

Psychosocial Factors as Predictors of Academic Underachievement among Undergraduates in University of Ibadan, Ibadan, Nigeria

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Abstract

This study investigates academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit as predictors of academic underachievement among undergraduate students in University of Ibadan. The study adopted a descriptive research design of correlational type. A total of three hundred undergraduate students in University of Ibadan was selected using simple random sampling technique. Questionnaires consisting of demographic information and sections which are standardized scales with reliability coefficients of: academic overload $r = 0.89$, examination anxiety with $r = 0.88$, peer influence $r = 0.94$, motivation $r = 0.88$ and study habit $r = .96$. Three research questions were answered using Correlation and Multiple Regression Analysis at $\alpha = 0.05$ level of significance. The findings of the study showed that motivation ($r = 0.244$, $p < 0.05$), academic work load ($r = 0.286$, $p < 0.05$), examination anxiety ($r = 0.390$, $p < 0.05$), peer influence ($r = 0.264$, $p < 0.05$) and study habit ($r = 0.237$, $p < 0.05$) had significant positive relationship to academic underachievement among undergraduate in University of Ibadan. All the independent variables jointly accounted for 23.6% variance in predicting academic underachievement among undergraduate students in University of Ibadan. Also, motivation ($B = 1.382$, $t = 2.560$, $p < 0.05$), study habit ($B = 0.788$, $t = 8.631$, $p < 0.05$), examination anxiety ($B = 0.459$, $t = 7.783$, $p < 0.005$), academic workload ($B = 0.127$, $t = 4.266$, $p > 0.05$) and peer influence ($B = 0.020$, $t = 3.190$, $p < 0.05$). Based on the findings of this study, it was recommended that all schools should set up guidance and counselling offices facilitated by professionals to counsel students who are affected by academic underachievement. School management also should invite specialists often to talk to students on dangers of academic underachievement.

Key words: Academic underachievement, Academic overload, Examination anxiety, Motivation, Study habit

Introduction

The issue of academic underachievement is one of great concern, especially because it is not a problem only among gifted learners but prevails at all ability levels. Rayneri, Gerber and Wiley (2006) mentioned that academic underachievement is a national problem in the United States. In addition, Matthews and McBee (2007) indicate that the topic of underachievement has intrigued educators for quite some time and is an ongoing concern. It seems that there is little consensus on how best to define underachievement. Donald, Lazarus

and Loiwana (2006) define academic underachievement as performing below potential while Reis and McCoach (2000) define it as a discrepancy between ability and achievement. Underachievement is a growing concern for parents and educationists. Inability of capable children to perform in schools has urged researchers to explore the underlying factors world-over. With no biological or neurological explanation, many children with same abilities are seen performing at different levels (Rimm, 2008).

Underachievement is defined by various psychologists as inability to perform as expected as per one's potential (Jones & Myhill, 2004). Parents and teachers are usually able to identify a student performing below expectations. This generates a broad definition of underachievement as a discrepancy between ability and achievement or potential and performance (McCoach, 2006). On the other hand, in high-achievement, the achievement matches the ability (Jones & Myhill, 2004).

From these varying definitions it can be deduced that underachievers are a diverse population and that both gifted and non-gifted learners can underachieve. In general, academic underachievement is defined as failure to meet the academic requirements of the school setting (Connor, 2002). One might think that underachieving learners lack motivation, but Reiss (2008) assert that underachievers are, in fact, highly motivated in directions other than getting good grades. This acknowledges that academic underachievement can also result from extracurricular circumstances that distract youngsters from paying attention to their schoolwork. Young people who fail to utilize their potential waste educational and occupational opportunities that are within their reach. Butler-Por (2006) argues that underachievement is not caused primarily by inability to do better, but by either a conscious or unconscious choice. Baker (2006) asserted that "Currently there are several models in the theoretical literature attempting to describe origins of under-achievement among learners. Typically, individual, family and school related factors are discussed as contributing to problems of underachievement."

