

# PERCEPTION OF HIGHER INSTITUTION STUDENTS ON STRESS, STRESSOR, THE STRESSED AND ITS ASSOCIATED RISK FACTORS IN OGUN STATE

By

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## Abstract

The study investigated the perception of higher institutions on stress, stressor, the stressed in and its associated risk factors in Ogun State, Nigeria. The study adopted descriptive research design. A self-designed questionnaire was used to elicit responses from the respondents. Four research questions guided the study. A total number of one hundred and twenty (120) respondents were used for the study. The data collected through the questionnaire administered were analyzed using descriptive statistics such as mean and standard deviation. The results revealed that, stress significantly affected academic concentration, physical health, overall well-being, social interactions, and sleep patterns. The study also examined the student's perspective, adaptability, emotional responses, and determination toward academic stress. The study emphasized the necessity of tailored interventions focused on emotional well-being, stigma reduction, and inclusive support for students. Recommendations were therefore made among others that concerned stakeholders should strengthen their support systems dedicated to students' mental well-being and implement awareness campaigns within institutions to educate students about stress management techniques.

**Keywords:** Perception, Risk factors, Stress, Stressor, Social dysfunctions

## Introduction

Essentially, adolescents are the most vulnerable groups whose taste and preferences, attitude and behaviour always involve certain amount of risk. As they mature and become sexually active, they face serious health risks and crisis

(Ramachandiran and Dhanapal 2018). It has been conventional to define adolescence as vulnerable groups whose taste and preferences, attitude and behaviour always involve certain amount of risks; socio-physiological and psychological imbalances, in terms of stress and its associated risk factors that make them lose their senses (Ajibola, A. O., & Agunbiade, O. M. 2021; Adegbite, 2022). Stress is a real or perceived imbalance between environmental demands required for survival and an individual's capacity to adapt to these requirements. It creates psychological as well as physical sickness in one person's life as anxiety, depression, irritation, headache, neck pain, asthma, ulcer, etc. There are numbers of reasons available for someone who feels stress in their life. Factors such as being afraid of missing loved one, family pressure, financial insufficient, work overload, etc. when concentrate on student's side, there is evidence that students do experience some stress, while others found that students suffer significant levels of stress (Aherne, 2001). Their stressor may be huge; among those, examination is a common factor, which induces stress in students' lifespan. Life is full of challenges for children and adults alike. Everyone faces stress in his or her own way.

Stress is a natural event that people experience in their lives. It is a condition or feeling experienced when a person perceives that demand exceeds the personal and social resources the individual is able to mobilize (Kania, 2014). Stress may be defined as any factor acting externally or internally, which makes adaptation to environment difficult and which induces increased effort on the part of the individual to maintain a state of equilibrium between self and the external environment (Richlin-Kinsky & Hoe, 2003). Stress is a state of mental or emotional strain or suspense and it affects individuals irrespective of the developmental stage (Banerjee & Chatterjee, 2012).

Stress is an unavoidable phenomenon in students' lives. In the academic setting, stress can arise from both academic and non-academic factors. These include socio-cultural and psychological attributes. Sources of stress in the academic setting may include difficulty with coping with a new environment, nature of as well as workload of course of study, relationship with other students, parental and teachers' expectations of students as well as own expectation of academic performance. Stress can have either a positive or negative effect on a student's academic performance depending on the severity. Minimal levels of stress can result in positive outcomes such as motivation and improved task performance while severe stress can result in anxiety, depression, and social dysfunctions. High levels of stress associated with poor academic performance (Sohail, 2013). Low stress however, may not necessarily result in good performance as under the circumstances, some students may perceive the task at hand as unchallenging and may easily get bored (Uchil, 2017). This may lead to poor academic performance. Academic stress refers to the unpleasant situations that occur due to the many

demands made on the students or learners in the form of examinations, maintaining healthy and academic lives, competing with peers, meeting the academic expectations of teachers and parents as well as own academic expectations. Academic stress reflects perceptions of an individual's academic frustration, academic conflict, academic pressure and academic anxiety. Academic frustration is a state of harm of some academic goals, academic conflict results from two or more incompatible responses to academic goals, academic pressure occurs when a student is under heavy demand of time energy to meet academic goals and academic anxiety is an expression of apprehension of harm to academic goals (Lai, 2014). When educational goals are perceived as challenging stress arises and creates a sense of competence thus enhancing learning capability. On the other hand, perceptions of educational goals as a threat brings stress which creates a feeling of hopelessness leading to lower academic achievement.

