Wilberforce Journal of the Social Sciences (WJSS)

Perceived Stressors and Coping Strategies among University Undergraduate Students Of the Niger Delta University, Bayelsa State

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Abstract

This study investigated the perceived stressors and coping strategies among university undergraduate students at the Niger Delta University. The Cognitive Appraisal Theory by Richard Lazarus served as the theoretical framework for this study. The cross-sectional survey design was used to sample 300 undergraduate students at the Niger Delta University, Bayelsa State through a random sampling technique. Data for this study was collected through a self-administered structured questionnaire. Data collected for this study was analyzed using descriptive and inferential statistics at $p < 0.05$. Findings from the study revealed that the average age of the respondents was 23.03 ± 2.77, while about half of the respondents were male (50.7%). The study also revealed that a significant number of the respondents (71.0%) affirmed that they were stressed at the time of the study. Perceived stressors of undergraduate students include; academic workload, depression, finance, etc. It is recommended that theUniversity should organize programs on stress management that will teach students how to deal with stressful events and develop good coping mechanisms.

Keywords: Stress, Coping strategies, Undergraduate students, Workload, Cognitive Appraisal Theory

Introduction

Everybody experiences stress, irrespective of ethnic or cultural affiliations (Garret, 2001).A third of people globally report experiencing stress, which is a public health risk (Hafner, 2019). According to the Institute of Stress Statistics (2019), 33% of persons reported having high levels of stress, 77% reported that stress has a significant negative impact on their physical health, 73% revealed that stress has a negative impact on their mental health, and 48% reported that stress makes it difficult for them to fall asleep. According to research, 75% of Americans suffer moderate

to severe stress (Stress Facts and Statistics, 2022) and stress is a serious health risk for students. A lot of undergraduates find that moving away from their parents have an overbearing influence and entering university marks an important change in their lives. The students choose several options for every part of their lives, including their studies, interactions with others, and leisure pursuits (Balarade, 2008). Although they now have more independence, students continue to find it difficult to live up to their parents' expectations, which include those regarding their academic success (Smith & Rank, 2007). Additionally, according to society, earning a degree from a prestigious university serves as a "passport" to lucrative employment, high pay, and high social standing (Ang & Huan, 2006). Students are thereby indirectly exposed to a range of stresses, most of which are connected to academic success (Screeramareddy et al., 2007).

Campbell (2006) , describes stress as the negative response humans have to unreasonable expectations or other forms of strain. When someone is faced with a circumstance they find daunting and are unable to handle, stress results. Academic stress in students has been extensively studied, and stressors include excessive workloads, rivalry with other students, failures, a lack of allowances, strained relationships with classmates or tutors, family problems, and domestic issues (Fairbrother & Warn 2003).

Academic stress is described as normal student stress that affects both their psychological and physical health (Spiljak et al., 2022). Previous research has shown that younger students are more stressed about their academic obligations and worries than older ones. . Exams are one of the events that cause students the most immediate stress (McKerrow et al., 2020; Lever-van et al., 2020). There are many studies on students' stress reactions in the literature, and those that examine how academic stress affects students' reactions have produced useful information (Cipra & Müller-Hilke, 2019; Ouda et al., 2016; Lenaert et al., 2016).

According to Pascoe et al. (2019), academic load, time constraints, decision-making, ongoing changes, and financial blunders are among the stressors that affect students the most. They frequently suffer negative social, psychological, physical, and academic effects as a result of these pressures. According to Algorani and Gupta (2022), people's stress-coping techniques are crucial to the situation's effective management and can help them adapt. This modification helps to increase psychological functioning and well-being.

Coping strategies might be active or avoidant, according to the Semel Institute for Neuroscience and Human Behaviour (2023). When under stress, avoidant coping strategies often cause people to use negative coping mechanisms (like drinking, sleeping, withdrawing, etc.), while proactive coping strategies give a person the psychological and behavioural tools they need to alter the stressors' characteristics.(Bolarinwa & Ishola, 2023).

It is important to remember that low-stress levels do not always translate into higher student performance; in fact, low-stress levels might lead to students becoming bored quickly and perceiving their tasks as unchallenging (Uchil, 2017). Although some degrees of stress encourages students to perform at their best, when that stress fails to be handled effectively owing to a lack of resources to handle it, it can have negative effects on both the student and the institution.

