

**INVESTIGATING THE RELATIONSHIP BETWEEN STRESS FACTORS AND  
ACADEMIC ACHIEVEMENT AMONG UNIVERSITY OF BENIN STUDENTS**

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AWARD OF A BACHELOR OF SCIENCE DEGREE (B.Sc) BY THE  
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## CERTIFICATION

We the undersign certify that this research project was carried out by **Precious Ogheneogaga Emmanuel** with the Matriculation Number **MGS1908054** an undergraduate student in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin city. It is adequate in scope and quality in partial fulfillment of the requirements for the award of Bachelor of Science (BSc.) degree in Business Administration.

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## **DEDICATION**

This research work is dedicated to God Almighty for his Mercy and Grace upon my life that has brought me this far.

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## ABSTRACT

This study investigates the relationship between stress factors and academic achievement among University of Benin students. Recognizing stress as both a mental and physical response to perceived danger, the research aims to understand how various stressors impact students' academic performance. Building on the perspectives of Sharma, Parasar, and Mahto (2017), Yates (1979), and other scholars, the study explores the dual nature of stress, highlighting its potential to both motivate and hinder academic success. Specific institutional stressors such as overcrowded lecture halls, inadequate resources, excessive homework, examinations, and peer competition, as identified by Decoste and Israel (2011), form the basis of this investigation.

The study employs a convenience sampling method to survey fifty students across various faculties and departments within the university, due to financial and time constraints. Data collection involved self-administered questionnaires designed to capture comprehensive information on students' experiences with academic pressure, financial difficulties, and social support. Data analysis was conducted using E-Views software, employing regression analysis to assess the relationship between variables.

Key findings highlight a significant correlation between academic pressure and GPA, the impact of financial difficulties on academic performance, and the role of social support in influencing academic success. These insights underscore the need for targeted interventions and support systems to alleviate stress and enhance student well-being. The study's limitations, including reliance on self-reported data and a focus on a single university.

Overall, this research contributes to academic knowledge by providing actionable recommendations for improving student support services and promoting a more supportive educational environment at the University of Benin. The findings aim to guide university administrators and policymakers in developing strategies to manage stress effectively, thereby fostering a conducive learning atmosphere that enhances students' academic achievements.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The investigation into the relationship between stress factors and academic achievement among University of Benin students is rooted in an understanding of stress as both a mental and physical response to perceived danger, as defined by Sharma, Parasar, and Mahto (2017). Stress, viewed in this light, becomes a critical aspect of human experience, shaping responses to challenges and influencing overall well-being. Yates (1979) contributes to the foundation of this study by emphasizing that stress, in sufficient quantity, is a necessary ingredient for a vital life. This perspective introduces a nuanced approach to stress, suggesting that a balanced amount of stress may contribute positively to an individual's life. However, the study aims to explore the detrimental effects of stress when it reaches levels that surpass an individual's coping mechanisms, particularly within the academic context.

The work of Decoste and Israel (2011) identifies specific institutional issues that contribute to academic stress among students. Overcrowded lecture halls, inadequate resources, excessive homework, examinations, and peer competition are recognized as universal stressors in the academic environment. Understanding these external stressors is crucial for developing targeted interventions and support systems that address the root causes of stress among University of Benin students. Building on this, Ahem and Norris

(2011) underscore the potentially damaging impact of academic demands on university students. Stress is identified as the most common factor affecting academic performance, highlighting the urgency of investigating stressors and implementing strategies to mitigate their adverse effects on students' achievement. Khan, Gulzar, and Yahya (2013) assert that stress can permeate various aspects of students' lives, impacting academic success and overall well-being. This assertion emphasizes the holistic nature of stress and underscores the need for comprehensive approaches to stress management among University of Benin students. Malefo's (2000) findings further support the premise of this study by revealing that individuals experiencing high levels of stress encounter difficulties in coping with the academic demands associated with university programs. Understanding the relationship between stress levels and academic performance is pivotal for implementing effective support mechanisms tailored to the unique challenges faced by University of Benin students. In conclusion, the background of this study draws on a diverse range of perspectives to establish a comprehensive understanding of stress factors and their impact on academic achievement among University of Benin students. The integration of these insights provides a robust foundation for the research, guiding the investigation towards meaningful findings and contributing to the development of targeted interventions to enhance student well-being and academic success.