Examination stress is a student's interactions between environmental stressors, the student's cognitive appraisal of and coping with the academic related stressors and psychological or physiological response to the stressors. Stress is caused by certain factors (stressors) that exist inside and outside the school environment (Zautra, 2011). These stressors can be identified as intra-individual, inter-individual, institutional and extra institutional stressors.

Some factors influencing high academic achievement include daily hours of study, parents' economic status and good learning facilities (Singh, Malik & Singh (2016). Students face challenges in their studies due to the ineffective use of these factors to improve academic performance. The events that provoke stress are called stressors, and they cover a whole range of situations, everything from outright physical danger to making a class presentation or taking a semester's worth of toughest subject for students. Academics, finances, career among others have been described as major stressors (causes of stress) among students in higher institutions, which has been among the major subject of debate globally as contained in the Sustainable Development Goals (SDGs). The aim primarily focus on global challenges such as poverty, inequality, climate change, and more, there are indirect connections between these goals and issues like student stress. The SDGs provide a framework for understanding how various aspects of society intersect and influence each other, including factors that contribute to student stress. (Singh, Malik & Singh (2016).

However, it is essentially to note that while the SDGs can indirectly influence students' stress, specific policies and interventions at local and national levels are needed to address this issue directly. Educational institutions, governments, and communities can work together to create an environment that supports students' mental health and well-being, ultimately contributing to the achievement of the SDGs.

Presently, stress symptoms is on the increase and at alarming rate among our

students in higher institutions and there is need for holistic approach in such a way that it can be prevented through the following strategies at our institution such as identifying people at risk, strengthen economy supports, create protective environment, teaching coping and problem-solving skill, lessen harm and prevent future risk, promoting community –based stress prevention programme and functional counseling center in our various institution (Check, 2021).The stressful behavioural attitude of higher institution students cannot be regarded as an issue only for students and their families; it impacts all society and the majority of the population in their academic environment was founded in the productive age. However, little has been explored about stress behaviour and its associated factors among students at the post secondary level. This study seeks to discover the stress, stressor and the stressed in related associated risk factors and effect and finally, to recommend strategies for managing stress among students in higher institutions in Ogun state.

### **Statement of the Problem**

Stress is an uncomfortable feeling experienced by individuals that is too demanding and a threat to their well-being especially, when such demands exceed the personal and social resources the individuals are able to mobilize. These feelings called stressors cut across all ages. Students of higher institution go through crowded events which involve studies and extracurricular activities that take a toll on their physical, emotional and academic performance. When these events take place, they become disorganized, disoriented and therefore less able to cope with their academic work. Students who experience such academic stressful life events often have worse health outcomes and reduced quality of life. There are many reasons accredited to this sinful act but the major and viable reasons have not really been identified for proper solution to minimize or put a stop to this menace. Despite the important to understand and explain issues associated with this behaviour, unfortunately, there are not much empirical studies conducted in study area. Thus, what informs stress, stressor and the stressed issues among higher institution students, especially in Ogun State remains probable.

### **Research Questions**

1. What are the factors responsible for stress among undergraduates?
2. To what extent would personality traits, environmental, social, and intrapersonal factors predict stress among university undergraduates?
3. Would academic load predict stress among undergraduates?
4. In what way do the stressed students deal with stress in higher institutions?
5. What are the strategies of reducing stress to the barest minimum?

## **Methodology**

The study adopted the ex-post facto research design type. The population of the study was all three hundred level students of the two Federal higher institutions: Federal University of Agriculture, Abeokuta, Federal Polytechnics, Ilaro (Yewa) and two state higher institutions. Olabisi Onabanjo University, Ijebu, and Moshood Abiola Polytechnic, Abeokuta both in Ogun state. The study's participants were selected using a multi-stage sampling procedure. Ogun State has two Federal tertiary institutions and two state own tertiary institutions: Federal University of Agriculture, Abeokuta and Federal Polytechnics, Ilaro (Yewa), Olabisi Onabanjo University, Ijebu, and Moshood Abiola Polytechnic and each of these tertiary institutions has at least six faculties / six schools. At the first stage, all the six school was randomly selected while at the second stage of sampling, three faculties /schools were purposively selected from each, for convenience because some faculties / schools were preparing for examination at the time of data collection and not all gave access. Lastly, 30 students from each of the selected faculties / schools were randomly selected. This resulted in a total of two hundred and seventy students for the study.

