Volume 6 Nomor 2 (2024) Pages 98 – 111
Edulead : Journal of Education Management
Email Journal : edulead.bbc@gmail.com
Web Journal : https://jurnal.uibbc.ac.id/index.php/edulead

Achievement Motivation and Academic Confidence among Undergraduates in Computer-Related Programmes at Lead City University, Ibadan

Sabina Nwakaego Obi[1]✉

[1] Department of Guidance and Counselling, Bingham University, Karu, Nasarawa State, Nigeria

Corresponding Email : sabinaobi27@gmail.com

Received: 2024-10-11; Accepted: 2024-12-08; Published: 2024-12-10

Keywords:
Achievement Motivation, Academic Confidence, Computer-Related Courses, Higher Education

Abstrak : Student learning outcomes in higher education are shaped not only by intellectual ability but also by psychological constructs such as academic confidence and achievement motivation. Academic confidence reflects students' belief in their capacity to perform academic tasks, while achievement motivation refers to the drive to set and pursue academic goals. This gap is significant given the unique challenges facing computing students, including demanding curricula, infrastructural constraints, and shifting societal perceptions of the value of computing skills. The present study investigated the levels of academic confidence and achievement motivation, and examined their relationship, among undergraduates in computer-related programmes at Lead City University, Ibadan. A descriptive correlational survey design was adopted, and data were collected from 101 undergraduates using two standardised instruments. Data were analysed using descriptive statistics and Pearson Product-Moment Correlation at the 0.05 significance level. Findings revealed that students exhibited a moderate level of academic confidence, particularly in classroom-based interactions, but reported low confidence in independent study and help-seeking. Achievement motivation was relatively high, driven by strong aspirations for excellence, though some tendencies toward procrastination were observed. A positive but weak correlation ($r = .188$, $p < .001$) was found between achievement motivation and academic confidence. The study concludes that achievement motivation contributes to academic confidence, though contextual factors moderate this relationship. It contributes to knowledge by providing discipline-specific, Nigerian-based evidence that can inform targeted pedagogical, counselling, and institutional interventions aimed at enhancing student engagement and performance in computer-related programmes.

INTRODUCTION

Student success in higher education is not determined solely by intellectual ability or access to resources, but also by psychological constructs that influence behaviour, persistence, and resilience in the learning process. Two constructs that have attracted sustained scholarly attention are academic confidence and achievement motivation. Academic confidence refers to students' self-belief in their ability to successfully engage in academic tasks such as attending classes, understanding lecture content, asking questions, preparing assignments, and participating in discussions (Ballane, 2019). Achievement motivation refers to the inner drive that propels students to set goals, put forth sustained effort, and strive for excellence in their academic pursuits (Li et al., 2024). These two constructs are interdependent: students with higher academic confidence tend to set challenging academic goals and persist in attaining them, while achievement motivation sustains the effort required to translate confidence into actual performance. Conversely, students with low confidence often perceive academic tasks as more difficult than they are, which increases anxiety and avoidance behaviours (Hyseni Duraku & Hoxha, 2018). Without adequate motivation, even confident students may fail to direct their energy toward sustained academic engagement.

The relevance of these constructs has been highlighted in educational psychology theories. Bandura's social cognitive theory of self-efficacy emphasises that beliefs about one's capabilities influence choices, effort, and persistence in academic tasks (Schunk & DiBenedetto, 2022). Similarly, the expectancy-value theory asserts that students' achievement behaviours are shaped by both their expectations of success (akin to confidence) and the value they attach to tasks (closely linked to motivation) (Wigfield & Gladstone, 2019). Goal-orientation theories also suggest that mastery-oriented students are more likely to be motivated and confident in approaching academic challenges compared to performance-avoidant students (Sekreter, 2016; Stamovlasis & Gonida, 2018). Thus, theoretical perspectives converge in identifying confidence and motivation as mutually reinforcing drivers of student success.

