Stress Management Strategies and Students' Academic Performance in the University of Benin, Benin City

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN BUSINESS ADMINISTRATION,

SEPTEMBER, 2025

DECLARATION

I, **Ezekiel Eromosele AIKHENE,** hereby declare that the work presented in this thesis is a genuine work done originally by me and has not been submitted elsewhere for the award of any degree. All sources of information referred to in this work are acknowledged with reference to the respective authors.

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Ezekiel Eromosele AIKHENE **Date**

(B.Sc. Students/Researcher)

CERTIFICATION

This is to certify that this thesis titled **"Stress Management Strategies and Students' Academic Performance in the University of Benin, Benin City"** was carried out by **Ezekiel Eromosele AIKHENE** in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City.

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DEDICATION

With a grateful heart, I dedicate this project to God Almighty, whose constant love, protection, and guidance have carried me through every step of this journey.

ACKNOWLEDGEMENTS

Firstly, I would like to express my heartfelt gratitude to God for His unwavering intervention, infinite goodness, and mercies that have guided me throughout this journey. I would like to extend my deepest appreciation to my project supervisor, Dr. Omorodion Omoregbe. His invaluable support, insightful guidance, and ceaseless encouragement have been instrumental in shaping this project. His dedication to mentoring and fostering student development is truly commendable.

To my family and friends, your unwavering support has been a constant source of strength for me. I am especially grateful to my parents, whose belief in my capabilities drives me to pursue excellence. My special thanks go to Mr. and Mrs. Aikhene, whose relentless encouragement has motivated me even during challenging times.

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Lastly, I would like to express my gratitude to the prestigious University of Benin for providing the resources and facilities that have facilitated my educational path. The supportive academic environment has significantly contributed to my personal and professional growth.

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TABLE OF CONTENTS

ABSTRACT

This study examined the influence of stress management strategies on students' academic performance in the University of Benin, Benin City. The specific objectives were to examine if meditation, psychological well-being, time management, balance academic workload and students' social support influence students' academic performance in the University of Benin, Benin City.

The study adopted the survey research design type. A total of forty-two thousand six hundred and forty-eight (42,648) students of the University of Benin constituted the population, while three hundred and ninety-six (396) formed the sample size of this study. Data was generated through structured questionnaire administration. The copies of questionnaire that were successfully retrieved were analysed using descriptive and inferential statistics. The Statistical Package for Social Science (SPSS) version 24 was used to analyse the data.

The study found that meditation, psychological well-being, time management, balance academic workload, social support all had positive and significant relationship with students' academic performance in the University of Benin. The study recommended that meditation and time management strategies are communicated to the students in order to cope with their stress levels in a responsible manner. It was also recommended that the academic workload should be balanced with other social activities. Finally, it was recommended that parents or guardians and teachers should give the needed social support, build and protect their children/students' psychological well-being in order to improve academic performance of the students and avoid stress related problems in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Stress is an inevitable part of life that can take a toll on individual's physical health, emotional well-being and performance if not managed appropriately (Swaran, 2018). Stress is known to be the source of many problems among youth in Nigeria and its effects can be as toxic as suicide (Kwaah & Essilfle, 2017). Stress is the biological responses to events that threaten to overwhelm the individual strength to cope sufficiently in the environment (Bamber & Schneider, 2016). The academic environment in Nigeria is extremely competitive and for many students and the academic journey of students is often accompanied by various challenges thus stress is an inevitable part of this experience coupled with the urge to accomplish the objectives that motivated them to enter the institutions is very important to them. Hence, the students tends to do more than they can physically manage and this result to stress (Imeokparia & Ediagbonya, 2013; Kalli & Shehu, 2018; Hachintu & Kasisi, 2021). Unmanaged stress can have detrimental effects on students' physical health, emotional well-being, and academic performance. These stress factors among students can then lead to different behavioural patterns such as alcoholism and substance abuse such as "dagga" (marijuana) and codeine in order to escape the harsh reality (Hachintu & Kasisi, 2021). Thus, increasing numbers of school drop outs (Kalli & Shehu, 2018).

The issue of stress management strategies among studentsis of utmost importance. Stress management strategies is an integral aspect of management and a critical tool for preventing the effects of prolonged stress (Imeokparia & Ediagbonya, 2013). As observed by Bamber and Schneider (2016) stress at a lesser degree can be profitable by preserving the students mental and physical well-being. In this light, it is important for the school authority to assist students in handling stressful events appropriately by practicing and implementing effective

stress management strategies in order to reduce the harmful effect of stress which could affect or jeopardise the students's academic performance and future working ambitions (Hachintu & Kasisi, 2021).

Performance is a term that has been used by authors and researchers to refer to the extent to which actual result matches with desired objectives. It involves determining result after reviewing the academic work of the students over a given period of time (Lamas, 2015). Academic performance determines the degree to which a set goal (academic work) has been accomplished as it is usually expressed through school grades (Lamas, 2015). The performance of students may have a link with the extent to which he / she is able to manage stress in the academic environment (Shahzadl & Ahmed, 2014). Raizada and Saxena (2019) revealed that stress management is crucial in every sector in achieving good performance and the educational sector is not exempted.

Education is considered as one of the basic human rights necessary for human capital development of any country (Nsiah-Peprah, 2004). Higher education is a crucial goal for many and this is made glare by the number of students studying for their undergraduate degree (Weaver, 2013). The importance of a higher education is well known, as the reasons on how a higher degree can improve the chances of job opportunities and income are often stated (Weaver, 2013). Studying in the University is a part of process of change and sometimes this change can cause a lot of anxiety which can have enormous effect on the students well-being, physical and academic success of the students (Praveen, 2016). This is because as the students tries to get used to the new environment and situations, stress and anxiety begin to occur. Higher education is a stressful time in the lives of students due to numerous reason such as living far away from families, heavy academic workload, ineffective higher educational program, limited financial support and emotional conflict (Bhujade, 2017). The moment an individual gets admitted in the University he/ she is faced

with many demands most especially academic demand which will require effort and sacrifices (Lolandes, Zapata, Flores & Fernandez, 2020). Extreme level of stress can hamper effectiveness and lead to poor academic performance (Swarun, 2018). Previous research has highlighted that stress is a widespread problem among students, and effective stress management has been recognised as a critical tool to mitigate its adverse effects. By exploring stress management strategies, the study aims to shed light on how the implementation of such techniques can positively impact students' academic performance. Therefore, initiating stress management strategies may help students avert the destructive result of excessive stress and hence, promote their academic performance.

1.2 Statement of the Research Problem

For many students, the University is the best phase of life (Mohan, 2015). This is because at this phase the individual mind and thinking is illuminated through knowledge and information (Al-Shuaibi, 2014). Furthermore, the knowledge gained at this phase polishes the mind, reinforces the thoughts, and strengthens their character and behaviours toward others. It equally makes them role model in the society and as a guide to the people in the course of taking or making a decision (Al-Shuaibi, 2014).However, this important phase can be undermined by depression, anxiety and stress (Swarun, 2018).

Many students are prone to stress as they try to combine academic work, work and time for family. For most students, stress has become a way of living. However, this could be destructive if allowed to persist for long. This is because when the brain becomes familiar with stress a physical reaction is triggered and this easily harm the memory, which may later develop into mental case or misconduct (Kalli & Shehu, 2018). Excessive stress is considered to be one of the major elements affecting students' academic performance in Nigeria (Kalli & Shehu, 2018). The reason for this development consist of issues ranging from pressure to have good grade, inadequate learning facilities, overcrowded class room, money,

relationship, parent, being a teen parent, job, sex, STD/AIDS, violence and fighting and friends (Ugwuju, 2009; Kalli & Shehu, 2018).

These have brought about slow learning ability, poor academic performance, depression and in some extreme cases suicide as in the case of a final year students who fell to his death from a three storey building after seeing his poor academic performance. Added to this, is the fact that some students may choose unhealthy option to cope with stress like smoking or usage of drugs which may result in self harm, mental illness or given up on life altogether.

Though a number of studies exist on the stress management strategies and performance, it appears that many of such studies were carried out in both developed countries (Bhat, 2021; Ziolkowska, 2020; Lolandes, Zapata, Flores & Fernández, 2020; Sallehuddin, Huzaidy & Rosli, 2019; Swarun, 2018; Coo & Escartin, 2018; Hemamalini, Ashok & Sasikala, 2018; Marhamah & Hamzah, 2016; China, 2015; Chow, 2010). And developing countries (Poripo, Ede, Nwaodo & Youdiowei, 2020; Karfe & Matsayi, 2019; Essel & Owusu, 2017; Nzewi, Chiekezie & Ikon, 2012). However, the scarce researches evidence in existing literature concerning stress management strategies and students' academic performance in Nigeria using University as a case study have therefore, created the need to examine the effect of stress management and students' academic performance in the University of Benin, Benin City by introducing variables like meditation, psychological wellbeing, time management, balanced academic workload and social support as proxies for stress management in relations to students' academic performance.

1.3 Research Questions

In the light of the above, the research questions were highlighted below:

1. What is the combined contribution of stress management strategies to students' academic performance in University of Benin, Benin City?

2. What is the relative contribution of stress management strategies to students' academic performance in University of Benin, Benin City?
3. What is the relationship between meditation and students' academic performance in University of Benin, Benin City?
4. What is the relationship between psychological well-being and students' academic performance in University of Benin, Benin City?
5. What is the relationship between time management and students' academic performance in University of Benin, Benin City?
6. What is the relationship between balance academic workload and students' academic performance in University of Benin, Benin City?
7. What is the relationship between social support and students' academic performance in University of Benin, Benin City?

1.4 Objectives of the Study

The broad objective of the study was to examine the influence of stress management on students' academic performance in University of Benin, Benin City. Specifically, this study seeks to:

1. determine the joint contribution of stress management strategies to students' academic performance in University of Benin, Benin City;
2. ascertain the relative contribution of stress management strategies to students' academic performance in University of Benin, Benin City;
3. examine the relationship between meditation and students' academic performance in University of Benin, Benin City;
4. determine the relationship between psychological well-being and students' academic performance in University of Benin, Benin City;

5. ascertain the relationship between time management and students' academic performance in University of Benin, Benin City;
6. evaluate the relationship between balanced academic workload and students' academic performance in University of Benin, Benin City; and
7. ascertain the relationship between social support and students' academic performance in University of Benin, Benin City.

1.5 Research Hypotheses

The following hypotheses were formulated in the null form to guide the study:

1. Stress management strategies have no significant combined contribution to students' academic performance in University of Benin, Benin City.
2. There is no significant relative contribution of stress management strategies to students' academic performance in University of Benin, Benin City.
3. Meditation has no significant relationship between students' academic performance in University of Benin, Benin City.
4. Psychological well-being has no significant relationship between students' academic performance in University of Benin, Benin City.
5. Time management has no significant relationship between students' academic performance in University of Benin, Benin City.
6. Balanced academic workload has no significant relationship between students' academic performance in University of Benin, Benin City.
7. Social support has no significant relationship between students' academic performance in University of Benin, Benin City.

1.6 Scope of the Study

This study examined stress management strategies and academic performance in the University of Benin, Benin City. The choice of University of Benin is due to its being a higher citadel of learning with a population that is adequate for the study. The study's variables of stress management strategies and academic performance are restricted in term of meditation, psychological well-being, time management, balanced academic workload and social support. The study time frame is six months. This is because it is a point in time study.

1.7 Significance of the Study

This study will first and foremost contribute to the body of knowledge about the subject matter and it will be significant to other stakeholders. This study will be of benefit to the students of the University of Benin in terms of providing insight on how stress can be managed in order to reduce its' effect on their academic performance.This information will greatly help students on how to manage themselves during their academic pursuit.

The findings of this study will also benefit lecturers and the academic board of the university by providing insight on how to go about structuring lectures time-table, semester breaks, teaching and learning methods among students (students-centered policies) to better tackle academic stress. University administrators also, will thus be able to use this information to design and implement targeted support services and interventions to address stress-related challenges among part-time students, thus enhancing the overall learning experience.

This study will contribute to literature in the area of stress management and students' academic performance. It will guide researchers who are interested in carrying out studies in stress management and students' academic performance in the future. Other researchers and scholars can build upon this research and explore related topics in higher education.

Employers of labour can also benefit indirectly from the study as they can gain insights into the potential resilience and coping abilities of prospective employees. This is because students who effectively manage stress during their academic journey are more likely to develop strong time management, problem-solving, and adaptability skills. These skills can translate into improved performance in the workplace. It will also help them to support their employees who are students, thus ensuring their career growth and development.

Policymakers in the education sector can benefit from the study's insights as the findings can inform the development of policies and guidelines that promote students well-being and stress management in higher education institutions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of relevant literature on stress management and students' academic performance. It starts with the concept of students' academic performance, factors affecting academic performance. Then stress management, the dimensions of stress management strategies. Finally, it presents a review of related theories and empirical studies, conceptual framework and research model.

