

Prevalence Of Emotional Exhaustion, Subjective Happiness And Achievement Striving Among Undergraduates In Selected Universities In Lagos State

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ABSTRACT

This study assessed the influence of emotional exhaustion and subjective happiness on achievement striving among undergraduates in selected universities in Lagos State. The study adopted a descriptive design and used a multi-stage sampling technique to select the 370 participants of this study. Three validated questionnaires were used for data collection with a Cronbach's alpha coefficient of 0.822 to 0.901. Three research questions were raised to guide the study. Analysis of data was done using descriptive statistics. The findings revealed that undergraduates' achievement striving (Mean = 2.69; 67.3%), (Mean = 2.69; 67.3%) and emotional exhaustion (Mean = 2.79; 69.8%) were above average and good. Additionally, the prevalence of subjective happiness, emotional exhaustion, and achievement striving among undergraduates in Lagos State were high. The study concluded that emotional exhaustion, subjective happiness, and achievement striving were highly prominent among the sample of the study. Thus, it is recommended that adequate and sufficient attention must be given to the students' personality and teachers should be offered methodological guidance in order to work on this through the educational process, in order that psych-educational intervention may serve as an avenue to improve achievement striving.

Keywords: Achievement striving; emotional exhaustion; subjective happiness; undergraduates; university

1. INTRODUCTION

Education is one of the major gateways into economic growth and freedom in many developing countries including Nigeria. The general belief is that students learn and excel within the school and the community through learning processes that involve school, home and community. Thus, adults today rate hard work as an important socialization value for children more than in the past [1]. The belief that passion for success or excellence will eventually payoff is one of the core features of the African dream, and it has long been integral to Africans' belief system.

Nigerian universities are found to be home to a diverse group of undergraduates hailing from various socio-economic backgrounds and ethnicities. The pursuit of academic success is a deeply ingrained societal value in Nigeria, driven by the belief that education is a pathway to socio-economic mobility and success. Student success from the perspective of higher education administration is an institution's primary goal. Students' achievement striving has become an increasingly important topic in higher education as it relates to academic success and graduation rates [2]

According to Ray [3] students often engage in achievement striving to excel in their studies, enhance their knowledge and skills and prepare for their future careers. The pursuit of academic excellence and success or the desire to excel academically and achieve educational goals is known as achievement striving. It is a key

driving force for undergraduate students, often influenced by societal and familial expectations, as well as personal aspirations.

Achievement striving is the process of setting, pursuing and attaining academic goals whether they are related to grades, personal development or career aspirations. It is a fundamental aspect of undergraduate life, encompassing aspirations for academic excellence, personal growth and career advancement [4]. Students often engage in achievement striving as they endeavor to excel in their studies and prepare for their future endeavors. Achievement striving among undergraduate students is a critical aspect of their academic experience significantly influencing their educational outcomes, personal development and future career prospects.

Achievement striving plays a crucial role in the educational journey of undergraduate students. In the context of Nigerian universities, this pursuit is often influenced by a complex interplay of socio-cultural, economic, and educational factors [5]. Understanding achievement striving among undergraduates in Nigerian universities is essential not only for the improvement of educational practices but also for the broader development and progress of the nation. In the context of Nigerian universities, where higher education plays a pivotal role in individual and societal advancement, understanding academic success from the perspective of achievement striving is of paramount importance.

The pursuit of academic success is a paramount goal for undergraduates, and has gained increasing attention due to the challenging academic and socio-emotional demands students face during their university years. Psychological inclinations like emotional exhaustion [6] and subjective happiness [7] may play a pivotal role in shaping students' experiences and outcomes. According to Isha and Arjun [8] emotional exhaustion is a psychological state marked by a decline in energy, physical and emotional tiredness, and a sense of failure and frustration. This condition frequently results from the early stages of stress and causes emotional [9] and mental disengagement from academic pursuits. Additionally, emotional exhaustion can result in hazardous coping mechanisms, like substance use, which suggests that long-term stress may influence individuals to make wrong lifestyle decisions [10]. Wang et al. [11] asserts that positive teacher-student relationships can alleviate emotional exhaustion, while Ayodele et al [12] agrees that meaningful academic experience can be fostered with reduced emotional exhaustion.