International research consistently demonstrates the significance of achievement motivation and confidence in shaping academic outcomes. Clanton Harpine (2024) found that intrinsic motivation significantly enhances students' sense of confidence and fosters deeper learning strategies. Similarly, Benner et al. (2017) reported that students with higher academic confidence were more engaged and less likely to experience transition difficulties. In a longitudinal study, Kuo et al. (2021) concluded that students with greater confidence not only performed better academically but also demonstrated more adaptive coping strategies in stressful situations. Meta-analytical reviews also provide support. Pitsia et al. (2017) identified self-beliefs and motivational constructs as strong predictors of academic performance across multiple contexts. Tindle et al. (2022), review of psychosocial correlates of academic success, showed that motivation and self-efficacy have consistent and significant associations with persistence and grade performance. Despite this evidence, much of the literature comes from Western contexts. The unique socio-economic, cultural, and institutional realities of African and Nigerian universities, such as large class sizes, inadequate facilities, and socio-economic pressures, make it uncertain whether findings from Western higher education can be generalised without contextual validation.

Within Nigeria, some studies have examined constructs related to achievement motivation and academic confidence, though often indirectly. Lawal et al. (2017) reported that academic confidence negatively correlated with test anxiety among Nigerian undergraduates, suggesting that students who believe in their academic abilities are less susceptible to debilitating anxiety. Johnson and Njoku (2024) found that emotional intelligence, resilience, and socio-economic status predicted both motivation and academic confidence, highlighting the role of contextual and demographic factors in shaping student psychology. Anozie et al. (2024) examined achievement motivation and resilience, showing that academic stress mediates their relationship with academic performance, but did not incorporate academic confidence as a distinct construct. Beyond Nigeria, Fraser (2024) found that academic self-efficacy strongly predicted academic achievement and well-being, indirectly supporting the role of confidence in sustaining motivation and performance. Similarly, Ahman-Mahmud (2016) highlighted the importance of self-concept and achievement motivation in predicting Nigerian secondary school students' academic achievement, underscoring the early roots of these constructs in shaping learning trajectories. Although these studies provide useful insights, they also reveal a gap. Most Nigerian work focuses broadly on motivation, resilience, or self-efficacy, without explicitly operationalising academic confidence in terms of behavioural engagement (e.g., asking questions, preparing coursework, attending lectures). Furthermore, studies rarely explore the joint relationship between achievement motivation and academic confidence, particularly in the Nigerian university context.

Students in computer-related disciplines may experience unique challenges that further underscore the importance of academic confidence and motivation. Computing courses are often perceived as difficult and demanding, requiring analytical skills, problem-solving, and persistence with programming and laboratory tasks (Exter et al., 2018). Yet, paradoxically, the widespread adoption of information and communication technologies in everyday life has created a perception that computing skills are commonplace and easily acquired. This perception may undermine students' sense of the value and distinctiveness of their field, potentially lowering academic confidence. In Nigeria, where the ICT sector is expanding rapidly, the labour market increasingly demands not just basic digital literacy but advanced, innovative computing expertise. However, when students perceive a misalignment between their academic discipline and its societal or economic value, their motivation and confidence to fully engage in their studies may decline. This is consistent with findings from Ademola et al. (2021), who noted that Nigerian students' career aspirations and motivation are strongly shaped by perceptions of the relevance of their disciplines.