## **1.2 Statement of research problem**

At the University of Benin, students go through a lot of stress, and we don't really know how this stress affects their grades. This study is about finding out the stress factors that University of Benin students deal with and how these factors link to their academic success.

There's not much research on this topic at our university, and we need to figure out what stress factors are hitting students the most and how it's impacting their grades. We want to know the things that stress students out – both from inside and outside the university – and how these stresses make it hard for them to do well in their studies. The goal is to find out the real deal between stress and academic achievement at the University of Benin. By doing this study, we hope to help make things better for students by understanding what they go through. The results could guide us to create ways to manage stress better, so students can have a better time learning and succeed more in their studies.

## **1.3 Research Questions**

- i. What is the correlation between academic pressure and academic performance (GPA) among University of Benin students?
- ii. How do financial difficulties influence academic performance amongst University of Benin students?
- iii. How is social support affecting academic performance amongst University of Benin students?

## **1.4 Research Objectives**

- i. To investigate the relationship between academic pressure and academic performance amongst University of Benin students.
- ii. To examine the impact of financial difficulties on academic performance amongst University of Benin students.
- iii. To examine the impact of social support on academic performance amongst University of Benin students.

## **1.5 Research Hypothesis**

### **Hypothesis One:**

**H<sub>0</sub>:** There is no significant correlation between academic pressure and academic performance (GPA) University of Benin students

**H<sub>1</sub>:** There is a significant correlation between academic pressure and academic performance (GPA) University of Benin students

### **Hypothesis Two:**

**H<sub>0</sub>:** Financial difficulties have no significant impact on academic performance among University of Benin students.

**H<sub>1</sub>:** Financial difficulties has a significant impact on academic performance among University of Benin students

### **Hypothesis Three:**

**H<sub>0</sub>:** Social support has no significant impact on academic performance among university of Benin Students.

**H<sub>1</sub>:** Social support has a significant impact on academic performance among university of Benin Students.

### **1.6 Significance of the study**

This research aims to understand how stress influences academic achievement and will benefit students of the University Of Benin student. The study is crucial for developing interventions and support systems that enhance students' well-being and overall quality of life. Students and general users will be exposed to specific areas of stress in their lives, and the causes of stress among the students at the University of Benin will be identified. The recommendations from the research study can help identify specific groups of students who may be more susceptible to stress-related challenges. For instance, if certain academic or demographic factors contribute to higher stress levels, this information can guide targeted interventions to support these at-risk groups, ensuring a more inclusive and supportive educational environment. The research can add to the literature available on the subject area, which other researchers can use as a reference source in further studies. For this, future researchers can read this study's methodology and findings to conduct further research on the subject area.

## **1.6 Limitations of the study**

The study relies on self-reported data from the participants, which could be influenced by social desirability bias or memory recall bias. Participants may also be less likely to report unfavorable information, such as poor academic performance, which could affect the accuracy of the results.

The sample size of the study may not be representative of the entire population of University of Benin students, which could limit the generalizability of the findings. Additionally, the study only focuses on one university, which may not be representative of other universities in Nigeria or other countries.

Limited measurement of stress factors: The study only measures stress factors related to academic performance, such as test anxiety or time management. Other factors that may contribute to stress, such as family or social issues, are not included in the study, which could limit the ability to fully understand the relationship between stress and academic achievement.

The study does not include a control group, which could limit the ability to draw causal inferences about the relationship between stress factors and academic achievement. Without a control group, it is difficult to determine if other factors may be influencing academic performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

University life is a crucial period of transition and growth, filled with academics, social, and personal challenges. While pursuing higher education, students face various stressors that can impact their academic performance, psychological well-being, and overall quality of life. This study suggests that stress factors such as academic pressure, financial difficulties, and family problems, significantly influence students' academic achievements and mental health. This chapter reviews existing literature on stress factors, academic achievements and psychological well-being among university students. By understanding the complex dynamics between stress factors, academic achievement, and psychological well-being this literature review provides a foundation for current study's investigation of these issues among University of Benin students.