2.2 Conceptual Review

2.2.1 Concept of Academic Performance

The term "Performance" is used to describe how a task is being carried out with respect to the requirements of the task (Lamas, 2015). It implies how activities are being implemented as a result of the application of one's knowledge, skills and attitude (Shields, Brown, Samuel, Samardzic, McLean, Johns, Leary, Plummer & Robinson, 2015). Trivedi (2010) describes it as the accomplishment and fulfilment of a task measured against pre – set standard. Therefore, students academic performance is the outcome of learning prompted by the teaching activities of the instructor and product (outcome) of the students. Lamas (2015) defined students academic performance as the degree of knowledge shown in a course or field of subject. Good (2009) describes students academic performance as the knowledge obtained in a given field of study and skills developed in the school. Meeting predetermined goals and objectives in a course that a students is enrolled in constitutes good academic achievement. This is usually stated in grades which are the outcome of assessment that implies failing or passing certain courses or subjects (Goldfinch & Hughes, 2007). Thus, the outcome of any course of study reflects the success in academic performance (McKenzie,

Gow & Schweitzer, 2004). Academic performance is that goal which is achieved by the students, teacher or institution over a specific period. Academic success is influenced by how the school, teachers, and staff are managed. This is measured either by the combination of examinations and continuous assessments and the goal may differ from an individual or institution to another (Muhammad & Rehman, 2018).

Barnard (2004) opines that the academic performance of students changes according to circumstances and environmental conditions. Furthermore, Barnard (2004) added that academic performance is subject to many factors such as intellectual level, motivation, personality, study habit, self-esteem and more importantly parental involvement and teacher – students' relationship which lead to achieving an advance level of excellence in academic success.

2.2.2 Factors Affecting Performance

There are numerous factors associated with performance, this factors are known to improve or undermine the performance of students in higher education if not taken into cognizance. In this study these factors are discussed.

Home Environment: The importance of home environment or family on students academic performance cannot be over emphasised, as the home has a great influence on the students's emotional, social and economic and psychological state (Shahzadi & Ahmad, 2014). The state of the home influences the individual as the guidance are the first socializing agent in the life of an individual and as such the family background influences his or her reaction to life situations and thus performance. Shahzadi, et al, (2014) observe that any constant disagreement in the home front may have a negative effect on the child emotions and this could lead to poor academic performance.

Study Habit: when it comes to students academic performance the study habit of the students is important in improving their grades. A students grade may be related to their study habit, this is because a students with poor study habit may obtain lower grades than those with better study habits (Shahzadi, *etal*. 2014).

Learning Skill: Learning Skill is an important element in the students's academic success. Martin, Martinez, Marchesi and Perez (2008) noted that learning strategies are relevant to academic achievements. He emphasised that despite its' importance, littleor nothing has been done to improve learning strategies among students. Sleight and Mauis (2006) explained that an increase in time spent on learning activities will increase learning, provided that this learning activities were effectively designed and implemented.

Academic Interaction: Shahzadi, *etal*. (2014) has explain that the formation of high relationship rate at the University is the level to which students are able to have a close and supportive personal and professional relationship with faculty and other prominent personnel on campus. He also added that the more meaningful relationship students have with their departmental members on career or intellectual related subject the more motivated the students will be and this tend to lead to high academic performance.

2.3. Concept of Occupational Stress

Stress is one of those words with an imprecise definition (Akinmayowa, 2002). Thus, suggesting that it is a multi – dimensional concept. Akimayowa (2002) further noted that the word can be and has been looked at from different perspectives and used in different contexts. Some studies have looked at Stress in terms of how the body reacts in the face of perceived or actual threat as it tries to decent itself (Kaili & Shehu, 2018). Ugwuja (2009) describes it as an unpleasant human experience resulting from environmental situation requiring adjustment and adaptation. In the same vein Ifegwazi (2005) conceptualised stress

as a state that occurs when an organism is faced with a threatening situation that is difficult to cope with. Under such pressure, a person either crumbles or persists. Ethelmary, Nwankwo and Aroh (2021) defined stress as an adaptive response to an external situation that results in physical, psychological, and behavioural deviation for organisational participants. Sanjo and Aransiola (2021) observed that stress is a common experience as people may feel stress when they are very busy, have important deadlines to meet, or have too little time to finish all of their tasks. Often, when faced with the prospect of failure or public humiliation, certain people may be more prone to stress.

2.3.1 Stress Management Strategies

Strategies involve deliberate attempts to change or improvement on the status through decision making that would influence the organisation over a long time span (Evbayiro - Osagie, 2008; Shaibu, 2014). Similarly, the term “strategy” is used to describe plan, method, scheme, manoeuvres which an individual, a group of person or an organisation deploy in order to achieve its goal at the end of a specified period (Agbonifoh, 2008). From the above definitions, it can be deduced that strategy is therefore, the method implored in order to get results over a given period of time.

According to Imeokpari and Ediagbonya (2013), stress is a state that develops when person/environmental interactions cause a person to perceive a difference, whether actual or imagined, between a situation's demand and a person's biological and social system's resources. Stress is a physical response and is defined as a disorder typically characterised by the symptoms of mental and physical tension or strain, which can result from a reaction to a situation in which a person feels threatened or pressured or sometimes both (Maajida, Vishnu & Gayathri, 2018). Academic stress may occur due to fear of not meeting up with assignment dead line, course workload, poor academic performance, high self-expectation, preparation

for tests, low interest in a particular subject, missing classes and teacher's punishment (Bulo & Sanchez, 2014; Lin & Yusoff, 2013; Chiang, 1995). Academic stress can also have a negative influence on the psychological and physical well-being of individuals (Swarun, 2018). If stress is severe and prolonged, it can lower academic performance (Richlin-Klonsky & Hoe, 2003). Hence, stress cannot be avoided but learning how to manage it by introducing successful management strategies may help students avoid events or situations they find stressful (Swarun, 2018).

Stress management can be described as those strategies, skills, and techniques designed to put a check to the stress level of an individual (Okaka & Okosun, 2009). Furthermore, stress management can be seen as identifying the root of stress and finding an effective way of handling it (Akimayowa, 2002). Stress management can be viewed as taking charge of the environment and the way one handles such situations (Lin, Marcus, Isa, Jamaluddin, Harun, Mat, Lokman, Zailan, Yahus & Mohd, 2019). Similarly, stress management is all about taking charge, that is, taking charge of your thoughts, emotion, schedule, environment and the manner you deal with issues (Raizada & Saxena, 2019). Stress management strategies are methods implored in response to external or internal demand that the individual may deem to be a threat to their well-being (Freire, Ferradas, Regueiro, Rodríguez, Valie & Núñez, 2020). While Okaka, et al. (2009) views it as a method designed to put a check to the level of stress of an individual.

Researchers have identified key stress management strategies to include meditation, psychological well-being, time management, academic workload and social support (Yasmin, Kahlil & Mazhar, 2020; Essel & Owusu, 2017; Imeokparia*etal*., 2013). They are discussed below.

2.3.1.1 Meditation

Mediation as a stress management strategy has been employed over the years by different people all over the world (Burns, Lee, & Brown, 2011). This technique has been useful for years in clinical settings and is known to be effective in reducing stress symptoms and depression (Burns, *et al*., 2011). In strengthening the academic performance of students and reducing the stress levels of students, researchers have advised the use of meditation amongst students (Wallentiny, 2017). Meditation is referred to as an art and a science of letting go of all your biases, given your full attention to whatever object you have chosen. It could also be seen as the training of the mind, body and thoughts from distraction (Coo & Escartin, 2018). Meditation consists of two types: the mindfulness and transcendental meditation (Wallentiny, 2017). The mindfulness is a process of being fully engaged in the present moment without over thinking or analysing the experience (Ziolkowska, 2020). It could be seen as not worrying about tomorrow or living in the past (Coo, *etal.*, 2018). Thus, switches the students focus on what is currently happening right now (Essel & Owusu, 2017). Though a number of efforts are required to concentrate in order to bring the mind back to the present moment when the mind starts to drift off (Essel & Owusu, 2017). Wallentiny (2017) added that mindfulness does not conflict with other tradition or belief and also not based on religion. While the transcendental type of meditation is a practice from India, formed by Maharishi Mahesh Yogi and later brought into the United States in the 60s (Johnson, 2014; as cited in Wallentiny, 2017). This is done by sitting comfortably with the eyes closed reciting a mantra or sound without meaning twice a day for 20 minutes at each sitting. Ziolkowska (2020) opines that meditation improves the well-being, academic performance, management of academic related stress, cognition such as; mood, verbal fluency, visual coding and working memories by reducing anxiety and stress. In recent times, the benefit of meditation on students' academic performance cannot be overemphasised as the practice tend to strengthens

the areas of the brain connected to joy and relaxation (Essel, *etal*., 2017). Coo and Escartin (2018) added that students who participate in meditation exercises perform better in academic activities than those who do not, this is because meditation reduces the level of stress among students.

2.3.1.2 Psychological Well-being

Psychological well-being is cardinal to human existence. For a student to attain the life goal and reach the academic intended purpose he/she must be in a psychologically healthy state (Turashuili & Japaridze, 2012). Huppert (2009) opines that psychological well-being is about lives going well. It is the combination of feeling good and working efficiently.

Deci and Ryan (2008) describe it as the collection of positive affective states and the ability to function at optimal effectiveness in one's individual and social life. Ryff and Singer (2008) and Karfe and Matsayi (2019) view psychological well-being based on six constructs: purpose in life and this involves striving for an aim in life; personal growth and this involves experience and feeling of continuous personal improvement; personal mastery and this involves getting the feeling of being able to change one's environment; self-acceptance and this involves having a positive enhancement view about oneself; autonomy and this involves the feeling of independence and self-determination in respect to one's thought and actions; and finally, positive relationship with others and this involves having close relationships with others based on mutual trust. From the statement above it can be seen that psychological well-being can be useful in colleges and universities in understanding the degree to which their students are self-accepting, pursuing meaningful goals with sense of purpose in life, having quality ties with others, independent in thought and action and having the ability to manage complex environment to suit personal needs and value, growth and development (Turashuili, *et al*., 2012). Psychological well-being has shown to affect students' attitude and

academic performance in higher institution of learning (Salami, 2010). Further studies have indicated that well-being has served as a protective factor against mental disorder and burnouts, thus, students who experience an improved well-being are in a better position to deal with daily struggles and stressful situations (Lamers, 2012; Cohn, Fredrickson, Brown, Mikels & Conway, 2009; Bakker, Demerouti & Euwema, 2005). Gräbel (2017), in his study equally stated that there is a positive relationship between well-being and academic achievements. That is a high degree of emotions and psychological well-being were related to high level of academic performance.

2.3.1.3 Time Management

The ability of every students to manage time as much as any other activities in their academics will determine their success or failure (Briam, 2013). Time is one irreplaceable, most precious and indispensable asset that cannot be saved nor recovered if lost. Every academic activity does need time and the best the students make out of their time, the more they feel fulfilled (Braim, 2013). Lolandes, Zapata, Flores and Fernandez (2020) opine that time management are series of process that are done to achieve set objectives. While Braim (2013) define time management as the act of arranging academic activities in order of priority and allocating time to these activities to achieve success. Furthermore, the level to which the students feels he/she has organised and managed this critical resources bring about inner peace, harmony and mental well- being, and the moment they perceive otherwise (not making good use of their time) stress, anxiety and depression sets in. Lolandes *et al.* (2020) reveal that time management tends to reduce procrastination among students and stress level there by creating avenue to aid academic performance. Sagredo, Bizama and Careage (2020) argue that stress due to academic work could be reduced to the barest minimum if time management were used as tool in such situation.

2.3.1.4 Balanced Academic Workload

Academic workload is defined as the amount of work which an individual has to finish within a given period (Penny & Spector, 2005).Academic workload of students has been considered as one of the stressor factors facing undergraduate students in higher institutions (Rahim, Saat, Siti Aishah, Arshad, Aziz, Zakaria, Kaur, Kamaruddin & Suhaimi, 2016). Academic workload in higher institutions is seen as task full activity that creates the platform for the students to be focused, disciplined and dedicated to studies for them to be successful in their studies (Omoroje, Akarue & Asarah, 2017). In addition, academic workload is defined as the volume of work that has been given to a students within a specified time period. More importantly, academic workload comprises of assignment, tutorial, classes, test or examination, quizzes, report and practical which undergraduate students in university must fulfil in order to graduate (Yusoff, Abdul Rahim & Yaacob, 2010).

Wickens (2008) argues that, task demand of undergraduate students is the ratio between time needed to complete a certain session and the available time to fulfil it. However, academic workload combines the operating system's resources, task demands, and human capacity. Bruggen (2015) ascertain that a properly aliened work load can affect the performance of students at different level and it is important for faculties to access this effect in order to improve the academic performances of their students. Hence, department of various universities need to balance the workload to enable students achieve their set goals.

2.3.1.5 Social Support

Social support is an important protective factor against different negative outcomes particularly for undergraduate students struggling to get acclimatise to college life (China, 2015).China (2015) defines social support as the perceived or actual instrumental or expressive provision given by the society, social network and confiding partners. Social

support is a complex construct that include social resources that individual perceived to be available or those actually offered to them by others (Cronkite & Moos, 1995). Praharso, Tear, and Cruwys (2017) opines that when people are deprived from those who render help and care, this might negatively affect the level of social support especially for completing their academic studies and other social activities. According to Marhamah and Hamzah (2016), social support lessens the likelihood that a person would perceive a situation as stressful by creating a helpful scenario or atmosphere.According to Dusselier, Dunn, Wang, and Whalen (2005), social support enables a person to manage and handle difficult circumstances by reducing the amount of stress they experience. Social support has always been found to promote psychological well-being as well as reduce negative effect of a stressful situation (China, 2015).

