

THE EFFECTS OF FINANCIAL STRESS ON STUDENTS' ACADEMIC PERFORMANCE IN FEDERAL UNIVERSITY DUTSINMA LOCAL GOVERNMENT AREA OF KATSINA STATE, NIGERIA

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Abstract *This study examined the effect of financial stress on students' academic performance in Federal University Dutsinma Local Government Area of Katsina State, Nigeria. The descriptive research design was used for the study. The population was made up five (500) hundred students selected from different departments from Federal Univeristy Dutsinma, Katsina state. Random sampling techniques was used to select one hundred and ten (110) as the sample. A questionnaire of Effects of Financial Stress on Students' Academic Performance (EFSSAP) in Federal University Dutsinma, Katsina State was formulated to elicit responses from the respondents. The questionnaire was divided into two sections. Section A was the demography of the respondents and B was 20 research items based on the four (4) variables. The data collected was analyzed using frequency and percentage. The study discovered that, there is so much financial stress on the students, especially now that there is increase in different of kind of fees in tertiary institutions in general. The study therefore, concluded that all hands must be on deck on the management of funds and the stress attached to it. Based on the findings, the study recommended that government should reintroduce students' loans and grants.*

Key words: *Financial, stress, academic performance.*

Introduction

Students' well-being is an important subject on university campuses around the country. This has caused officials in higher education and students' life become increasingly worried about students' stress. Given that stress has been found to have a detrimental effect on students'. Persistence rising of federal and state scrutiny of graduation rates should drive administrators to better understand the sources of student stress (Letkiewicz, 2013). More precisely, the stress associated with personal financial troubles is worth investigating further in light of the challenge university students and new graduates confront as a result of the rising load of loans. The institutional context in which university students make their educational choices has shifted considerably — grants and other types of help have not kept pace with the substantial increase in tuition (College Board, 2011; Draut, 2007). As a result, students are more reliant on loans to fund their education (Albeerly, 2015). "Working your way through university" is no longer a viable option, since tuition has climbed at a faster rate than inflation in recent decades.

Stress research demonstrates the important significance that personal financial difficulties have in the lives of university students. Financial troubles are frequently identified as a

cause of stress for college students (Northern, O'Brien and Goetz, 2010). Furthermore, effects of stress includes

psychological or emotional consequences (Northern et al., 2010). Much of the research on financial stress has been on the repercussions of the stress. Financial stress has been shown to have the following detrimental consequences: (a) depression, (b) anxiety, (c) poor academic performance (Andrews and Wilding, 2004; Harding, 2011), (d) bad health (Northern et al., 2010), and (e) trouble completing a degree (Andrews & Wilding, 2004). (Letkiewicz, in press; Joo, Durband and Grable, 2008; Robb, Moody and Abdel-Ghany, 2011). Additionally, research has been conducted on the coping behaviors of financially stressed students, such as requesting assistance (Britt et al., 2011; Lim, Heckman, Letkiewicz, Fox, and Montalto, 2012). (Guan, 2015) investigated variations in spending habits among college students and included financial stress as a predictor variable in their model.

Financial stress was quantified by adding affirmative responses to seven financial stressors, such as "unable to save for an emergency" and "unable to pay utility bills." Hayhoe (2000) discovered a negative correlation between the number of positive financial activities and the amount of financial stresses. Only a few research have studied the predictors of reporting financial stress. Brougham, Zail, Mendoza and Miller (2009) studied a variety of stressors, including academic, financial, family, social, and everyday annoyances, but their major objective was to discover students' coping behaviors. They discovered that female university students were more likely than male university students to experience financial stress (Brougham et al., 2009). Additionally it has been demonstrated that, anticipated debt is a powerful predictor of financial stress among medical students (Morra, Regehr and Ginsburg, 2008). Archuleta, Dale and Spann (2013), discovered that greater levels of financial pleasure were substantially and adversely associated with financial anxiety among university students. According to Northern (2010) who highlighted that some researchers have relied only on financial data to quantify financial stress. While inability to pay payments and other financial troubles can cause stress, there are significant psychological components of stress that may be overlooked when relying just on financial data (Northern 2010). Inability to pay expenses on time may be burdensome for one student, but not for another. While stress is undoubtedly a complicated concept, the disparities in financial stress assessment are most likely due to a dearth of theory-based research. Numerous research cited above do not give a description of the theoretical framework employed to explore financial stress-related topics.