#### **2.2 Conceptual Review**

##### **2.2.1 Concept of Stress**

Stress can be defined as a psychological and physiological response to life events or situations that are perceived as challenging, threatening, or demanding (Ogunyemi, 2018). This project is a summary of literature focused on investigating the relationship between stress factors and academic achievement among University of Benin students. The main

aim of this study is to examine the impact of stress factors on the academic performance of University of Benin students, and related risks when stress is not handled properly. Additionally, there is discussion of acute and chronic stress, which is linked to the stress period. Academic stressors like academic success, economy, social ties, and time management are debated in detail. Moreover, this study details how students deal with stress. This study will help University of Benin students to understand the effects of stress factors on their academic performance and to learn how to manage stress. Various techniques to reduce, avoid and manage school stress are recommended for use in practice. Stress encompasses diverse connotations and numerous circumstances that may induce it. Individuals often report feeling stressed during exam periods, confrontational work environments, or relationship difficulties. Stressful scenarios can be perceived as detrimental, hazardous, or challenging according to (Perrewé and Zellars 1999) study. Describing an all-encompassing definition of stress proves complex due to its multifaceted nature. Hans Selye(1936) introduced the initial and broadest definition of stress as "a nonspecific response of the organism to any demand for change". According to Folkman (1984), stress arises when individuals perceive external demands to be greater than their ability to cope. Jit (1995) defines stress as a mental state that results from certain biochemical reactions in the body and is accompanied by feelings of anxiety, tension, and depression. These reactions are triggered by environmental or internal factors that exceed the person's resources. Levi (1996) adds that stress can be caused by a variety of demands or stressors, which create a mismatch between what we need or want

and what the world expects of us. Selye (cited in Crider et.al, 1983) defines stress as the body's general response to environmental situation, which can lead to change in physical, emotional, behavioural or mental state. Stress according to Meeks-Mitchell and Heit (cited in Oyerinde, 2004) is the non-specific response of the body to any demand made upon it. It is the biological response to events that threatens to overwhelm an individual's capacity to cope satisfactory in the environment. Dunkel-schetter and Lobel (1990) asserts that physiological stress is any particular relationship between a person and the environment that the person judges to be beyond his or her resources and jeopardizes his or her well-being. Stress is the result of a burden that exceeds a person's available resources, according to Richlin, Klonsky, and Hoe (2003). If stress is severe and prolonged, it can negatively affect academic performance, hinder a student's ability to participate in campus life, and increase the risk of substance abuse and other harmful behaviors. Vermunt and Steensman's research (2005) defines stress as the perception of a mismatch between environmental stressors and a person's ability to cope with them. Typically, stress is described as an unpleasant reaction to intense pressure or strain. Khan, Altaf, and Kausar (2013) note that stress occurs when a person faces a situation that they perceive as overwhelming and cannot manage. Reported by undergraduate students, stress was identified as the predominant factor among all health factors impacting academic performance. Dwyer & Cummings (2001) highlighted that stress influences both physical and psychological well-being. Wintre and Yaffe (2000) found that elevated stress levels in the initial college year result in decreased overall adjustment and

heightened vulnerability to various social and psychological issues, ultimately affecting academic performance in subsequent years.

### **2.2.2 Source of Stress**

Students face many situations and difficult problems that cause them different pressures, so the pressure sources differ from one student to another. There are many sources of stress, including First, Internal sources, which are from the student himself, such as aspirations and goals. Second, external sources come from the external environment surrounding the student, such as family, peers, and community. Academic stressors are external resources, including the requirements of education, decisions related to study, future work, time management, and a teacher. According to Azila-Gbetor et al. (2015), studying for tests, grades, and the amount of information students had to learn was among the most stressful. Also, fear of failure is an internal source and one of the most critical factors that increase student stress, and this may be because success is the primary goal of each student; therefore, some students may feel that they need more skills to study and reach their achievement. Academic stress occurs when the academic demands exceed the resources available to a person whom he or she adapts to and this stress should not be ignored because it negatively affects the general adjustment of students (Hussain, Kumar & Husain, 2008). Stress can negatively affect a student's academic performance, so it is important for students to manage stress in order to overcome the negative effect of stress (Mushtaq, I., & Khan, S.N. 2012).

## **2.2.3 Effect of Stress**

### **2.2.3.1 Positive Effect of Stress**

**Enhanced motivation:** Academic stress can motivate students to work harder and achieve more. When students feel stressed, they may feel a sense of urgency to complete tasks and meet deadlines, which can drive them to work harder and achieve more.