## **Instrument for Data Collection**

The instruments used for data collection were Personality Trait Inventory developed by John, Donahue and Kentle (1991) and Student Academic Stress Scale (SASS) developed by Basari (2011). The reliability of the Personality Trait Inventory Scale and Student Academic Stress Scale (SASS) factors were established using Chrombach Alpha to determine items which are consistent with the others and the reliability coefficient of the instruments were found to be 0.72 and 0.76 respectively.

## **Procedure for Data collection and Analysis**

The data collected for this study were analyzed using percentage count and multiple regression analysis.

## **Data Analysis**

Data analysis was carried out using descriptive statistics such as mean and standard deviation, which were used to interpret the data.

The numeric values assigned to the different scaling items used are as follows; SA = 4, A=3, D=2 and SD=1. Therefore, the mean for these values was determined by

$$\bar{x} = \frac{4 + 3 + 2 + 1}{4} = 2.5, \text{ the cut - off - point is } 2.5$$

The cut-off-point mean is 2.50. Any response that has a mean score of 2.5 and above is accepted while any response with a mean score below 2.5 is rejected.

## Results

### Demographic Analysis of Variable

**Table 1: Demographic Analysis of the Respondents by Designation**

Variables	Frequency	Percent
Federal University of Agriculture, Abeokuta	30	25.00
Federal Polytechnic, Ilaro	30	25.00
Moshood Abiola Polytechnic, Abeokuta	30	25.00
Olabisi Onabanjo, Ago-Iwoye	30	25.0
<b>Total</b>	<b>120</b>	<b>100.0</b>

The table above revealed the spread of respondent across the higher institution, the above table revealed that, the study utilized response from Federal University of Agriculture, Abeokuta, Federal Polytechnic, Ilaro, Moshood Abiola Polytechnic, Abeokuta and Olabisi Onabanjo, Ago Iwoyewith 25.0% spread respectively.

**Table 2: Demographic Analysis of the Respondents by Designation**

Variables	Frequency	Percent
Male	56	46.67
Female	64	53.33
<b>Total</b>	<b>120</b>	<b>100.0</b>

In this part, the study provided the demographic details of the respondent based on gender, it was revealed that, 56 (46.67%) of the respondent are male while 53.33% are female. This was as a result of societal norms of the ratio of male to female in the society.

**Table 3: Demographic Analysis of the Respondents by Age range**

Variables	Frequency	Percent
Under 18	19	15.8
18-24	75	62.5
25-34	18	15.0
35 and above	8	6.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

The table above revealed the age bracket of the respondent, it was established that, 15.8% of the respondent are under 18, 62.5 are between the age bracket of 18-24, 15.0% of the respondent are of the age bracket of 25-34 while 6.7% are of the age range of 35 years and above.

### Analysis of the respondents by Research Question

**Research Question 1:** What is the severity of stress among the student at the higher institution student in some selected tertiary institution in Ogun State Nigeria?

**Table 4: Severity of Stress among the Students in Higher Institution (n=120)**

Variables		Response		Decisions
		X	SD	
1.	It is true that I am currently experiencing a high level of stress	3.44	.708	Accepted
2.	Stress significantly impacts my ability to concentrate on my studies.	3.46	.672	Accepted
3.	Students feel overwhelmed by academic responsibilities.	3.04	.883	Accepted
4.	Students most time experience physical symptoms of stress (e.g., headaches, fatigue).	3.51	.820	Accepted
5.	Stress negatively affects my overall well-being.	3.53	.698	Accepted
6.	It is challenging to manage my stress effectively.	3.58	.682	Accepted
7.	Stress impacts my social life and relationships.	3.58	.681	Accepted
8.	Students often worry excessively about academic performance.	3.66	.667	Accepted
9.	Stress disrupts my sleep patterns.	3.48	.830	Accepted
10.	Students seek help or support to manage their stress.	3.43	.847	Accepted
		<b>Weighted mean = 3.471</b>		

**(NB: Decision Rule: mean below 2.5 is disagreed, 2.5 and above is Agreed)**

In the course of establishing the severity of stress among the students in higher institution in some selected tertiary institution in Ogun State. A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items

found with mean scores equal or above 2.50 were remarked as ‘accepted’ while items with mean scores below 2.50 were assigned ‘Rejected’. From the table above, it was established that, students of higher institution experience stress at high level and have a significant impacts on students’ ability to concentrate on their academic programmes. The evidence of this is showed in the table above with mean score = 3.44 and 3.46 respectively. The table further revealed that, majority of the student with mean score of 3.04 opined that, students in most time experience physical symptoms of stress like headaches, fatigue etc. The results further established that stress negatively affected student’s overall wellbeing while in most cases, student have challenges in managing stress, as shown in the above table with mean scores =3.53 and 3.58 respectively.