2.4 Conceptual Framework

The conceptual model of the study is presented in figure 1. The dependent variable in this research is the students' academic performance in a particular institution and the independent variable is the stress management strategies. The specific independent variables are also outlined in the diagram.

INDEPENDENT VRIABLES

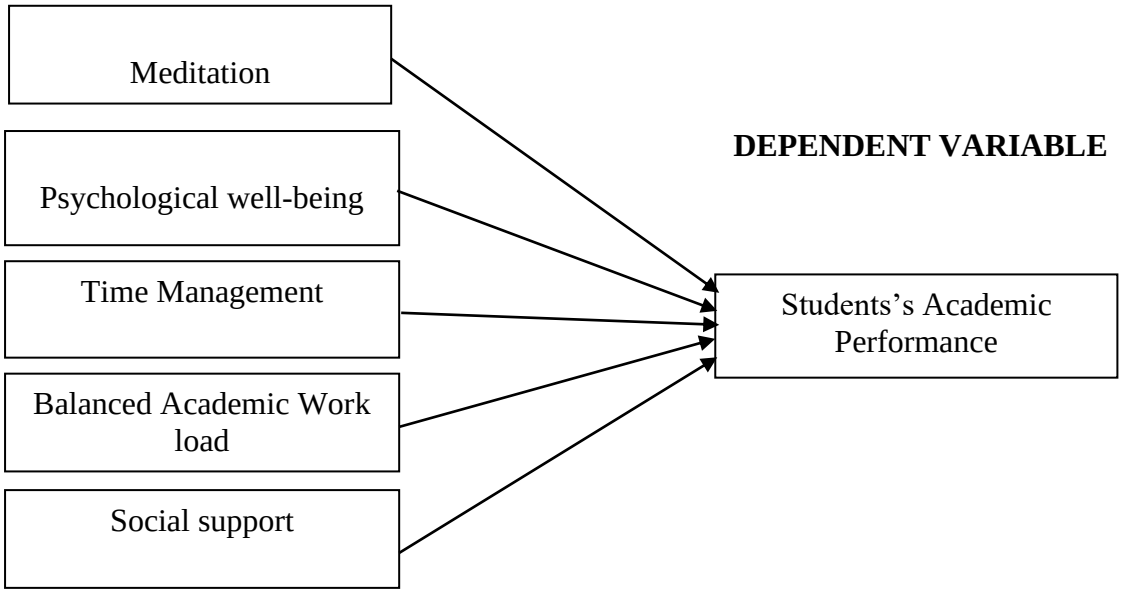

Figure 1: Researcher's conceptual framework

2.5 Theoretical Review

The theories that relate to the study under consideration will be discussed below:

2.5.1 Ryff's Theory of Psychological Well-being

The theory of psychological well-being was introduced by Carol Ryff (1989) cited in Ryff, and Singer (2006) to explain the conditions or the factors that contribute to the students' psychological well-being. For instance, Ryff and Keyes (1995) viewed psychological well-being as the optimal psychological functioning and experience. They contend that a person's perceptions of their life events and experiences themselves have an impact on how they feel about themselves. Based on this theory, psychological well-being consists of self-acceptance, the positive relationships which a students has with his/ her colleagues or lecturers, mastery of the situation, purposefulness, autonomy, meaning in life, personal growth and development (Ryff &Singer, 2006; Seifart, 2005).

The construct is made of six components namely, autonomy, environmental mastery, positive relations with others, purpose in live, personal growth, and self-acceptance. The self-acceptance component explains that an important component of psychological well-being is a positive attitude toward oneself and one's present and past life (Seifart, 2005). As such an individual should be able to celebrate their strengths and work on weaknesses rather than focusing only on either positive or negative outcomes (Seifart, 2005). The positive relations with another component also highlight the need for valued, satisfying relationships with others as an important component of psychological well-being (Seifart, 2005). The autonomy component also conveys the need for a person to feel independent, free from rules, and capable of making decisions for themselves. Hence, they should have the freedom of choice and not feel pressurised to please others or meet societal expectations (Seifart, 2005). Environmental mastery refers to the ability of the students to effectively make use of the opportunity available to him/her and his/her ability to manage daily activities in the learning environment (Seifart, 2005). The purpose in life component also indicates that the individual should have life goals and a belief that one's life is meaningful (Seifart, 2005).

2.5.2 Self-Efficacy Theory

The self-efficacy theory was developed by Bandura (1997).He defined self-efficacy as the confidence in one's ability to plan and carry out the actions necessary to achieve specific goals. The belief is the critical word here since it affects how someone feels, behaves, thinks, and is motivated. A crucial component of social cognitive theory is self-efficacy, which is the result of external experiences and self-perception and explains how social experiences affect cognitive functions and behaviour. In a nutshell, self-efficacy is a conviction held by an individual that is derived from social experiences. The theory explains that self-efficacy is gained from four sources, which are experience or performance accomplishments, vicarious learning, persuasion and emotional arousal (Bandura, 1997). First of all, mastery experiences

clarify how prior experience affects how a person approaches later tasks or situations. A person develops great self-efficacy if they are successful at an activity. On the other side, prior failure in a task may reduce a person's self-efficacy. Second, vicarious learning illustrates how a person's self-efficacy grows when they see the results of another person's efforts and are successful. In contrast, self-efficacy is diminished if the subject of observation fails to complete the activity. Thirdly, one's self-efficacy is also enhanced through verbal or social influence from others. This is so that anyone who needs support may overcome whatever self-doubt they may have. They may then focus all of their efforts on finishing the work. Last but not least, physiologic or somatic elements affect a person's self-efficacy. The self-efficacy hypothesis has implications for our study in that it lays the groundwork for cognitive function. Bisson (2017) explains that when a student has had previous experience, it affects how they perform in their studies. Self-efficacy in students is influenced by physiological or somatic variables. People's perceptions of their physical responses to stressful events have an impact on their sense of efficacy.

2.5.3 Affective Event Theory

The Affective Event Theory (AET) was proposed by Wiess and Cropanzano (1996). This theory seeks to explain how the emotions of students make them react to academic task in learning environment (Thompson, & Phua, 2012). Affective event theory revealed that the mood and emotions of students affect how they behave in the learning environment (Wegge, Van, Fisher, West & Dawson, 2006). It believes that positive emotional state uplifts and negative emotional state such as hassles have significant effect on the psychological states of bank employees (Wegge, *et al,* 2012). Uplifts include positive state of emotion such as achieving a task, meeting deadlines for assignment, praise, feeling of success whereas struggling with academic task bring about negative state of emotion such as trying to read for carry over course, reacting to assignments deadline and striving to have good grades (Wegge,

et al, 2012; Weiss, & Beal, 2005). Such effect creates an enduring internal mental or cognitive state and further leads to external affective reaction. Affective event theory suggests that when students experience uplift, they become motivated to continue in their studies, but where they experience stress they strive to seek for adjustment (Weiss, & Beal, 2005). This is because their intention to continue or quit academic activities emanates from the emotions that they have attached to learning activities (Weiss, & Beal, 2005).

The implication of the affective event theory to this study is that the theory extends the subjective judgment. Based on the theory, it is not just enough to cognitively develop a subjective judgment about academic task, the way judgment affects the learning activities is also very important, hence it is the previous experience gathered by students that brings about the development of positive or negative attitude towards learning.

2.6 Theoretical Framework

The study will rely on the theoretical lenses of self-efficacy theory which established the link between stress management and students academic performance. The idea behind self-efficacy theory which explains that self-efficacy is gained from four sources, which are experience or performance accomplishments, vicarious learning, persuasion and emotional arousal (Bandura, 1997). Bisson (2017) explains that when a students has had previous experience, it affects how they perform in their studies. Physiological or somatic factors influence students' self-efficacy. The perception students hold about their physiological reactions to stressful situations affects their self-efficacy. The two sources of self-efficacy are related to the current study. Experiences of stress will most likely affect students' academic outcomes.

2.7 Empirical Review

2.7.1 Meditation and Students' Academic Performance

Ziolkowska (2020) carried out a study on the effect of meditation on college students in relation to academic performance and satisfaction of participation in higher level education. The study was conducted in Ireland. The study sought to determine if college students who regularly practice meditation outperform those who do not in terms of both academic achievement and happiness with their involvement in higher education. A cross-sectional survey approach was used. The population of the study consist of 156 high institution and college students. Data were analysed using inferential statistics. Questionnaire was the main research instrument. The results showed a substantial correlation between frequent meditation and better academic achievement as well as higher levels of satisfaction with higher education participation. Additionally, the results showed that frequent meditation may be a useful strategy for college students to enhance their academic performance.

Coo and Escartin (2018) undertook a study on the impact of mindfulness meditation on undergraduate students's academic performance. The aim of the study was to examine the influence of mindfulness practice on academic. The study was conducted in Spain. The population of the study consist of 302 students of the University of Barcelona. The mean grade score was used to measure the analysis. The results showed that using mindfulness as a way to raise undergraduate students' academic performance is effective. Additionally, it is a unique and simple method to use that enhances kids' overall learning experiences.

Essel and Owusu (2017) carried out a study on the causes of students' stress, its effects on their academic success, and stress management by students. The study's objectives were to determine how much stress impacts students' academic performance, health, and general way of life as well as to find ways to mitigate the consequences of current stress in students. The study was conducted in Finland. The population of the study consist of 70 students of the

University. Quantitative method was used in analysing the data. Questionnaire was the main research instrument. The results showed the different factors that cause stress among students to include relationship factors, environmental factors, academic factors, and personal factors. Stress can, however, be managed through the introduction of a stress management course and engaging in extracurricular activities.

2.7.2 Psychological well-being and Students' Academic Performance

Bhat (2021) conducted a study on psychological well-being of senior secondary school students in relation to gender and academic achievement. The main objective is to examine psychological well-being of academic achievement and gender. The population consists of 519 senior college students. The study was done in India. The study made use of multi-stage stratified sampling technique while inferential statistical technique was used to analyse the data. Questionnaire was the research instrument. The findings revealed that there is a significant relationship between gender and academic achievement levels in science on the psychological well-being of senior college school students.

Karfe and Matsayi (2019) carried out a study on relationship between the psychological well-being and academic achievement of orphans and non-orphans. The main objective of the study was to evaluate relationship between psychological well-being and academic achievement of orphaned and non-orphaned students in English language in colleges. The study was conducted in Jalingo. The study adopted the survey and correlational research design. The population of the study consists of 3,966 students of the college. The research instrument for the study was questionnaire. Inferential statistics was used to analyse the data. The findings showed that the psychological well-being of non-orphan students is higher than their orphan counterparts. More so, the result also revealed a statistically significant correlation between psychological well-being and academic achievement.

Chow (2010) conducted a study in predicting academic success and psychological wellness among a sample of Canadian Undergraduate University students. The aim of the study was to explore the academic performance and psychological well-being among university students. The study was done in Canada. The population of the study comprised of 501undergraduate students of the University. Questionnaire was the main research instrument. The data were analysed using multiple Ordinary Least-Squares regression. The results showed that educators, counsellors, academic advisors, and community health professionals will be better equipped to develop intervention strategies that improve students' learning outcomes and improve their quality of life through increased understanding of the determinants of both outcome variables.

2.7.3 Time Management and Students' Academic Performance

Lolandes, Zapata, Flores and Fernández (2020) conducted a study on time management and academic stress. The study's purpose sought to examine how time management is linked to academic stress among University students. The research was done in Lima. Population of the study comprised of 328 students. The research instrument for the study was questionnaire. Findings revealed that there was an inverse correlation between time management and academic stress.

Hemamalini, Ashok and Sasikala (2018) conducted a study on stress management and its impact among students. The aim of the study was to examine the extent to which stress affects students' academic success, health and general lifestyle, as well as to inquire about the effects of existing stress in students. The study was conducted in India. The population for the study consists of 120 students. The questionnaire was the main research instrument. To analyze the data, inferential statistics were employed. The results showed that there is no difference between the genders in how much stress they experience, and that stress has an identical influence on both genders' performance. The use of different stress-revealing

techniques and the inclusion of stress management courses in the students' extracurricular activities are additional ways to manage stress.

Nzewi, Chiekezie and Ikon (2012) carried out a study on time management and academic performance of postgraduate students in Nigerian Universities. The objective of the study is to assess the effect of family workload, time management and psychological factors on academic performance of postgraduate students. The results of the survey conducted showed that family workload exerts a significant influence on academic performance of postgraduate students in Nigerian Universities. The results also showed that other psychological factors exert a significant influence on academic performance of postgraduate students in Nigerian Universities while time management exerts no significant effect on the cumulative grade point average of postgraduate students in selected Universities in Nigeria.

2.7.4 Balanced Academic Workload and Students' Academic Performance

Sallehuddin, Huzaidy and Rosli (2019) conducted a study on the relationship between stress, academic workload and time management towards academic performance among students. The main objective of the study was to examine the relationship of stress, academic workload and time management towards academic performance among part-time postgraduate students in the University. The study was done in Malaysia. Population of the study consisted of 103 working postgraduate students. Questionnaire was the main research instrument. The results showed a substantial and beneficial connection between stress, academic stress and time management and students' performance. In short, the researchers suggested that in order to achieve greater levels of academic achievement, there is a need for training and seminars for students to teach them how to devote the proper time for studying courses.