A review of studies on financial concerns and university students (Valadez, 2012) provides some context for the subject; nonetheless, there appears to be a dearth of contemporary research addressing this issue. The search for studies specifically focused on undergraduate residential university students produced results that were primarily focused on interpersonal relationship issues and maladaptive coping, and thus did not yield nearly as much information as I had hoped existed specifically on my research question and sub-questions. Several studies conducted specifically on nonwhite residential university

students focused on socioeconomic, acculturation, academic readiness, and the influence of stress on students in general (Crockett. 2016).

Considering financial stress as a possible predictor of academic and social functioning and satisfaction problems among undergraduate residential university students, this study conducts a review of the literature on financial stress in the general population and on the undergraduate university population. Additionally, studies on academic and social functioning and satisfaction, retention rates, and support networks such as parental, peer, community, and professional assistance are evaluated. Financial stress was evaluated by Draut (2007), as an independent variable in this study because it had an effect on two dependent variables: (1) academic functioning

and contentment, and (2) social functioning and satisfaction related with undergraduate university students' performance. Thus, the purpose of this research review is to provide a foundational understanding of the setting in which financial stress, academic functioning and satisfaction, and social functioning and contentment are interrelated as potential determinants of undergraduate residential university success.

Statement of the Problem

Academic achievement is contingent upon a number of elements, each of which can have a favorable or negative effect on a child's capacity to remain motivated and perform in school. Children living in high-poverty metropolitan areas face additional obstacles to academic success (Murray and Malmgren, 2005). Numerous research studies outline the difficulties of students growing up in high-poverty metropolitan areas. These studies emphasize the difficulties faced by high rates of domestic and community violence and crime, rising rates of mental illness, low-quality schools, and many family stresses that may impair children's adjustment and performance in school and other areas of their lives. Despite these obstacles, some students are tenacious and overcome the adverse situations to which they are exposed or trusted (Draut, 2007). However, this study focuses primarily on the difficulties associated with financial stress and its effect on students' academic progress.

Objectives of the Study

The broad objective of this study is to assess the effects of financial stress on students' academic performance. Specifically but not limited to, other objectives of this study are:

- i. To determine whether finance is important to students' academic achievement.
- ii. To examine the causes of financial stress on students.
- iii. To determine the extent financial stress affects academic performance of students.

Research Questions

The following research questions were proffered to aid in this study: i. Is finance important to students' academic achievement?

ii. What are the causes of financial stress on students? iii. To what extent does financial stress affect the academic performance of students?

Scope of the Study

This study focused on the effects of financial stress on students' academic performance. Specifically, it is focused on determining whether finance is important to students' academic achievement, examining the causes of financial stress on students, determining the extent financial stress affects academic performance of students and proffering possible solutions to easing the financial stress on students. This study will be using teachers and students of Federal University

Dutsinma, in Dutsinma LGA of Katsina State as enrolled participants for the survey of this study.

Significance of the Study

The study is significant to the students by making them to understand the financial troubles they encounter and see how they can adjust from reckless expenditures. It is important to parents too by making them realize the situation of things and how to adjust and pay special attention to the academic pursuit of the child. This study will also be of great benefit to parents as it will reveal how important finance is to students' academic performance.

This study exposed the government at various levels, stakeholders involved in education policies, instructors, and schools administration to the issues of financial stress on students' academic performance and will motivate them to providing some real-world remedies. Finally, this project will serve as a model for others who wish to conduct similar research and also serve as material for further research and future reference.

Methodology

This study examined the financial stress on students' academic performance in Federal University Dutsinma, Dutsinma Local Government Area of Katsina State, Nigeria. The descriptive research design was used for the study. The population was made up five (500) hundred students selected from different departments from Federal University Dutsinma, Katsina state. Random sampling techniques was used to select one hundred and ten (110) as the sample. A questionnaire of Effects of Financial Stress on Students' Academic Performance (EFSSAP) in Federal University Dutsinma, Katsina State was formulated to elicit responses from the respondents. The questionnaire was divided into two sections. Section A was the demography of the respondents and B was 20 research items based on the four (4) variables. The data collected was analyzed using frequency and percentage.