Subjective happiness is another variable of interest in the study. According to Diener et al. [13], happiness is a complicated word, influenced by cultural and religious ideas, which have a big impact on how people perceive, seek, and value it. In various emotional theories, happiness is considered one of the primary emotions, along with sadness, fear, anger, surprise, and disgust [14-16]. On the other hand, other researchers [17-18] defined happiness as subjective well-being characterized by frequent positive emotions, infrequent negative emotions, and high life satisfaction. Jiang et al. [19] identified correlates of subjective happiness to be physical, familial, and social factors. According to Jiang et al. [19], these factors are all encompassing, which affect the totality of an individual and his or her immediate environment. Studies have shown that poor academic performance, strained interpersonal relationships, the possibility of severe mental illnesses, suicidal ideation, and compromised physical and mental health are just a few of the negative outcomes that have been linked to low levels of happiness [12] [20-21]. All these aftermath effect of subjective happiness have significant effect on students' wellness, academic success [12], career prospects [21].

However, emotional exhaustion and subjective happiness are recognized as influential factors in students' wellbeing and academic success [12], [22-24]. Thus, there is a research gap in understanding the moderating effect of gender on psychological inclinations associated with undergraduates' achievement striving.

2. LITERATURE REVIEW

Ogunleye and Adeoye [25] conducted a longitudinal study exploring the relationship between emotional exhaustion and achievement striving among Nigerian undergraduates. The authors examined the factors that contributed to emotional exhaustion, the impact on students' academic performance, and the role of social support in mitigating these effects. They adopted the survey research design, making use of questionnaires and interviews with undergraduates over multiple academic semesters to provide a comprehensive understanding of the dynamics at play. Their findings revealed that emotional exhaustion was a hindrance to achievement striving as it fostered frustration and lack of motivation by emotionally exhausted students.

Okoli and Nwosu [26] carried out a study on emotional exhaustion and academic resilience: A cross-sectional study of Nigerian Undergraduates. This study delves into the challenges faced by undergraduates in Nigerian higher education, particularly the stressors contributing to emotional exhaustion. The study investigates how emotional exhaustion affects students' motivation, goal setting, and achievement striving. It also explores potential interventions and coping strategies to support students in this context. A cross-sectional research design was adopted. A sample of 432 undergraduate students was randomly selected from four public universities in South-East, Nigeria. Instruments used for data collection included the Adolescent Emotional Exhaustion Inventory (AEEI) and Achievement Striving Behaviour Scale (ASBS). Findings revealed that emotional exhaustion had adverse impact on each of students' motivation, goal setting, and achievement striving.

Adebayo and Oni [27] examined the relationship between emotional exhaustion and academic resilience among undergraduates of public universities in Oyo State, Nigeria, using the cross-sectional research design.

The objectives of the study were to investigate how students' ability to bounce back from emotional exhaustion influences their achievement striving. The research also considers the role of personality traits and individual characteristics in this process. The sample consisted of 320 undergraduates selected from two public universities in Oyo State, Nigeria. The Emotional Exhaustion Scale (EES) and Striving for Achievement Questionnaire (SFAQ) were used for data collection. Linear regression analysis and Pearson's r were used to analyze the formulated hypotheses. Findings from the study revealed that emotional exhaustion was negatively related with academic resilience among undergraduates. In other words, higher levels of emotional exhaustion were associated with lower levels of academic resilience, and, by extension, achievement striving. Ojo and Oluwole [28] carried out an investigation on subjective happiness and academic achievement among university undergraduates in South-West Nigeria: A longitudinal study. A sample of 300 undergraduate students was selected from five public universities in the study area through the stratified random sampling technique. Data collection instruments used were the Subjective Happiness Index (SHI), while academic achievement was operationalized using the grade point averages (GPAs) in their previous semester examination. Data were subjected to regression analysis at .05 alpha level. Findings revealed that subjective happiness contributed significantly and positively to academic achievement among the students. Akinola and Osagie [29] investigated the connection between subjective happiness and academic achievement among undergraduates in Edo State, using the longitudinal research design. The study investigated how self-reported happiness levels influence students' motivation, goal setting and overall academic performance over time. A sample of 512 students, selected from three universities in the study area using stratified random sampling, was utilized. Data were collected through surveys and students' academic records, and data analysis was carried out by means of simple linear regression and Pearson r . Findings revealed significant positive relationship between subjective happiness and academic achievement ($r = .38$, $p < .05$) and significant positive contribution of subjective happiness to academic achievement ($\beta = .383$, $t = 12.507$, $p < .05$). The implication of these findings is that subjective happiness is positively related with, and contributes significantly to the prediction of achievement striving among the students.