Academic overload may be regarded as student's feelings of being overwhelmed by their academic requirements or responsibilities while pursuing a degree at university. Many students experience difficulty in managing the academic workload at university (Bitzer & Troskie-De Bruin, 2004). Students' perceptions of the demands of the academic tasks and their perceptions of their ability to succeed in completing the tasks influence the amount of effort they put into academic work and an insufficient amount of effort may lead to academic failure (Ili-haam, Johann & Kitty, 2011).

Academic overload is one of the problems associated with educational systems in contemporary times. Sa SW (2012) pointed out that in a bid to expand the knowledge base of the society, many curriculum planners have resorted to duplicating contents, thereby creating redundancy and leaving obvious gaps in formulation and implementation. Odey and Opoh (2015) identified continued introduction of new courses as a major problem facing curriculum implementation in Nigeria. This has led to introduction of contents which are

similar to pre-existing contents in the curriculum. This, according to Nwiyi (2009) could lead to watering down the curriculum and compromising the quality of learning experience in our schools. This could also make learning tedious and monotonous, thereby negating the learners' attitude to school.

Examination anxiety is the set of phenomenological, psychological, and behavioral responses that affect student's achievement both positively and negatively. A positive level of anxiety can improve students' learning ability and enhance academic achievement of students because this makes students efficient and striving. Low and moderate level of anxiety has positive impact on student's achievement. When this level exceeds and persists for long time it then causes failure and low performance (Onwayed, 2005; Heather & April, 2009).

According to (Cizek & Burg, 2006) students suffering with this test nervousness cannot perform well in the standardized tests and their shattered personality cannot help them to come up with good or desired outcome which results in drop out from school. Potentially unstable and confused students cannot get good grades and they face a lot of hurdles to get admitted in colleges; in completion of their degree and even their cognitive abilities. These types of student go for the institutions where they will go through minimum evaluations. Test and assessments are important at all stages of education and specially higher education where it considered being important for the decision making and people of all ages are evaluated through this procedure of test regarding their abilities and talents.

Peer influence often seems to have various effects toward the student academic performance in school. It is how their peers affect them whether in a negative way. Teenagers need to seek comfort from others that they find in the presence of their peers, and they are not even aware on how their peers influence them academically (Uslu, 2013). Studies show that the influence of peer groups among students cannot boost their anxiety especially pertaining to their education (Kadir, Atmowasdoyo & Salija 2018). The relationship within the group with its peers are co-related with each other, hence the direction of this particular relationship should be monitored were these relationships should go considering all possible factors correlated within the groups outcome (Wilson, 2016). Peer influence faced by many teenagers of the society, professionals understood the concept of peer influence that could affect teenagers in a negative way which can be prevented by educating and preparing teenagers to face the negative aspects caused by peer influence (Temitope & Ogunsakin, 2015).

Motivation is considered the basic ingredient to learning and every child is born an intrinsic motivation to learn and understand the world around them. According to Redorbit (2008), every child is born with an intrinsic motivation to learn and understand the world around them, an aspect of development that is referred to as competence motivation. This type of motivation helps explain people's interest in their environment and their ability to persist in learning difficult things. Although children are born with this, it unfortunately can

diminish over time due to reactions or perceptions of others and life experiences. Greene (2004).

Too often educators blame themselves for the lack of commitment and motivation of individual students. Students are motivated or they are not and educators continue to battle the questions surrounding underachievement, which can wear down even the most resilient human beings. Negative academic motivation and underachievement continues to be a concern for students and has become widespread in communities and states across the country (Greene, (2004). All students have the desire to be successful in school, some just simply don't know how. Children who do poorly in school and feel inadequate develop ways to defend themselves psychologically and self-protecting behaviours become their instinct for natural survival in the academic world. All the excuses for the negative academic motivation become common byproducts of the struggling learners' constant battle to keep his or her head above water.

According to Aristotle, habit is what we repeatedly do. Habits generate other habits. Inspiration is what gets us started, motivation is what keeps us on track, and habit is what makes us automatic. Anything practice long enough becomes ingrained into our system and becomes a habit. Students are basically having their own individual differences. It all depends upon their ability and capacity. Researchers do observe that some students have the habit of studying daily lessons regularly (Sud & Sujata (2006). Most of the student population is underachievers because they pay only less time for their educational task. Some crucial emotional competencies, like, lack of self-concept, unsatisfactory study habits which impress their educational attainment is not at all good both at the micro level and as well as the macro level.

