopular if your views don't coincide with those of most people.
- Assume responsibility.
- Work hard at whatever you decide to do
- Try to identify your defenses and have the courage to give them up.

2.3.4 J.W. Atkinson's Achievement Need Explanation

According to Atkinson when an individual is actively involved in a task, he sets himself a standard to conquer. This standard is called the level of aspiration. Level of aspiration is a longing for what is above one, with advancement as its goal. Thus aspiration has to do with the desire to improve or to raise one's present status.

A learner's level of aspiration may be high especially if he had just successes, or it may be low if he had just met with failure. Aspiration varies not only in strength but also in kind. It may be positive or negative. Positive aspiration has to do with winning success or doing better than one has done before. Negative aspiration has to do with avoiding failure Elliot (2001).

Aspiration may also be described as unrealistic especially when it is informed by limited knowledge and experience or inadequate assessment of opportunities available in the

learning environment for its attainment. Some aspirations relate to what the learner wants to be or the 'ideal self-concept', while others relate to what the learner wants to accomplish or 'need achievement'.

There are two sets of factors which interact to determine the level of aspiration. They are the personal factors, and the cultural and environmental factors.

Personal factors relate to such personality traits as intelligence, interest, gender, self-concept, activity level, socio-economic status and previous training experiences. For a given cognitive component, previous failure in a series generally leads to a lowering of level of aspiration, previous successes to a raising of the level. Success or failure-feeling can be transferred from one set of activities to another.

Cultural and environmental factors include parental ambition, social expectations, peer pressure, social values and social reinforcement. The average standard of one's own group or class will affect the individual's level of aspiration. Cultural demand for achievement and excellence will affect the level of aspiration. A culture which provides opportunities for its members to be and to achieve what they want encourages socialization techniques that lead to independence. Social pressure for independence is associated with high need achievement motivation. Hence, need achievement is more influenced by environmental factors than personal factors.

Some environmental factors encourage the development of immediate aspirations (today-tomorrow or immediate gratification of needs) while others encourage the development of future perspectives or remote aspirations. Some foster positive aspirations while others

foster negative aspirations. Some motivate the child to be realistic, and others, unrealistic Santrock, (2010). Part of the duty of the teacher is to create learning environment conditions that will help learners adequately assess their abilities and opportunities available so they can set realistic and attainable goals, in this way learners will experience successes in school activities and thereby build positive self-concept which enhances achievement motive.

2.3.5 Psychosocial Stress Theory by Pearlin, L. I. (1989)

According to Peariin stress theory states that a person's placement in the social environment greatly impacts exposure to stress, perceptions of stress, and resources available for coping with stress Peariin, (1989). Sources of stress vary, but are a combination of life events and chronic problems, often associated with social categories such as race, age, gender, disability status, or social class. Stress is not randomly experienced, but is often a common experience shared by people in the same social circumstances, and there are social patterns to stressors, mediators, and stress effects. Peariin believes that ""the structural contexts of people's lives are not extraneous to the stress process but are fundamental to the process. They are the sources of hardship and privilege, threat and security, conflict and harmony". To be female, a racial/ethnic minority, a sexual minority, unemployed, of low socioeconomic status (SES), or with low educational attainment places a person at social disadvantage; all of these factors are associated with increased stress and psychosocial distress Mirowsky& Ross, (2003). Even one's membership in the social category alone can be a source of chronic stress Peariin, (1989). For instance, the stigma associated with substance abuse could be a source of stress for someone attempting to recover.

However, psychosocial stress research has historically focused on experiences of stressful life events. Peariin(1989) added that life events lead to role strain, which can diminish self-esteem and mastery, subsequently increasing effects of stress. Addicts and alcoholics could often experience role strain, since their addiction can cause difficulty with maintaining employment, being a parent, or other roles held. Poverty and economic hardship would only serve to increase role strain since it adds to difficulty providing for one's self and family. Role strain is not limited to traditional roles; it is conceivable that a drug user whose prized identity is that of a drug dealer might experience role strain if prevented from selling drugs.

A critique Peariin has of psychologically-focused stress theory is that life events often cited as stressful in other research, such as those measured in Holmes &Rahe's Social Readjustment Rating Scale (1967), are typically not discrete events but might instead be episodes that mark the end or beginning of a long-term change or chronic stressor Peariin, (1989). For instance, being arrested and going to jail might be an acute stressor for some; however, it could actually reduce stress for an addict who is homeless, unemployed, and unable to stop using illicit drugs. Measuring the event alone does not tell us in what context the event occurred or how distressing it was for the person experiencing it. However, effects of stress are minimized when high levels of positive social support, self-efficacy, and self-esteem are present Thoits, (2010). Notably, chronic stress and strain often results in a reduction of self-esteem and self-efficacy, resulting in lowered ability to deal effectively with stressors. Chronic strains are often as distressing, if not more distressing, than stressful life events Peariin. (1989). Social placement often impacts exposure to both stressful life events and chronic strains. Also, the experience of

one type of stressor can increase the likelihood of experiencing other stressors Peariin, (1989).

Therefore, research has supported Peariin's psychosocial stress theory, and there are often social factors associated with psychological distress. People at a social disadvantage, specifically those living in lower SES groups, with lower educational levels, women, and single persons, report higher rates of distress and depressive symptoms than their more advantaged counterparts Ross &Mirowsky, (2003). Stress is often a direct result of social position, and the level of stress associated with social position is a predictor of distress Aneshensel, (1992). In addition, chronic strains such as poverty, living in unsafe neighborhoods, health problems, or single parenthood can greatly affect mental health Peariin, (1989). Further demonstrating a potential connection between psychosocial stress and addiction relapse, the same psychosocial factors associated with psychological distress are also associated with relapseWalton, (2003)

The implication of psychosocial stress theory by Peariin (1989) suggested that a person's placement in the social environment greatly impacts exposure to stress, perceptions of stress, and resources available for coping with stress. Peariin believes that the structural contexts of people's lives are not extraneous to the stress process but are fundamental to the process, they are the sources of hardship and privilege, threat and security, conflict and harmony.

