



Registration Stress and Academic Performance of First Year Library and Information Science Students in University of Benin

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ABSTRACT

This research work investigated registration stress and academic performance of first year library and information science students in university of Benin. The descriptive survey design was used in the study. Questionnaire was the instrument used in collecting data. The population for the study was made up of 104 newly admitted student of the department of library and information science in University of Benin, Benin – City and the entire population was used as sample because of its small size. Data were analyzed using descriptive statistics. The study found that the performance of the first year students was fair, endless queues in registration center, crowd in banks for payment of school fees, poor registration skills, inability to open the registration website were some of the factors affecting registration system in the university. It was also discovered that registration stress negatively influence students performance as the more the stress, the more they perform poorly in their academics. It was recommended that the university management should strategize ways to minimize or eliminate stress for first year students by making it possible for students to register and pay online from any location.

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INTRODUCTION

Academic performance is one of the most important facts to consider among students in higher institution of learning. The academic performance can be illustrated by grade point average (GPA). (Harlina, Salam, Roslan, Hasan, Jin, & Othman 2014). According to Remali, Ghazali, Kamaruddin and Kee (2013) that examination scores is the way to measure in student's level of knowledge for them to go further in their studies, gaining scholarship and obtain better entry level at top universities. Academic performance is mainly a function of students' study habits referring to the student's way of study

whether systematic, efficient or inefficient (Nakalema & Ssenyoga 2013). In other words the performance of students in higher institutions of learning is very important. As entrance into a higher institution is a joyous time it can also be stressful for students most especially first year students who are in the period of beginning a new life in the higher institution.

First-year students face considerable challenges as they enter two significant phases of their life: the world of tertiary education and that of adulthood. University students in general experience stressful situations once they leave home

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and begin to adjust to the new life on a campus with its related academic and social demands. (Hassim, Strydom & Strydom 2013).

Student can be stressed due to different stressors such as academic, registration, financial, health related or loss of close family member or friend, etc. Stress is the bodies' reaction both neurologically and physiologically to adapt to the new condition. (Harlina, Salam, Roslan, Hasan, Jin, & Othman 2014). Registration stress is one of the major stress first year students' encounter in higher institution of learning as it is the documentation of records of bonafide students of the institution. Richardson (2016) opined that registration in higher institutions involve the recording of students' data, most especially newly admitted students. Registration in the past was manually done but presently the trend has change that most university now do their registration electronically. According to Adebayo (2011) that registration can be done manually or electronically with the use of computers and the internet. Presently, with the electronic form initiated to ward off stress, there is still stress in terms of registration of newly admitted students in tertiary institutions.

Registration stress is the problems students encounter in the process of registering their courses, payment of school fees, and collection of matriculation number (Ojerinde & Kolo, 2009). Ojerinde and Kolo (2009) further explained that majority of the students in higher institutions, especially newly admitted students pass through undue stress with regards the registration of courses, payment of acceptance and school fees as well as collection of matriculation number. This invariably means that registration of students encompasses several factors such as payment of acceptance and school fees, registration of courses etc.

According to Agbatogun, Ajelabi and Oyewusi (2011), the features of students' registration in the university include payment of acceptance fees, payment of school fees, screening, verification, collection of matriculation number, registration of courses, update on students' information, and latest news about the school system. Ogunsanwo and Ogunseye,(2013) emphasized that universities, polytechnics and colleges of education first year admitted students often use the registration platform for payment of acceptance fees, school fees, registration of courses as well as checking of results and school fees details. There are some factors that hinder students from registration in the institution.