Today's world is moving in a speed which was unheard in the past. Everyone wants to excel. Individual's success affects personal and social dimensions of life. In this regard, academic performance is one of the major factors that influence individual's success in any educational setting. It is anybody's guess that good habits and skills would help to promote efficiency in our tasks. In education, proper study habits and skills entail to proficiency as well as high quality of learning (Dehghani & Soltanalgharaei, 2014). Productive study requires conceptualization and intention. It could include some skills such as note-taking, observation, asking question, listening, thinking and presented idea regarding discovering new information. Thus, learner should be interested in learning and must be able to apply needed skills. On the other hand, inefficient study leads to waste of time and learner's energy (Hashernian & Hashemian, 2014). Poor study habits and skills like other skills can be taught and learnt. Accordingly, educational researches intend to find out effective ways to improve students' study habits, and most suitable age of learners where they can learn those skills.

It is worthwhile to note and underscore that one of the reasons of underachievement as reported by students is lack of proper methods of study". Therefore, conducting counseling

course helps student to perform efficiently in academic activities. Even at the college level, students with high levels of overall academic achievement tend to have more effective study habits than do low-achieving students with respect to study techniques, time management and attitudes towards learning as reported by Bailey and Ouwuegbuzie (2002).

Statement of the Problem

The problem of low academic achievement of students in examinations is one of the most challenging problems that face students as well as teachers. This problem has many causes and it has educational, social, cultural and psychological dimensions. However, the students' low academic achievement in the exam can be defined as: Low or weakness of the students mark under the normal average in a study subject level as a result of a variety of reasons, including those related to the student himself or those related to family, social and academic environment. Consequently, this may lead to frequent repetition of failure, despite their abilities that qualify them to get the best marks. Individual differences play an important role in academic achievement of students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status, intelligence, behavioral characteristics and psychological factors, namely, attitudes, self-esteem, self-efficacy and self-concept, have been used to explain academic underachievement. Besides differences in ability, which are not easy to control, students have specific learning styles that may influence their academic achievement. Study habits are at least in part socialized, suggesting that they can, to some extent, be modified. Thus, being aware of study habit and their roles in academic achievement is of a great importance for educational psychologists, teachers and researchers.

During the academic process of learning, students must face increasing levels of competence to complete curriculum objectives. However, some students, though they exhibit good levels of individual aptitude, may exhibit poor academic performance. In this sense, the term underachievement has emerged as an important construct in the field of education during the last decades, and researchers have worked to detect and identify cognitive and non-cognitive factors which are involved. Clearly, underachievement is multidimensional construct that involves different variables. However, the assumption that underachievement is not reserved exclusively for gifted students but to all of the students situated in different intelligence levels that may also be influenced by personality factors, family-related factors and school-related factors. Indeed, the treatment of these factors through educational interventions could lead to a better self-concept and academic achievement. On the basis of this study, this study investigates academic overload, examination anxiety, peer influence, motivation and study habit as predictors of academic underachievement among undergraduate students in University of Ibadan

Purpose of the Study

The main purpose of this study is to determine the psychosocial factors as predictors of academic underachievement among undergraduates in university of Ibadan, Ibadan, Nigeria

Specifically, the study sought to

- 1) Examine the relationship that exists among academic overload, examination anxiety, peer influence, motivation, study habit and academic underachievement among undergraduate students in University of Ibadan.
- 2) Determine the joint contribution of academic overload, examination anxiety, peer influence, motivation and study habit to academic underachievement among undergraduate students in University of Ibadan.
- 3) Ascertain the relative contribution of each of academic overload, examination anxiety, peer influence, motivation and study habit to academic underachievement among undergraduate

Research Questions

Three research questions were raised and answered at $\alpha = 0.05$ level of significance:

Research Question 1: There is no significant relationship between academic overload, examination anxiety, negative peer influence, negative academic motivation, poor study habit and academic underachievement among undergraduate students in University of Ibadan?