Data Analysis

Research Question One: Is finance important to students' academic achievement?

Table 1: Shows the responses of the respondents on the importance of finance on students' academic achievements.

N =110

S/N	Items	Frequency (F)	Percentage (%)	Decision
1.	Because of finance school fees are not paid promptly	98	89.1%	Accepted
2.	Students resume to school very late because of finance	102	92.7%	Accepted
3.	My lectures are affected due to my late return to school	106	96.4%	Accepted
4.	Inadequate funds to pay for accommodation	89	80.9%	Accepted
5.	<u>Relevant books are procured</u>	<u>104</u>	<u>94.5%</u>	<u>Accepted</u>

Table 1 above examined the responses from the respondent on the importance of finance to students' academic achievements in Federal University Dutsinma, Katsina State. From the frequency and the percentage of responses from the respondents, it was discovered that students encounter so many financial difficulties which invariably affect their academic achievements. This was indicated on the table as all the items were accepted as stress to students due to the financial impediments. In line with the above, Northern, O'Brien, and Goetz, (2010) posit that stress research demonstrates the significant effect that personal financial difficulties have in the lives of university students. Financial troubles are frequently identified as a cause of stress for college students.

Research Question Two: What are the causes of financial stress on students?

Table 2: Shows the causes of financial stress on students.

N =110

S/N	Items	Frequency (F)	Percentage (%)	Decision
1.	Many parents fund their children's education poorly because of their financial background	68	64.8	Accepted
2.	Students manage the money given to them by parents judiciously	53	48.2	Unaccepted
3.	Students prioritize their expenditure	45	40.9	Unaccepted
4.	Students use their money on things that are not necessary	55	50.0	Accepted
5.	Students bet so much with their pocket money	99	90.0	Accepted

Research question 2 examines the causes of financial stress on students and their academic performance. The respondents affirmed that there are some factors responsible for students' financial stress in the university. These ranges from parent financial background to the inability of the students to manage the little given to them by their parents. So many

students do not prioritize their expenditures, using the money for things that are not necessary to using their money for bets. In line with this, Brougham, Zail, Mendoza, and Miller (2009) studied a variety of stressors, including academic, financial, familial, social, and everyday annoyances, and posited that these factors and more are responsible for students' financial stress in the university and other tertiary institutions.

Research Question Three: To what extent does financial stress affect the academic performance of students?

Table 3: Shows the extent to which financial stress affect the academic performance of the Students

N =110

S/N	Items	Frequency (F)	Percentage (%)	Decision
1.	Inability of the students to resume early to school	105	95.5%	Accepted
2.	Delayed school fees payment	107	97.3%	Accepted
3.	Most students do not attend classes due to lack fund	67	63.8%	Accepted
4.	Most students lack academic comprehension due to financial stress	88	83.8%	Accepted
5.	Financial stress leads many students to engage into different vices	95	90.5%	Accepted

Research question 3 examined the extent to which financial stress affects the academic achievements of the students in Federal University Dutsinma, Katsina State. Following the above examinations, financial stress on the students' academic performance, includes psychological or emotional consequences which may include late resumption of students, delay in school fees payment, may lead to students involvement into different vices (Northern et al., 2010). Much of the research on financial stress has been on the repercussions of the stress. Besides these, financial stress has been shown to have the following detrimental consequences: (a) depression (Andrews & Wilding, 2004; Clark-Lempers, Lempers, and Netusil, 1990), (b) anxiety (Andrews & Wilding, 2004), (c) poor academic performance (Andrews & Wilding, 2004; Harding, 2011), (d) bad health

(Northern et al., 2010), and (e) trouble completing a degree (Andrews and Wilding, 2004). (Letkiewicz, in press; Joo, Durband, & Grable, 2008; Robb, Moody, and Abdel-Ghany, 2011).

Research Question Four: What are the possible solutions to easing the financial stress on students?

Table 4: Shows some possible solutions to easing the financial stress of the students.