According to Oyadonghan and Eke (2011) that the factors that affect registration system by newly admitted students in Nigerian universities vary from availability of registration systems, management and administration as well as students' attitude and disposition to the registration platform. In the same way, Eres (2010) observed that the use of registration platforms by newly admitted students in universities in developing countries are affected by cost factor, lack of university education standard, inadequate registration facilities, shortage of registration manpower, low prestige among newly admitted students, and lack of registration skills. Most students often complain of connectivity problem, poor power supply etc, according to Ojerinde and Kolo (2009) reported that in most ICT centres in Nigerian universities, newly admitted students often complain of problems associated with the registration platform such as inadequacy of computer systems, poor power supply, poor network connectivity, inadequate system administrators and frequent system failure. All of these affect the performance of newly admitted students most especially in the



area of attending classes, creating time to read. Harlina, Salam, Roslan, Hasan, Jin, Othman (2014) opined that stress can inhibit and suppress learning, which is called 'unfavourable stress' and is associated with inhibition of students' academic performance. In another way, frustration as a result of constant visitation of ICT to ensure registration without attending classes, network failure, system breakdown, poor level of accessibility, poor connectivity, unfriendly nature of the website, restricted access, inadequate ICT facilities, and unfamiliarity with the registration platform can affect student performance there by leading to poor grade most especially in their first examination. The researcher as a course adviser to newly admitted students as at when this research was carried out has observed that the performance of some of the students in the first semester examination was very low and most of the students complain of late registration hence this study on registration stress and academic performance of library and information science students using University of Benin as a Case Study.

Objective of the Study

This study is set to find out:

1. The academic performance of the first year library and I formation science students
2. Factors affecting registration system among first year library and information science students in University of Benin
3. The influence of registration stress on academic performance of first year library science students

Research Questions

The following research questions were raised

1. What is the academic performance of the first year library and information science students

2. What factors affect registration system among first year library and information science students in University of Benin
3. What is the influence of registration stress on academic performance of first year library and information science students

LITERATURE REVIEW

The academic performance of university students currently is explained in terms of success or failure of course units, number of courses failed or passed (Goldfinch & Hughes, 2007), and the quality of the grades obtained in terms of the Grade Point Average (GPA) Cumulative Grade Point Average (CGPA) Nakalema & Ssenyoga 2013). The academic performance measured by class attendance, course work, and examination scores of most first year students fall below the pass grade. As a result, at the end of the first academic section, approximately 27% of them withdraw from the course of study. (Zeegers 2004). That is to say that most students in their first year of study do not perform to expectation as they are not prepared to face the demand of the institution and other activities involved to have a pass mark.

Adjustment and academic success in the first year are closely related to how well prepared students are when they arrive at university. Lehmann and Dressel (1962) as cited by Holdaway and Kelloway 1987) found that students entering Michigan State University were unclear about the academic demands and social life on campus prior to attending the University of Kansas, students had little idea of class scheduling or of the numbers of organizations and activities which were available to them.

Numerous studies have found that one of the main reasons for failure in first year, or high student dropout rates, is due



to academic under preparedness (Makoni, 2010). The most prominent cause of this academic under preparedness is the inequalities of the past, and repercussions of the apartheid regime. In particular, Bantu education, which was prescriptive in the type of education it 'allowed' for African students, has resulted in some of this deprivation, lack of preparedness and inequality. Apartheid policies regarding segregated education opportunities have influenced policies and education today. Due to "inequalities that still exist in the secondary school system" (Nagel, 2010).

This under preparedness could take the form of inadequate teaching at high school level, especially in a subject such as computer or use of ICT which is necessary for all academic encounters such as online registration of students. In order words, the knowledge of students on computer usage or ICT literacy prior their university can help a long way in reducing the stress of online registration.

(Adebowale and Oyekunle ,2014) emphasized that the adoption of registration in Nigerian educational system was regarded as a step in the right direction towards academic excellence and proper students' records management or record keeping thereby creating a relationship between the student and the institution. Every student is expected to present his/her name, documents, to the institution as well as register his/her courses for study either manually and electronically or electronically in the case of some institution in this present ICT age. In other words, Every student is expected to pick up a course form and manually register a number of course units per a semester in most cases it is 16 units or a minimum of course units for the lecturer to append his/her signature. This form of registration known as manual registration is presently replaced with the

electronic form of registration due to the stress posed by it. (Adebowale & Oyekunle, 2014).