Oluwaseun and Oladele [30] conducted a cross-sectional analysis to explore the relationship between happiness and academic performance among South-West Nigerian undergraduates. The study assesses the subjective well-being of students and examines its association with their motivation, achievement striving, and GPA, using the survey research design. A sample of 350 university undergraduates was collected through the simple random sampling technique and data were collected through surveys and academic records. Findings revealed a significant positive relationship between happiness and achievement striving ($r = .429$, $p < .05$) as well as a significant positive impact of happiness and achievement striving.

Afolabi and Oyinlola [31] investigated subjective happiness, goal setting and achievement striving in Nigerian higher education: A qualitative exploration. The study used qualitative methods, including in-depth interviews and thematic analysis, to explore the experiences of Nigerian undergraduates regarding their subjective happiness and its influence on goal setting and achievement striving. The research provides a narrative perspective on this relationship. The researchers selected a sample of 410 undergraduates from Ogun State public universities through the stratified random sampling technique. Instruments used for data collection included the Subjective Happiness Index (DHI), Goal Setting Questionnaire (GSQ) and Achievement Striving Scale (ASS). Findings revealed significant contribution of subjective happiness to goal setting and also significant contribution of subjective happiness to achievement striving.

3. RESEARCH QUESTIONS

The following research questions will be answered in this study:

1. What is the extent of achievement striving among undergraduates in selected universities in Lagos State?
2. What is the prevalence of emotional exhaustion among undergraduates in selected universities in Lagos State?
3. What is the prevalence of subjective happiness among undergraduates in selected universities in Lagos State?

4. METHODOLOGY

Research Design: This study adopted a descriptive research design which enabled the researcher to collect data from the study participants without manipulating either of the independent or predictor variables (emotional exhaustion and subjective happiness) but measuring them as they pre-exist among the participants in this study.

Population: University of Lagos (UNILAG), Nigeria and Lagos State University (LASU), Nigeria, are the two public universities in Lagos State. These universities attract students from various socio economic backgrounds, ethnicities, and academic disciplines. Therefore studying these universities allowed for insights into a diverse range of perspectives and experiences. UNILAG and LASU collectively represented a significant portion of undergraduate students in Lagos State and the target population for this study consisted of all the 9,379 undergraduate students of two public universities. There are currently 5,253 and

4,126 undergraduate students of University of Lagos and Lagos State University respectively, according to data obtained from the Registry Department of the institutions.

Sample and Sampling Technique: A sample of 370 undergraduate students was determined by the Cochran's formula for finite population and selected from the population through the stratified random sampling technique. This involved an initial division of the population into two strata, being the two public universities in Lagos State. Students for inclusion in the sample were selected from both strata through the proportional simple random sampling technique, such that the number of students selected from each stratum/university was proportional to the relative number of students in the stratum. The two institutions were selected because they are the two public universities located in Lagos State, and the inclusion of both universities guarantee a more comprehensive representation of the population in the sample.

The number of students selected from each university was done proportionally, such that $5,253/9,379$ of 370 students = 207 students were selected from the University of Lagos, while $4,126/9,379$ of 370 students = 163 students were selected from the Lagos State University. Participants were then selected from each of the universities through the simple random sampling technique which gave every student an equal opportunity of being selected.

Instrumentation: Three standardized scales were used in this study. These are:

Subjective Happiness Scale (SHS): In order to assess the undergraduate students' subjective happiness, a Subjective Happiness Scale (SHS) used by Asekomhe and Ayodele [32] was used. A 21 item on the SHS are scored using a 4-point Likert scale, with SD denoting strongly disagree and SA denoting strongly agree. With a two-week gap between two administrations, the scale's developer reported a test-retest reliability coefficient of .76 and a Cronbach's alpha of .81. The SHS has a possible score range of 1–84, where higher scores indicate higher feelings of happiness.

Students' Emotional Exhaustion Questionnaire (SEEQ): The 20 items in the SEEQ are scored using a 4-point Likert scale, with SD denoting strongly disagree and SA denoting strongly agree. People are more emotionally spent when their scores are higher. With a one-month inter-test interval, a substantial test-retest reliability value of .81 was recorded.