Research Question 2: What is the joint contribution of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit to academic underachievement among undergraduate students in University of Ibadan?

Research Question 3: What is the relative contribution of each of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit to academic underachievement among undergraduate students in University of Ibadan?

Methodology

The study adopted descriptive research design of correlational type. This design is suitable for this study because the researcher does not have direct control over independent variables. Inferences about relationships among variables are made without direct manipulation nor interaction with independent and dependent variables. The population for this study consists of post-graduate students in the Faculty of Education, University of Ibadan. This study covered all Departments in the Faculty of Education. The population is made of male and female students aged between 23 to 45 years of age with various educational backgrounds ranges from Nigeria Certificate of Education, Higher National

Diploma and Bachelor Degree and Master Degree totaling 827 students. The study utilized stratified random sampling technique. This is because the study participants were chosen with complete elimination of bias and without prior meeting or familiarity with the respondents thereby giving all the respondents equal chances of participating in the study. A sample size of three hundred and (352) fifty-two postgraduate students was randomly selected from all the departments in the faculty of Education. There are ten departments within the faculty of education and thirty-five students were picked in each department except in one department where two extra were picked.

Structured questionnaire was used for data collection in this study. The questionnaire is a standardized ones with psychometric properties already established over the years and also revalidated for the purpose of this study. The questionnaire had also been widely used. The questionnaire consists of five sections namely: sections A, B, C, D and E. Section A: This section contains socio-demographic information of the participants such as gender, age, religion, ethnicity, department and work status. This section was developed by the researcher. Section B: Career Identity Scale (CIS): Career Identity Scale is a 16 items scale which adopts a 5 point likert scale ranging from SA= Strongly agree to SD=strongly disagree, it was developed based on London's (1983) work about career identity. It measures work centrality and career progression for upward mobility. It has Cronbach Alpha reliability co-efficient of $\alpha = .73$. Section C: Rosenberg Self-Esteem Scale (RSE): RSE is a 10item scale developed by Morris Rosenberg (1979). Originally the instrument was designed to measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups. Scoring involves a method of combined ratings. Low self-esteem responses are "disagree" or "strongly disagree" on items 1, 3, 4, 7, 10, and "strongly agree" or "agree" on items 2, 5, 6, 8, 9. Two or three out of three correct responses to items 3, 7, and 9 are scored as one item. One or two out of two correct responses for items 4 and 5 are considered as a single item; items 1,8, and 10 are scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are considered to be a single item. And it can also be scored by totalling the individual 4 point items after reverse-scoring the negatively worded items. The RSE demonstrates a Guttman scale coefficient of reproducibility of .92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability. Section D: Lubben Social Network Scale(LSNS-6): The LSNS-6 is a validated instrument designed to gauge social isolation in older adults by measuring the number and frequency of social contacts with friends and family members and the perceived social support received from these sources.It consists of 6 items and was developed by Lubben et al in 2006. Its total score is an equally weighted sum of these six items. Each LSNS-6 question is scored from 0 to 5 and the total score ranges from 0 to 30. The answers are scored: none = 0, one = 1, two = 2, three or four = 3, five thru eight = 4, nine or more = 5. A score of 12 and lower delineates "at-risk" for social isolation. Section E: The Career Transition Inventory (CTI): Career Transition Inventory is a 19 item rating scale

developed Heppner et al (1994). It measured the rate of individuals' willingness to change their occupation and/or position. Items 9, 10, 11, 12, 13, 14, 15, 18 and 19 are reversely scored. The scale adopted 5 likert scale ranging from SA= strongly agree to SD=strongly disagree. The Cronbach Alpha was 0.87.

Procedure for Data Collection

Copies of the questionnaires were administered to the respondents within the faculty. The respondents were adequately briefed on the advantage of the study and the need to cooperate with the researcher. They were also assured of confidentiality of their responses. The questionnaires were administered and returned. The questionnaires were scored and the data obtained were subjected to data analysis. The data collected were analysed with the aid of statistical software of SPSS using Pearson product moment correlation and multiple linear regression analysis to test the two research questions and two hypotheses at 0.05 significant levels. The results obtained were interpreted.