The educational environment additionally serves as a motivating factor, resulting in increased stress levels among students. Overcrowded classrooms, the grading system, insufficient amenities and resources (Awino &Agolla, 2008), a large curriculums (Screeramareddy et al., 2007), lengthy lecture hours, and the role of learning competitions are some of the sources of stress. According to Ang and Huan (2006), one of the causes contributing to elevated stress levels is increased expectations.

If stress in academic settings is not well controlled, it can have both beneficial and harmful effects (Stevenson & Harper, 2006; Smith, 2002). Nevertheless, it is crucial for society that students acquire the expertise and abilities they need to be able to constructively contribute to the growth of the country in a variety of ways. It is important to note that in order to reduce student stress, university administrators must establish appreciative tactics that allow them to identify the signs and causes of stress before they manifest (Ross et al., 1999).

Studies addressing perceived stressors and coping strategies of university and undergraduate students, especially in developing nations like Nigeria are scarce. For instance, Elias, et al, (2011), investigated stress and academic achievement among undergraduate students in Putra Malaysia University. Again, a study by Kio, et al, (2015), only assessed the stress levels among undergraduates in Nigeria. Jameset al, (2017) only looked into the psychosocial correlates of perceived stress among undergraduate medical students in Nigeria. Also, King Saudi University focused solely on the academic stress among undergraduate students in the faculty of education. Another study by Olapeet al, (2017), also gave an insight into the stress level and academic performance of university students in Kwara State, but failed to give the coping strategies adopted by the undergraduate students.

While the above studies provide insight into social factors associated with stress among undergraduate students, they paid more attention to levels, academic performance, and psychosocial correlates among undergraduate university students. They failed to account for the perceived stressors and particularly coping strategies among undergraduate students, especially students in the South-south part of Nigeria. It is based on this note that this study has been designed to investigate the perceived stressors and coping strategies among undergraduate students, using the Niger Delta University in Bayelsa State as a case study.

Theoretical Framework

For the purpose of this study, the cognitive appraisal theory has been adopted as the theoretical framework. Richard Lazarus, a psychologist, proposed cognitive appraisal theory 1966. Appraisal and coping are two elements important to any stress-related theory, according to this model. Both are interconnected. This model states that stress is an imbalance between the demands made of people and their capacity for coping (Lazarus, 1996). A few revisions have been made to the theory since it was first introduced as a comprehensive framework. The most recent adaptation states that stress does not meet the criteria for a particular provocative or psychological, behavioural, or subjective reaction. According to Lazarus (1996), stress is seen as a result of a person's interaction with his environment.

People see their surroundings as crucial to their well-being and work to overcome challenges and rising expectations. The cognitive appraisal model is founded on the idea that a people's expectations of the significance and ramifications of an event have an impact on stress and other cognitive processes. This explains why, notwithstanding the fact that all people are objectively equal, there are differences in the degree of emotions people experience in response to their circumstances (Lazarus, 1996). These appraisals are classified into secondary and primary appraisals, which are impacted by numerous elements such as a person's goals, values, motives, and so on. Specific patterns of these appraisals contribute to different types of stress.

Contrarily, coping is characterised as an individual's attempts to reduce, tolerate, or manage the demands that are placed on them from both the inside and outside. This idea is closely tied to cognitive appraisal and, as a result, to the stress-relevant person-environment interactions. When under strain, such as stress, people go through many mental and physiological changes (Ribeiro et al., 2017). Stressful feelings can be triggered by external factors or internal emotions, and they can even lead to psychological conditions like depression and anxiety.

Materials and Methods

The research design used for this study is the cross-sectional survey design. Given the nature of the study, this design is appropriate for investigating perceived stressors and coping strategies among undergraduate students.

The research was carried out at the Niger Delta University, located in Wilberforce Island, Bayelsa State, Nigeria. The Niger Delta University (NDU) is a university funded by the government of Bayelsa State. It was founded in 2000 under the leadership of Chief DSP Alamieyeseigha, who was then the governor of Bayelsa State. The university comprises of two primary campuses, one situated at Yenagoa, the state capital, housing the law faculty, and the other at Amassoma. Additionally, it has the Niger Delta University Teaching Hospital (NDUTH) at Okolobiri as its teaching hospital.