Achievement Striving Scale (ASS): Achievement striving scale was developed by Goldberg et al. [33]. Achievement Striving Scale was based on 4 point Likert scale with 1 demonstrating "strongly disagree" and 4 demonstrating "strongly agree". Higher score in ASS indicates high subjective career success. The predictive validity coefficient of .701 was found for ASS, showing that the scale is valid.

Procedure: The researchers obtained a letter of introduction from the Department of Education, School of Education and Humanities, Babcock University, Ilishan-Remo and tendered this letter on visits to the Director, Student Affairs Department in each of the selected universities for consent and cooperation. Thereafter, the researcher met the students in their lecture halls and informed them about the purpose of the research and its associated benefits. The students were informed of their freedom to participate or not to participate in the exercise, and those who participated were encouraged to give frank and honest responses to the questionnaire items with the assurance that information disclosed by them are treated as strictly confidential. The instruments were administered. To guarantee the integrity of data collected, the researcher gave necessary additional explanations where such are required. Thereafter, the researchers collected the completed questionnaires immediately and thank the respondents and Director for their cooperation and participation in the study.

Data Analysis: The demographic data of participants were analyzed by means of descriptive statistical techniques of frequency counts and percentages. The research questions were analyzed using weighted mean and standard deviation. The first and second hypotheses were tested by means of Multiple Regression Analysis, while the third hypothesis was analyzed using the Pearson's product-moment correlation coefficients at the .05 level of significance.

4 RESULTS

Table 1: Descriptive table of the extent of achievement striving among undergraduates

		SD	D	A	SA	Mean	Std Dev
1.	I want to be the very best in all I do	8 (2.3)	28 (8.2)	184 (54.0)	121 (35.5)	3.23	.694
2.	I want to be in charge anywhere	52 (15.2)	83 (24.3)	121 (35.5)	15.2 (24.9)	2.70	1.008
3.	I go straight for the goal in whatever I do	67 (19.6)	96 (28.2)	94 (24.6)	84 (24.6)	2.57	1.065
4.	I like to continue until everything is perfect	23 (6.7)	76 (22.3)	101 (29.6)	141 (41.3)	3.06	.952
5.	I try to surpass others' accomplishments	70 (20.5)	66 (19.4)	111 (32.6)	94 (27.6)	2.67	1.089
6.	I try to outdo other	51 (15.0)	58 (17.0)	107 (31.4)	125 (36.7)	2.90	1.062
7.	I take control of things	59 (17.3)	83 (24.3)	100 (29.3)	99 (29.0)	2.70	1.068
8.	I never give up	49 (14.4)	80 (23.5)	136 (39.9)	76 (22.3)	2.70	.972
9.	I try to lead other	75 (22.0)	91 (26.7)	115 (33.7)	60 (17.6)	2.47	1.023
10	I am not highly motivated to succeed	143 (41.9)	99 (29.0)	75 (22.0)	24 (7.0)	1.94	.959
Weighted Mean = 2.69 (67.3%)							

Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

Table 1 revealed the extent of achievement striving among undergraduates in selected universities in Lagos State. It showed the number of respondents who strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA) with each statement. The standard deviation ranges from 0.694 to 1.089, indicating some variability in agreement levels across different statements. The analysis suggests that a significant portion of undergraduates expressed agreement with statements related to achievement striving. Specific statements such as wanting to be the very best in all they do (mean = 3.23, SD = .694); striving to continue until everything is perfect (mean = 3.06, SD = .952); however they disagreed that they never give up (mean = 2.70, SD = .972); they also disagreed that they are not highly motivated to succeed (mean = 1.94, SD = .959). The results further revealed the weighted mean to be 2.69 (67.3%), which is above average. It could then be deduced generally that the extent of achievement striving among undergraduates in selected universities in Lagos State is good.