Results

Research Question 1: There is no significant relationship between academic overload, examination anxiety, negative peer influence, negative academic motivation, poor study habit and academic underachievement among undergraduate students in University of Ibadan?

Table1: Summary of Test of significant Correlations among Independent Variables and academic underachievement among undergraduates of University of Ibadan

Variables	1	2	3	4	5	6
Motivation	1.000					
AcadWorLo	0.546**	1.000				
Anxiety	0.378**	0.571*	1.000			
PeerInfl	0.351**	0.475**	0.668**	1.0		
StudyHabit	0.291**	0.351**	0.475**	0.668**	1.0	
UnderAchie	0.244**	0.286**	0.390**	0.264**	0.237**	1.00
Mean	47.17	27.23	23.87	23.36	20.44	15.53
SD	0.87	0.74	7.12	4.08	4.97	4.65

NB: ** Significant at $P < 0.05$; *Significant at $P < 0.05$.

The results from Table1 showed that there was a positive and significant relationship between (negative academic motivation, academic work load, examination anxiety, negative peer influence and poor study habit) on academic underachievement among undergraduates of University of Ibadan. Academic underachievement among undergraduates of University of Ibadan had significant correlation with motivation ($r = 0.244$, $p < 0.05$), with academic work

load ($r = 0.286$, $p < 0.05$), examination anxiety ($r = 0.390$, $p < 0.05$) with peer influence ($r = 0.264$, $p < 0.05$) and study habit ($r = 0.237$, $p < 0.05$) of the respondents.

Research Question 2: To what extent would the joint contribution of the independent variables predict academic underachievement among undergraduates of University of Ibadan, Nigeria?

Table 2: Summary of Regression Analysis of the combined prediction of academic underachievement among undergraduates of University of Ibadan

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.486	0.236	0.227	11.02166			
Summary regression ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	3053.42	5	610.68	18.18	0.000	sig
Residual	9876.76	294	33.59			
Total	12930.18	399				

Table 2 showed that the prediction of all the five independent variables to the dependent variable. That is, academic underachievement among undergraduates of University of Ibadan correlated positively with the five predictor variables. The table also shows a coefficient of multiple correlations (R) of 0.486 and a multiple R square of 0.236. This means that 23.6% of the variance in the academic underachievement among undergraduates of University of Ibadan is accounted for by all the five predictor variables, when taken together. The significance of the composite contribution was tested at $p < 0.05$ using the F-ratio at the degree of freedom ($df = 5/294$). The table also shows that the analysis of variance for the regression yielded a F-ratio of 18.18 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variables was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Question 3: What is the relative effect of each of the independent variables on academic underachievement among undergraduates of University of Ibadan, Nigeria?

Table 3: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

	Unstandardized Coefficients		Standardized coefficients			Remark
	B	Std. Error	Beta	t	p	
Constant	37.879	4.326		8.757	0.000	Sig
Motivation	1.382	0.540	0.096	2.560	0.011	Sig
Exams Anxiety	0.459	0.059	0.261	7.783	0.000	Sig
Peer Influence	0.020	0.106	0.006	3.190	0.009	Sig
Academic Workload	0.127	0.100	0.050	4.266	0.002	Sig
Study Habits	0.788	0.091	0.376	8.631	0.000	Sig

Table 3 reveals the relative contribution of the five independent variables to the dependent variable, expressed as beta weights. The positive value of the effects of motivation, academic work load, examination anxiety and peer influence and study habit implies that the academic underachievement among undergraduates of University of Ibadan is actually determined by positive reinforcement of these five variables. Using the standardized regression coefficient to determine the relative contributions of the independent variables to the explanation of the dependent variables motivation (B=1.382, t= 2.560, p< 0.05) is the most potent contributor to the prediction followed by the study habit (B = 0.788, t= 8.631, p<0.05) followed by examination anxiety (B = 0.459, t = 7.783, p < 0.005); followed by academic workload (B = 0.127, t = 4.266, p>0.05) and finally followed by peer influence (B = 0.020, t = 3.190, p < 0.05) in that order.