For this research, the population of the study consisted of mainly both male and female undergraduates at the Niger Delta University in Bayelsa State. The Nigeria university system statistical digest of 2017, from the National University Commission reported a total students enrolment of 14,547 for the Niger Delta University in Bayelsa. Also, Wikipedia recorded over 10,000 students admitted as of 2018/2019 Academic Section. In this study, a sample size of three hundred (300) students was selected using the Taro Yemeni's sample size determination formula.

A purposive sampling was done to guide the researcher in obtaining the number of respondents to be considered in the survey. In this sampling technique, the selection of students as representative of the population at the Niger Delta University was employed. Therefore, this study adopts the random sampling technique. The sampling procedures are as follows; First, ; ten (10) faculties were randomly selected from the Niger Delta University, Bayelsa State. Second, this sampling technique was also used to indicate a significant gender difference by dividing the students into male and female groups. Lastly; the researcher also coincidentally ran into some students in the classrooms and other parts of the academic environment who at their convenience filled out the

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questionnaires and expressed their views. This sampling technique is also referred to as convenience sampling.

Primary data for this study was gotten using a considerable degree of structured questionnaire on the basis of the research questions, which were presented to respondents from various faculties to express their views. However, this study uses copies of the questionnaire and self-observation to elicit responses from respondents in the study area. Data obtained after copies of the questionnaire were presented and retrieved from respondents were presented in a tabular form. The data were analyzed using percentages in order to make a comparative analysis, chi-squarecross-tabulation to check hypotheses and pie chart to analyze the coping mechanism for stress.

Results

Socio-Demographic Characteristics of Respondents

The age distribution of the respondents shows that the mean age of the sampled students is 23.03±2.77 However, a further analysis of the age distribution of the respondents indicated that those within the ages of 20-24 (56.7%) had the highest category of respondents, while those within the age of 31 and above (0.7%) were the lowest number of the sampled population.

Table 1: Socio-demographic characteristics of the respondents

Variables	Frequency (N = 300)	Percentage (% = 100)
Age category		
15-19	32	10.7
20-24	170	56.7
25-30	96	32.0
31 & above	2	0.7
Mean & Std. Age	23.03±2.77	
Gender		
Male	152	50.7
Female	148	49.3
Family type		
Monogamous	105	35.0
Polygamous	98	32.7
Single parent	97	32.3
Relationship status		
Cohabiting	38	12.7
Single	258	86.0
Married	4	1.3
Religion		
Protestants	129	43.0
Orthodox	49	16.3
Catholic	74	24.7
Others specify	48	16.0
Level of study		
100	32	10.7
200	56	18.7
300	83	27.7
400	93	31.0
500	36	12.0
Source of funding for education		
Parents	219	73.0
Self	58	19.3
Relatives	23	7.7
Estimated allowance per month		
₦5,000	34	11.3
₦6,000 - 10,000	55	18.3
₦11,000 - 15,000	85	28.3
₦16,000 - 20,000	64	21.3
Above 20,000	62	20.7

Current CGPA		
1.50 - 2.39	25	8.3
2.40 - 3.49	168	56.0
3.50 - 4.49	94	31.3
4.50 $ above	13	4.3
Place of residence as a student		
Hostel	50	16.7
Off campus	218	72.7
Yenagoa	32	10.7

Table 1 shows the gender of the respondents which indicated that the male respondents (50.7%) was higher than the female respondents (49.3%). The family type of the respondents shows that those from monogamous families (35.0%) were the highest, while those with single parents (32.3%) were the lowest.

The relationship status of respondents indicated that those who were single had the highest percentage (86.0%), while the least were the married respondents (1.3%). In terms of religious affiliations of the respondents, nearly all the respondents were protestants (43.0%), while the lowest were others who were Muslims (16.0%). On the level of study of the respondents, those in 400level at (31.0%), 300level at (27.7%) and 200level at (18.7%) were the highest, while the least were 500level at (12.0%) and 100level at (10.7%). In analyzing the funding for education, most of the respondents had funds from their parents (73.0%), while the least had funds from their relatives (7.7%).