**Improved time management:** Students under academic stress learn to manage their time more effectively. When students have a lot of work to do, they learn to prioritize tasks, set deadlines, and manage their time more efficiently.

**Development of coping mechanisms:** Students learn to develop coping mechanisms for stress, which can help them in the long run. When students experience stress, they may develop coping mechanisms such as exercise, meditation, or seeking social support, which can help them manage stress in the future.

**Building resilience:** Students learn to build resilience and develop better mental health. When students experience stress, they may develop resilience by learning to bounce back from adversity, which can help them develop better mental health.

**Better academic performance:** Academic stress can lead to better academic performance. When students feel stressed, they may be more focused and motivated to do well, which can lead to better grades and academic achievement.

### **2.2.3.2 Negative effects of academic stress on University of Benin students.**

**Anxiety and Depression:** Excessive academic stress can lead to anxiety and depression. Students may feel overwhelmed, hopeless, and disconnected from others.

**Burnout and Exhaustion:** Academic stress can lead to physical and mental exhaustion. Students may feel drained, tired, and lacking the energy to complete tasks.

**Decreased Motivation:** Excessive stress can lead to decreased motivation and a lack of interest in academic activities. Students may feel disconnected from their studies and lack the motivation to succeed.

**Poor Academic Performance:** Academic stress can lead to poor academic performance. Students may experience decreased focus, decreased productivity, and decreased academic achievement.

**Physical Health Problems:** Chronic stress can lead to physical health problems such as headaches, stomach problems, and sleep disturbances.

## **2.4 Factors that causes academic stress**

There are many stressors, but several authors have grouped some of the stressors into three: social, health and academic factors. Academic stress is a multifaceted phenomenon that can arise from various sources. Several authors have categorized the stressors into

three main groups: social, health, and academic factors (Elliott & Dweck, 1988; Lazarus & Folkman, 1984; Sarafino, 2012).

#### **2.4.1 Social Factors:**

Social factors refer to the interpersonal and environmental stressors that students encounter in their academic journey. These stressors can emanate from relationships, social expectations, and cultural norms (Tinto, 1993). Some of the social factors that contribute to academic stress include:

- i. **Peer Pressure:** The pressure to conform to peer norms, fit in with social groups, and maintain social relationships can be overwhelming (Brown, 1990). Students may feel compelled to prioritize social activities over academic responsibilities, leading to stress and guilt.
- ii. **Family Expectations:** Family members may have high expectations for academic achievement, which can lead to stress and anxiety (Hill, 2010). Students may feel obligated to meet these expectations, even if they are unrealistic or unattainable.
- iii. **Social Media:** Social media platforms can create unrealistic comparisons and promote competition among students (Kaplan & Haenlein, 2010). The constant stream of information and the need to present a perfect online image can contribute to feelings of inadequacy and stress.

- iv. **Cultural Norms:** Cultural norms and values can influence academic stress (Hofstede, 1980). For example, some cultures may place a high emphasis on academic achievement, leading to increased pressure and stress.
- v. **Financial Stress:** Financial difficulties can cause significant stress for students, particularly those from low-income backgrounds (Perna, 2010). The burden of student loans, part-time jobs, and financial responsibilities can be overwhelming.

#### **2.4.2 Health Factors:**

Health factors encompass the physical and mental well-being of students, which can significantly impact academic stress (Sarafino, 2012). Some of the health factors that contribute to academic stress include:

- i. **Sleep Deprivation:** Lack of sleep and poor sleep quality can impair cognitive function, mood regulation, and overall well-being, leading to increased stress and anxiety (Harrison & Horne, 2000).
- ii. **Physical Health:** Chronic illnesses, pain, or discomfort can distract students from their academic responsibilities, leading to stress and decreased productivity (Stewart, 2011).
- iii. **Mental Health:** Mental health conditions such as anxiety, depression, and trauma can significantly impact academic stress (Kessler, 2001). Students may struggle to cope with their emotions, leading to decreased motivation and increased stress.

- iv. **Nutrition and Exercise:** Poor nutrition and lack of physical activity can impair cognitive function, energy levels, and overall well-being, contributing to increased stress and anxiety (Hill, 2010).
- v. **Substance Abuse:** Substance abuse can impair cognitive function, judgment, and decision-making, leading to increased stress and decreased academic performance (National Institute on Drug Abuse, 2012).