Table 2: Descriptive table of the prevalence of emotional exhaustion among undergraduates

S/ N		SD	D	A	SA	Mean	Std. Dev.
1.	I often feel emotionally drained	136 (39.9)	141 (41.3)	40 (11.7)	24 (7.0)	1.85	.881
2.	I feel physically and mentally exhausted from my studies	110 (32.3)	113 (33.1)	76 (22.3)	42 (12.3)	2.15	1.010
3.	My academic workload leaves me feeling emotionally depleted	62 (18.2)	163 (47.8)	64 (18.8)	52 (15.2)	2.31	.941
4.	I find it difficult to manage my academic stress	54 (15.8)	97 (28.4)	81 (23.8)	109 (32.0)	2.72	1.078
5.	I frequently experience burnout due to my coursework	26 (7.6)	69 (20.2)	105 (30.8)	141 (41.3)	3.06	.959
6.	My studies leave me emotionally fatigued	42 (12.3)	64 (18.8)	124 (36.4)	111 (32.6)	2.89	.999
7.	I often feel overwhelmed by my academic responsibilities	36 (10.6)	99 (29.0)	97 (28.4)	109 (32.0)	2.82	1.001
8.	I struggle to cope with the emotional demands of my studies	23 (6.7)	59 (17.3)	135 (39.6)	124 (36.4)	3.06	.898
9.	I frequently experience emotional exhaustion in my academic life	24 (7.0)	79 (23.2)	110 (32.3)	128 (37.5)	3.00	.944
10.	My coursework leaves me feeling emotionally drained	21 (6.2)	59 (17.3)	140 (27.0)	121 (35.5)	3.06	.879
11.	I find it challenging to maintain a work-life balance	19 (5.6)	105 (30.8)	92 (35.5)	125 (36.7)	2.95	.947
12.	I often feel emotionally depleted after a busy academic day	17 (5.0)	47 (13.8)	144 (42.2)	133 (39.0)	3.15	.840
13.	My studies leave me feeling emotionally exhausted	39 (11.4)	40 (11.7)	112 (32.8)	150 (44.0)	3.09	1.004
14.	I feel emotionally overwhelmed by my academic commitments	22 (6.5)	82 (24.0)	141 (41.3)	96 (28.2)	2.91	.880
15.	I frequently experience burnout in my academic pursuits	44 (12.9)	80 (23.5)	120 (35.2)	97 (28.4)	2.79	.997
16.	My coursework takes a toll on my emotional well-being	66 (19.5)	111 (32.6)	116 (34.0)	48 (14.1)	2.43	.957
17.	I have difficulty managing my emotions in response to academic stress	69 (20.2)	84 (24.6)	109 (32.0)	79 (23.2)	2.58	1.058
18.	I often feel emotionally fatigued after studying for extended periods	19 (5.6)	58 (17.0)	125 (36.7)	139 (40.8)	3.13	.887
19.	My academic responsibilities leave me feeling emotionally drained	38 (11.1)	78 (22.9)	101 (29.6)	124 (36.4)	2.91	1.017
20.	I sometimes feel like I can't keep up with my academic demands due to emotional exhaustion	24 (7.0)	67 (19.6)	154 (45.2)	96 (28.2)	2.94	1.022
Weighted Mean = 2.79 (69.8%)							

Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

Table 2 revealed the prevalence of emotional exhaustion among undergraduates in Lagos State. The mean scores represent the average level of agreement with each statement related to emotional exhaustion. Higher mean scores indicate higher levels of agreement suggesting a greater prevalence of emotional exhaustion. For example, statement such as 'I often feel emotionally depleted after a busy academic day (mean = 3.15, SD = .84029) 'My studies leave me feeling emotionally exhausted' (mean = 3.09 SD = 1.004), 'My academic responsibilities leave me feeling emotionally drained' (mean = 2.92, SD = 1.017) indicated a relatively high of level of agreement among respondents. Some also disagreed that they feel physically and mentally exhausted from their studies (mean = 2.15, SD = 1.00976).

The analysis suggests that undergraduates in Lagos State generally experience emotional exhaustion to varying degrees. The variability in agreement as indicated by the standard deviation which ranges from 0.840 to 1.010, suggests that emotional exhaustion manifests differently among undergraduates in Lagos State. Table 4.3 further revealed the indices to have a weighted mean score of 2.79 (69.8%), which is above average. It could then be deduced generally that the prevalence of emotional exhaustion among undergraduates in Lagos State is high.