For estimated allowance per month, Table 1 indicated that students who were having an estimated income of 11,000 - 15000 (28.3%), 16,000 - 20,000 (21.3%) and above 20,000 (20.7%) were the highest, while those having 6,000 - 10,000 (18.3%) and 5,000 (11.3%) were the lowest. The current CGPA of the respondents indicated that students who had more CGPA were from 2.40 - 3.49 (56.0%) and 3.50 - 4.49 (31.3%), while the least were 1.50 - 2.39 (8.3%) and 4.50 and above

(4.3%). In accessing the place of residence, (72.7%) of students were staying off campus, (16.7%) were staying in the hostel, while the lowest (10.7%) were staying at Yenagoa.

Sources of Stress

Table 2 shows a cross-tabulation of how often the respondents are stressed by sources of stress. From the table, there was a significant relationship between the average academic workload per semester and how often students are stressed($p<0.01$). Thus, the table revealed that the average academic workload of the respondent is most times very moderate (31.7%). Furthermore, there was also a significant relationship between current academic status and how often students are stressed ($P<0.01\%$). Thus, the respondents on clear standing (32.7%) are mostly stressed compared to those with 3-4 carryovers (6.7%).

In another analysis, there was a significant relationship between financial challenges and how often students are stressed ($P<0.01$). It was revealed that the respondents who face financial stress are mostly stressed sometimes (25.3%) than those who don't (2.0%).

Table 2: Cross-tab of Sources of Stress by How Often Students Are Stressed

Variables	How often are you stressed			Total	X^2	P-value	Remarks
	Most times	A few times	Rarely				
Average academicworkload							
Low	10 (3.3%)	0 (0.0%)	4 (1.3%)	14 (4.7%)	14.708	.005*	Sig
Moderate	95 (31.7%)	64 (21.3%)	20(6.7%)	179 (59.7%)			
High	71 (23.7%)	29 (9.7%)	7 (2.3%)	107 (35.7%)			
Current academic status							
Clear stand	98 (32.7%)	98 (32.7%)	60 (20.0%)	181 (60.3%)	10.218	.037*	Not sig
1 - 2 carry overs	58 (19.3%)	58 (19.3%)	30 (10.0%)	96 (32.0%)			
3 - 4 carry overs	20 (6.7%)	20 (6.7%)	3 (1.0%)	23 (7.7%)			
Financial challenges							
Always	64 (21.3%)	24 (8.0%)	1 (0.3%)	89 (29.7%)			
Sometimes	76 (25.3%)	60 (20.0%)	22 (7.3%)	158 (52.7%)	26.495	.000**	Sig
Rarely	30 (10.0%)	9 (3.0%)	8 (2.7%)	47 (15.7%)			
Never	6 (2.0%)	0 (0.0%)	0 (0.00%)	6 (2.0%)			
Affordable meals							
Most times	86 (28.7%)	56 (18.7%)	16 (5.3%)	158 (52.7%)			
A few times	77 (25.7%)	34 (11.3%)	15 (5.0%)	126 (42.0%)	7.660	.264	Not sig
Rarely	8 (2.7%)	3 (1.0%)	0 (0.0%)	11 (3.7%)			
Never	5 (1.7%)	0 (0.0%)	0 (0.0%)	5 (1.7%)			
Work status							
No	131(43.7%)	75 (25.0%)	28 (9.3%)	234 (78.0%)	4.428	.109	Not sig
Yes	45 (15.0%)	18 (6.0%)	3 (1.0%)	66 (22.0%)			
Pressure of work & study							
No	136(45.3%)	74 (24.7%)	31 (10.3%)	241 (8.3%)	8.667	.013**	Sig
Yes	40 (13.3%)	19 (6.3%)	0 (0.0%)	59 (19.7%)			
Ever been depressed							
No	43 (14.3%)	22 (7.3%)	22 (7.3%)	87 (29.0%)	29.591	.000**	Sig
Yes	133(44.3%)	71 (23.7%)	9 (3.0%)	213(71.0%)			
If yes what caused it							
Academic	68 (22.7%)	44 (14.7%)	0 (0.0%)	112(37.3%)			
Family	22 (7.3%)	8 (2.7%)	0 (0.0%)	30 (10.0%)			
Relationship	12 (4.0%)	11 (3.7%)	2 (0.7%)	25 (8.3%)	60.676	.000**	Sig
Work	18 (6.0%)	0 (0.0%)	0 (0.0%)	18 (6.0%)			
Others specify……..	56 (18.7%)	30 (10.0%)	29 (9.7%)	115(38.3%)			
Health challenge							
No	164(54.7%)	87 (29.0%)	31(10.3%)	282(94.0%)	2.221	.329	Not sig
Yes	12 (4.0%)	6 (2.0%)	0 (0.0%)	18 (6.0%)			