Adebowale and Adeyinka (2014) further explained that the manual registration takes a great deal of time, and sometimes becomes strenuous, especially where the students have to skip lectures or shuttle between lecture hours to get their course forms signed by the concerned lecturers. Hence the new dimension of registration which is online or electronic registration as a way of creating and documenting students' academic database for admitted students and through a progressive annual registration.

Despite the acceptance of the online registration in tertiary institutions, many students still encounter difficulties in registration. Some of the difficulties are poor network connectivity, poor power supply, lack of skills, anxiety, inadequate computer systems, poor orientation and unfamiliarity with the registration process. (Yildirim, Lee, Potamianos & Narayanan, 2005). Davidson (2015) highlighted some factors affecting registration of students as Physical registration stress which is associated with physical body pains, fatigue and tiredness due to long queue; Psychological registration stress is the brain and thinking hormones which might affect the academic performance of the students; emotional registration stress which is known as irrational behaviour by the students due to excessive time wasted trying to register but to no avail; Financial registration stress which involves registration charges problem experienced by students. Often times, students complain of high bank charges, frequent increase in registration fees, excessive deductions, among others; Admission security stress known as fear of losing the admission due to inability to meet the registration deadline; Registration skill stress which is the stress of acquiring skills by students due



to introduction of computers, internet and other electronic-based registration facilities to replace manual registration. In the same way. Onochie (2010) reported that majority of newly admitted students and old students returning back to tertiary institutions often complain of the frustration and stress they experience in the registration process such as program crash, inability to open the registration website, inability to open e-mail attachments, non-responsive networks, slow network due to low bandwidth, high cost of accessibility and poor connectivity.

Tella, Ayeni and Omoba (2007) conducted a study on self efficacy and use of electronic information as predictors of academic performance. The study found that students in higher institutions such as universities, polytechnics and colleges of education face several registration stress in their first year. The study revealed that over 78% of newly admitted students faced psychological stress such as anxiety, depression, isolation, hostility, tension, anger, aggression, nervousness, inability to meet the registration deadline and frustration. These could affect the performance of students because students might not be able to meet up with classes and other academic activities that will make up the pass mark. For instance as a course adviser, I found that most first year students in library science performed poorly and my interaction with them revealed that the stress of registration deprived them most times from attending classes.

According to Davidson (2015), when students encounter registration stress in their early days in the university, they tend to lose focus academically. Reading becomes a problem due to loss of academic determination. In some cases, students faced with registration stress are found to indulge in examination malpractices as a way of bridging the academic gap they lost in the cause of registration. Today, there is

widespread fear among students during registration in institutions of higher learning. This fear of registration among the students affects their overall academic performance due to poor academic motivation, inability to attend lectures at the early stage of resumption as well as fear of losing the admission (Mandernach, Donnelly & Dailey-Herbet, 2006).

According to Agbatogun, Ajelabi and Oyewusi (2011), one of the reasons why newly admitted students in universities perform poorly academically could be attributed to the registration stress they go through in the process of trying to get registered. Newly admitted students in particular pass through registration stress such as pressure during registration; delayed registration; rigorous paper documentations; excessive stress by waiting in long queues in the scorching sun; crowd during the checking of results; and increase in registration fees such as bank charges. These aforementioned registration stresses affect the students negatively in the areas of lectures, reading, academic involvement, and doing of assignments. Newly admitted students are often reported to miss lectures in their 2-4weeks of resumption due to their struggle for registration which lingers for weeks. This situation bring about poor lecture attendance, lack of time to read, and academic anxiety which automatically translate to poor academic performance.

Kelly (2008) conducted a study on registration stress among students and found that 85% of students, most especially newly admitted students face one stress or the other with regards registration of courses and payment of school fees. The study found that majority of students are affected by registration stress leading to poor academic performance.