Swarun (2018) carried out a study on stress management among college students with special reference to St. Alphonsa College. The main objective of this study was to identify sources of stress and its effects on students's life. And also, suggests recommendations to minimise the

students stress. The study was conducted in Mannarkkad. Questionnaire was the main instrument of the study. Population consisted of 100 students of the college. Findings showed that most of the respondents feel stressed in their college life. It also revealed certain suggestions to cope up with stress like balanced academic workload.

Kurataa, Banob and Matiasa (2015) conducted a study on effects of academic workload on academic performance. The purpose of the study was to examine effect of academic work load on academic performance. The study was done in Philippines. Population of the study consisted of 23 students. NASA Task Load Index (NASA-TLX) and Pearson Product-Moment correlation coefficient was used to measure the variables. Results showed that procedures to enhance physical and mental health might help people manage with a high workload environment. This would lead to improved work and academic performance and a higher graduation rate.

2.7.5 Social Support and Students' Academic Performance

Poripo, Ede, Nwaodo and Youdiowei (2020) conducted a study on the effect of multiple stress management intervention on stress and academic performance. The study's objective was to determine the impact of various stress management strategies on university automobile students' levels of stress, motivation, and academic performance. Study was done in Nigeria. The study employed quasi-experimental design, and pre-test, post-test non-equivalent control group design. Population of the study consisted of 97 students. The mean and standard deviation were used in the data analysis. Results showed a considerable impact of the intervention on students' levels of stress and academic performance. This suggests increased academic performance as well as an effective reduction in students' stress levels as measured by their physiological, cognitive, emotional, and behavioral reactions to stress.

Marhamah and Hamzah (2016) conducted a study on the relationship between social support and academic stress among first year students. The aim of the study was to examine the

relationship between social support and academic stress among first year students. The study was done in Malaysia. Population of the study consisted of 364 students of the University. Questionnaire was the research instrument of the study. Pearson Moment correlation was used to analyse the study. Findings revealed moderate relationship between social support and academic stress. Also, revealed that students with high level of social support, reported low level of academic stress.

China (2015) carried out a study on the relation between social support, social adjustment, academic adjustment and academic performance. This study sought to determine how college students' academic performance and social support, social adjustment, and academic adjustment were related. In Tanzania, the study was conducted. 405 students from the College of Business Education and 12 staff members from the Institute of Finance Management made up the sample for this study. Correlation research design was adopted. Inferential statistics technique was used to analyse the study. The study's conclusions demonstrated that there was no correlation between college students' academic achievement and their social support.

2.8 Research Gap

Based on the review of literature, it is observed that many researches on stress management and performance have been conducted in both developed countries (Bhat, 2021; Ziolkowska, 2020; Lolandes, Zapata, Flores & Fernández, 2020; Sallehuddin, Huzaidy & Rosli, 2019; Swarun, 2018; Coo & Escartin, 2018; Hemamalini, Ashok & Sasikala, 2018; Marhamah & Hamzah, 2016; China, 2015; Chow, 2010) and in developing countries like Nigeria (Poripo, Ede, Nwaodo & Youdiowei, 2020; Karfe & Matsayi, 2019; Essel & Owusu, 2017; Nzewi, Chiekezie & Ikon, 2012). However, the scarce researches evidence in existing literature concerning stress management strategies and students' academic performance in Nigeria using University as a case study has therefore, created the need to examine the effect of stress

management and students' academic performance in the University of Benin, Benin City, by introducing variables like Meditation, Psychological wellbeing, Time Management, Balanced Academic Workload and Social Support as proxies for stress management in relations to students' academic performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section explains the study research design, target population, sample size, sampling technique, and sources of data, operationalization of variables, research instrument, validity and reliability of research instrument, model specification and method of data analysis.

3.2 Research Design

The study adopted a survey research design. A survey design is a technique for gathering data on a population in which the unit of study is directly interacted with using a qualitative instrument (questionnaires). It involves the systematic collection of data from respondents with the goal of comprehending and interpreting certain facets of the behaviour of the population of interest. It was adopted because the researcher intends to survey the participants and observe the study's phenomena without bias and inference.

3.3 Population of the Study

The population of the study comprised all undergraduate students of the University of Benin, Benin City. The justification for this choice was due to the fact that University of Benin is a higher citadel of learning which has an adequate population for the study. From the Central Processing Unit (CRPU) department the total number of students in the University of Benin, Benin City, is 42648 as at February, 2022.

Table 3.1: Distribution of Students in each of the Faculty

S/N	FACULTY	POPULATION
1	Agriculture	2163
2	Arts	6487
3	Dentistry	127
4	Education	7814
5	Engineering	4843
6	Environmental Sciences	710
7	Law	1040
8	Life Sciences	5500
9	Management Sciences	3250
10	Pharmacy	799
11	Physical Sciences	3685
12	School of Basic Medical Sciences	2689
13	School of Medicine	709
14	Social Sciences	2809
15	Veterinary Medicine	23
Total		**42648**

Source: Registry, University of Benin, Benin City.

3. 4 Sample Size and Sampling Technique

The researcher used Taro Yamani (1964) formula in estimating the sample size for the study.

$$n = \frac{N}{1+N(e)^2}$$

Where n = the sample size, N = population size, e = level of significant desired

Given that N = 42648, e = 0.05 (percentage level of significance).

The sample size is calculated thus:

$$= \frac{42648}{1+42648\ (0.05)2}$$

$$= \frac{42648}{107.62}$$

N = 396.28

Based on the sample size determined above, a total number of 400 copies of questionnaire was administered because of the possibility of no return of copies of questionnaire and possible invalids by respondents.

Having determined the sample size, stratified random sampling was further adopted to ensure fair representation from each faculty in the sample size. The sample size for the students in each faculty is specifically calculated proportionately using the following formula:

$$nh = Nh \frac{\times 400}{N}$$

Where:

nh =sample size for the stratum h;

Nh = population size for the stratum h;

N = total population.

From the estimation, numbers of copies of questionnaire that was administered to students in each of the faculties are given in Table 3.2.

Table 3.2: Sample Distribution of Students in each of the Faculty

S/N	FACULTY	POPULATION	QUESTIONNAIRE TO BE ADMINISTERED
1	Agriculture	2163 / 42648 ×400	20
2	Arts	6487 / 42648 × 400	60
3	Dentistry	127 / 42648 × 400	1
4	Education	7814 / 42648 × 400	73
5	Engineering	4843 / 42648 × 400	45
6	Environmental Sciences	710 / 42648 × 400	7
7	Law	1040 / 42648 ×400	10
8	Life Sciences	5500 / 42648 × 400	51
9	Management Sciences	3250 / 42648 × 400	30
10	Pharmacy	799 / 42648 × 400	7
11	Physical Sciences	3685 / 42648 × 400	34
12	School of Basic Medical Sciences	2689 / 42648 × 400	25
13	School of Medicine	709 / 42648 × 400	6
14	Social Sciences	2809 / 42648 × 400	26
15	Veterinary Medicine	23 / 42648 × 400	1
TOTAL		**42648**	**400**

Source: Researcher's Computation, 2025.

3.5 Sources of Data Collection

The primary source of data was used in the study. Data were obtained from respondents through the administration of copies of the questionnaire to students of the University of Benin, Benin City, Nigeria.

3.6 Operationalisation and Measurement of Variables

The operationalised variables are presented in the Table 3.3 below. The variables were measured using the 5 – point Likert scale ranging from strongly agree to strongly disagree.

Table 3.3: Operationalisation and Measurement of Variables

S/N	Variables	Operationalization	Measuring Scale	Questions/Statements
1	Gender	Sex of respondents	Two-point categorical scale	Item 1
2	Age	Respondents' age at last birthday	Four-point scale	Item 2
3	Marital Status	Respondents' marital status	Three-point categorical scale	Item 3
4	Level	Respondents' highest qualification	Four-point categorical scale	Item 4
5	Students academic performance	The educational goal that is attained by a students, lecturer, or institution over a certain amount of time is called students academic performance. Academic success is influenced by how the school, teachers, and staff are managed. This is assessed by tests or ongoing evaluations, and each person or organization may have a different purpose.	Five-point Likert scale.	Q25-Q34
6	Meditation	The practical means of calming yourself, letting go of biases. This action has the potential to have an impact on a person's thoughts, behaviour, feelings, and sense of wellbeing.	Five-point Likert scale.	Q5-Q8
7	Psychological well-being	Psychological well-beingis operationally seen as the state of individuals' psychological, physical,	Five-point Likert scale.	Q9-Q12

		social, economic and general health in relation to satisfaction at work and outside workplace		
8	Time Management	time management as the act of arranging academic activities in order of priority and allocating time to these activities in order to achieve success	Five-point Likert scale.	Q13-Q16
9.	Balanced academic workload	Academic workload is operationally seen as task full activity that requires the students to be focused, disciplined and dedication to studies for them to be successful in their studies.	Five-point Likert scale.	Q17-Q20
10	Social support	Social support is operationally seen as perceived comfort, caring and esteem help which an individual received from other people or groups.	Five-point Likert scale.	Q21-Q34

Source: Researcher's Compilation (2025).

3.7 The Research Instrument

The research instrument of this study is the structured questionnaire. The questionnaire is made of two sections. Section A and B. Section A provides for the demographic information of the respondents while Section B examine the issues that address the core subject matter of the study and will consist of Likert type of questions with option on five point scales ranging from (1) = strongly disagree, (2) = Disagree, (3) = Undecided, (4) = Agree and (5) = strongly agree. Question items in Section A included gender, age, marital status of the respondents. Section B included questions on firstly on meditation, secondly on psychological well-being, thirdly on time management, fourthly on balanced workload, fifthly on social support and finally on students' academic performance.

3.8 Validity of the Research Instrument

The questionnaire items were affirmed by the project supervisor. This was so that face and content validity could be done to ascertain if the questionnaire items measured what the study set out to achieve. Their modifications and corrections were then incorporated into the final draft of the questionnaire before we then tested the reliability.

3.9 Reliability of the Research Instrument

In ensuring the reliability of the research instrument, a pilot study was carried out by distributing the research instrument to 20 students of the University. The researcher then tested the received copies of questionnaire using the Cronbach's alpha reliability coefficient test. The result of the pilot study showed that the questionnaire items via the highlighted sections outputted the minimum required coefficient value of 0.70, and this was considered reliable(Nunnally & Bernstein, 2012).This is shown in Table 3.4.

Table 3.4: Reliability Test Result

VARIABLE	CRONBACH'S ALPHA	NO OF ITEMS
Students academic performance	0.887	10
Meditation	0.887	4
Psychological well-being	0.712	4
Time Management	0.746	4
Balanced academic workload	0.704	4
Social support	0.740	4

The Cronbach's alpha value for each construct as shown in the Table above is above 0.6. This means that the questionnaire items are reliable and can be used for the study (Nunnally & Bernstein, 2012).

3.10 Model Specification

Econometric model for the study is therefore stated as:

$SAP = f(MDT, PSW, TMG, BWL, SST)$ …… (3.1)

The econometrical form of the model is expressed as:

$SAP = ß_0 + ß_1MDT + ß_2PSW + ß_3TMG + ß_4BWL + ß_5SST + \varepsilon i$ …… (3.2)

Where:

SAP = Students' academic performance;

$ß_1$ - $ß_5$ = Coefficients of variables;

MDT= Meditation;

PSW =Psychological Well-being;

TMG= Time Management;

BWL = Balanced Academic Workload; and

SST = Social Support.

Apriori expectation = $\beta_1 > 0, \beta_2 > 0, \beta_3 > 0, \beta_4 > 0 \; and \; \beta_5 > 0$ … … … … … … … … (3.3)

3.11 Methods of Data Analysis

The data that was generated through the use of structured questionnaire were analysed using the descriptive and inferential statistics while the analysis of the information gotten from respondents was done with descriptive statistics generally, the stated hypotheses (from hypothesis one through to seven) were tested through the use of multiple regression and this helped to ascertain the influence of stress management strategies on students' academic performance. Analysis was done with the aid of the computer application: Statistical Package for the Social Sciences (SPSS).

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

This chapter explained the presentation and interpretation of data collected for this research work through primary sources. The presentation is done in different sections with the discussion of findings from the different analyses.

4.2 Description of Respondents Demographic Characteristics

This segment established the background data of the respondents.

Table 4.1 Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	190	48.0	48.0	48.0
	Female	206	52.0	52.0	100.0
	Total	396	100.0	100.0	

Source: The Researcher's Fieldwork (2025).

The results in table 4.1 shows that 190 (48.0%) of the respondents were male while 206 (52.0%) were female. It implies that the greater number of the respondents sampled for the study were female.

Table 4.2 Age Distribution

Items	Frequency	Percent (%)	Cumulative Percent
18 years and below	91	23.0	23.0
19– 23 years	119	30.1	53.1
24 - 28 years	73	18.4	71.5
29 - 33 years	56	14.1	85.6
34 years and above	57	14.4	100.0
Total	396	100.0	

Source: The Researcher's Fieldwork (2025).