Interaction with course mate							
Always	53 (17.7%)	36 (12.0%)	28(9.3%)	117(39.0%)	46.243	.000**	Sig
Sometimes	90 (30.0%)	49 (16.3%)	0 (0.0%)	139(46.3%)			
Rarely	30 (10.0%)	8 (2.7%)	3 (1.0%)	41 (13.7%)			
Never	3 (1.0%)	0 (0.0%)	0 (0.0%)	3 (1.0%)			
Conflict with course mate							
No	152(50.7%)	83 (27.7%)	21 (7.0%)	256(85.3%)	8.953	.011**	Sig
Yes	24 (8.0%)	10 (3.3%)	10 (3.3%)	44 (40.7%)			
Conducive environment							
No	94 (31.3%)	34 (11.3%)	18 (6.0%)	146(58.7%)	8.138	.017*	Sig
Yes	82 (27.3%)	59 (19.7%)	13 (4.3%)	154(51.3%)			

*Sig. at 0.05, ** Sig. at 0.01

Again, affordable meals were not significantly related to how often students are stressed. However, those who can afford meals most times (28.7%) had the highest percentage than those who can't (2.0%). Furthermore, there was no significant relationship between work status in school and how often students are stressed, thus the respondents who were higher mostly picked no (43.7%) than those who picked yes (15.0%).

Nevertheless, the table indicated that pressure of combining paid work and study is significantly related to how often students are stressed ($P<0.01$). Thus, those who chose no (45.3%) do not face pressure most times, compared to those who chose yes (15.0%). However, the table shows that ever been depressed is significant to how often they are stressed ($P<0.01\%$). Thus, most respondent who ticked yes (44.3%) are mostly depressed than those who ticked no (14.3%). Again, causes of depression is significantly related to how often the students are stressed ($P<0.01$). It shows that those whose depression was caused by academic work (22.7%) and money (18.7%) are mostly higher than those who picked family (7.3%), work (6.0%) and relationship (4.0%).

Notwithstanding, the table shows that there is no significant relationship between health challenge and how often the students are stressed ($P>0.05$). However, respondents who mostly do not have any health challenge chose no (54.7%), compared to those who chose yes (4.0%). In a

similar vein, there was a significant relationship between interaction with course mates and how often they are stressed (P<0.01). Thus, those who interact sometimes (30.0%) and always (17.7%) are mostly high, while those who interact a few times are rarely (2.7%) and never (0.0%). Furthermore, conflict with course mates is significantly related to how often the students are stressed (P<0.01). Thus, respondents who don't have conflict with course mates, no (50.7%) where mostly the highest compared to those who picked yes (8.0%). Finally, conducive environment has a significant relationship with how often the students are stressed (P<0.01). However, the respondent who selected no (31.3%) to the school environment not being conducive are mostly higher than those who selected yes (8.0%).

The Impact of Stress

Table 3 shows the impact of stress on the respondents. For how often have they been stressed, (58.7%) were mostly stressed, (31.0%) were stressed a few times, while the least (10.3%) were rarely stressed. The level of academic stress of the respondents indicated that (53.7%) were highly stressed, (43.3%) were moderately stressed, while the lowest was (3.0%).