Moreover, empirical evidence suggests that Nigerian students often face contextual stressors—such as financial strain, unstable power supply affecting ICT-based work, and limited institutional support—that can further erode confidence and motivation (Oni & Popoola, 2021). Thus, understanding how confidence and motivation interact in this specific student population is essential for designing interventions that address both personal and contextual barriers. From the foregoing, it is evident that achievement motivation and academic confidence are essential constructs for understanding student engagement and success. Global research confirms their importance, and Nigerian studies provide preliminary insights into their role. However, two critical

gaps remain: While self-efficacy, resilience, and motivation have been widely studied, academic confidence—as operationalised in terms of behavioural engagement in academic tasks—remains underexplored in the Nigerian university context. Few empirical studies in Nigeria have examined these constructs among undergraduates in computer-related programmes, despite the unique challenges and growing societal relevance of computing disciplines. Existing Nigerian studies tend to investigate achievement motivation or self-beliefs separately, with little attempt to examine their relationship. This leaves an important conceptual and practical gap: understanding whether, and to what extent, achievement motivation predicts or relates to academic confidence among Nigerian undergraduates.

This study addresses these gaps by empirically examining the levels of academic confidence and achievement motivation, as well as their interrelationship, among undergraduates in computer-related programmes at Lead City University, Ibadan. By situating the study within a specific discipline and Nigerian institutional context, the research not only extends theoretical understandings but also generates evidence that can inform counselling, pedagogy, and institutional policy. In doing so, the study contributes both to the global literature on student engagement and to the local need for evidence-based interventions in Nigerian higher education.

Statement of the Problem

Ensuring optimal student learning and academic success remains a central concern for higher education institutions. In Nigerian universities, various factors, including limited resources, socio-economic constraints, study habits, and motivational deficits, have been implicated in suboptimal academic outcomes. Among these factors, academic confidence (students' belief in their capacity to perform academic tasks) and achievement motivation (the drive to set and attain academic goals) are frequently cited as proximal determinants of engagement, persistence, and performance (Sharafi, 2021; Skinner, 2023; Oyerinde, 2016; Huang & Wang, 2023). Despite this theoretical and empirical attention, the specific ways in which achievement motivation and academic confidence interact within particular academic disciplines and institutional contexts are not well understood. Students pursuing computer-related programmes may be particularly vulnerable to changes in perceived occupational value and self-belief. The widespread familiarity with information and communication technologies fosters a perception among some stakeholders that computer skills are commonplace, which can diminish the perceived distinctiveness and societal demand for computer specialists; such perceptions can, in turn, undermine students' confidence and influence their motivation to engage fully with academic tasks. Practically, low academic confidence frequently manifests as reduced help-seeking, poor independent study habits, reluctance to participate in academic debates or presentations, and increased avoidance of challenging coursework behaviours that jeopardise learning gains and long-term professional preparedness. Although anecdotal reports and some prior studies indicate links between confidence, motivation, and academic outcomes, there is a paucity of rigorous empirical evidence examining these relationships specifically among undergraduates in computer-related programmes at Lead City University.

This gap is important for both theory and practice. Theoretically, understanding the relationship between achievement motivation and academic confidence within a technical, discipline-specific student population can extend existing models of academic engagement and self-regulation. Practically, discipline-specific evidence is required to design targeted instructional, counselling, and curricular interventions that strengthen students' self-efficacy, study skills, and goal-directed behaviours. Therefore, this study was undertaken to assess levels of academic confidence and achievement motivation among undergraduates in computer-related programmes at Lead City University and to determine the nature and strength of the relationship between these two constructs. Findings from the study are intended to inform lecturers, counsellors, and university administrators in the design of evidence-based strategies that promote student engagement, academic performance, and employability in computing and allied fields.

Research Objectives

The objectives of this study were to:

1. Assess the level of academic confidence among undergraduates in computer-related programmes at Lead City University.
2. Examine the level of achievement motivation among undergraduates in computer-related programmes at Lead City University.
3. Determine the relationship between achievement motivation and academic confidence among the undergraduates.

Research Questions

1. What is the level of academic confidence among undergraduates in computer-related programmes at Lead City University, Ibadan?
2. What is the level of achievement motivation among undergraduates in computer-related programmes at Lead City University, Ibadan?

Research Hypothesis

H_{01}: There is no significant relationship between achievement motivation and academic confidence among undergraduates in computer-related programmes at Lead City University, Ibadan.