Research Question 2: What are the factors responsible for stress among undergraduates?

What are the stressors among the students at the higher institution in some selected tertiary institution in Ogun State Nigeria?

**Table 5: Stressor among the students at the higher institution (n=120)**

Variables		Response		Decisions
		X	SD	
1.	Academic workload is a significant source of stress for me.	3.56	.683	Accepted
2.	Examinations and deadlines contribute to my stress levels.	3.64	.658	Accepted
3.	Financial concerns are a source of stress in my life.	3.61	.555	Accepted
4.	Relationship issues cause me stress.	3.63	.503	Accepted
5.	Social pressures impact my stress levels.	3.63	.503	Accepted
6.	Family-related stress affects me.	3.53	.556	Accepted
7.	Health concerns contribute to my stress.	3.63	.653	Accepted
<b>Weighted mean = 3.604</b>				

**(NB: Decision Rule: mean below 2.5 is disagreed, 2.5 and above is Agreed)**

**Source:** Personal fieldwork 2023

In order to identify the stressor among the students at the higher institution student in some selected tertiary institution in Ogun State Nigeria. The table above established different types of stressor, which include, academic workload, examinations and various attributed deadlines, financial concerns, relationship,

social pressures, health concerns and family related issues. This was established in the table above with mean scores greater than 2.5 and weighted mean of 3.604.

**Research Question 3:** What are the ways stressed (students) deal with stress in higher institution students in some selected tertiary institution in Ogun State Nigeria?

**Table 6: Stressor among the students in the higher institution (n=120)**

Variables		Response		Decisions
		X	SD	
1.	I actively seek support from friends or family when stressed.	3.63	.503	Accepted
2.	Engaging in physical exercise or sports is an effective way for me to cope with stress.	3.56	.683	Accepted
3.	Practicing relaxation techniques (e.g., meditation, deep breathing) helps me manage my stress.	3.58	.644	Accepted
4.	I seek support from a counsellor or mental health professional when stressed.	3.17	1.10 3	Accepted
5.	Using time management strategies is an effective coping mechanism for me.	3.59	.601	Accepted
6.	Participating in social activities or hobbies is a helpful way for me to cope with stress.	3.43	.774	Accepted
7.	I tend to ignore stress and hope it will go away.	3.38	.636	Accepted
<b>Weighted mean = 3.478</b>				

**(NB: Decision Rule: mean below 2.5 is disagreed, 2.5 and above is Agreed)**

In order to investigate how stressed (students) manage stress in higher institutions, this study, revealed that, students in higher institution seek support from friends and family whenever they are stressed in order to help them sort out some personal issues with mean score of 3.63 and standard deviation = 0.503. In addition, with mean score of 3.56, the respondent are of the opinion, student engaging in physical exercise and sports activities are one of the ways they deal with stress. The study further revealed that, majority of the respondents are of the opinion that, practicing relaxation techniques such meditation, deep breathing are one of the ways students manage stress with mean score = 3.58. The respondent are also of the opinion that, student seek support from counsellor or mental health professional when stressed

while they use time management strategies as effective coping mechanism with mean score of 3.17 and 3.59 respectively. In addition, the respondent are of the opinion that, participating in social activities or hobbies is a helpful way for students to cope with stress (mean score = 3.43). The study also revealed that, some of the student tends to ignore stress and hope it will go away naturally, this is established with mean score (3.38) greater than the benchmark of 3.478.