Table 3: Impact of stress

Variables	Frequency (N = 300)	Percentage (% = 100)
How often are you stressed		
Most times	176	58.7
A few times	93	31.0
Rarely	31	10.3
Academic level of stress		
High	161	53.7
Moderate	130	43.3
Low	9	3.0
Social level of stress		
High	24	8.0
Moderate	161	53.7
Low	115	38.3
Physical level of stress		
High	20	6.7
Moderate	165	55.0
Low	115	38.3
Emotional level of stress		
High	61	20.3
Moderate	142	47.3
Low	97	32.3

In respect to the level of stress the respondents experience socially, it indicated the stress levels being moderate at (53.7%), low at (38.3%), and high at (8.0%). In the same vein, the physical level of stress of the respondents revealed that (55.0%) had moderate stress level, (38.3%) had low stress level and (6.7) had high stress level, which was the least. Finally, the level of emotional stress of the respondents indicated the moderate, low and high levels of the respondents at the percentage (47.3%) , followed by (32.3%), and then the lowest (20.3%) respectively

Coping Mechanisms   with Stress

Fig 1 below is a simple pie chart. It presents the various ways different respondent cope with stress. The major coping mechanism of students are those who mostly took plenty of water, avoided reading for a long time, took medications, attended parties and visited relaxation centers; followed

by those who prayed/meditated and sought for guidance from counselors ; while the lowest respondents were those who went to bed early, practiced a balance in work, missed classes, participated in sports activities, used drugs and did nothing.
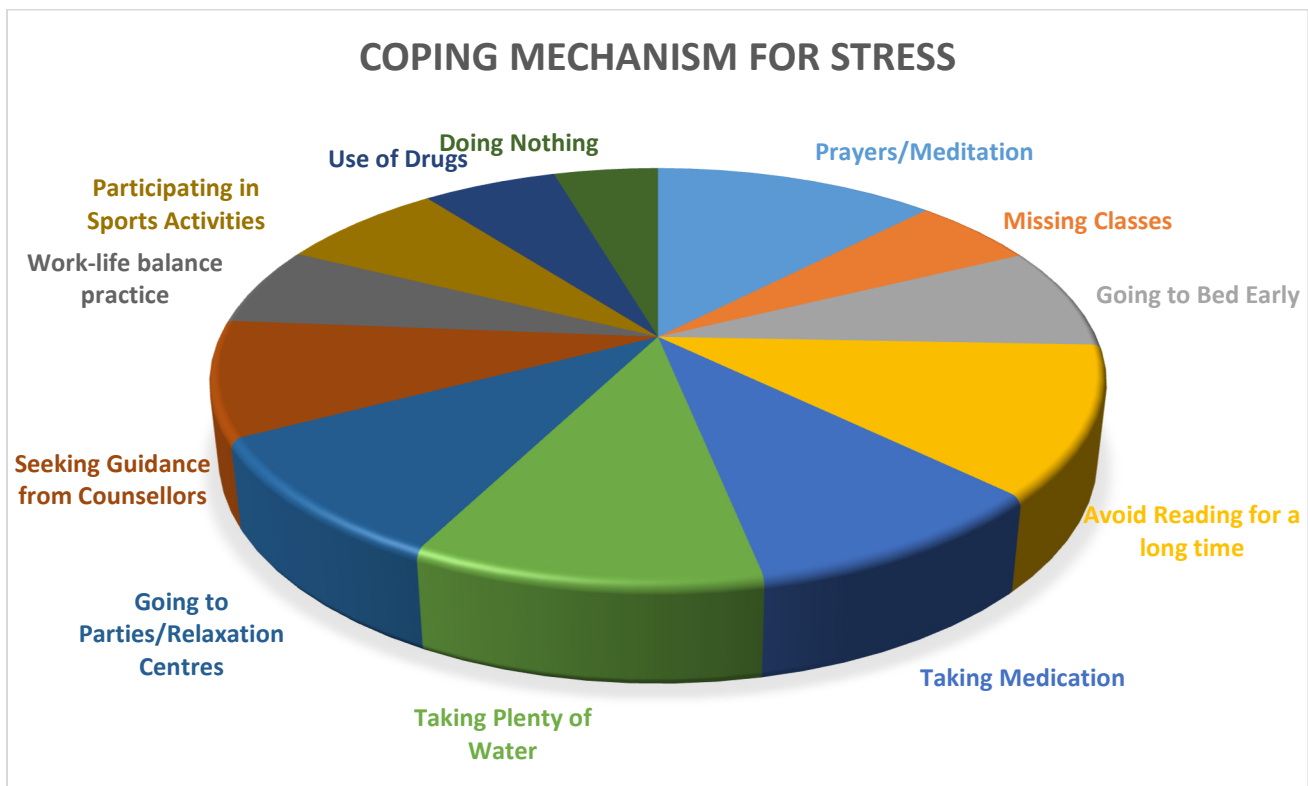