RESEARCH METHOD

This study adopted a descriptive correlational survey design because the primary aim was to examine the relationship between achievement motivation and academic confidence among undergraduate students without manipulating the variables. The design provided an appropriate framework for establishing the strength and direction of the relationship between the two constructs in a natural academic setting. The population for the study consisted of all undergraduates enrolled in computer-related programmes at Lead City University, Ibadan, Nigeria. These programmes included Computer Science Education, Computer Science and Physics, Computer Science and Economics, Computer Science with Electronics, and Computer Science

and Information Studies, cutting across students in 100-level to 500-level of study. From this population, a sample of 101 students was purposively selected to ensure that only those pursuing computer-related programmes were included, as they were the focus of the investigation. The sample was well distributed in terms of demographic characteristics, thereby strengthening its representativeness. Specifically, the sample comprised 51 male students (49.5%) and 50 female students (50.5%), showing a nearly equal gender distribution. About age, 37 students (36.6%) fell within the range of 18–20 years, while 64 students (63.4%) were 21 years and above, which indicated that the majority of respondents were in the mature undergraduate age bracket. Distribution by department revealed that 41 respondents (40.6%) were from Computer Science Education, 24 (23.8%) from Computer Science and Physics, 16 (15.8%) from Computer Science and Economics, 9 (9.0%) from Computer Science with Electronics, and 11 (10.9%) from Computer Science and Information Studies. This ensured that all relevant academic disciplines within the computer-related cluster were adequately represented. In terms of academic levels, 9 students (8.9%) were in 100-level, 28 (27.7%) in 200-level, 32 (31.7%) in 300-level, 29 (28.7%) in 400-level, and 3 (3.0%) in 500-level, indicating a broad coverage of students across all stages of undergraduate study, with the highest participation coming from the 300-level group. Two standardised instruments were employed for data collection. The first was the Achievement Motivation Scale developed by Qadri (2017), a 20-item scale structured on a 5-point Likert format ranging from Completely Agree (5) to Completely Disagree (1), with a reported internal consistency reliability coefficient of 0.78. The second instrument was the Academic Behavioural Confidence Scale developed by Miller (2015), which contained 17 items covering four subscales—Grades, Verbalising, Studying, and Attendance—rated on a 5-point Likert scale from Strongly Disagree (1) to Strongly Agree (5), with a Cronbach's alpha reliability of 0.75. Both instruments have been widely validated in higher education research and were therefore considered suitable for the present study. Data collection was carried out over four weeks by the researcher, who personally administered the questionnaires to the respondents during lecture hours, explained the purpose of the study, and obtained verbal informed consent from participants. Ethical considerations were observed, including ensuring anonymity, voluntary participation, and the right to withdraw. A total of 101 properly completed questionnaires were retrieved and used for analysis. The data collected were subjected to both descriptive and inferential statistical analyses. Descriptive statistics such as frequency counts, percentages, means, and standard deviations were employed to summarise the demographic characteristics of the respondents and to present their responses on the study variables. Inferential statistics were used to test the hypothesis of the study, and specifically, the Pearson Product-Moment Correlation Coefficient (PPMC) was applied at the 0.05 level of significance to determine the relationship between achievement motivation and academic confidence. This analytical approach provided both a clear profile of the participants and a robust statistical test of the hypothesised relationship between the two constructs.

RESULT AND DISCUSSION

Research Question One: What is the level of academic confidence among undergraduates studying computer-related courses at Lead City University, Ibadan?