S/N	Items	Frequency (F)	Percentage (%)	Decision
1.	Government of the day should prioritize students loan/grant	98	93.3%	Accepted
2.	Parent/guidance should provide as much needed things for the students while going back to school	87	79.1%	Accepted

3	Provision of scholarship schemes for students	103	93.6%	Accepted
4.	Students should be able to create some financial schemes for themselves	75	68.2%	Accepted
5.	Students should be able to draw scale of preference while expending their money.	101	91.8%	Accepted

From the table above, the respondents posited some desired solutions to easing the students' financial stress. The respondents accepted that the government of the day should prioritize education by granting loans or grant, that parents should be able to provide the needed things to be able to make their wards stress free while in school. (College Board, 2011; Draut, 2007) stated that the institutional context in which university students make their educational choices has shifted considerably — grants and other types of help have not kept pace with the substantial increase in tuition. As a result, students and parents are more reliant on loans to fund their education (Draut, 2007).

Discussion of Findings

This study was on examining the effects of financial stress on the academic performance of students in Federal University Dutsinma, Katsina State. The study used the descriptive research design. From the findings, research question one discovered that that students encounter so many financial difficulties which invariably affect their academic achievements. This was indicated on the table as all the items were accepted as stress to students due the financial impediments. In line with the above, Northern, O'Brien, and Goetz, (2010) posit that stress research demonstrates the significant significance that personal financial difficulties have in the lives of university students. Financial troubles are frequently identified as a cause of stress for college students.

Research question two looked at the causes of the financial stress students go through while in school. It was discovered that there are so many factors responsible for students' financial stress in the university. These ranges from parent financial background to the inability of the students to manage the little given to them by their parents. So many students do not prioritize their expenditures, using the money for things that are not necessary to using their money for bets. In line with this, Brougham, Zail, Mendoza, and Miller (2009) studied a variety of stressors, including academic, financial, familial, social, and everyday annoyances, and posited that these factors and more are responsible for students' financial stress in the university and other tertiary institutions. Research question three dealt on the extent to which financial stress affects students' academic performance in Federal university Dutsinma. It was discovered that some of the financial stress includes psychological or emotional consequences. It also involves late resumption of students,

delay in school fees payment, and may lead students' involvement into different vices (Northern et al., 2010). Much of the research on financial stress has been on the repercussions of the stress. Besides these, financial stress has been shown to have the following detrimental consequences: (a) depression (Andrews and Wilding, 2004; Clark-Lempers, Lempers, and Netusil, 1990), (b) anxiety (Andrews and Wilding, 2004), (c) poor academic performance (Andrews and Wilding, 2004; Harding, 2011), (d) bad health (Northern et al., 2010), and (e) trouble completing a degree (Andrews and Wilding, 2004).

(Letkiewicz, in press; Joo, Durband, & Grable, 2008; Robb, Moody and Abdel-Ghany, 2011).

Research question four discoursed the remediating factors to salvage students' financial stress. The respondents posited that the government of the day should prioritize education by granting loans or grant, that parents should be able to provide the needed things to be able to make their wards stress free while in school. (College Board, 2011 and Draut, 2007) stated that the institutional context in which university students make their educational choices has shifted considerably — grants and other types of help have not kept pace with the substantial increase in tuition. As a result, students and parents are more reliant on loans to fund their education (Draut, 2007).

Conclusion

From the findings of the study, it was concluded that so many students are undergoing financial stress. This was seen on the inability of the students to pay their school fees early enough to accommodation problems. So many of them also find it difficult to feed well due to cost of leaving on campus. The study also discoursed the causes of financial stress in the schools. Discoursed too, was the impact of the financial stress on the students' academic performance in the school. Finally, the study examined some of the remediating factors to alleviate the financial stress faced by students in school.

Recommendations

Based on the findings, the following recommendation were made. These are:

1. Government should make loans and grant available and accessible to students;
2. Parents should be able to meet up with their financial obligations;
3. Feeding centrally in the university should be reintroduced;
4. Government should reintroduce scholarship schemes and make it accessible to students;
5. Students should also be entrepreneurial on campus to aid themselves; and
6. Should be able to undergo financial management, to enable them manage the little finance on them.

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