### **2.4.3 Academic Factors:**

Academic factors are the most obvious sources of academic stress. These stressors can arise from the academic environment, curriculum, and expectations (Elliott & Dweck, 1988). Some of the academic factors that contribute to academic stress include:

- i. **Heavy Course Load:** A heavy course load is a significant academic stress factor among university students, including those at the University of Benin. According to Kenneth Ginsburg, excessive academic demands can lead to hopelessness, anxiety, and burnout (Ginsburg, 2007). This can result in a lack of depth in learning, as students prioritize grades over understanding (Levy, 2010). A heavy course load can also limit extracurricular activities, socialization, and self-care, leading to imbalance and symbolic violence (Bourdieu, 1988). Chronic stress can negatively impact academic performance, leading to lower grades and decreased achievement (Darling-Hammond, 2010). Universities must prioritize students'

learning and well-being over bureaucratic efficiency and productivity (Ravitch, 2016).

- ii. **High Expectations:** High expectations, whether from oneself or others, can be a significant source of academic stress for University of Benin students. As scholar David Levin notes, "high expectations can lead to a culture of perfectionism, where students feel they must excel at all costs" (Levin, 2013). This pressure to excel creates a culture of anxiety and fear of failure, where students feel like they are constantly walking on eggshells, fearing failure and disappointment (Levin, 2013). Moreover, this culture of perfectionism also leads to an overemphasis on grades, undermining genuine learning and intellectual exploration, as argued by Alfie Kohn (2011). According to Kohn, "the emphasis on high grades and academic achievement can lead to a 'grade fetish' that undermines genuine learning and intellectual exploration" (Kohn, 2011).
- iii. **Competitive Environment:** A competitive environment is a significant academic factor contributing to academic stress among University of Benin students. According to scholar and psychologist, Andrew Martin, "a competitive environment can foster a culture of cutthroat competition, where students feel pitted against one another for limited resources and recognition" (Martin, 2015). This culture of competition can lead to increased stress levels, as students feel pressure to outperform their peers and fear failure (Martin, 2015). As scholar and education researcher, Janice Gross Stein, notes, "excessive competition can

undermine academic achievement and overall well-being, as students become more focused on beating others than on learning and personal growth" (Stein, 2011). By investigating the relationship between stress factors and academic achievement, this project aims to shed light on the impact of competitive environments on students' academic success and well-being.

- iv. **Lack of Control:** Students may feel a lack of control over their academic environment, leading to feelings of powerlessness and stress (Skinner, 1996). A lack of control is a significant academic factor contributing to academic stress among University of Benin students. When students feel they have little control over their academic environment, assignments, and deadlines, they may experience increased stress levels. As scholar and psychologist, Carol Dweck, notes, "a lack of control can lead to a fixed mindset, where students believe their abilities are fixed and uncontrollable, leading to helplessness and decreased motivation" (Dweck, 2000). Moreover, a lack of control can also lead to a sense of powerlessness, causing students to feel like they are merely passive recipients of information, rather than active participants in their learning process (Bandura, 1997). This can result in decreased academic achievement, as students become disengaged and disconnected from their learning. By investigating the relationship between stress factors and academic achievement, this project aims to shed light on the impact of lack of control on students' academic success and well-being.

- v. **Fear of Failure:** Fear of failure is a pervasive academic factor that significantly contributes to academic stress among University of Benin students. The pressure to succeed and avoid failure can lead to feelings of anxiety, apprehension, and dread, causing students to experience a persistent sense of unease and tension (Covington, 1992). As scholar and psychologist, Martin Covington, notes, "fear of failure can lead to a self-protective mindset, where students prioritize avoiding failure over achieving success" (Covington, 1992). This fear can also lead to a fixed mindset, where students believe their abilities are fixed and uncontrollable, resulting in helplessness and decreased motivation (Dweck, 2000). Furthermore, fear of failure can lead to self-handicapping behaviors, such as procrastination, avoidance, and reduced effort, which can ultimately undermine academic achievement (Jones & Berglas, 1978). By investigating the relationship between stress factors and academic achievement, this project aims to shed light on the impact of fear of failure on students' academic success and well-being.