Table 1.
Academic Confidence of Undergraduates (N = 101)

Item	Mean	SD
Give a presentation to a small group of fellow students	1.81	0.92
Attend most taught sessions	1.83	0.96
Attain good grades in your work	1.70	0.82
Engage in profitable academic debate with your peers	2.02	1.00
Ask lecturers questions in a one-to-one setting	2.50	1.12
Ask lecturers questions during a lecture	2.42	1.13
Understand the material discussed by lecturers	2.19	1.05
Follow themes and debates in lectures	2.26	0.98
Prepare thoroughly for tutorials	1.66	0.77
Read the recommended background material	2.18	1.03
Produce coursework at the required standard	2.19	0.94
Study effectively on your own	1.66	0.79
Ask for help if you do not understand	1.58	0.77
Be on time for lectures	1.70	0.91
Make the most of the opportunity to study for a degree	1.74	0.93
Manage workload to meet coursework deadlines	2.01	0.94
Plan appropriate revision schedules	1.92	0.87

Weighted Mean = 1.96

As shown in Table 1, the academic confidence of undergraduates in computer-related courses at Lead City University was moderate, with a weighted mean score of 1.96. Among the individual items, the highest confidence was reported for “Asking lecturers questions in a one-to-one setting” (M = 2.50, SD = 1.12), “Asking lecturers questions during a lecture” (M = 2.42, SD = 1.13), and “Following themes and debates in lectures” (M = 2.26, SD = 0.98). Conversely, the lowest confidence levels were observed in “Asking for help if you do not understand” (M = 1.58, SD = 0.77), “Preparing thoroughly for tutorials” (M = 1.66, SD = 0.77), and “Studying effectively on your own” (M = 1.66, SD = 0.79). These findings suggest that while the students were relatively confident in interacting with lecturers and engaging in class activities, they were less confident in independent academic tasks and seeking support when faced with difficulties.

Research Question Two: What is the level of academic motivation among undergraduates studying computer-related courses at Lead City University, Ibadan?

Table 2.
Academic Motivation of Undergraduates (N = 101)

Item	Mean	SD
Felt I'm a lazy person	1.94	1.11
Days often go by without me having done a thing	2.30	1.36
Reading the biography of great people to learn how they overcame hurdles	3.84	1.16
Plan what subjects to study during my free time	3.60	1.15
When I learn that someone like me has achieved something great, I am motivated to do better	4.03	1.07
Most people who know me say that I am hardworking and ambitious	3.90	1.30
Postponing what I should be studying today	2.44	1.23
Take a lot of time to get started on the task of studying	2.94	1.22
Prepare thoroughly for tutorials	2.84	1.46
Sometimes I forget to do my homework	2.43	1.40
Never leave a task/assignment I start unfinished	3.58	1.45
Enjoy working with people who score at my level or lower	2.28	1.24
Dislike failing in my examinations due to unpreparedness	4.00	1.40
Always work very hard to be among the best students in my school	4.28	1.07
Find myself just taking life as it comes without planning	3.15	1.42
Reaching the highest level in education	4.35	1.13
When I grow up, I want to do something which others have not done	4.34	1.00
Basically, a competitive person and I compete just for the sake of competing	3.08	1.33
Believe that success in life depends more on luck and being at the right place at the right time	3.46	1.31
Enjoy reading all kinds of books, including those outside the syllabus	3.18	1.38

Weighted Mean = 3.30

Table 2 shows the level of academic motivation among undergraduates in computer-related courses at Lead City University. The results indicate a relatively high level of motivation, with a weighted mean score of 3.30, which is above the average cut-off point of 2.50. The highest

motivation was expressed in the items "I aim at reaching the highest level in education" (M = 4.35, SD = 1.13), "When I grow up, I want to do something which others have not done" (M = 4.34, SD = 1.00), and "I always work very hard to be among the best students in my school" (M = 4.28, SD = 1.07). Similarly, strong motivation was observed in "When I learn that someone like me has achieved something great, I am motivated to do better" (M = 4.03, SD = 1.07) and "I dislike failing in my examinations due to unpreparedness" (M = 4.00, SD = 1.40). Conversely, the lowest mean scores were recorded for "I feel I am a lazy person" (M = 1.94, SD = 1.11), "I enjoy working with people who score at my level or lower" (M = 2.28, SD = 1.24), and "Days often go by without me having done a thing" (M = 2.30, SD = 1.36). These findings suggest that while students are generally motivated to set high educational goals, work hard, and avoid failure, some still report tendencies toward procrastination and lack of initiative.