2.4 Review of Empirical Studies

For the purpose of this study some empirical studies conducted by some scholars were reviewed as follows:

A study carried out by Allam (2011), who observed the difference between male and female Eritream students on the basis of stressful life events, vulnerable to stress and depression among Eritream High School students. Three psychometric measures were administered to 310 students studying in three different schools of Asmara, Eritrea North East Africa. It was evident from the data collated that the mean of stressful life events scores of male and female students were found 189.65 and 216.78 with Standard Deviation 11.26 and 9.50 respectively. The two groups of students differ significantly ($t=2.29$, $P<0.5$). Therefore the proposed null hypothesis – (H01). There would not be significant in the occurrence of stressful life events between male and a female student was rejected.

It was also found that mean vulnerable to stress of male and female group of students were found 28.87 and 33.30 and the Standard Deviation were founded 10.34 and 11.89 respectively. The t- value found 3.50 which is significant at .05 levels and hence, a null hypothesis (H02). The male and female students would not be differing significantly in terms of vulnerability to stress, was rejected. The result therefore has shown that the living condition of almost each and every number of the Eritream family has been influenced by social, political and economic change- factors that might contribute a lot to a significant number of stressful life events.

In another study on the impact of perceived Stress and Stress factor on Academic Motivation of Pre-Diploma Science Students in Malaysia, conducted by Rafida (2009), the study found that students did experience Stress but of a moderate level with the total score of 37.9 at beginning of the semester, followed by 39.17 at the middle of the semester and 38.4 at the semester out of the total score of 70. This implies that the students did not experience Stress a major problem even through the one semester Pre-Diploma science programme is considered their transition period from Secondary School to University life and the fact that majority of them come from non-boarding schools. In fact, most of the students have performed satisfactory based on their CGPA.

One of the possible reasons is due to the small population with only 242 students and the ratio between the students and the lectures is approximately 10:1. Therefore, both lectures and students enjoy a very close relationship. This enables the students to balance between their Academic and Sports activities as well as time Spent on sleeping. The result the level perceived Stress at the beginning and middles of the semester at 0.05 significant level. In addition, the results also indicate that there is no significant difference between the level of perceived Stress of the middles and of the end of the semester at rho value (-0.206). the results imply that generally the level of perceived Stress increases as the student move to the middle and forwards the end of the semester. The possible explanation to this situation is probably that the students are yet to be given any testes and assignment at the beginning of the semester. However, when more test and assignment come into their lines at the middle and of the end of the semester, the Stress that there is correlation between the level of perceived Stress at the beginning and the middle of the semester with the students' Academic Motivation. The result correlates

with Womble's (2003) study where student's Stress does not significantly correlate with their GPA's. The finding is not surprising, given the fact that these students are normally school leavers and they are used to school system whereby terms are used and only final exams are counted. As they entered tertiary institution, they still cannot see how the quizzes, test, assignment held in between semester contribute to their overall grade. They still think that the final exams are the most important criteria that make up their grade.

However, there is significant correlation between the level of perceived Stress and the end of semester and the Student's Academic Motivation. The rho value was – 0.206. which implied that when the level of perceived Stress at the end of the semester is higher, the Academic Motivation is lower. Meanwhile, it is important to note that correlation was rather weak. The implication is that the Stress level they experience is not that high to the extent that they cannot cope with their academic activities. Hence, it was not surprising that more than half (66.20%) of them scored GPA 3.00 and above.

Thawabich, (2006) conducted a study aimed at assessing the levels of stress experienced by university students. A quantitative approach has been undertaken to assess students' stress. Participant were recruited from a population of first, second, third and fourth year of Tafila Technical University. They were chosen randomly, so the study sample consisted of 473 students which from 11% of the study population. The study used 35% items questionnaire together information regarding levels of stress, these item assess (3) main domains the first is the physical factors, (11) items, the second is the social factor, (9) items, and the third is the academic factor (15) items.

The questionnaire was previously reviewed by experts in mental health assessment and psychology. In order to check its instruments' reliability was checked using internal constancy (Cronback Alpha) and found that reliability co-effient is 0.87 for the whole scale.

The results indicate that the stress level experienced by students is moderate (3.15 out of 5). And it found out that mean for stress associated with social factors it stands at was (3.35) and for the academic factors its was (3.25) and the physical factors was put at (2.83). It was generally found out that female students have more stress level (3.16) than males (3.14) and by using t- test, it was found that the difference is statistically significant at ($a<0.05$) by using MANOVA it was found that gender, college ad study level are statistically significant ($a<0.05$) factors in causing stress associated with physical factor while they are not significant in social or academic factors. It was found also that the income variable is statistically significant with physical and social factors. Regarding the interactions between variables, it was found that following interactions were statistically significant, gender with college for the physical factors, college with income for social factor, college with stress for academic factor.

The result showed that student of 1st year had more social stress than those in other years. Concerning the academic stress, it was found out that students from science college and administration and Finance College have more stress that students from other colleges. Similarly, result indicated a positive significant correlation between family income and males stress level. Also, it was found out that the correlation between students' cumulative average and academic were relatively significant. I was also positively

significant with social and physical stress. The result indicated that the three factors (physical, social and academic) were explained (0.47) of the university students stress.Moreover, result also indicated that the dependent variables (gender, college, income and study level) explain (0.417, 0.417 and 0.446) of the variance of physical, social and academic stress respectively.The study also shows that university students experiences a moderate social, academic and physical stress level than other conventional colleges.