**Research Question 4:** What are the techniques to deal with stress to the nearest minimum?

**Table 6: Techniques to deal with stress to the nearest minimum(n=120)**

Variables		YES		NO	
		F	%	F	%
1.	Are you aware of any stress management techniques	7	5.80	113	94.20
2.	Have you ever attended stress management workshops	7	5.80	113	94.20
3.	Institutions provides adequate support and resources for stress management	8	6.70	112	93.30
4.	I often utilize stress management resources when experiencing significant stress	7	5.80	113	94.20
5.	Am aware that there are online/mobile applications designed to assist with stress management	11	95.80	5	4.20

**(NB: Decision Rule: mean below 2.5 is disagreed, 2.5 and above is Agreed)**

The research endeavour centered on assessing the depth of students' familiarity with stress coping mechanisms. The findings illuminated a prevailing lack of awareness among the student body regarding effective strategies for managing stress. Notably, a majority of students (94.20%) admitted to not having engaged in any stress management workshops, signifying a dearth of exposure to formalized stress alleviation techniques. This underscores a crucial area for improvement in ensuring students is equipped with essential stress management skills. Students articulated a prevailing sentiment regarding the insufficiency of support and resources provided by educational institutions in addressing stress-related concerns. A prevalent perception emerged that educational entities fail to furnish adequate avenues or provisions for managing stress effectively. This perception suggested a crucial need for educational institutions to reevaluate and bolster their support systems for students' mental well-being.

### Discussion of the Findings

The study conducted to assess the severity of stress among students in selected tertiary institutions in Ogun State unveiled concerning findings. Results indicated

that students experienced severe stress, significantly impacting various aspects of their lives. Notably, the research findings indicated that stress had a substantial effect on students' ability to concentrate on academic pursuits, with mean scores of 3.44 and 3.46, was in line with recent studies by Garcia et al. (2022) and Johnson et al. (2023). These recent scholarly works also emphasized the prevalence of stress among university students and its interference with academic focus, corroborating the observations in this study.

The results obtained in this study further stressed some physical manifestations of stress, in the stressed individuals such as headaches and fatigue, among students (mean score = 3.04). This is in line with the reports of Chen et al. (2022) and Brown and Martinez (2023) demonstrating similar physical symptoms associated with stress in higher education settings. The results also suggested that stress negatively impacted students' overall well-being and posed challenges in managing stress effectively, mirrored in mean scores of 3.53 and 3.58. This aligns with recent empirical research by Wilson et al. (2022) and Lee et al. (2023), emphasizing the broader impact of stress on students' mental health and highlighting difficulties in coping with stress among university students. The study however implies that stress-induced disruptions in students' social lives, peer relationships, and sleep patterns (mean scores of 3.58, 3.66, and 3.48, respectively). These observations parallel recent scholarly studies by Garcia et al. (2022) and Johnson et al. (2023), which highlighted the adverse effects of stress on social interactions, sleep quality, and academic performance among students.

In essence, the study's findings on the severity of stress among students in higher education institutions in Ogun state corroborated the findings of Garcia et al. (2022) and Johnson et al. (2023), which also identified similar stressors prevalent among university students. Their studies highlighted the impact of academic pressures, financial worries, social challenges, and familial concerns on students' stress levels, reaffirming the stressors identified in this study.

In recent empirical investigations by Mahmoud et al. (2012) and Chen et al. (2022), they emphasized the significant role of academic workload and examination-related stress in affecting students' mental well-being, further corroborating the stressors identified in the present study. Therefore, the identified stressors among students in the selected tertiary institutions in Ogun State are consistent with recent scholarly research, reinforcing the urgent need to address these stress-inducing factors to mitigate stress levels among students and improve their overall well-being. Primarily, seeking support from friends and family emerged as a prevalent coping mechanism among students when dealing with personal stressors, garnering a mean score of 3.63, complemented by engaging in physical exercise and sports activities, indicated by a mean score of 3.56.

Moreover, the research highlighted students' inclination towards practicing relaxation techniques like meditation and deep breathing (mean score = 3.58), consistent with recent empirical studies by Wilson et al. (2022) and Lee et al. (2023), emphasizing the efficacy of relaxation practices in stress management among university students. Additionally, students reportedly sought support from counsellors or mental health professionals (mean score = 3.17) and utilized time management strategies (mean score = 3.59) to effectively cope with stress. Mahmoud et al. (2012) and Garcia et al. (2022) however underscored the importance of seeking professional help and employing time management techniques in stress management among students.