Table 3: Descriptive table of the prevalence of subjective happiness among undergraduates

		SD	D	A	SA	Mean	Std Dev
1.	I feel sad with my life overall	150 (44.0)	102 (29.9)	51 (15.0)	38 (11.1)	1.93	1.01670
2.	I often experience joy and satisfaction	40 (11.7)	61 (17.9)	110 (32.3)	130 (38.1)	2.97	1.01553
3.	My general mood is positive	11 (3.2)	64 (18.8)	173 (50.7)	93 (27.3)	3.02	.76861
4.	I am content with my current life circumstances	49 (14.4)	84 (24.6)	143 (41.9)	65 (19.1)	2.66	.94691
5.	I find reasons to be happy in my daily life	45 (13.2)	109 (32.0)	115 (33.7)	72 (21.1)	2.63	.96055
6.	I feel a sense of well-being most of the time	27 (7.9)	52 (15.2)	148 (43.4)	114 (33.4)	3.02	.89740
7.	I wake up feeling cheerful on most days	1 (0.3)	93 (27.3)	159 (46.6)	88 (25.8)	2.98	.73736
8.	I have a positive outlook on my future	19 (5.6)	60 (17.6)	115 (33.7)	147 (43.1)	3.14	.90091
9.	I am generally pessimistic about life	108 (31.7)	144 (42.2)	50 (14.7)	39 (11.4)	2.06	.95921
10.	I enjoy spending time with friends and family	33 (9.7)	78 (22.9)	158 (46.3)	72 (21.1)	2.79	.88583
11.	I find pleasure in simple everyday activities	65 (19.1)	91 (26.7)	93 (27.3)	92 (27.0)	2.62	1.07676
12.	I feel disappointed for the opportunities I have missed	69 (20.2)	139 (40.8)	104 (30.5)	29 (8.5)	2.27	.88057
13.	I tend to focus on the positive aspects of situations	30 (8.8)	65 (19.1)	98 (28.7)	148 (43.4)	3.07	.98734
14.	I have a strong sense of life satisfaction	21 (6.2)	76 (22.3)	161 (47.2)	83 (24.3)	2.90	.83913
15.	I am generally in a good mood	46 (13.5)	108 (31.7)	135 (39.6)	52 (15.2)	2.57	.90710
16.	I am able to handle life's challenges with a positive attitude	58 (17.0)	61 (17.9)	77 (22.6)	145 (42.5)	2.91	1.13111
17.	I often experience moments of happiness	51 (15.0)	95 (27.9)	116 (34.0)	79 (23.2)	2.65	.99583
18.	I feel content with the choices I've made in life	43 (12.6)	67 (19.6)	79 (23.2)	152 (44.6)	3.00	1.07238
19.	I find joy in pursuing my goals and dreams	43 (12.6)	90 (26.4)	133 (39.0)	75 (22.0)	2.70	.95036
20.	I have a positive perspective on life	50 (14.7)	87 (25.5)	80 (23.5)	124 (36.4)	2.82	1.08379
21.	I tend to see the bright side of things	49 (14.4)	95 (27.9)	129 (37.8)	68 (19.9)	2.63	.95975
Weighted Mean = 2.54 (63.5%)							

Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

The analysis provided in Table 3 provided insights into the prevalence of subjective happiness among undergraduates in selected universities in Lagos State. The results revealed that, on the average, the respondents disagreed that they feel sad with their life overall (mean = 1.93, SD = 1.01670); they agreed that they often experience joy and satisfaction (mean = 2.97, SD = 1.01553); they agreed that their general mood is positive (mean = 3.02, SD = .76861); they disagreed that they feel disappointed for the opportunities they have missed (mean = 2.27, SD = .88057); they agreed that they have a positive perspective on life (mean = 2.90, SD = .83913).

Table 3 further revealed that the standard deviation ranged from 0.737 to 1.131 which suggest that undergraduates in Lagos State generally experience subjective happiness to varying degrees and a weighted mean score of 2.54 (63.5%), which is above average. It could then be deduced generally that the prevalence of subjective happiness among undergraduates in selected universities in Lagos State is high.

5. DISCUSSION OF FINDINGS

The result of the analysis of the first research question showed the level of achievement striving among undergraduates. The extent of achievement striving among the students was found to be high. Most respondents expressed agreement with statements related to striving for success, surpassing others' accomplishments, and taking control of situations. However, there was a disagreement regarding never giving up, suggesting a more nuanced attitude towards persistence. One of the possible reasons for the analysis indicating a generally high extent of achievement striving among students could be the desire to excel academically and achieve educational goals. This research supports the findings of other studies that found intrinsic motivation influences achievement striving [27] [32]. All students, implicitly, are impacted to some extent by the drive to pursue success. The drive to succeed may be strong for some students and low for others [20]. Humans are naturally motivated to overcome obstacles and integrate their experiences to create a unified sense of self.