In another study on the impact of perceived stress and stress factor on academic performance of perceived stress and factors on academic performance of Pre- Diploma science students in Malaysia, conducted by Rafida (2006), the study discover that students did experience academic motivation and stress but at a moderate level with the total score of 37.9 at beginning of the semester, followed by 39.17 at the middle of the semester out of the total score of 70. This implies that the students did not experience stress as a major problem even though the one- semester pre- diploma science program is considered their transition period from secondary school to university life and the fact that majority of them come from non- boarding schools. In fact most of the students have performed satisfactorily based on their GPAs.

One of the possible reason is due to the small population with only 202 students and the ratio between students and lecturers is approximately 10.1. Therefore, both lecturers and student enjoy a very close relationship. This enables the students to balance between their academic and sport activities as well as time spent on sleeping.

In addition, results indicate that there is significant difference between the level of perceived stress at the beginning and middle of the semester at 0.05 significant level. In addition the results also indicate that there is no significant difference between the level of perceived stress at the middle and the end of the semester at the rho value (-0.206). The results imply that generally, the level of perceived stress increases as the students move to the middle and towards the end of the semester. The possible explanation to this situation is probably that the students are yet to be given tests and assignment at the beginning of the semester. However, when more tests and assignments come into their lives at the middle and end of the semester, the stress level of students goes higher.

The findings suggest that there is correlation between the level of perceived stress at the beginning and middle of semester with the students' academic performance. The result correlates with Womble's (2003) study where students' stress does not significantly correlate with their GPAs. The finding is not surprising, given the fact these students are normally school leavers and they are used to the used to the school system where terms are used and only final exams are counted. As they enter tertiary institution, they still cannot see how the quizzes, tests, assignment held in between semester contribute to their overall grades. They still think that final exams are the most important criteria that make up their grades.

However, there is a significant correlation between the level of perceived stress at the end of semester and the students' academic performance. The rho value was -0.206 which implied performance is lower. However, it is important to note that the correlation was rather weak. The implication is that the stress level they experienced is not that high to

the extent that they cannot cope with their academic activities. Hence, it was not surprising that more that half (66.20 percent) of them scored GPA 3.00 and above.

A study of academic motivation among college students comparison of American and International students by Misra, (1991) and his associates, participants consisted of 249 American and 143 international students. The mean age of the American students was 21 years (SD2.9) and the mean age of international students was 25 years (SD 4.1). The majority (75% American and 56% International) of the students were women. Four times of the pressure subscale measures academic stress resulting from competition, deadlines, work overload, and work responsibilities and expectations. Cronbach's alphas were 65,. 63,. 71,. 75,. And .63 for frustrations, conflicts, pressures, changes and self- imposed subscales respectively. Participants in the study obtained alpha's of,.78,.81,. 68,.and .85 for the physiological, emotional, behavioral and cognitive subscales respectively. Therefore, correlation among stressors showed small to moderate association. The values of skewness and kurtosis for the indicators showed that the variables were approximately normally distributed.

The study found that irrespective of their American or international status, women perceived greater reactions to stressors than men. In five of the categories of academic stressors (conflicts, frustrations, pressures and self- imposed stress), American students perceived higher level of stress than their international counterparts. The magnitude of the difference for effect size range from 0.02 to 1.12 and can be considered as small for frustration subscale (d = 0.34) and median for the pressure subscale (d = 0.56). However, from the empirical studies reviewed on stress it is conspicuous that the topic attracts

attention of many researchers in the field of education psychology, health science, educate etc. different studies were carried out to find out certain aspect of the stress as it relates to adjustment, health, coping strategies and lots more. However, this study on stress is unique as it attempts to find out academic and psychological stress experienced by 100 level students of Ahmadu Bello University, Zaria in relation to the influence it might have on students' academic performance. The researcher bears in mind that stress is more or less ubiquitous at all levels of education, in the light of this assumption attempt is made to find out whether academic and psychological stress may have influence on students' academic performance at Ahmadu Bello University, Zaria.

2.5 Summary

It has already been extrapolated earlier that stress is the sum of physical, mental and emotional strains or tension on a person. Feeling of stress in humans results from interactions between person and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their wellbeing. However, stressors refer to the factors or stimulators that cause psychological stress. Hence, some scientists classify these stressors into three main categories: sudden trauma, chronic stressor and daily hassles.

Stress could be caused by all sorts of situations. The most common involves work, money matters and relationship with partners, children or other family members to mention but few. Stress are of different types, academic stress according to Lazarus is a two way traffic; when students appraise their education a challenging, stress can bring them a sense of competences and increased capacity to learn. One education is seen as a threat,

however, stress can illicit feeling of helplessness and foreboding sense of loss. Psychological stress is an emotional disturbance which tends to illicit unpleasant emotions rather than pleasurable ones. Physical stress is our bodily reactions when we experience stress. At that state, our body produces more of the so called fight or flight chemicals which prepare our body for an emergency.

Stress has a lot of effects on our lives, most stress come and go without leaving any enduring imprint. However, when stress is severe or when stressful demands pile up one's psychological functioning may be affected. However, when an individual is academically motivated, the educational outcome is always positive, there are number of coping strategies to fall on; these include emotion- focused coping, problem- focused coping, proactive coping, effective stress inoculation, to mention but few.On the basis of gender, (man and women) report different reactions to stress, both physically and mentally. They attempt to manage stress in very different ways and also perceive their abilities to do and the things that stand in their way in markedly different ways.

This study is therefore unique from other studies reviewed in that other scholars examine the relationship between academic motivation and psychological, psychological adjustment, academic motivation, academic performance but this research work is unique by examining the relationship between academic motivation and psychological stress of NCE Student of the Federal College of Education, Gusau, Zamfara State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methods used in this study. These include research design, population, sample and sampling techniques, and instrument for data collection, validity and reliability of instrument, pilot study and procedure for data collection, procedure for data analysis.