METHODOLOGY

The descriptive survey design was used in the study. The population for the



study was made up of 104 newly admitted student of the department of library and information science in University of Benin, Benin – City. The researcher sample the entire population because of its small size. The researcher used questionnaire to elicit information from the students/respondents and data were analyzed using descriptive statistics (percentages and mean). 2.5 was

used as criterion mean such that any item below 2.5 was rejected and any with 2.5 above was accepted.

RESULTS AND DISCUSSION

Research question one: What is the academic performance of the first year library and information science students?

Table 1: Academic performance

s/n	Performance	No	%
1	Excellent	4	3.87
2	Good	10	9.62
3	Average	35	33.65
4	Fair	45	43.27
5	Poor	10	9.62

Table 1 shows the performance of the first year students with majority of them with 45(43.27%) and 35(33.65%) under fair and average respectively. Those who perform poorly were 10(9.62%). This means that the performance of the first year students was not good but fair and average to a high extent which could be as a

result of the stress they go through in their first year of entry as discussed by (Hassim, Strydom & Strydom 2013).

Research question two: What factors affect registration system among the first year library and information science students in University of Benin?

Table 2: factors affecting registration system

Factors affecting registration system	Agree	Disagree	Undecided	\bar{x}
1. Endless queues in registration centers	74	21	9	2.64
2. Crowd in banks to pay school fees	75	15	14	2.59
3. Unfamiliarity with the institution	46	35	23	2.22
4. Unfamiliarity with the registration process	59	31	14	2.43
5. Poor registration skills	74	20	10	2.62
9. Inability to open the registration website	72	18	14	2.56
10. Non-responsive networks	61	20	23	2.37
11. Registration anxiety and depression	48	53	3	2.43
12. Psychological registration stress	10	94	-	2.10
13. Emotional stress	48	53	3	2.43

Table 2 revealed that endless queues in registration center, crowd in banks for payment of school fees, poor registration skills, inability to open the registration website were some of the factors affecting registration system in the

university with the calculated mean of 2.64, 2.62, 2.59 and 2.56 respectively while psychological stress, unfamiliarity with the institution, non responsive network were some of the factors that didn't affect registration system as their respective



calculated mean which were 2.10, 2.22 and 2.37 were lower than the criterion mean. It could be deduced from the study that the identified factors affect registration system. This is in agreement with Davidson (2015) that some factors affecting registration of students were fatigue and tiredness due to long queue, lack of skills by (Yildrim, Lee, Potamianos & Narayanan, 2005). And Onochie (2010) reported that majority of newly admitted students and old students

often complain of the frustration and stress they experience in the registration process such as inability to open the registration website, inability to open e-mail attachments, non-responsive networks.

Research question three: What is the influence of registration stress on academic performance of first year library and information science students?

Table 3: Influence of registration stress on academic performance of students

		Performance	score
Performance	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	N	104	104
Score	Pearson Correlation	.811**	1
	Sig. (2-tailed)	.000	
	N	104	104

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that there is a positive influence of registration stress on student academic performance. This implies that the more the stress faced by the first year students, the poor their academic performance will become, as majority of the students, have fair or poor academic performance.

CONCLUSION

In this technological era where access to information is easier than the past, registration stress ought not to be a major issue that stands as hindrance in the life of new intake in higher institutions. It has been observed that student performance is not fair as they face a lot of challenges in the beginning of their academic session on campus such as endless queues in registration center, crowd in banks for payment of school fees, poor registration skills, and inability to open

the registration website. In order words, registration stress affect academic performance of students as the more the stress, the more they become poor in their academics.

RECOMMENDATIONS

On the basis of the research findings, it is therefore recommended that:

1. University management should strategies ways to make it possible for students to register and pay online from any location.
2. Students should have prior knowledge of the registration process
3. There should be adequate and effective internet service

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