Discussion of the Findings

Relationship between academic overload, examination anxiety, negative peer influence, negative academic motivation, poor study habit and academic underachievement among undergraduate students in University of Ibadan

Findings from research question one shows relationship that exists among academic overload, examination anxiety, negative peer influence, negative academic motivation, poor study habit and academic underachievement among undergraduate students in University of Ibadan. The study revealed that there is significant relationship between academic overload, examination anxiety, peer influence, motivation and study habit and academic underachievement among undergraduate students in University of Ibadan. Academic

overload had significant positive relationship to academic underachievement; this implies that academic overload had influence on academic underachievement among undergraduate students. Examination anxiety had significant positive relationship on academic underachievement, this implies that examination anxiety had influence on academic underachievement among undergraduate students, negative peer influence had significant positive relationship to academic underachievement, that is, negative peer influence had influence on academic underachievement among undergraduate students, negative academic motivation had significant positive relationship on academic underachievement, that is, negative academic motivation had influence on academic underachievement among secondary school students and poor study habit had significant positive relationship on academic underachievement, that is, poor study habit had influence on academic underachievement among secondary school students This implies that academic overload, examination anxiety, negative peer influence, lack of academic motivation and poor study habit play a significant role on academic underachievement among undergraduate students in University of Ibadan.

This is in line with the study of Demir, Kiliinc and Dogan (2012), they noted that an effectively planned curriculum must capture only necessary needs of the learners' society to yield expected goals of instruction that helps with academic underachievement. Lee (2017) noted that there is relationship between study habit and academic underachievement. Ogunmakin and Akomolate (2013) noted that when young learners are denied time to engage in other extracurricular activities or bombarded with take home assignments, the learners suffer reduction of academic achievement drive and may develop academic burnout. Ogunmakin and Akomolate (2013) also noted when these young students are not properly guided to make sense out of these materials they develop lack of self-efficacy which has negative implications on their academic engagement and achievement. Zhang, Klassen and Wang (2013) also added that learners may resort to truancy and in more extreme cases consider dropping out from school. This negative attitude towards learning according to Zang et al., (2013) is linked to the learners' feelings of trepidation of school and school work. Olushola (2006) noted that academic support significantly reduced anxiety and improved academic performance through helping the students to develop "higher self-expectations and a greater sense of self-perceived control of academic outcomes for future academic success. Olushola (2006) noted in a research that peer influence as a psychosocial factor is capable of influencing adolescent students' attitude (either positively or negatively) toward desire to excel academically. The danger is that if the peer influence is negative, Ajibade (2016) warned that adolescent is at risk since many of the adolescent values and beliefs are at variance with parental or home values and teaching.

The joint contribution of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit to academic underachievement among undergraduate students in University of Ibadan

Findings from research question two shows the joint contribution of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit to academic underachievement among undergraduate students in University of Ibadan. The result revealed that there was a joint contribution of the independent variables (academic overload, examination anxiety, and negative peer influence, negative academic motivation and poor study habit) to the dependent variable (Academic underachievement) of undergraduate students in University of Ibadan. This implies that there is joint contribution of the independent variables (academic overload, examination anxiety, peer influence, motivation and study habit) to the dependent variable (Academic underachievement) of undergraduate students in University of Ibadan. This is in line with the study of Naimi (2010) which noted that the percentage of students in academic achievement is weak. Thus, this can be attributed to the educational and economical levels of the students at these areas. Barakat& Harz Allah (2010) in a study addressed the reasons for the low level of academic achievement in mathematics. Lack of self-desire to study may lead to students' low academic achievement in mathematics level. Lack of a sense of belonging to the school can cause a sense of unconcern to study. Tamimi (2012) found that a number of pupils noted the factors that lead to poor academic achievement, such as social factors, economic factors and political conditions. Rajiah, (2014), determined the relationship between anxiety and academic underachievement among nursing students in Nigeria. Afolayan et al., (2013) noted that there is difference between genders in academic underachievement but it was not statistically significant. Zeegers, 2004 found that mature age students consistently perform better on an academics than younger ones. Huang and Invernizzi (2012) found that younger students had lower literacy scores than the older students in the same class. Contrarily, Grissom (2004) in his study concluded that there is a negative relationship between age and achievement which remains persistent over time.