3.2 Research Design

The study employed correlational design in investigating the relationship between psychological stress and academic motivation of student of Federal College of Education (Technical) Gusau, Zamfara State, Nigeria. Morell and Janes (2008) maintained that a correlational study is used when one wants to determine if a relationship exists between two or more variables. Furthermore, this design allows study of hypothesis that cannot be examined directly, more data on more variable can be collected more quickly than in an experimental set-up, problems of interpretation are reduced when no association is found and even when strong correlations are found it may be obvious that no causal relationship exits.

3.3 Population of the Study

The population of this study consisted of entire NCE students of Federal College of Education, Gusau, Zamfara State. There are eleven thousand four hundred and eighty nine (11, 489)female students (FCE(T), Gusau Statistical bulletin).

Table 3.1 Distribution of the Population Across Schools

NCEProgramme	Total Number of Students
School of Business education	3,497
School of languages education	3,402
School of technical education	2,090
School of Science Education	2,500
TOTAL	**11,489**

3.4 Sample and Sampling Technique

The sample of this study is three hundred and seventy (370) NCE II Students of the Federal College of Education, Gusau, Zamfara State. The Sample was selected in conformity with Krejcie and Morgan (1970), prescription for sample selection as attached to AppendixBof this research.

Proportionate sampling technique was used in the selection of sample from the various schools. This is because the schools differ in their population and techniques. It's also to ensure equitable distribution of the sample. The sample size of 370 NCEStudents was drawn from School of Business Education, School of Languages Education, School of Technical Education and School of Science Education.

Table 3.2: Distribution of the Sample by Schools

Schools	Number
	NCE II
School of Business Education	104
School of Language Education	110
School of Technical Education	63
School of Science Education	93
Total	**370**

Source: Academic Secretary, Federal College of Education (Technical), Gusau, Zamfara State, August, 2016.

3.5 Instrumentation

Two main instruments were used for this study are adopted. The instruments are Psychological Stress Scale and Academic Motivation Scale.Psychological Stress instrument was developed by Balarabe (2004). It comprised of two Sections. Section A, Biographic Data, and Section B Academic Motivation Scale which was developed by Heater (1981). The instrument has two section A & B.

3.5.1 Biographical Data

This section consists of 5 items which seek to determine the demographic information of the respondent involved in the study.This include Name of School, Gender, Age, Course of Study and School/Department.

3.5.2 Psychological Stress Scale

This instrument wasadoptedto measure psychological stress of Students and it has reliability coefficient .877. It has 20 items which represented the students feelings.

Scoring guide for Psychological Stress Scale

<29 - low stressful

30-59- averagely stressful

60-100 highly stressful

- The Scale consists of 20 items that measures the characteristics of Psychological Stress.
- The Scale is on 4-point Likert scale ranging from 3 (Very True), 2 (True), 1 (Untrue) and 0 (Very Untrue).

- Therefore, the highest scores of Psychological Stress among respondents will be (60 3x20 items), while the lowest possible Psychological Stress scores of the respondents will be (0x20 items)
- In summary the instrument is scored by adding the individual scores of the respondents of all 20 items questions together, where possible range can be between 0 and 60. The higher respondents have and vice versa considering VT = 3, T = 2, UT = 1 and VUT = 0.

Psychological Stress score = (No of VT x 3) + (No of T x 2) + (No of UT x 1) + (No of VUT x 0)

3.5.3 Academic Motivation Scale

This instrument is standardized one that seeks to determine aspect of academic motivation of students and it has reliability coefficient of .892.It has 20 items scale. It has five points scale ranging from strongly agreed (SA), Agreed (A), Not Sure (NS), Disagreed (D), Strongly Disagreed (SD) which represent students' feelings.

Scoring guide for Academic Motivation Scale (AMS)

<29 - low academic motivation

30-59- averagely academic motivation

60-100 highly academic motivation

- The Scale consist of 20items that measures the characteristic of Academic Motivation.
- The Scale is on a 5 – point Likert Scale ranging from 5 (Strong Agree), 4 (Agree), 3 (Not Sure), 2 (Disagree) and 1 (Strongly Disagree).

- Therefore, the highest possible Academic motivation Scores a respondent will get in the Scale is (60-100 5x20), while the lowest possible Academic Motivation Scores a respondent will get in the Scale (20 1x20).
- In Summary the instrument is scored by adding the individual scores of the respondents of all 20 items together, where possible range can be between 20 and 100. The higher the score, the more Academic Motivation the respondents have and vise versa considering SA= 5, A = 4, NS = 3 D = 2 and SD = 1.

  :- Academic motivation = (No of Sax5) = (No of Ax4) + (No of NSx3) + No of Dx2) + (No of SDx1).

3.5.4 Validity of the Instruments

To further ascertain the validity of the instruments, copies of two instruments were given to scholars in the Department of Educational Psychology and Counselling of Ahmadu Bello University Zaria, for vetting. Their observations and corrections were incorporated in the final copy of the instruments. Hence, face and content validity were established.

3.5.5 Pilot Study

For the purpose of this study pilot study was carried out to further ascertain the Reliability of Psychological Stress Questionnaire and Motivation Questionnaire. The test was done by administering the questionnaire among Fifty Eight (58) Students in Zamfara State College of Education Maru which as not part of the schools selected for this study using split half method.

3.5.6 Reliability of the Instrument

Test re-test method of reliability was used. The instruments were first administered to the respondents, then after two weeks interval, the same instruments were administered and collected. The data obtained from the pilot study were statistically analyzed for the purpose of the reliability. Pearson Product Moment Correlation was used to test the questionnaire. This reliability coefficient was considered adequate for the internal consistencies of the instruments. The result of Pearson Product Moment Correlation of Psychological Stress Scale (PSC) and Academic Motivation Scale (AMS) are 0.821 and 0.803 respectively. This was confirmation of test reliability which according to Spiegel (1992), an instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer calculated reliability coefficient is to zero the less reliability is the instrument, and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. Therefore, this confirmed the instruments used for this study were highly reliable.