Furthermore, participation in social activities or hobbies was perceived as a beneficial way for students to cope with stress (mean score = 3.43), aligning with the findings of Chen et al. (2022) and Johnson et al. (2023), reiterating the positive impact of social engagement in alleviating stress among university students. Interestingly, the study also revealed that some students tend to ignore stress in the hope that it will naturally dissipate, indicated by a mean score of 3.38, slightly higher than the established benchmark of 3.478. However, this finding contrasts with recommendations in recent literature advocating for active stress management rather than avoidance strategies, as highlighted in studies by Mahmoud et al. (2012) and Brown and Smith (2022).

Assessing the depth of students' familiarity with stress coping mechanisms, the findings illuminated a prevailing lack of awareness among the student body regarding effective strategies for managing stress. Notably, a majority of students (94.20%) admitted to not having engaged in any stress management workshops, signifying a dearth of exposure to formalized stress alleviation techniques. This underlines a crucial area for improvement in ensuring students are equipped with essential stress management skills. Students articulated a prevailing sentiment regarding the insufficiency of support and resources provided by educational institutions in addressing stress-related concerns. A prevalent perception emerged that educational entities fail to furnish adequate avenues or provisions for managing stress effectively. This perception suggests a crucial need for educational institutions to re-evaluate and bolster their support systems for students' mental well-being.

Interestingly, amidst their perceived lack of exposure to traditional stress management methods, students displayed a higher degree of familiarity with online/mobile applications tailored explicitly for stress management. This acknowledgment highlights a notable trend wherein students gravitate towards technologically-driven solutions for coping with stress. It emphasizes the potential efficacy and accessibility of digital tools in supplementing traditional stress relief methods. This could have informed the results obtained in this study.

## **Conclusion**

The comprehensive investigation into stress levels among students in tertiary institutions across Ogun state has illuminated the pervasive and detrimental effects of stress on various facets of students' lives. The findings therefore underscore the critical need for immediate attention and intervention to mitigate the adverse impact of stress on academic performance, physical health, mental well-being, and social interactions. The study revealed that stress significantly impairs students' ability to concentrate on academic pursuits, leading to various physical manifestations such as headaches and fatigue. Stress also disrupts social lives, peer relationships, and sleep patterns, exacerbating the overall challenges faced by students in their educational journey. Identified stressors, ranging from academic workload to financial concerns and social pressures, highlight the complexity and diversity of factors contributing to heightened stress levels among students. Although students utilize a range of coping mechanisms, including seeking support from friends and family, engaging in physical activities, and employing relaxation techniques, the study also observed tendencies among some students to ignore stress, a counterproductive strategy contrary to recommended stress management practices. Essentially, the study has illuminated the pressing need for educational institutions to bolster their support systems and initiatives aimed at promoting students' mental well-being. The lack of awareness regarding effective stress management techniques, coupled with inadequate participation in stress management workshops, underscores the necessity for educational entities to re-evaluate and enhance their provisions for addressing student stress effectively. The study also emphasized the urgency for tertiary institutions in Ogun State, and by extension, across similar contexts, to implement robust and proactive strategies that address stress-related concerns among students. This could be achieved by fortifying support systems, raising awareness, and integrating innovative tools, educational institutions can create environments that facilitate healthier coping mechanisms, ultimately fostering improved academic performance and overall well-being among students.

## **Recommendations**

Based on the findings of this study, the following recommendations are therefore made that:

- Tertiary institutions should improve their support systems dedicated to students' mental well-being. This includes increasing access to counselling services, establishing stress management workshops, and providing resources that promote effective coping

- Awareness campaigns within institutions to educate students about stress management techniques and the importance of seeking help when experiencing stress-related issues should be conducted. This effort aims to destigmatize seeking assistance and encourage early intervention.
- There should be incorporation of stress management modules into the academic curriculum. Integrating coping mechanisms and stress-reducing techniques within the educational framework that can equip students with practical skills to manage stress effectively.
- Leverage technology by expanding access to digital platforms and mobile applications specifically designed for stress management is thereby proposed. These tools can complement traditional methods, offering accessible and interactive ways for students to manage stress.
- Utilization of monitoring and feedback mechanisms to adapt and improve interventions continually based on students' evolving needs should be adopted.
- A balanced lifestyle by promoting the importance of exercise, healthy eating habits, adequate sleep, and stress-reducing activities, fostering overall well-being among students is hereby sought.
- Engaging the broader community, including faculty, staff, and families, in supporting students' mental health initiatives, creating a holistic support network is hereby sought. This is necessary in order to create a stress free and enhanced academic environment in Ogun state.

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