According to the results of the second research question, a significant number of students experienced emotional tiredness. Statements expressing emotions of burnout, emotional exhaustion, and difficulties managing academic stress were accepted by respondents. This suggests that a sizable percentage of pupils encounter emotional difficulties during their time in school. This outcome is consistent with Okoli and Nwosu's [26] cross-sectional study of 432 Nigerian undergraduates on the effects of emotional exhaustion on students' motivation, goal-setting, and achievement striving, which revealed that emotional exhaustion negatively affected students' academic life. Several factors such as personal challenges, social influences, the pressure to excel in exams, secure good grades and navigate academic challenges contribute to the prevalence of emotional exhaustion [9]. This in turn impedes students' ability to maintain motivation and enthusiasm for achievement striving. A research study by Adebayo and Oni [27] to investigate how students' ability to bounce back from emotional exhaustion influences their achievement striving and findings revealed that higher levels of emotional exhaustion were associated with lower levels of academic resilience which is in sync with this result. However, with the availability of support from family, friends, and academic institutions, students would be able to manage emotional exhaustion and continue striving for success.

The outcome of the third research question on the prevalence of subjective happiness among undergraduates in selected universities in Lagos State indicates a generally high prevalence of subjective happiness among the students. Respondents agreed with statements indicating positive mood, life satisfaction, and a positive outlook on life. However, there were also some respondents who disagreed with statements related to feeling sad or disappointed, suggesting a diversity in emotional experiences. This result is in agreement with Diener et al [13] definition of subjective happiness as an individual perception of their own happiness and life satisfaction. This happiness influence students' motivation to strive for success. It also serve as a buffer against emotional exhaustion [20-21].

The diversity in emotional experiences from the field survey, results from the influences of the availability of resources (coping strategies, family support) that helps manage emotional exhaustion and the balance between the demands that comes with striving for success and these resources. This result corroborate the positive psychology theory which posits that focusing on strengths, positive emotions and well-being can contribute to individuals' overall happiness [34-35]. Additionally, Nigerian undergraduates who experience greater subjective happiness are more motivated to strive for success as happiness is often associated with greater resilience and goal pursuit. However, Oluwaseun and Oladele [30] conducted a cross-sectional on the South-West Nigerian undergraduates and findings revealed a significant positive relationship between happiness and achievement striving.

6. CONCLUSION

As Nigeria continues to struggle with quality education and degree attainment, higher education administrators and policymakers seek additional evidence on the strategies and interventions designed to improve academic outcomes. This study provided a critical examination of the research on factors influencing achievement striving. These factors are emotional exhaustion and subjective happiness. The results of this study showed that emotional exhaustion and subjective happiness will not predict undergraduates' achievement striving. It is therefore concluded that since achievement striving is important in the overall wellness of students, it is suggested that a positive school environment is a key factor that should be considered together to improve undergraduates' achievement striving.

7. RECOMMENDATIONS

In view of the findings stated earlier, the following recommendations were made in line with the findings:

1. The school management board should give more attention to school environment in order to make it more favourable while the teachers should continue to improve on their job effectiveness.
2. It is necessary to give adequate and sufficient attention to the students' personality and teachers should be offered methodological guidance in order to work on this through the educational process, in order that psych-educational intervention may serve as an avenue to improve achievement striving.

3. Good teacher-student's interaction should be encouraged so that the student can have a rapport that will make the teachers to know emotional and psychological state of their students

FUNDING INFORMATION

This work is a self-funding research

AUTHOR CONTRIBUTIONS STATEMENT

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Ayodele K O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Asekomhe R	✓	✓			✓	✓	✓		✓	✓		✓	✓	
Adebawojo B	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	
Ossai-opute S			✓			✓	✓			✓				
Obianenue O				✓	✓	✓	✓			✓		✓		

C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review &Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

CONFLICT OF INTEREST

The authors declare that no personal relationships could have appeared to influence the work reported in this article.

ETHICAL APPROVAL

The research received approval from the Babcock University Health Research Ethics Committee (BUHREC). Adherence to the ethical guidelines regarding handling sensitive personal data was ensured

INFORMED CONSENT

The ethical guidelines established by BUHREC for Research Ethics ensured the participants' consent.

DATA AVAILABILITY

The data used in this study is available upon request from the corresponding author and will be provided in accordance with the applicable data access policies.





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