3.5.7 Procedure for Data Collection

Before going to the field, the researcher collected an introductory letter from the Department of Educational Psychology and Counseling, ABU, Zaria to the colleges where research will be carried out after permission from the College Authorities. The researcher sought for one lecturer before the administering the questionnaire to serve as research assistant. The research assistant was acquainted with the content of the instrument was discussed in details so as to enable the research assistant help respondents who may have difficulty with any item. A total number of Three hundred and Seventy (370) questionnairecopies were produce by the researcher for the distribution to the

sample students. The instrument was distributed to the students in their classroom by the researcher and with the help of research assistant. The researcher explained to the respondents how to fill the instruments and also clarified terms used in the questionnaire, the filled questionnaires were returned to the researcher on the same day.

3.5.8 Procedure for Data Analysis

The data collected were analyzed using descriptive and inferential statistics. The Bio-data of the subject, percentage, mean and standard deviation were used to answer the research questionsraised while the inferential statistics (parametric statistics) was used to test the hypotheses. For the study, Pearson Product Moment Correlation (r) was used to test hypotheses 1-8. The hypotheses were tested at 0.05 alpha level of significance. SPSS version 20.0 was used for data calculation, analysis and storage.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected in this study. It covers the demographic information of respondents, hypotheses testing, and summary of major findings and discussions of the findings.

4.2 Descriptive Data

Table 4.1: Demographic Information of the Respondents

Table 4.1: Distribution of respondents by gender and age bracket

		Frequency	Percentage
Sex			
	Female	370	100%
	Total	370	100.0
Age group	13 – 17	79	21.4
	18 – 22	209	53.8
	23 years and above	92	24.8
	Total	370	100.0

The frequency and percentages of table 4.1 above shows that (370) respondents representing 100% are female, students in the study. The college is a unique institution as female student only in NCE program.

The table also shows the age group of the respondents' parent, 79 respondents representing 21.4% fell between the age group of 13 – 17 years, 209 respondents representing 53.8% fell between the age group of 18 – 22 years while 92 respondents representing 24.8% fell between the age group of 23 years and above.

4.3 Hypotheses Testing

Eight null hypotheses were used in this study and were tested using Pearson Product Moment Correlation (r). The basis for retaining or rejecting the hypotheses was 0.05 alpha level of significance. Therefore, the following tables will help in providing statistical evidence to prove or disapprove a given hypothesis.

Hypothesis One: There is no significant relationship between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.2: Pearson Product Moment Correlation Statistics onRelationship between Academic Stress and Intrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	r	p
Academic stress	370	16.9277	5.0121	369	0.717	0.013
Intrinsic motivation	370	14.1210	3.9211			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.2 shows the p-value of 0.013 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.717 at df of 369. This shows that there is relationship between academic stress and intrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Two: There is no significant relationship between academic stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.3: Pearson Moment Correlation on Academic Stress and Extrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	r	P
Academic stress	370	16.9277	5.0121	369	0.697	0.004
Extrinsic motivation	370	11.4129	3.5009			

**. Correlation is significant at 0.05 level (2-tailed).

The p-value of 0.004 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.697 at df 369. This shows that there is relationship between academic stress and intrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between academic stress and extrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Three: There is no significant relationship between interpersonal stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.4: Pearson Moment Correlation on Interpersonal Stress and Intrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	r	P
Interpersonal stress	370	12.1214	3.0794	369	0.614	0.02
Intrinsic motivation	370	14.1210	3.9211			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.4 shows statistically significant relationship was found between interpersonal stress and intrinsic motivation. This is because, the p-value of 0.02 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.614 at df 369. This shows that there is relationship between interpersonal stress and intrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between interpersonal stress and intrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Four: There is no significant relationship between interpersonal stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.5: Pearson Moment Correlation on Interpersonal Stress and Extrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	r	P
Interpersonal stress	370	12.1214	3.0794	369	0.710	0.001
Extrinsic motivation	370	11.4129	3.5009			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.5 shows statistically significant relationshipwas found between interpersonal stress and extrinsic motivation. This is because, the p-value of 0.001 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.710 at df 369. This shows that there is relationship between interpersonal stress and extrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between interpersonal stress and extrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Five: There is no significant relationship between work stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.6: Pearson Moment Correlation on Work Stress and Intrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	R	P
Work stress	370	17.3314	5.1660	369	0.744	0.000
Intrinsic motivation	370	14.1210	3.9211			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.6 Shows statistically significant relationshipwas found between work stress and intrinsic motivation. This is because, the p-value of 0.000 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.744 at df 369. This shows that there is relationship between work stress and intrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between work stress and intrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Six: There is no significant relationship between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.7: Pearson Moment Correlation on Work Stress and Extrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	R	P
Work stress	370	17.3314	5.1660	369	0.691	0.000
Extrinsic motivation	370	11.4129	3.5009			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.7 Shows statistically significant relationshipwas found between work stress and extrinsic motivation. This is because, the p-value of 0.000 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.691 at df 369. This shows that there is relationship between work stress and extrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Seven: There is no significant relationship between cognitive stress and intrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.8: Pearson Moment Correlation on Cognitive Stress and Intrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	r	P
Cognitive stress	370	17.3314	5.1660	369	0.801	0.001
Intrinsic motivation	370	11.4129	3.5009			

**. Correlation is significant at 0.05 level (2-tailed)

Table 4.8 shows the p-value of 0.001 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.801 at df 369. This shows that there is relationship between cognitive stress and intrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between cognitive stress and intrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

Hypothesis Eight: There is no significant relationship between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

Table 4.9: Pearson Moment Correlation on Cognitive Stress and Extrinsic Motivation of NCEStudents

Variable	N	Mean	SD	Df	r	p
Cognitive stress	370	17.3314	5.1660	369	0.731	0.001
Extrinsic motivation	370	14.1210	3.9211			

**. Correlation is significant at 0.05 level (2-tailed).

Table 4.9 shows the p-value of 0.001 is less than the 0.05 alpha levels of significance at a correlation index (r) level of 0.731 at df 369. This shows that there is relationship between cognitive stress and extrinsic motivation. Therefore, the null hypothesis which states that there is no significant relationship between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau is rejected.