Figure 1: Coping Mechanisms for Stress

Discussions of Finding

The discussion of findings from this study is in line with the objectives of the study. Answers to all formulated research questions and hypotheses raised have been clarified by the present study.

The sources of stress can also be called stressors and these stressors have been classified as day-to-day frustrations or hassles. It can also be a normal life transition that requires some adjustments such as going from childhood into puberty, getting married, becoming a student in the university, etc. According to Klinic Community Health Center (2010), we can experience stress from the environment, social stressors, physiology and thinking. . Another source of stress is the intrapersonal aspect which has to do with self- esteem.

Findings from this study indicated that the level of stress among students was high. This conforms with the findings of AlAteeq et al. (2020), who indicated that more than half of students had a moderately high level of stress, indicating that stress among undergraduate students, is often common most times. Students experience high levels of stress in many areas which include, academic, exam stress, lack of interest in attending classes, and inability to understand the topic. This position was also affirmed by Špiljak et al. (2022) ,who noted that younger students generally reported higher levels of stress, particularly with reference to their academic responsibilities and worries (fear of failing tests or exams, poor grades, competing with peers, etc.). It is a major cause of stress that may result in low self-esteem (Klinic Community Health Center,2010).Socially, Arun and Chun (2009), found a significant correlation between students' perception of life as a burden and the course they were studying, causing students to have resentment in whatever they do. Physically, the impact of stress basically reflects on the health of the student (Klinic Community Health Center,2010) which can cause restlessness in the student. Emotional stress causes irritability and bad temper in students. Stressed students easily get annoyed and lose their temper easily (Klinic Community Health Center, 2010).

Further findings have also indicated that coping strategy requirements for coping with stress are; awareness, acceptance, responsibility, and coping skills (Maimasari, 2002). In general, coping is constantly changing and being evaluated and is therefore, a process or strategy. The three basic

categories of coping mechanisms are seeking social support, emotional-focused coping, and problem-focused coping. One of the most significant environmental resources is social support. Stress is lessened by knowing that we can turn to people for support and assistance when we need it. The goal of emotion-focused coping is to control the perception of distress. Reassessment, wishing for the best, and doing anything to divert one's attention from the circumstance are only a few examples of emotion-focused coping strategies (Lazarus & Folkman, 2013). Problem-focused coping techniques make an effort to face and address the challenges of the circumstance or modification in the circumstance directly in order to make it less stressful.

Conclusion and Recommendations

The study therefore concludes that there is a significant relationship between academic workload and student stress in the study area. Also, the study discvere that current academic status is significantly related to the frequency of stress students experience ..Still, the study resolved that finance was a major stressor among the students of the Niger Delta University. Additionally, based on the findings from the study, the study has also revealed that the pressure of combining paid work and study is significantlyg related to how often students are stressed.

Furthermore, the study thereby concludes that stress among students often leads to academic, physical, social, and emotional challenges. The study resolved that the major coping mechanisms of students against stress include; taking plenty of water, avoiding reading for a long time, medications, attending parties, and visiting relaxation centers.

The following recommendations are suggested as a result of the findings of the study. First, the university should provide a conducive environment by providing enough hostels, classrooms and understandable reading materials for effective learning and interpersonal relationship. Second, the physical, psychological and social environment of the university should be developed, maintained

and sustained. Social centers and recreational centers should be made functional in order to make the university environment an ideal place for learning.

Third, the university should organize programs on stress management that will teach students how to cope with stressful situations, develop coping skills, and put these skills into practical use. And lastly, due to strikes that disrupt the academic calendar. It is recommended that the government, at both state and federal levels, should look into the demands of academic staff and non-academic staff of the university by increasing the wages, incentives, and provision of social needs that will enhance their productivity and in turn, improve students' learning abilities.

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