Hypothesis Testing

H_{01}: There is no significant relationship between achievement motivation and academic confidence of undergraduates in Lead City University, Ibadan.

Table 3.
Correlation Between Achievement Motivation and Academic Confidence (N = 101)

Variables	M	SD	r	P
Achievement Motivation	33.31	8.08		
Academic Confidence	67.01	7.78	.188	< .001

Note. r = Pearson correlation coefficient. The p-value is based on a two-tailed test.

As presented in Table 3, the mean score for achievement motivation was 33.31 (SD = 8.08), while that for academic confidence was 67.01 (SD = 7.78). The result of the Pearson Product-Moment Correlation showed a positive but weak relationship between achievement motivation and academic confidence ($r = .188$, $p < .001$). Since the p-value was less than the .05 level of significance, the null hypothesis (H_{01}) was rejected. This finding implies that students with higher levels of achievement motivation also tend to report higher levels of academic confidence, although the relationship is weak in magnitude.

Discussion

The present study investigated the levels of academic confidence and achievement motivation among undergraduates in computer-related programmes at Lead City University, Ibadan, and examined the relationship between the two constructs. The findings reveal three important patterns: students demonstrated a moderate level of academic confidence, particularly in interactive and classroom-based tasks, but showed low confidence in independent study and help-seeking behaviours; students reported relatively high levels of achievement motivation, especially in goal setting and persistence, despite some tendencies toward procrastination; and statistically significant, though weak, positive correlation was observed between achievement

motivation and academic confidence. These findings carry theoretical, empirical, and practical implications.

The study found that undergraduates in computer-related programmes displayed moderate levels of academic confidence. Students were relatively confident in engaging with lecturers in both one-to-one and classroom contexts, but they expressed lower confidence in self-directed learning, thorough preparation for tutorials, and seeking help when they did not understand material. This pattern suggests that while students value academic interactions with lecturers, they may lack the self-regulatory skills and independence required for higher-level academic success. This finding aligns with prior research indicating that academic confidence is task-specific and often varies between collaborative and independent learning contexts (Miller, 2015; Ballane, 2019). The lower confidence in independent study resonates with the view that Nigerian undergraduates often face contextual barriers—such as limited study resources, unstable infrastructure, and financial stress—that may impede self-regulated learning (Oni & Popoola, 2021). Furthermore, Lawal et al. (2017) reported that Nigerian students with higher academic confidence were better able to cope with test anxiety, reinforcing the importance of strengthening confidence to enhance resilience in academic contexts. In contrast to the moderate levels of confidence, students demonstrated a relatively high level of achievement motivation. They expressed strong aspirations to attain high educational levels, compete to be among the best, and avoid failure due to poor preparation. However, a subset of students reported procrastination, lack of initiative, and occasional passivity, as reflected in higher mean scores for items relating to the postponement of tasks and low planning habits. This duality reflects what Clanton Harpine (2024) describes as the coexistence of intrinsic and extrinsic motivational drivers with counteracting tendencies toward procrastination. It also aligns with findings by Anozie et al. (2024), who observed that while Nigerian undergraduates demonstrate strong achievement motivation, academic stress can undermine consistent performance. The high motivation observed here may also reflect broader socio-economic and career-related pressures, as students in computing disciplines recognise the growing demand for ICT professionals in Nigeria (Ademola et al., 2021). The study found a positive but weak correlation between achievement motivation and academic confidence. This suggests that while highly motivated students also tend to have higher confidence, the relationship is not particularly strong. In other words, motivation alone may not guarantee academic confidence; additional factors such as emotional intelligence, resilience, and socio-economic context likely moderate this relationship (Johnson & Njoku, 2024; Oyerinde, 2016). This result corroborates international findings. Pitsia, Biggart, and Karakolidis (2017) demonstrated that both motivation and self-beliefs predict academic achievement but often operate through different pathways. Similarly, Tindle et al. (2022) emphasised that motivation and self-efficacy consistently influence performance, but the strength of their interrelationship varies by context. The weak correlation observed in this study may thus reflect the unique challenges of Nigerian higher education, including infrastructural deficits and psychosocial stressors, which can decouple students' motivational drive from their confidence in handling academic tasks (Huang & Wang, 2023; Oni & Popoola, 2021).