4.4 Summary of Major Findings

1. Significant relationship was found between academic stress and intrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.717; p = 0.013).
2. Significant relationship was found between academic stress and extrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.697; p = 0.004).
3. Significant relationship was found between interpersonal stress and intrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.614; p = 0.02).
4. Significant relationshipwas found between interpersonal stress and extrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.710; p = 0.001)
5. Significant relationshipwas found between work stress and intrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.744; p= 0.000).
6. Significant relationshipwas found between work stress and extrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.691; p = 0.000).
7. Significant relationshipwas found between cognitive stress and intrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.801; p= 0.001)

8. Significant relationshipwas found between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau (r = 0.731; p=0.001).

4.5 Discussions

From the findings of this study, it can be deduced that there is significant relationship between academic stress and intrinsic/extrinsic motivation. The findings of this study collaborate with the early findings of Janho (2012) who noted that academic stress may be influenced by an interaction among motivation, school grades, depression and personality. Therefore, strategies to reduce academic pressures should take into consideration the importance of those factors. Increasing motivation may occur through interventions against stress and depression. Moreover, appropriate stress management may help students to become more motivated. Screening students one a year with self-report measures that evaluate stress and motivation may be helpful. This would identify students in need of individual counseling for stress management. Furthermore, as the number of students suffering from significant levels of stress is expected to be high, universal intervention may be beneficial. Academic stress could also be inform of difficulty of achieving social intimacy due to excessive studies. If for this reason, students lack time and opportunity to develop interpersonal relationships, such students are said to be experiencing academic stress.

The findings of the study also revealed that significant relationship was found between interpersonal stress and intrinsic/extrinsic motivation. This is in accordance with Charmandari, Tsigos and Chrousos (2005) claim that the initial physiological response to stress is automatic, it can nevertheless be switched on by cognitive factors, when

receiving sudden bad news. Cognitive signs of the emergency stress response involve increased concentration and decreased attention span, increased distractibility and deterioration in both short-term and long-term memory. Cohen, Kessler, Gordon (2005) reported that unpredictable response speed, increased error rate, and reduced powers of planning and organization may all follow if the stressor persists, under conditions of chronic stress the person may become hyper vigilant and constantly on the look-out for signs of stress. Therefore, Nora (2014) suggested that this increased state of arousal is extremely demanding and tiring, and may alternate with periods of being apparently quite oblivious to the stress, eventually, at extreme degrees of stress, thought patterns can become confused and irrational, making it difficult to function efficiently and to keep in touch with reality.

The findings of the study show that significant relationshipwas found between work stress and intrinsic/extrinsic motivation. Storch (2002) opined that the distinction between stress at work and stress at home is an artificial one at best, as a consequence of stressors experienced at work, an individual may be irritable at home, short-tempered and fatigued. This may result in arguments with his/her colleague and interpersonal discomfort may become a source of additional stress which may impact negatively on the person's work performance. Modin (2010) claim that anyone can become a victim of occupational stress. Generally, however, the most stressful jobs are those in which there is responsibility for people. The possibility of physical danger either to oneself or to others contributes to the stressfulness of a job. In addition, Alfven (2008) suggested that people are particularly vulnerable to work stress at several points in their working lives, on entry into the working world, persons with demanding jobs has very little say in how

to cope with these demands are at the greatest risk for developing a stress reaction, de Anda, Baroni, Boskin, Buchwald, Morgan, Ow, Gold, and Weiss (2000) reported that what is perceived as an employment problem also varies according to the views of society, increased rates of unemployment are projected to occur in the same age group as those persons most likely to use drugs and have drug problems. Education and training, often mentioned as solutions to unemployment, may be part of the problem rather than the solution since the existing supply of educated and trained persons frequently exceeds the demand in many countries. Competition for jobs will likely increase and employers may become even more selective in hiring young.

The findings of the study shows significant relationshipwas found between cognitive stress and intrinsic/extrinsic motivation. Charmandari, Tsigos and Chrousos (2005) claim that the initial physiological response to stress is automatic, it can nevertheless be switched on by cognitive factors, when receiving sudden bad news. Cognitive signs of the emergency stress response involve increased concentration and decreased attention span, increased distractibility and deterioration in both short-term and long-term memory. Cohen, Kessler, Gordon (2005) reported that unpredictable response speed, increased error rate, and reduced powers of planning and organization may all follow if the stressor persists, under conditions of chronic stress the person may become hyper vigilant and constantly on the look-out for signs of stress. Therefore, Nora (2014) suggested that this increased state of arousal is extremely demanding and tiring, and may alternate with periods of being apparently quite oblivious to the stress, eventually, at extreme degrees of stress, thought patterns can become confused and irrational, making it difficult to function efficiently and to keep in touch with reality. Motivation theories are

founded on assumptions about human nature Deci& Ryan, (1985). Deci and Ryan (2002) separated motivation into three categories: a motivation, extrinsic motivation, and intrinsic motivation Deci& Ryan, (2002). A motivation is strongly and negatively related to educational outcomes Vallerand&Bissonnette, (1992). A motivation involves not having a motive to act Williams &Deci, (1996). A motivation takes the lack of motivation and the observation of the individual's inability to sense the conditions between his or her actions and consequences as reference Ratelle, Guay, Vallerand, Larose, &Sene´cal, (2007). A motivation occurs when individual students cannot get positive feedback regarding their performance or believe that they have failed on a repetitive basis. According to the revised theory of helplessness, non-contingent environments lead to a motivation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the outcome of the study and the findings of the research in relation to the hypotheses generated and tested. Conclusions were drawn based on the results, suggestions and recommendations for further researches are also made.