The relative contribution of each of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit to academic underachievement among undergraduate students in University of Ibadan.

Findings from research question three shows the relative contribution of each of academic overload, examination anxiety, peer influence, motivation and study habit to academic underachievement among undergraduate students in University of Ibadan. It reveals that there is a significant relative positive contribution of academic overload, examination anxiety, negative peer influence and negative academic motivation to the dependent variable, expressed as beta weights. There is relative coefficient of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habits on academic underachievement of undergraduate students in University of Ibadan.

Using the standardized regression coefficient to determine the relative contributions of the independent variables, negative academic motivation is the most potent contributor to the academic underachievement of undergraduate students in University of Ibadan. It implies that there is a significant relative contribution of academic overload, examination anxiety, negative peer influence, negative academic motivation and poor study habit to the dependent variable (Academic underachievement) of undergraduate students in University of Ibadan. In terms of magnitude of contribution, negative academic motivation made the most significant contribution to academic underachievement among undergraduate students in University of Ibadan, followed by poor study habit, examination anxiety, and academic workload and finally followed by negative peer influence.

This is in line with study of Chambel&Curral (2005) that found that students' inability to manage academic workload had a negative impact on academic adjustment to university and academic performance. Il-haam et al. (2009) showed that adjustment did not function as a pure mediator on academic performance as the dependent variable. Ahmed &Wias (2012) noted the reasons for the low level of academic achievement among high school students from teachers and students perspective; the study showed these reasons, including the large number of distractions around the student like the spread of mobile phones, means fun, low motivation of students towards learning and the weakness of the attention of parents to follow up the level of their children. Eldridge (2012) study showed that emotional intelligence strongly correlate with academic underachievement and school adjustment. Almuammria (2015) showed that there are a range of factors affecting academic achievement such as: learner factors, family factors and school factors. Okorodudu (2013) found that pressure from peers significantly influenced students' attitude toward examination malpractice. Matthew (2010) and Oak (2009) emphasised that peer influence has much impact on adolescent's behaviour than any other factor. They also further observed that adolescent interaction with their peers is direct and much more powerful than the influence of parents, counsellors, teachers and other authority figures.

Conclusion: This research work has established that the entire independents variable had significant relationship to academic underachievement of undergraduate students in University of Ibadan. Academic overload had significant positive relationship to academic underachievement, examination anxiety had significant positive relationship to academic underachievement, peer influence had significant positive relationship to academic underachievement, motivation had significant positive relationship to academic underachievement and study habit had significant positive relationship to academic underachievement. This implies that academic overload, examination anxiety, peer influence, motivation and study habit, play a significant role on academic underachievement among undergraduate students in University of Ibadan. Also, there was a joint contribution of the independent variables (academic overload, examination anxiety, peer influence, motivation and study habit) to the dependent variable (Academic underachievement) of undergraduate

students in University of Ibadan. Also, the study reveals that there is a significant relative positive contribution of academic overload, examination anxiety, peer influence, motivation and study habit to the academic underachievement, expressed as beta weights. In terms of magnitude of contribution, motivation made the most significant contribution to academic underachievement among undergraduate students in University of Ibadan, followed by study habit, examination anxiety, and academic workload and finally followed by peer influence.

Recommendations

This study provided a significant base to motivate students' development in such a way that positive behaviour is promoted. Based on the results of this study, the following are additional recommendations:

1. All schools should set up guidance and counselling offices facilitated by professionals to counsel students who are academic underachievers. This will help take care of the students with emotional needs that they wish to share in confidence.
2. School management also should invite specialists often to talk to students on dangers of academic underachievement.
3. Parents should monitor the company that the students keep to ensure they do not involve themselves with students or non-students that may lead to academic underachievement.
4. That school should set a good example to the students by providing all materials for studying.

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