The results indicated that majority of the sampled respondent's age (119, 30.1%) falls between 19 -23 years of age. This was followed by respondents in the age group of 18years and below (91, 23.0%). Agebetween 24– 28 years falls within (73, 18.4%) while age between

34 years and above were (57, 14.4 %) and those respondents who fall between 29 –33 years were (56, 14.1%).

Table 4.3 Marital Status

Items	Frequency	Percent (%)	Cumulative Percent
Single	280	70.7	70.7
Married	100	25.3	96
Divorced/Separated	16	4.0	100.0
Total	396	100.0	

Source: The Researcher's Fieldwork (2025).

The result indicated that majority of the respondents were single (280, 70.7%); this was followed by married students (100, 25.3%) while (16,4.0%) were divorced/ separated.

Table 4.4 Level

Items	Frequency	Percent (%)	Cumulative Percent
Year 1	60	15.2	15.2
Year 2	13	3.3	18.5
Year 3	60	15.2	33.7
Year 4	190	47.9	81.6
Year 5	40	10.1	91.7
Year 6	33	8.3	100.0
Total	396	100.0	

Source: The Researcher's Fieldwork (2025).

Table 4.4 indicated that greater number of respondents were in their 400 level with (190, 47.9%), while those in 100 level and 300 level were (60, 15.2%) and (60, 15.2) respectively.

4.3 Description of the Research Variables

The variables of the study are described using simple percentages, and mean.

Table 4.5 Description of Meditation

S/N	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
5.	It can reduce anger and aggressive behavior	51 (12.9%)	50 (12.6%)	20 (5.1%)	118 (29.8%)	157 (39.6%)	3.70
6.	The process takes a lot of time to do	71 (17.9%)	57 (14.4%)	18 (4.5%)	197 (49.7%)	53 (13.4%)	3.26

7.	It can increase self-confidence and self-control	78 (19.7%)	60 (15.2%)	54 (13.6%)	71 (17.9%)	133 (33.6%)	3.3 0
8.	It can help increase academic performance and achievement	100 (25.2%)	91 (23.0%)	50 (12.6%)	68 (17.2%)	87 (22.0%)	2.87
Overall Mean							**3.25**

Source: The Researcher's Fieldwork (2025).

Table 4.6 shows that majority of the employees (respondents) agreed with the statements measuring meditation in the following orders: Statement 5 ($\overline{X}$ =3.70); Statement 6 ($\overline{X}$ =3.26); Statement 7 ($\overline{X}$ = 3.30); statement 8 ($\overline{X}$ = 2.87). The overall mean of 3.28 shows that the level of is moderately high.

Table 4.7 Description ofPsychological well-being

S/N	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
9.	I am getting along very well with my classmates	80 (20.2%)	75 (18.9%)	31 (7.8%)	54 (13.6%)	156 (39.4%)	3.33
10.	I feel I have good control over my life situation at college	60 (15.2%)	41 (10.4%)	28 (7.1%)	97 (24.5%)	170 (42.9%)	3.69
11.	Getting a college degree is very important to me.	60 (15.2%)	26 (6.6%)	3 (0.8%)	100 (25.2%)	207 (56.6%)	3.92
12.	I am really motivated to study hard	30 (7.6%)	50 (12.6%)	38 (9.6%)	98 (24.7%)	180 (45.5)	3.87
Overall Mean							**3.70**

Source: The Researcher's Fieldwork (2025).

The table above shows that majority of the respondents agreed with the statements measuring psychological well-being in the following order: statement 9 ($\overline{X}$ = 3.33); statement 10 ($\overline{X}$ =3.69); statement 11 ($\overline{X}$ = 3.92); statement 12 ($\overline{X}$ = 3.87). The overall mean of 3.70 shows that the level of psychological well-being is high.

Table 4.8 Description of Time Management

S/N	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
13.	I have problem in managing my time effectively	50 (12.6%)	73 (18.4%)	50 (12.6%)	98 (24.7%)	125 (31.6%)	3.44
14.	I have been very efficient in the use of my study time lately	90 (2.2%)	43 (10.9%)	38 (9.6%)	101 (25.5%)	124 (31.3%)	3.31
15.	I do things in order of priority	70 (17.7%)	50 (12.6%)	31 (7.8%)	138 (34.8%)	107 (27.0%)	3.40
16.	I tackle difficult or unpleasant task without procrastination	50 (12.6%)	78 (19.7%)	48 (12.1%)	66 (16.7%)	154 (38.9%)	3.49
Overall Mean							**3.41**

Source: The Researcher's Fieldwork (2025).

Table 4.8 shows that majority of the respondents agreed with the statements measuring time management in the following order: statement 13 ($\overline{X}$ = 3.44); statement 14 ($\overline{X}$ = 3.31); statement 15 ($\overline{X}$ =3.40); statement 16 ($\overline{X}$ = 3.49). The overall mean of 3.41 shows that the level of time management is moderately high.

Table 4.9: Description of Balanced Workload

S/N	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
17.	I am having trouble in doing my homework assignment s.	96 (24.2%)	80 (20.2%)	22 (5.6%)	98 (24.7%)	100 (25.3%)	3.06

18.	I have regular contact with my lecturers to discuss various issues regarding the courses	57 (14.4%)	50 (12.6%)	10 (2.5%)	83 (21.0%)	196 (49.5%)	3.78
19.	I am satisfied with the quality of courses available at college	60 (15.2%)	80 (20.1%)	20 (5.1%)	98 (24.7%)	138 (34.8)	3.43
20.	I am enjoying my academic work at college.	90 (22.7%)	100 (25.2%)	20 (10.9%)	181 (17.8%)	106 (23.4%)	2.93
Overall Mean							**3.30**

Source: The Researcher's Fieldwork (2025).

Table 4.9 shows that majority of the respondents agreed with the statements measuring balanced workload in the following order: statement 17 ($\overline{X}$ =3.06); statement 18 ($\overline{X}$ = 3.78); statement 19 ($\overline{X}$ =3.43); statement 20 ($\overline{X}$ = 2.93). The overall mean of 3.30 shows that the level of balanced workload is moderately high.

Table 4.10 Description ofSocial Support

S/N	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
21.	I can talk about my problem with family	60 (15.2%)	98 (24.7%)	35 (8.8%)	105 (26.5%)	98 (24.7%)	3.20
22.	There is a special person in my family who cares about my feelings	50 (12.6%)	45 (11.4%)	11 (2.8%)	109 (27.5%)	181 (45.7%)	3.82
23.	I get the financial support I need	60 (15.2%)	102 (25.8%)	10 (2.5%)	180 (45.5%)	44 (11.1%)	2.56
24.	I have friends at the college with whom I can share my joys and	40 (10.1%)	68 (17.2%)	5 (1.3%)	134 (33.8%)	149 (37.6%)	3.81

	sorrows .						
Overall Mean							**3.34**

Source: Researcher fieldwork (2025).

The table above shows that majority of the respondents agreed with the statements measuring social support in the following order: statement 21 ($\overline{X}$ =3.20); statement 22 ($\overline{X}$ = 3.82); statement 23 ($\overline{X}$ = 2.56); statement 24($\overline{X}$ = 3.81). The overall mean of 3.34 shows that the level of social support is moderately high.

Table 4.11 Description ofStudents' Academic Performance

S/N	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
25.	I am very confident about my performance	60 (15.2)	98 (24.7%)	32 (8.1%)	126 (31.8%)	80 (20.2%)	3.71
26.	I have a personal time table	90 (22.7%)	40 (10.1%)	50 (12.6%)	102 (25.8%)	114 (28.8%)	3.27
27.	I work in group when there is an assignment	80 (20.2%)	70 (17.7%)	24 (6.1%)	114 (28.8%)	108 (27.2%)	3.25
28.	I have a good study group	5.5 (13.9%)	90 (22.7%)	40 (10.1%)	99 (25%)	112 (28.3%)	3.12
29.	I don't have trouble concentrating when I try to study	105 (26.5%)	50 (12.6%)	45 (11.4%)	119 (30.1%)	77 (19.4%)	3.03
30.	My academic goals and purpose are well defined	50 (12.6%)	30 (7.6%)	2 (0.5%)	96 (24.2%)	218 (55.1%)	4.01
31.	I attend classes regularly.	60 (15.2%)	41 (10.3%)	5 (1.3%)	90 (22.7%)	200 (50.5%)	3.83
32.	I am very satisfied with the lecturers I have now in my courses	80 (20.2%)	67 (16.9%)	49 (12.4%)	75 (18.9%)	125 (31.6%)	3.24
33.	I work as hard as I should in my course work	45 (11.4%)	60 (15.2%)	15 (3.8%)	122 (30.8%)	154 (38.4%)	3.70
34.	I sometimes get fears of failing examinations	71 (17.9%)	40 (10.1%)	12 (3.0%)	66 (16.7%)	207 (52.3%)	3.75

Overall Mean	**3.43**

Source: The Researcher's Fieldwork (2025).

The table above shows that majority of the respondents agreed with the statements measuring students' academic performance in the following order: statement 25 ($\overline{X}$ =3.17), statement 26 ($\overline{X}$ =3.27); statement 27 ($\overline{X}$ =3.25); statement 28 ($\overline{X}$ =3.12); statement 29 ($\overline{X}$ =3.03); statement 30 ($\overline{X}$ =4.01); statement 31 ($\overline{X}$ = 3.83); statement 32 ($\overline{X}$ = 3.24); statement 33 ($\overline{X}$ = 3.70); statement 34 ($\overline{X}$ = 3.75). The overall mean of 3.43 shows that the level of students' academic performance is moderately high.

4.4 Relationship between Stress Management Strategies and Students' Academic Performance

Standard multiple regression was used to assess how well the predictor variables (meditation, psychological well-being, time management, balanced workload and social support) predict the criterion variable (students' academic performance). Preliminary analysis indicated that multi-collinearity assumption was not violated as the Variance Inflation Factor (IVF) value was less than 10 and the Tolerance Value was not greater than 1.0.

Table 4.11: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.921[a]	.848	.846	3.01175	1.777

a. Predictors: (Constant), Social Support, Psychological Well-being, Balanced Workload, Time Management, Meditation
b. Dependent Variable: Students Academic Performance

Table 4.11, shows R^2 value of 0.848. This implies that the predictor variables (meditation, psychological well-being, time management, balanced workload and social support) account for about 84.8% of the variance of students' academic performance. The adjusted R square of 0.846% implies that the model was good. Also, the Durbin-Watson statistic of 1.777 (value below 2) indicated a positive autocorrelation.

Table 4.12: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19796.406	5	3959.281	436.494	.000[b]
	Residual	3537.553	390	9.071		
	Total	23333.960	395			

a. Dependent Variable: Students' Academic Performance
b. Predictors: (Constant), Social Support, Psychological Well-being, Balanced Workload, Time Management, Meditation

Table 4.12 shows that the F value of 436.494 is significant at P< 0.05. This implies that there is a statistically significant relationship between stress management strategies (independent variable) and students' academic performance (dependent variable).

Table 4.13: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.169	0.787		0.215	0.830
	Meditation	0.335	0.080	0.188	4.198	0.000
	Psychological Well-being	0.700	0.076	0.329	9.171	0.000
	Time Management	0.590	0.070	0.268	8.480	0.000
	Balanced Workload	0.609	0.069	0.253	8.796	0.000
	Social Support	0.783	0.065	0.367	12.082	0.000

a. Dependent Variable: Students Academic Performance

From the Table 4.13 above, all the independent variables (meditation, psychological well-being, time management, balanced workload and social support) significantly influence students' academic performance since their P- value of .000, .000, .000, .000, .000 are less than the alpha value of 0.05.

4.5 Testing of Hypotheses

The result in Table 4.13 was used to test the various hypotheses stated in the study.

Hypothesis one:

Ho_1: *Stress management strategies has no significant combined contribution to students' academic performance in University of Benin, Benin City.*

The Table 4.11 above shows the combined contribution of stress management strategies to students' academic performance in University of Benin, Benin City as the regression result showed 0.921 meaning that 92.1 percent of the employed stress management strategies in the University of Benin, Benin City can be attributed to a better students' academic performance in University of Benin, Benin City. Also, the P-value in the regression result is 0.000 which is lower than 0.05.Hence, the null hypothesis (H_0) is rejected, which states that stress management strategies has no significant combined contribution to students' academic performance in University of Benin, Benin City. This showed that the study suggested that there is a significant positive relationship between combined contribution of stress management strategies to students' academic performance.

Hypothesis two:

Ho_2: *There is no significant relative contribution of stress management strategies to students' academic performance in University of Benin, Benin City.*

Table 4.13 above showed the relative contribution of stress management strategies to students' academic performance in University of Benin, Benin City as the regression result showed that via the earlier specified model for the study, the outputted equation had a beta

constant value of 0.169, meditation had a beta value of 0.335, psychological well-being had a beta value of 0.700, time management had a beta value of 0.590, balanced workload had a beta value of 0.609 and social support had a beta value of 0.783. Put in a better perspective, the effects of the tested dimensions on students' academic performance in University of Benin, Benin City will be in the following order: social support, psychological well-being, balanced workload, time management and meditation.

Hypothesis three:

Ho_3: *There is no significant relationship between meditation and students' academic performance in the University of Benin, Benin City.*

The Table 4.13 above shows that the t- statistics of 4.198 with the p- value less than 5% indicated that there is a significant relationship between meditation and students' academic performance in the Nigeria academic sector. Thus we reject the null hypothesis to the alternative noting that meditation has a significant relationship with students' academic performance in the University of Benin, Benin City.