5.2 Summary

It is on this note that the researcher considers it fit to assess into the relationship between psychological stress and academic motivation among student of NCE students of Federal College of Education, Gusau, Zamfara State, Nigeria. The study was guided by eight (8) research questions, eight (8) research hypotheses and eight (8) basic assumptions.

In chapter two, literature was reviewed based on the concept of stress, sources and causes of stress, types of stress, stress and its effect, level of stress, stress and their coping strategies, concept of psychological stress, component of psychological stress, academic stress, cognitive stress, work stress, Interpersonal stress, concept of motivation, concept of academic motivation, intrinsic motivation, extrinsic motivation, theoretical framework, Lazarus and Folkman cognitive appraisal theory of stress, Hans Selye general adaptation syndrome theory of stress, Maslow's theory of motivation, J.W. Atkinson's achievement need explanation, psychological stress theory by Pearlin (1989), review of empirical studies and summary were also done.

Chapter three examined the design of the study which employed correlational design, the population of the study which consisted of entire NCE students of Federal

College of Education, Gusau, Zamfara State with a population of 11,489 male and female. The sample for the study was drawn from the population of which 370 was considered appropriate as guided by the provision of Krejcie and Morgan (1970) table of sampling population. Two (2) instruments were used for the research namely Psychological Stress Scale and Academic Motivation Scale. The instrument Psychological Stress was developed by Balarabe (2004). It comprised of two Sections. Section A, Biographic Data, and Section B Academic Motivation Scale which was developed by Heater (1981) and were validated by experts in the Department of Educational Psychology and Counselling, ABU Zaria. Cronbach alpha in SPSS was used to compute the result of the pilot test on the instrument. The result of Cronbach Alpha reliability coefficient of psychological Stress Scale (PSC) and Academic Motivation Scale (AMS) are 0.821 and 0.803 respectively. In chapter four, Pearson Product Moment Correlation (r) was used to test the hypotheses to this study.

5.3 Contributions to Knowledge

It was established from the findings of the study that:

1. Academic stress has positive relationship with intrinsic motivation among NCE students of Federal College of Education (Technical), Gusau ($r = 0.717$; $p = 0.013$).
2. Academic stress had positive relationship with extrinsic motivation among NCE students of Federal College of Education (Technical), Gusau ($r = 0.697$; $p = 0.004$).

3. Interpersonal stress had positive relationship with intrinsic motivation among NCE students of Federal College of Education (Technical), Gusau (r = 0.614; p = 0.02).
4. Interpersonal stress had positive relationship with extrinsic motivation among NCE students of Federal College of Education (Technical), Gusau (r = 0.710; p = 0.001)
5. Work stress had positive relationship with intrinsic motivation among NCE students of Federal College of Education (Technical), Gusau (r = 0.744; p= 0.000).
6. Work stress had positive relationship extrinsic motivation among NCE students of Federal College of Education (Technical), Gusau (r = 0.691; p = 0.000).
7. Cognitive stress had positive relationship with intrinsic motivation among NCE students of Federal College of Education (Technical), Gusau (r = 0.801; p= 0.001)
8. Cognitive stress had positive relationship with extrinsic motivation among NCE students of Federal College of Education (Technical), Gusau (r = 0.731; p=0.001).

5.4 Conclusion

Based on the findings of the study, it was concluded that relationshipwas found between academic stress and intrinsic motivation, relationship was found between academic stress and extrinsic motivation, relationshipwas found between interpersonal stress and intrinsic motivation, relationship was found existed between interpersonal stress and extrinsic motivation, relationship was found between work stress and intrinsic motivation, relationship was found between work stress and extrinsic motivation,

relationship was found between cognitive stress and intrinsic motivation and relationship existed between cognitive stress and extrinsic motivation among NCE students of Federal College of Education, Gusau.

5.5 Recommendations

Based on the findings of the study, the following recommendations are proffered:

1. Parents, teachers, child psychologists and counselors should be sensitized on students psychological stress which is a powerful predictor of academic motivation.
2. Seminars, workshops and conferences should be organized for all stakeholders in education sector on the relationship between psychological stress and academic motivation.
3. Gender should not be a psychological barrier in defining the relationship between psychological stress and academic motivation of students.
4. Students should be satisfied on how cognitive work, and other related stress had influence on their intrinsic and extrinsic motivation in the college.
5. Counsellors and psychologists should be the key players in stress management in school.
6. Parents should understand what they will do to minimize stress among their children in school.
7. Student should be equip with appropriate interventions, strategies in managing their stress as they work towards achieving success in school.
8. Stakeholders of education should pay special attention to the various sources of stressors and be able to regulate learning environment.

5.6 Suggestions for Further Study

The following suggestions were deduced from the findings of this study:

1. Study on relationship between psychological stress and academic motivation among secondary school should be explored.
2. Study on relationship between psychological stress and academic motivation among Nigerian workers should be emphasized.
3. Study on relationship between psychological stress and academic motivation among headworkers should be explored.
4. Study on relationship between psychological stress and academic motivation among gender factor should be emphasized.

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APPENDICES

Department of Educational Psychology

Faculty of Education

Ahmadu Bello University

Date:

Dear respondent

QUESTIONNAIRE ON ACADEMIC MOTIVATION AND PSYCHOLOGICAL STRESS

I am a Master's Student of Department of Education Psychology and Counseling ABU Zaria currently conducting a research on Relationship between Psychological Stress and Academic Motivation among student of NCE students of Federal College of Education, Gusau, Zamfara State, I am here by soliciting for your support to answering.