Students at the University of Benin can manage stress in several ways. These include:

- i. **Self-care:** Self-care is a vital stress management strategy for University of Benin students. According to scholar and self-care expert, Dr. Brené Brown, "self-care is not selfish, it's essential" (Brown, 2018). Self-care involves prioritizing physical, emotional, and mental well-being through activities like exercise, healthy eating, sufficient sleep, and relaxation techniques (Harris et al., 2017). By practicing self-

care, students can reduce stress levels, improve academic performance, and enhance overall well-being (Ginsburg, 2018). As scholar and stress management expert, Kenneth Ginsburg, notes, "self-care is a critical component of stress management, and can help students develop resilience and coping skills" (Ginsburg, 2018).

- ii. **Stress reduction methods** : According to scholar and stress management expert, Dr. Herbert Benson, "stress reduction techniques can help students develop a sense of control and resilience, leading to improved academic performance and overall well-being" (Benson, 2015). One effective stress reduction method is mindfulness meditation, which involves focusing on the present moment to reduce worries about the past or future (Kabat-Zinn, 2003). Regular mindfulness practice can lead to decreased stress levels, improved mood, and enhanced cognitive functioning (Hofmann et al., 2010). Another stress reduction method is deep breathing, which involves slow, intentional breathing to calm the body and mind (Kabat-Zinn, 2003). Deep breathing can help reduce stress and anxiety by slowing down heart rate and promoting relaxation (Benson, 2015). By incorporating stress reduction methods into their daily routine, University of Benin students can better manage stress and promote academic success.
- iii. **Seeking support**: This is a crucial stress management strategy for University of Benin students. According to scholar and support expert, Dr. Tara Brach, "seeking support from others can help students develop a sense of connection and

belonging, leading to reduced stress and improved academic performance" (Brach, 2019). Students can seek support from friends, family, or mental health professionals, such as counselors or therapists (Cohen et al., 2015). Support groups, either in-person or online, can also provide a sense of community and connection (Harris et al., 2017). By seeking support, students can share their experiences, receive emotional support, and develop coping strategies to manage stress and promote academic success.

iv. **Academic support** : This is a vital stress management strategy for University of Benin students. According to scholar and academic support expert, Dr. Jennifer Cleary, "academic support can help students develop a sense of control and competence, leading to reduced stress and improved academic performance" (Cleary, 2018). Students can seek academic support from various sources, including:

- Academic advisors for guidance on course selection and academic planning
- Tutoring centers for additional support in challenging subjects
- Study groups for collaborative learning and peer support
- Online resources, such as academic success websites and online tutoring platforms

By seeking academic support, students can develop effective learning strategies, improve their understanding of course material, and build confidence in their academic abilities, ultimately reducing stress and promoting academic success.

## **2.5 Theoretical framework**

Over the years, numerous theories have emerged to help students comprehend stress, its manifestations, and its impacts. Among these, Lazarus' Stress Theory stands out as a foundational framework for understanding the complex dynamics of stress. As the primary theory supporting our research, Lazarus' Stress Theory provides a comprehensive understanding of stress, its effects on students, and the coping mechanisms that can mitigate its negative impacts.

### **Lazarus Stress Theory**

Lazarus and Folkman's (1984) Transactional Model of Stress provides a framework for understanding the relationship between stress factors and academic achievement among University of Benin students. According to this model, stress arises when students perceive that the demands of their academic environment exceed their personal and social resources, leading to feelings of threat, vulnerability, and inadequate coping abilities. In the context of academic achievement, stress can be particularly detrimental, as it can impede students' ability to learn and perform well academically. University of Benin students may experience various stressors, such as academic workload, social pressures,

and fear of failure, which can negatively impact their academic achievement if not managed effectively. Lazarus (1993) notes that the impact of stress on academic achievement is more closely tied to students' perception of threat, vulnerability, and coping abilities than to the stressful event itself. Therefore, it is essential to investigate how University of Benin students perceive and cope with stressors in their academic environment. The Transactional Model of Stress suggests that students' reactions to stressors vary due to their unique perceptions and coping mechanisms. Some students may employ adaptive coping mechanisms, such as seeking help from teachers or peers, time management, and self-care, to manage stressors effectively. In contrast, others may employ maladaptive coping mechanisms, such as avoidance or denial, which can exacerbate stress and negatively impact academic achievement. This study aims to investigate the relationship between stress factors and academic achievement among University of Benin students, with a focus on the role of coping mechanisms in mitigating the negative effects of stress on academic performance. By exploring how students perceive and cope with stressors in their academic environment, this study can inform the development of interventions aimed at reducing stress and promoting academic success among university students. Lazarus theory of stress believes that academic stress can be assessed in two main ways, namely:

- i. Primary assessment
- ii. Secondary assessment

Primary assessment involves an individual's initial evaluation of a situation as either threatening or positive. There are three things an individual should assess:

- i. How serious is the threat to this person?
- ii. Is it a positive encounter?
- iii. Is it difficult or harmful?