Hypothesis four:

Ho_4: *There is no significant relationship between psychological well-being and students' academic performance in the University of Benin, Benin City.*

The Table 4.13 above shows that the t- statistics of 9.171 with the p- value less than 5% indicated that there is a significant relationship between psychological well-being and students' academic performance in the Nigeria academic sector. Thus the null hypothesis is rejected. Therefore, psychological well-being has a significant relationship with students' academic performance in the University of Benin, Benin City.

Hypothesis five:

Ho_5: *There is no significant relationship between time management and students' academic performance in the University of Benin, Benin City.*

The Table 4.13 above shows that the t- statistics of 8.480 with the p- value less than 5% confirmed that there is a significant relationship between time management and students' academic performance in the Nigeria academic sector. Thus, the null hypothesis which states that time management has no significant relationship with students' academic performance in the University of Benin, Benin City is rejected.

Hypothesis six:

H_{O6}: *There is no significant relationship between balanced workload and students' academic performance in the University of Benin, Benin City.*

The Table 4.13 above shows that the t- statistics of 8.796 with the p- value less than 5% indicated that there is a significant relationship between balanced workload and students' academic performance in the Nigeria academic sector. Thus the null hypothesis is rejected. Therefore, balanced workload has a significant relationship with students' academic performance in the University of Benin, Benin City.

Hypothesis seven:

H_{O7}: *There is no significant relationship between social support and students' academic performance in the University of Benin, Benin City.*

The Table 4.13 above shows that the t- statistics of 12.082 with the p- value less than 5% confirmed that there is a significant relationship between social support and students' academic performance in the Nigeria academic sector. Thus, the null hypothesis which states that social support has no significant relationship with students' academic performance in the University of Benin, Benin City is rejected.

4.6 Discussion of Findings

This study examined the influence of stress management strategies on students' academic performance in the University of Benin, Benin City, Nigeria. Copies of structured questionnaires were retrieved from the students and were analysed hitherto. The findings of

the study are discussed in this section. It was generally revealed that the independent variable, stress management strategies via its' sub-divided variables are significant in relation to students' academic performance.

It was also revealed that meditation had a significant and positive relationship with students' academic performance and this in line with other empirical studies (Coo & Escartin, 2018 and Ziolkowska, 2020).Meditation, as a stress management strategy, has been shown to have multifaceted benefits for students. By engaging in regular meditation practices, students can experience reduced anxiety and stress levels, which can have a positive impact on their overall mental well-being and cognitive functioning.Notably, meditation has been associated with improvements in various cognitive aspects, such as mood regulation, verbal fluency, and working memory. These cognitive enhancements can contribute to students' ability to concentrate, retain information, and process complex academic tasks more efficiently. By practicing meditation, students develop greater self-awareness and emotional regulation skills, allowing them to approach academic challenges with a clearer and more focused mindset. As a result, they may experience reduced distractions and be more engaged in their studies, ultimately leading to improved learning outcomes.Moreover, meditation can help students cultivate a healthier perspective on setbacks and academic pressures, empowering them to approach challenges with resilience and perseverance. By reducing the negative impact of stress on their academic endeavours, students may experience increased motivation and a greater sense of well-being, contributing to their overall academic success.

It was also revealed that psychological well-being has a significant positive relationship with students' academic performance. This study is in line with the findings of Bhat (2021). Psychological well-being plays a crucial role in shaping students' attitudes, emotions, and behaviours in response to stressors and difficulties as students with higher levels of psychological well-being are more likely to exhibit greater resilience, optimism, and

adaptability, enabling them to face academic challenges with a more positive and proactive mindset. Furthermore, psychological well-being can impact students' cognitive processes and information processing abilities. When students are emotionally stable, they can maintain focus, retain information, and make sound decisions, all of which are essential for successful learning and academic performance. In contrast, students experiencing psychological distress or emotional instability may struggle to concentrate on their studies, experience reduced motivation, and encounter difficulties in managing their academic responsibilities. Such negative emotional states can hinder their ability to perform at their full potential and may even lead to academic underachievement.

The study shows that balanced academic workload has significant relationship with students' academic performance. This is consistent with the study of Sallehuddin, Huzaidy and Rosli (2019). Managing academic workload effectively leads to achievement of better academic outcomes, particularly in terms of timely course completion and avoiding academic setbacks. This balance is crucial in maintaining students' focus, motivation, and overall well-being throughout the academic year.Maintaining a balanced academic workload allows students to dedicate adequate time to each course, engage in meaningful learning, and perform well in assessments. This balance also promotes a positive learning experience, reducing the risk of burnout and stress associated with an overwhelming academic workload. Educational institutions can play a role in supporting students in achieving a balanced academic workload. Academic advisors and counsellors can provide guidance and assistance in course selection, ensuring that students have an appropriate mix of courses that align with their academic goals and capabilities. Additionally, universities can offer resources and workshops on time management and study skills to enhance students' ability to manage their academic responsibilities effectively.

It was also revealed by the study that social support significantly influences students' academic performance. This finding is in line with the findings of Poripo, Ede, Nwaodo and Youdiowei (2020).Social support plays a crucial role both in terms of emotional and financial supportand helps to shape students' academic success and overall well-being. It positively impacts students' emotional well-being, their motivation and accountability, provides academic guidance and helps them cope with potential challenges. Educational institutions should recognise the significance of social support in students' academic success and well-being and promote a supportive campus culture by providing opportunities for students to build social connections through clubs, organisations, and mentoring programs. Additionally, universities can offer counselling services and workshops on building and maintaining a strong support network.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section reveals the summary of findings, contribution to knowledge, conclusion and recommendations.

5.2 Summary of Findings

Following the result of our empirical analyses, we found that:

i. there is significant and positive relationship between meditation and students' academic performance in the University of Benin, Benin City;

ii. there is significant and positive relationship between psychological well-being and students' academic performance in the University of Benin, Benin City;

iii. there is positive and significant relationship between time management and students' academic performance in the University of Benin, Benin City;

iv. there is significantly positive relationship between balanced academic workload and students' academic performance in the University of Benin, Benin City;

v. there is positively significant relationship between social support and students' academic performance in the University of Benin, Benin City.

5.3 Conclusion

The research shows that stress management strategies used in the work do have significant relationship on students' academic performance. This goes to show that stress management strategies are tools that influence academic performance in higher learning environment. Thus, in today's competitive learning environment, because it may enhance mood, increase immune function, promote lifespan, and enable greater productivity, minimizing stress in

students' daily lives is crucial for sustaining general health and education. There are several benefits to learning stress management strategies. as will saves lives and relationships.

5.4 Recommendations

1. It is commonly established that stress is the root of many issues affecting young people, and that its effects can be just as harmful as suicide. As a result, it's critical that parents, guardians, educators, and students themselves should ensure that stress management strategies are communicated to them in order to cope with their stress levels in a responsible manner.
2. The link among lecturers and students has to be strengthened on campus. It is essential for learning to take place in such a friendly environment. Both instructors and their students should regard one another as parents. They cannot disappoint their own children since they are parents. Therefore, an experienced professor cannot, for unjustified reasons, disappoint their own students.
3. It is important to adequately handle the security problem, particularly in light of the recent spike in kidnappings in our educational setting.
4. Remember that there is no gain without suffering, students. Students should understand that they must work hard in order to get the desired results, just as a farmer toils hard and grins when the crop is ready.
5. Over-populated classrooms and learning facilities; there is a need for government to expand the facilities. A situation where a facility is meant for five people and twelve people happen to accommodate it, it is a big challenge to people and then it will lead them to or in doing badly academically.

5.5 Contribution to Knowledge

The work added to knowledge in the following means:

1. This study established the relationship between stress management and academic performance and provided valuable insights into how stress management strategies impact the academic performance of students.
2. This study also identified and explored various stress management strategies that are relevant and effective for students thus informing targeted interventions and support programs tailored to the unique needs of this student population.
3. This study established that meditation has a significant impact on students' academic performance as meditation serves as a tool that tends to strengthen the area of the brain connected to joy and relaxation which in the long run will improve the well-being of the students and their academic performance. This finding is in line with the findings of Coo and Escartin (2018) and Ziolkowska (2020).
4. This study also established that psychological well-being has a significant impact on students' academic performance as students with strong psychological well-being will be in a good position to deal with the daily struggles, hassles, hurdles and stressful situations that studying brings. This is in line with the study of Gräbel (2017) that psychological well-being serves as a protective factor against mental disorder and burn out.
5. The study revealed that time management has a significant relationship with students' academic performance as stress due to academic work can be reduced to the barest minimum if students effectively and efficiently manage their time by allocating the right time to both study and non-study activities. This is in line with the study of Lolandes, Zapata, Flores and Fernandez (2020) that time management tends to reduce procrastination and stress level among students there by creating avenue to aid academic performance.
6. The study revealed also that balanced academic workload has a significant relationship with students' academic performance as when the academic workload is well scheduled

with good time spacing; it gives the students time to engage in other activities outside academics. Also, when the students register, attend and pass the allocated courses for each semester, they will be able to graduate as at when due. This in line with Bruggen (2015) that a properly aligned workload can improve students' academic performance.

7. The study revealed that social support has a significant relationship with students' academic performance as when a student is given all the necessary emotional and financial support he or she needs in their academic, the negative effect of stress is reduced. This is in line with the study of Marhamah and Hamzah (2016) that describe social support as a supportive situational or environmental condition that reduces the chance that an individual will access an event as stressful.
8. Finally, this study used the regression analysis to explore the relationships between stress management strategies and students' academic performance measuring the combined and individual effects therein. This help to show the extent of impact and clearly highlight the relationship between stress management strategies and students' academic performance in the University of Benin, Benin City and this is useful for the University as they will be able to structure both the curricular and non-curricular activities of the university to ensure that stress is effectively managed for the students.

5.6 Suggestions for Further Studies

The following are suggested for future studies:

This study can be expanded in terms of its geographical scope to include private owned higher institutions in other local government areas. Aside these constructs of stress management strategies adopted in the study, other constructs should be used as they may affect students' academic performance positively or negatively in the Nigerian educational sector.

5.7 Limitations of the Study

While this study provides valuable insights into the relationship between stress management strategies and students' academic performance in University of Benin, Benin City, there are several limitations that needs to be acknowledged:

Sample Size and Generalisability: The study may have a limited sample size, which could affect the generalizability of the findings to the larger population of part-time students in other universities or academic institutions. A larger and more diverse sample from multiple universities would enhance the external validity of the results.

Use of Cross-Sectional Research Design: The study's cross-sectional design, focusing on data collected at a single point in time, may restrict the ability to establish causal relationships between stress management strategies and academic performance. Longitudinal research would provide more insight into the temporal relationship between these variables.

Self-Report Bias: The study relies on self-reported data from students, which could be subject to social desirability bias. Students may provide responses they believe are expected or socially acceptable, rather than accurately reflecting their stress management practices and academic performance.

Measurement of Stress: The measurement of stress in this study may be limited to self-report measures, which may not capture the full complexity and physiological aspects of stress. The use of additional objective measures, such as physiological indicators or academic stress scales, could enhance the validity of stress assessment.

Confounding Variables: The study might not account for all potential confounding variables that could influence both stress management strategies and academic performance. Factors such as prior academic achievement, motivation, and personal circumstances could also play a role.

Lack of Control for External Factors: The study may not control for external factors that could impact students' stress levels and academic performance, such as work commitments, family responsibilities, or extracurricular activities.

Single Institution Focus: The study concentrates on part-time students at the University of Benin, Benin City, which limits the generalizability of findings to students in other universities or academic settings with different characteristics and stressors.

Despite these limitations, the study on stress management strategies and part-time students' academic performance in the University of Benin contributes valuable insights to the field of human resources management and students well-being. To address these limitations, future research could utilise a more extensive and diverse sample, employ longitudinal or experimental designs, and consider additional factors and variables to enhance the robustness of the findings.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Department of Business Administration,
Faculty of Management sciences,
University of Benin,
Benin City,
8th June, 2025.

Dear Sir/Madam,

SOLICITING YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

I am an undergraduate students in the above named department and university, undergoing an B.Sc. programme. As part of the requirements of the programme, I am undertaking a study on Stress Management Strategies and Students' Academic Performance in the University of Benin. In this regard you have been selected as a member of the sample.

I wish to appeal to you to kindly assist me in completing this study by sparing a few minutes in answering the attached questions. You are not required to disclose your identity and be assured that your response would be treated with utmost confidentiality and used solely for academic purpose.

Your cooperation in this regard would be highly appreciated,

Thank you

Ezekiel Eromosele AIKHENE

Researcher

SECTION A

DEMOGRAPHIC VARIABLES

Instruction: Please tick (√) as applicable

1. Gender: Male { }, Female { }
2. Age: 18 years below { } 19-25 years { } 26-30 years { } 30 years and above { }
3. Marital Status: Single { } Married { } Divorced/Separated { }
4. Level: Year 1 { } Year 2 { } Year 3 { } Year 4 { }Year 5 { } Year 6 { }

SECTION B

On a 5-point Likert scale, kindly indicate your opinion with respect to the statements below.