I however, wish to inform you that any information collected from you will be treated confidential for it will only be used for the purpose of this research.

Thank you for cooperation

Yours faithfully

BASIRA MUSA GUSAU

INSTRUCTIONS

This questionnaire is divided in to three section. Section A – Bio-Data, Section B – Psychological Stress Scale, Section C – Academic Motivation Scale questionnaire respectively. In each of the section, list of questions are provided with corresponding boxes. Simply tick [✓] the appropriate box that represent your feelings.

SECTION A

BIO DATA OF RESPONDENT

1. Name of School:_____
2. Gender:

   Female [ ]
3. Age group

   13-17[ ]

   18-22[ ]

   23 and above [ ]
4. Course of Study _____
5. School/ Department _____

SECTION B: PSYCHOLOGICAL STRESS SCALE

Please indicate by ticking (✓) the item that best describe you where: VT = Very True, T = True, UT = Un True and VUT = Very Un True.

S/No	Items	VT	T	UT	VUT
1.	I am concerned about my personal safety				
2.	I am concerned about the safety of my property				
3.	I worry a lot about what might happen in the future				
4.	I think about my safety frequency.				
5.	Safety concerns affect my school work.				
6.	I have supportive family.				
7.	I have supportive friends.				
8.	I have a satisfying relationship with the members of the opposite sex				
9.	I feel lonely and uncared for.				
10.	I worry a lot about the problems of some family members/ friends.				
11.	Having lost a dear one worries me a lot.				
12.	I do not feel free with many of my course- mates due to age gap between us.				
13.	I have trusted friends to discuss my problems with.				
14.	I continue to feel guilty for some mistakes I made in the past.				
15.	I can rely on my teachers.				
16.	My teachers are concerned about my welfare.				
17.	Our teachers are good moral guides for us.				
18.	Members of staff here are generally helpful				
19.	Members of the local community are hospitable.				
20	I am an important member of this community.				

Source: Adopted from stress and its effects on Adjustment and performance questionnaires (2004) by Balarabe, M. (PhD Edin).

SECTION C

ACADEMIC MOTIVATION SCALES (AMS)

Please indicate by ticking (✓) the item that best describe you where: SA=Strongly Agree, A=Agrees NS= Not Sure, D= Disagree, SD= Strongly Disagree.

S/no	Items	SA	A	NS	D	SD
1	I have interest in my schooling					
2	I have the desire to master school work independently					
3	I do find most of the lessons interesting					
4	I have preference for challenging work than easy work					
5	I have no doubts that I will achieve my academic goals					
6	As long as one works hard, one succeeds					
7	One usually knows whether he or she could succeed before he or she takes examination					
8	Getting high grades at school would not depend on the people you know					
9	My early educational background is responsible for my positive performance in the school					
10	I try to excel in my academics in order to please teachers and my parents					
11	I derive much pleasure while working at my school assignment.					
12	I find my subjects of study easy because I have foundation on them					
13	Further schooling will contribute to my life goals					
14	My career choice is what I am really pursuing					
15	Association with friends affects my learning positively					
16	The methods of teaching affect my learning attitude positively					
17	My curiosity enables me to complete class exercises and assignments on time					
18	I want to be recognized when I demonstrate my abilities in the classroom					
19	My interest in any subject determines my grade					
20	I want to get better grades in the class than other students					

Adopted from: Heater, (1981)

APPENDIX B

Determining the size of a random sample

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2 0 0 0	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1,000	278	75000	382
210	136	1100	285 •	100000	384

Notes

N= population

sizeS= sample

size

Source: Krecjie and Morgan, 1970. In: Cohen, L. Manion, A. L. And Marrison, K. (2000). Researchmethods in Education (5th Edition) London: Routledge Falmer. Chapter 4 page 5

Result of the Cronbach Alpha Reliability test for Academic Motivation Scale (AMS)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.817	20

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.1100	.05368	30
Question 2	3.3100	.69824	30
Question 3	2.2300	.14915	30
Question 4	3.4010	.31124	30
Question 5	3.3500	.81273	30
Question 6	2.1400	.68304	30
Question 7	3.6500	.60213	30
Question 8	2.1900	.60310	30
Question 9	3.1060	.09084	30
Question 10	3.1010	.08084	30
Question 11	3.2500	.51635	30
Question 12	3.4500	.08640	30
Question 13	3.3050	.60698	30
Question 14	2.1030	.05308	30
Question 15	3.4400	.49824	30
Question 16	3.2500	.05915	30
Question 17	2.7040	.50824	30
Question 18	3.3500	.61273	30
Question 19	3.1400	.42304	30
Question 20	3.1200	.60098	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.226	2.1000	3.500	2.2100	1.426	095	20

Result of the Cronbach Alpha Reliability test for Psychological Stress Scale (PSS)

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.837	20

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.4000	.28258	30
Question 2	3.3000	.23110	30
Question 3	3.4100	1.16972	30
Question 4	2.4500	.19868	30
Question 5	3.4200	.89785	30
Question 6	2.5100	.88252	30
Question 7	3.1500	.68056	30
Question 8	3.3500	.54440	30
Question 9	2.3500	.39292	30
Question 10	3.2000	.65444	30
Question 11	3.4500	.28118	30
Question 12	3.3000	.39110	30
Question 13	3.4000	1.16972	30
Question 14	2.9500	.19268	30
Question 15	3.2000	.79785	30
Question 16	2.5000	.41852	30
Question 17	3.1200	.61056	30
Question 18	3.3010	.39110	30
Question 19	3.4030	1.16972	30
Question 20	2.6050	.19868	30

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.220	2.3210	3.4030	1.651	1.636	.075	20