If an individual perceives a situation as threatening, it can trigger a range of negative consequences, including injury, illness, worry, anger, disgust, disappointment, anxiety, and fear. When a student perceives a high probability of failing a particular course, he begins to worry and sometimes he can get sick before the actual event occurs.

Secondary assessment, on the other hand, involves an individual's evaluation of their coping resources and abilities to manage the stressor. This assessment considers factors such as:

- i. The individual's perceived control over the situation
- ii. Their ability to cope with the stressor
- iii. The availability of social support.

If an individual perceives that they have the necessary resources and abilities to use internal options (willpower, internal strength) or external options (peers, professional help) to manage the stressor, they are more likely to experience a sense of challenge and motivation, rather than threat and anxiety. When a student does not understand a

particular lesson, he may choose to devote more time to this particular lesson or ask for help from friends or a teacher. Lazarus theory of stress has also developed two key strategies to handle or manage school stress. They are:

- i. Take control of the problem (Problem-Focused Coping)
- ii. Manage your emotions (Emotion-Focused Coping)

Take control of the problem (Problem-Focused Coping): This means tackling the source of stress head-on. For students, this might mean:

- Breaking down big assignments into smaller tasks
- Making a study schedule and sticking to it
- Asking teachers or classmates for help when needed
- Finding ways to manage time effectively

By taking control of the problem, students can feel more in charge and confident in their abilities.

Manage your emotions (Emotion-Focused Coping): This means finding ways to deal with the feelings of stress and anxiety. For students, this might mean:

- Taking a few deep breaths and relaxing

- Going for a walk or doing some exercise to clear their head
- Talking to a friend, family member, or counselor about their feelings
- Trying to focus on the positive aspects of a situation

By managing their emotions, students can reduce feelings of overwhelm and anxiety, and improve their overall well-being. According to Laurence, Williams and Eiland (2009), theories of stress can be classified into three aspects:

- i. response theories
- ii. stimulus theories
- iii. transaction theories

**Response Theories:** This category includes the work of theorists like Walter Cannon, Philip Bard, Stanley Schachter, and Jerome Singer. Response theories argue that emotions occur even when bodily changes are not present. They suggest that emotional responses to stress occur simultaneously with physiological responses. For example, Cannon's "fight or flight" response theory posits that stress triggers a physiological response that prepares the body to either fight or flee from the stressor (Cannon, 1932).

**Stimulus Theories:** This category focuses on the external stimuli that cause stress. Stimulus theories propose that stress is a response to a specific stimulus or situation. For instance, the stimulus theory of stress suggests that stress occurs when an individual perceives a threat or pressure from their environment (Lazarus, 1966).

**Transaction Theories:** This category views stress as a transaction between the individual and their environment. Transaction theories emphasize the role of cognitive appraisal and coping in the stress process. For example, Lazarus' transactional theory of stress posits that stress occurs when an individual appraises a situation as threatening or harmful, and their coping resources are inadequate to deal with the stressor (Lazarus, 1966).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This study aims to investigate the relationships between stress factors and academic achievement amongst University of Benin Students. To achieve this objective, a quantitative research approach was employed, using a survey design to collect data from a sample of students. This chapter outlines the research methodology used in this study, including the sampling strategy, data collection instruments, data analysis technique, and ethical considerations. The purpose of this chapter is to provide a clear understanding of how data was collected and analyzed, and to establish the validity and reliability of the findings.

#### **3.2 Research Design**

The research design adopted in this research work is the survey research design which involves the usage of self-designed questionnaire in the collection of data. Under the survey research design, primary data of this study was collected from selected Students from the University of Benin, in order to investigate the relationships between stress factors and academic achievement amongst University of Benin Students. The design was chosen because it enables the researcher to collect data without manipulation of any

variables of interest in the study. The design also provides opportunity for equal chance of participation in the study for respondents.