Keys: [SA = Strongly Agree; A = Agree; U= Undecided; D = Disagree and SD = Strongly Disagree]

S/N	Statement	SD	D	U	A	SA
	Meditation	**SD**	**D**	**U**	**A**	**SA**
5.	It can reduce anger and aggressive behaviours.					
6.	It takes a lot of time todo.					
7.	It can increase self-confidence and personal control.					
8.	It can help increase academic performance and achievement.					
	Psychological Well-being	**SD**	**D**	**U**	**A**	**SA**
9.	I am getting along very well with my classmates.					
10.	I feel I have good control over my life situation at college.					
11.	Getting a college degree is very important to me.					
12.	I am really motivated to study hard.					
	Time Management	**SD**	**D**	**U**	**A**	**SA**
13.	I have problems in managing time effectively.					
14.	I have been very efficient in the use of study time lately.					
15.	I do things in order of priority.					
16.	I tackle difficult or unpleasant tasks without procrastinating					
	Balanced Workload	**SD**	**D**	**U**	**A**	**SA**
17.	I am having trouble in doing my homework assignments.					
18.	I have regular contacts with my lecturers to discuss various issues regarding the courses.					
19.	I am satisfied with the quality of courses available at college.					
20.	I am enjoying my academic work at college.					
	Social Support	**SD**	**D**	**U**	**A**	**SA**
21.	I can talk about my problems with my family.					
22.	There is a special person in my family who cares about my feelings.					
23.	I get the financial support I need					
24.	I have friends at the College with whom I can share my joys and sorrows.					

	Students Academic Performance					
25.	I am very confident about my performance					
26.	I have a personal time table					
27.	I work in groups when there is an assignment					
28.	I have a good study group.					
29.	I don't have trouble concentrating when I try to study					
30.	My academic goals and purposes are well defined					
31.	I attend classes regularly.					
32.	I am very satisfied with the lecturers I have now on my courses.					
33.	I work as hard as I should in my course work.					
34.	I sometimes get fears of failing examinations.					

Thank you for taking your time to complete this questionnaire.

APPENDIX II: RELIABILITY TEST RESULT

Meditation

Reliability Statistics

Cronbach's Alpha	N of Items
.891	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q5	17.07	32.495	.726	.870
q6	16.41	28.146	.711	.865
q7	16.37	36.430	.600	.889
q8	16.30	32.210	.601	.858

Psychological Well-being

Reliability Statistics

Cronbach's Alpha	N of Items
.712	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q9	14.19	12.488	.487	.658
q10	14.28	11.539	.510	.647
q11	13.72	11.635	.545	.632
q12	13.95	14.569	.247	.742

Time Management

Reliability Statistics

Cronbach's Alpha	N of Items
.746	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q13	12.36	18.007	.551	.688
q14	12.42	16.749	.611	.664
q15	12.09	15.174	.648	.643
q16	11.80	17.436	.501	.705

Balanced Workload

Reliability Statistics

Cronbach's Alpha	N of Items
.704	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q17	7.74	4.686	.560	.600
q18	7.55	4.092	.672	.519
q19	7.11	5.178	.468	.656
q20	6.11	4.853	.316	.766

Social Support

Reliability Statistics

Cronbach's Alpha	N of Items
.740	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q21	9.18	5.856	.627	.663
q22	9.11	6.544	.320	.779
q23	7.18	4.078	.662	.597
q24	7.00	4.000	.624	.631

Students Academic Performance

Reliability Statistics

Cronbach's Alpha	N of Items
.887	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q25	20.00	17.143	.801	.859
q26	19.98	18.976	.755	.861
q27	19.81	19.203	.851	.841
q28	19.79	22.598	.780	.862
q29	19.65	23.899	.617	.882
q30	19.72	25.301	.571	.890
q31	16.30	34.073	.573	.894
q32	16.84	28.187	.855	.847
q33	16.86	30.980	.762	.864
q34	16.91	32.944	.772	.864

APPENDIX III: FREQUENCY DISTRIBUTION OF ITEMS

Frequencies

Notes

Output Created		09-DEC-2021 07:25:57
Comments		
Input	Data	C:\Users\user 1\Desktop\JOE\RESEARCH WORKS\CLIENTS\TUOYO\Tuoyo.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Gender Age MaritalStatus Level MED5 MED6 MED7 MED8 PWB9 PWB10 PWB11 PWB12 TM13 TM14 TM15 TM16 BWL17 BWL18 BWL19 BWL20 SS21 SS22 SS23 SS24 SAP25 SAP26 SAP27 SAP28 SAP29 SAP30 SAP31 SAP32 SAP33 SAP34 /STATISTICS=STDDEV MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.04

Statistics

		Gender	Age	Marital Status	Level	MED5	MED6
N	Valid	396	396	396	396	396	396
	Missing	0	0	0	0	0	0
Mean						3.70	3.26

Statistics

		MED7	MED8	PWB9	PWB10	PWB11	PWB12	TM13
N	Valid	396	396	396	396	396	396	396
	Missing	0	0	0	0	0	0	0
Mean		3.30	2.87	3.33	3.69	3.92	3.87	3.44

Statistics

		TM14	TM15	TM16	BWL17	BWL18	BWL19	BWL20
N	Valid	396	396	396	396	396	396	396
	Missing	0	0	0	0	0	0	0
Mean		3.31	3.40	3.49	3.06	3.78	3.43	2.93

Statistics

		SS21	SS22	SS23	SS24	SAP25	SAP26	SAP27
N	Valid	396	396	396	396	396	396	396
	Missing	0	0	0	0	0	0	0
Mean		3.20	3.82	2.56	3.81	3.71	3.27	3.25

Statistics

		SAP28	SAP29	SAP30	SAP31	SAP32	SAP33	SAP34
N	Valid	396	396	396	396	396	396	396
	Missing	0	0	0	0	0	0	0
Mean		3.12	3.03	4.01	3.83	3.24	3.70	3.75

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	206	52.0	52.0	52.0
	Male	190	48.0	48.0	100.0
	Total	396	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 years below	91	23.0	23.0	23.0
	19-23	119	30.1	30.1	53.1
	24-28	73	18.4	18.4	71.5
	29-33	56	14.1	14.1	85.6
	34 years and above	57	14.4	14.4	100.0
	Total	396	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Divorced	16	4.0	4.0	4.0
	Married	100	25.3	25.3	29.3
	Single	289	70.7	70.7	100.0
	Total	396	100.0	100.0	

Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	60	15.2	15.2	15.2
	Year 2	13	3.3	3.3	18.5
	Year 3	60	15.2	15.2	33.7
	Year 4	190	47.9	47.9	81.6
	Year 5	40	10.1	10.1	91.7
	Year 6	33	8.3	8.3	100.0
	Total	396	100.0	100.0	

MED5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51	12.9	12.9	12.9
	Disagree	50	12.6	12.6	25.5
	Undecided	20	5.1	5.1	30.6
	Agree	118	29.8	29.8	60.4
	Strongly Agree	157	39.6	39.6	100.0
	Total	396	100.0	100.0	

MED6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	71	17.9	17.9	17.9
	Disagree	57	14.4	14.4	32.3
	Undecided	18	4.5	4.5	36.8
	Agree	197	49.7	49.7	86.5
	Strongly Agree	53	13.4	13.4	100.0
	Total	396	100.0	100.0	

MED7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	78	19.7	19.7	19.7
	Disagree	60	15.2	15.2	34.9
	Undecided	54	13.6	13.6	48.5
	Agree	71	17.9	17.9	66.4
	Strongly Agree	133	33.6	33.6	100.0
	Total	396	100.0	100.0	

MED8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	100	25.2	25.2	25.2
	Disagree	91	23.0	23.0	48.2
	Undecided	50	12.6	12.6	60.8
	Agree	68	17.2	17.2	78.0
	Strongly Agree	87	22.0	22.0	100.0
	Total	396	100.0	100.0	

PWB9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	80	20.2	20.2	20.2
	Disagree	75	18.9	18.9	39.1
	Undecided	31	7.8	7.8	46.9
	Agree	54	13.6	13.6	60.5
	Strongly Agree	156	39.4	39.4	100.0
	Total	396	100.0	100.0	

PWB10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	41	10.4	10.4	25.6
	Undecided	28	7.1	7.1	32.7
	Agree	97	24.5	24.5	57.2
	Strongly Agree	170	42.9	42.9	100.0
	Total	396	100.0	100.0	

PWB11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	26	6.6	6.6	21.8
	Undecided	3	0.7	0.7	22.6
	Agree	100	25.2	25.2	47.8
	Strongly Agree	207	52.3	52.3	100.0
	Total	396	100.0	100.0	

PWB12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	7.6	7.6	7.6
	Disagree	50	12.6	12.6	20.2
	Undecided	38	9.6	9.6	29.8
	Agree	98	24.7	24.7	54.5
	Strongly Agree	180	45.5	45.5	100.0
	Total	396	100.0	100.0	

TM13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	12.6	12.6	12.6
	Disagree	73	18.4	18.4	31.0
	Undecided	50	12.6	12.6	43.6
	Agree	98	24.7	24.7	68.3
	Strongly Agree	125	31.6	31.6	100.0
	Total	396	100.0	100.0	

TM14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	22.7	22.7	22.7
	Disagree	43	10.9	10.9	33.6
	Undecided	38	9.6	9.6	43.2
	Agree	101	25.5	25.5	68.7
	Strongly Agree	124	31.3	31.3	100.0
	Total	396	100.0	100.0	

TM15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	70	17.7	17.7	17.7
	Disagree	50	12.6	12.6	30.3
	Undecided	31	7.8	7.8	38.1
	Agree	138	34.8	34.8	72.9
	Strongly Agree	107	27.0	27.0	100.0
	Total	396	100.0	100.0	

TM16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	12.6	12.6	12.6
	Disagree	78	19.7	19.7	32.3
	Undecided	48	12.1	12.1	44.4
	Agree	66	16.7	16.7	61.1
	Strongly Agree	154	38.9	38.9	100.0
	Total	396	100.0	100.0	

BWL17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	96	24.2	24.2	24.2
	Disagree	80	20.2	20.2	44.4
	Undecided	22	5.6	5.6	50
	Agree	98	24.7	24.7	74.7
	Strongly Agree	100	25.3	25.3	100.0
	Total	396	100.0	100.0	

BWL18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	196	49.5	49.5	49.5
	Disagree	50	12.6	12.6	62.1
	Undecided	10	2.5	2.5	64.6
	Agree	83	21.0	21.0	85.6
	Strongly Agree	57	14.4	14.4	100.0
	Total	396	100.0	100.0	

BWL19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	80	20.2	20.2	35.4
	Undecided	20	5.1	5.1	40.5
	Agree	98	24.7	24.7	65.2
	Strongly Agree	138	34.8	34.8	100.0
	Total	396	100.0	100.0	

BWL20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	22.7	22.7	22.7
	Disagree	100	25.3	25.3	48.0
	Undecided	43	10.9	10.9	58.9
	Agree	70	17.7	17.7	76.6
	Strongly Agree	93	23.4	23.4	100.0
	Total	396	100.0	100.0	

SS21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	98	24.7	24.7	39.9
	Undecided	35	8.8	8.8	48.7
	Agree	105	26.5	26.5	75.2
	Strongly Agree	98	24.7	24.7	100.0
	Total	396	100.0	100.0	

SS22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	12.6	12.6	12.6
	Disagree	45	11.4	11.4	24.0
	Undecided	11	2.8	2.8	26.8
	Agree	109	27.5	27.5	54.3
	Strongly Agree	181	45.7	45.7	100.0
	Total	396	100.0	100.0	

SS23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	102	25.8	25.8	41.0
	Undecided	10	2.5	2.5	43.5
	Agree	180	45.5	45.5	89.0
	Strongly Agree	44	11.0	11.0	100.0
	Total	396	100.0	100.0	

SS24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	10.1	10.1	10.1
	Disagree	68	17.2	17.2	27.3
	Undecided	5	1.3	1.3	28.6
	Agree	134	33.8	33.8	62.4
	Strongly Agree	149	37.6	37.6	100.0
	Total	396	100.0	100.0	

SAP25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	98	24.7	24.7	39.9
	Undecided	32	8.1	8.1	48.0
	Agree	126	31.8	31.8	79.8
	Strongly Agree	80	20.2	20.2	100.0
	Total	396	100.0	100.0	

SAP26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	22.7	22.7	22.7
	Disagree	40	10.1	10.1	32.8
	Undecided	50	12.6	12.6	45.4
	Agree	102	25.8	25.8	71.2
	Strongly Agree	114	28.8	28.8	100.0
	Total	396	100.0	100.0	

SAP27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	80	20.2	20.2	20.2
	Disagree	70	17.7	17.7	37.9
	Undecided	24	6.1	6.1	44.0
	Agree	114	28.8	28.8	72.8
	Strongly Agree	108	27.2	27.2	100.0
	Total	396	100.0	100.0	

SAP28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	13.9	13.9	13.9
	Disagree	90	22.7	22.7	36.6
	Undecided	40	10.1	10.1	46.7
	Agree	99	25.0	25.0	71.7
	Strongly Agree	112	28.3	28.3	100.0
	Total	396	100.0	100.0	

SAP29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	105	26.5	26.5	26.5
	Disagree	50	12.6	12.6	39.1
	Undecided	45	11.4	11.4	50.5
	Agree	119	30.1	30.1	80.6
	Strongly Agree	77	19.4	19.4	100.0
	Total	396	100.0	100.0	