Implications of the Findings

The findings underscore the importance of discipline-specific interventions to support undergraduates in computer-related programmes. The moderate confidence in independent study suggests a need for targeted training in study skills, self-regulation, and help-seeking behaviours. Strengthening these areas could enable students to translate their relatively high motivation into tangible academic performance. From a theoretical perspective, the findings support Bandura's social cognitive theory (Schunk & DiBenedetto, 2022) and expectancy-value models (Wigfield & Gladstone, 2019), which emphasise the interaction of self-beliefs and motivation in shaping achievement behaviours. However, the weak correlation observed suggests that contextual moderators unique to Nigerian universities must be incorporated into these models to fully capture student experiences. Practically, lecturers and counsellors should design interventions that reinforce students' confidence in independent learning and encourage proactive help-seeking. This may include workshops on time management and academic resilience, mentorship programmes linking students to role models in computing, and institutional policies that reduce barriers to accessing academic support. Such interventions are consistent with recommendations from international scholarship (Benner et al., 2017; Fraser, 2024) and can be tailored to the Nigerian context to improve student engagement and persistence.

CONCLUSION

This study set out to examine the levels of academic confidence and achievement motivation among undergraduates in computer-related programmes at Lead City University, Ibadan, and to determine the relationship between the two constructs. The findings revealed that while students demonstrated a moderate level of academic confidence—particularly in classroom-based interactions—they expressed lower confidence in independent study, preparation for tutorials, and help-seeking behaviours. Conversely, students reported relatively high achievement motivation, reflecting strong aspirations to excel and reach higher educational goals, although some also indicated tendencies toward procrastination and passivity. The study further established a positive but weak correlation between achievement motivation and academic confidence. This outcome suggests that while motivation contributes to students' confidence, other contextual and personal factors may influence the strength of this relationship. In conclusion, the study highlights the need for interventions that simultaneously strengthen students' motivation and build their confidence in independent learning and academic engagement. By focusing on the unique challenges of computer-related programmes, this research adds new insight to the existing body of knowledge and provides discipline-specific evidence from the Nigerian context. The findings are expected to inform teaching practices, counselling strategies, and institutional policies aimed at improving student confidence, sustaining motivation, and enhancing overall academic success in higher education. Based on the findings, the following recommendations are proposed:

1. Students should be supported with structured workshops and training on self-regulated learning, time management, and effective study strategies to improve their confidence in handling academic tasks independently.

2. Lecturers and counsellors should foster an academic environment where students feel comfortable asking questions and seeking clarification. This can be promoted through open-door policies, mentorship programmes, and peer-support groups.
3. University counselling services should design programmes that specifically target procrastination and passivity, helping students develop stronger focus, persistence, and goal-setting habits.
4. Lecturers in computer-related programmes should use teaching strategies such as project-based learning, collaborative assignments, and problem-solving tasks to actively build both confidence and motivation among students.
5. The university administration should invest in improved learning facilities, stable ICT infrastructure, and conducive study environments to reduce contextual barriers that weaken student confidence and academic engagement.
6. Further studies should be carried out across other universities and disciplines to compare findings, while longitudinal designs may be used to establish how motivation and confidence evolve.

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