SAP30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	12.6	12.6	12.6
	Disagree	30	7.6	7.6	20.2
	Undecided	2	0.5	0.5	20.7
	Agree	96	24.2	24.2	44.9
	Strongly Agree	218	55.1	55.1	100.0
	Total	396	100.0	100.0	

SAP31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	60	15.2	15.2	15.2
	Disagree	41	10.3	10.3	25.5
	Undecided	5	1.3	1.3	26.8
	Agree	90	22.7	22.7	49.5
	Strongly Agree	200	50.5	50.5	100.0
	Total	396	100.0	100.0	

SAP32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	80	20.2	20.2	20.2
	Disagree	67	16.9	16.9	37.1
	Undecided	49	12.4	12.4	49.5
	Agree	75	18.9	18.9	68.4
	Strongly Agree	125	31.6	31.6	100.0
	Total	396	100.0	100.0	

SAP33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	11.4	11.4	11.4
	Disagree	60	15.2	15.2	26.9
	Undecided	15	3.8	3.8	30.7
	Agree	122	30.8	30.8	61.8
	Strongly Agree	154	38.8	38.8	100.0
	Total	396	100.0	100.0	

SAP34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	71	17.9	17.9	17.9
	Disagree	40	10.1	10.1	28.0
	Undecided	12	3.0	3.0	31.0
	Agree	66	16.7	16.7	47.7
	Strongly Agree	207	52.3	52.3	100.0
	Total	396	100.0	100.0	

APPENDIX IV: REGRESSION RESULTS

Regression

Notes

Output Created		09-DEC-2021 07:27:04
Comments		
Input	Data	C:\Users\user 1\Desktop\JOE\RESEARCH WORKS\CLIENTS\TUOYO\Tuoyo.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	396
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS CI(95) R ANOVA CHANGE /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT StudAcadPerf /METHOD=ENTER Medi PsyWebe TimMgt BalWL SocSup /SCATTERPLOT=(*ZRESID ,*ZPRED) /RESIDUALS DURBIN HISTOGRAM(ZRESID) NORMPROB(ZRESID).
Resources	Processor Time	00:00:03.38
	Elapsed Time	00:00:02.53
	Memory Required	6240 bytes

	Additional Memory Required for Residual Plots	616 bytes

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	SocSup, PsyWebe, BalWL, TimMgt, Medi[b]	.	Enter

a. Dependent Variable: StudAcadPerf

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.921[a]	.848	.846	3.01175	.848	436.494

Model Summary[b]

Model	Change Statistics			
	df1	df2	Sig. F Change	
1	5	390	.000	1.777

a. Predictors: (Constant), SocSup, PsyWebe, BalWL, TimMgt, Medi

b. Dependent Variable: StudAcadPerf

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19796.406	5	3959.281	436.494	.000[b]
	Residual	3537.553	390	9.071		
	Total	23333.960	395			

a. Dependent Variable: StudAcadPerf

b. Predictors: (Constant), SocSup, PsyWebe, BalWL, TimMgt, Medi

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.169	.787		.215	.830
	Medi	.335	.080	.188	4.198	.000
	PsyWebe	.700	.076	.329	9.171	.000
	TimMgt	.590	.070	.268	8.480	.000
	BalWL	.609	.069	.253	8.796	.000
	SocSup	.783	.065	.367	12.082	.000

Coefficients[a]

Model		95.0% Confidence Interval for B	
		Lower Bound	Upper Bound
1	(Constant)	-1.379	1.717
	Medi	.178	.492
	PsyWebe	.550	.850
	TimMgt	.453	.727
	BalWL	.473	.746
	SocSup	.655	.910

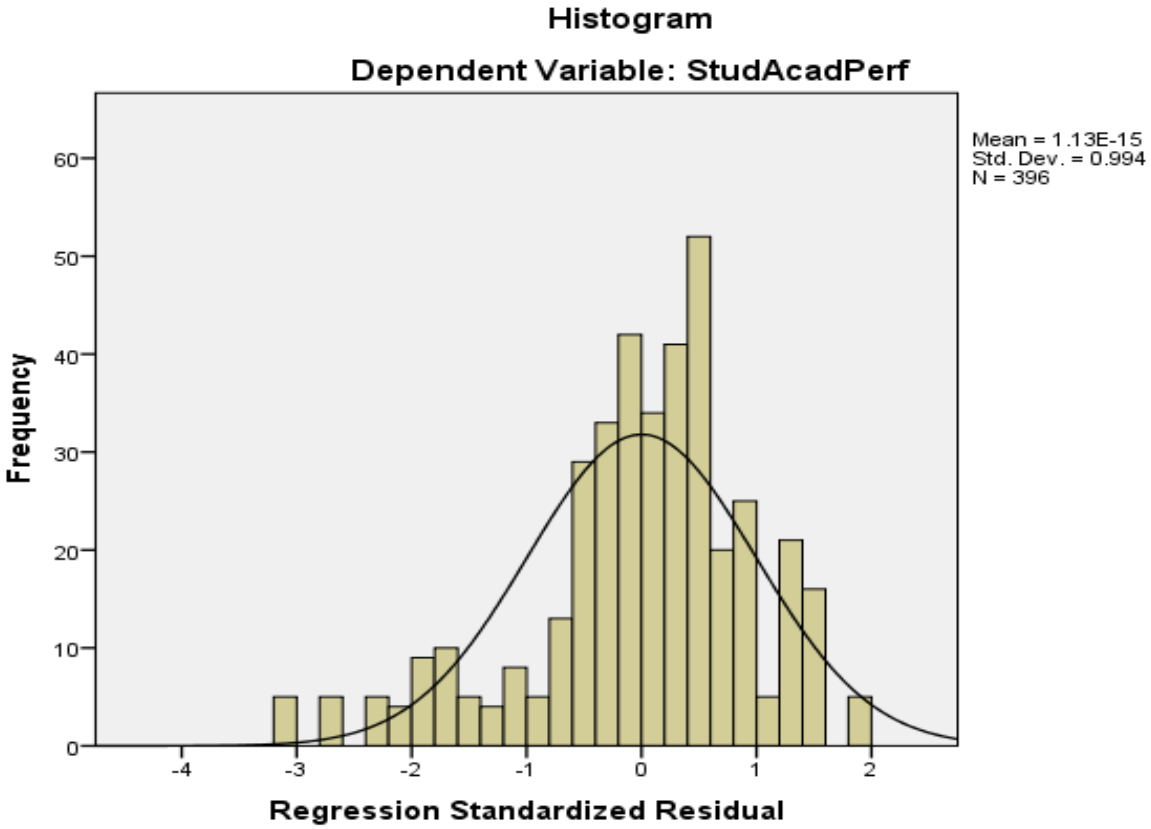
a. Dependent Variable: StudAcadPerf

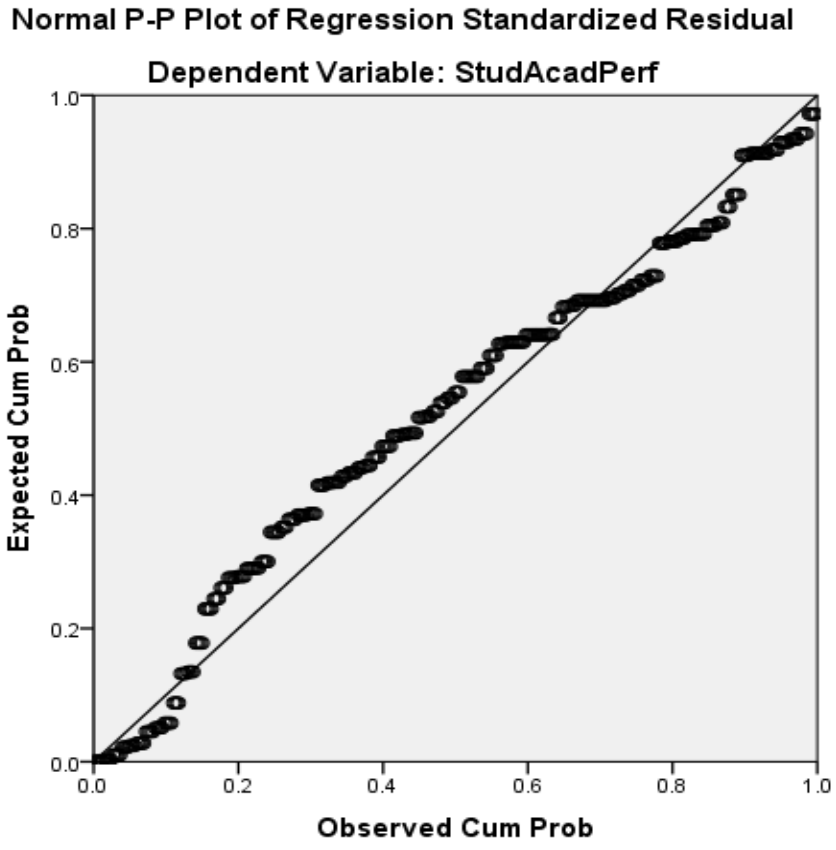
Residuals Statistics[a]

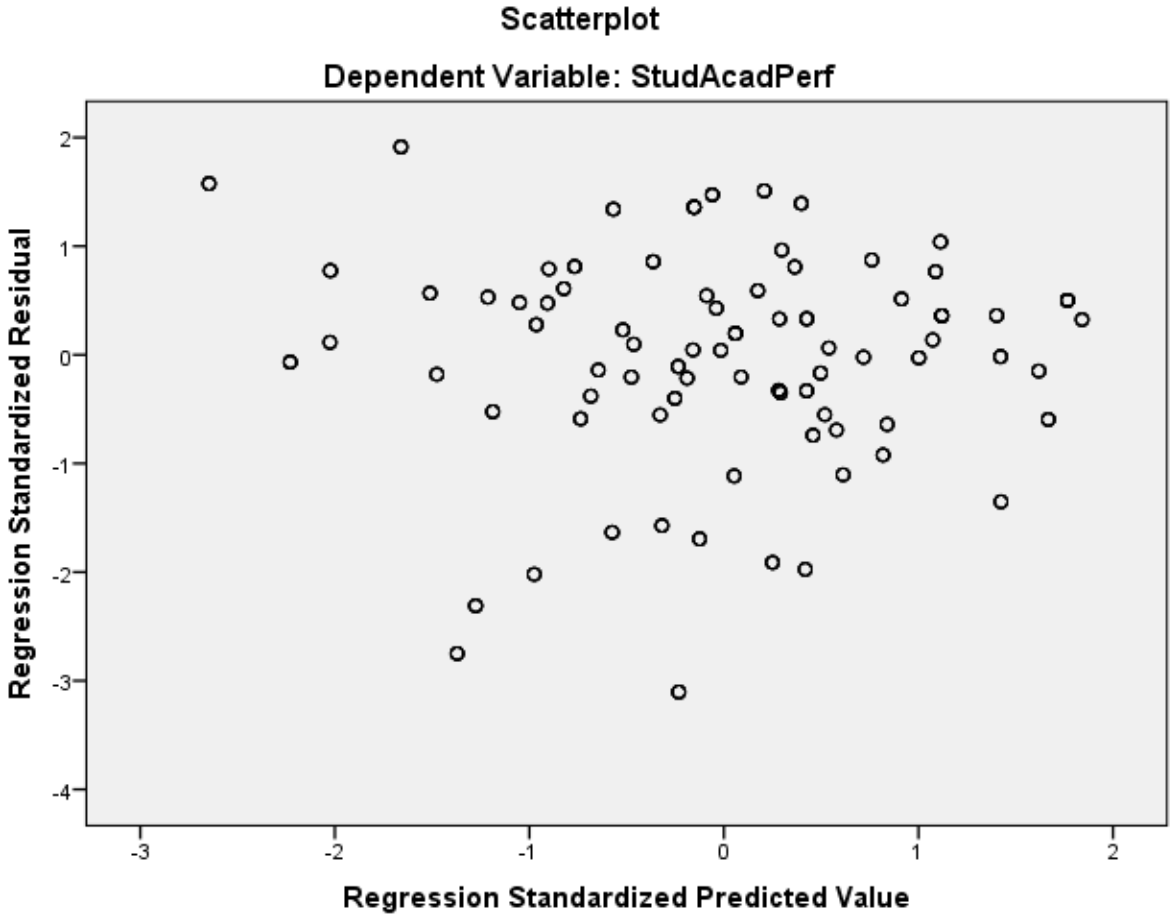
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	17.2539	49.0220	35.9899	7.07937	396
Residual	-9.34837	5.76291	.00000	2.99263	396
Std. Predicted Value	-2.647	1.841	.000	1.000	396
Std. Residual	-3.104	1.913	.000	.994	396

a. Dependent Variable: StudAcadPerf

Charts


Histogram
Dependent Variable: StudAcadPerf
Mean = 1.13E-15
Std. Dev. = 0.994
N = 396
Frequency
Regression Standardized Residual


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: StudAcadPerf
Expected Cum Prob
Observed Cum Prob


Scatterplot
Dependent Variable: StudAcadPerf
Regression Standardized Residual
Regression Standardized Predicted Value
2
1
0
-1
-2
-3
-4
-3
-2
-1
0
1
2