### **3.3 Population of the study**

The population being studied can differ significantly and might consist of people within a specific location, age range, gender, economic background, or those who share a common trait or encounter. The target population for this study was made up of Students of the University of Benin.

### **3.4 Sample Size (Target Population)**

The target population refers to the entire group of individuals, objects, or data points that researchers aim to understand, describe, or make inferences about. It is the population that the researcher wants to generalize the findings to. According to Cresswell (2014), the target population is the group of people or cases to which the researcher wants to apply the findings of the study.

This research will focus on fifty Students in the University of benin. A sample size of fifty (50) students was chosen due to financial and time constraints faced in conducting the study.

### **3.5 Sampling method**

Sampling method refers to the process of selecting a subset of individuals or cases from a larger population, known as the target population. This is typically done to make

inferences about the characteristics of the population. According to Cresswell (2014), The sampling method is a crucial aspect of research design, as it determines the quality and generalizability of the findings ,Arnold and Randall, (2010) also held similar view when it was concluded that sampling deals with the selection of respondents chosen in such a way that represent the total population as good as possible.

A convenience sampling method will be used to identify or get in contact with our respondents. Convenience sampling is a non-probability sampling method where participants are selected based on their availability and ease of access. Self-administered questionnaires were issued to the respondents.

### **3.6 Research Instruments**

The main instruments used to elicit information for the study was questionnaire. The questionnaire was structured to consist of both closed and open-ended type questions which were used to get answers from the respondents. A questionnaire is a research instrument consisting of a series of questions or prompts used to gather information, opinions, or attitudes from individuals or groups. According to Cresswell (2014), Questionnaires are a widely used data collection method in social science research, but their design requires careful consideration to ensure validity and reliability. Creswell and Plano (2011) also highlighted a notable limitation of questionnaires, namely their inflexibility once they have been designed and distributed. Specifically, it becomes challenging to modify the categories of data collected once the questionnaire has been

deployed. However, the use of carefully structured questionnaires offers a significant advantage in terms of collecting large quantities of data efficiently and cost-effectively, while also enabling wider coverage.

### **3.7 Method of Data Collection**

Basically, the source of data collection used in this study was primary. The primary source involves the use of questionnaire. The secondary source is by means of research into journals, published work in the library as well as newspaper articles. The researcher adopted questionnaire in collecting relevant information for the study. The questions asked in the questionnaire were accompanied by multiple choice answers from which the respondents were asked to pick one.

The main reason for using this method of collecting data was to enable the researcher believe that this method would provide the necessary information as well as the ease with which the method would facilitate data collection. This ensured balance and comprehensive information reliable enough for conclusion to be drawn.

### **3.8 Model Specification**

The model for this study was structured to be able to empirically estimate the various causal relationships specified in chapter one of the study. Using a regression equation stated below to capture all the dependent variables and independent variable as used in the study of Ofosuhene and Sammo (2020) we have thus a simple linear regression model as follows:

$$Y = \beta_0 + \beta X + \epsilon$$

Y = Dependent variables (Academic Performance (GPA))

$\beta_0$  = the constant or the intercept

$\beta$  = the regression coefficient

X = the independent variable (Stress Factors (Academic pressure, Financial Difficulties, social support)).

### **3.9 Operationalization of Variables**

The questionnaire was designed to capture the demographic data of respondents and their opinion with respect to the research questions. The questionnaire was divided into four sections, section A was designed to obtain information on the demographic and personal details such as sex, age and level, section B consisted of questions to determine the source of stress, section C elicits on academic performance and section D was structured to know how feel when they are stress. The questionnaire was constructed using a five-point Likert type scale. The respondents were required to indicate the extent of their agreement or disagreement with each statement on a score of one (1) to five (5). A score of one represented strong agreement with the statement, while a score of five represented strong disagreements.

**Table 3.1: Operationalization of Variables**

S/N	Variables	Measuring Scale	Questions
1.	Gender	2- point categorical scale	Q1
2.	Age	3-point interval scale	Q2
3.	Level	4- point categorical scale	Q3
4.	Academic Pressure	5-point likert scale	Q4-Q7
5.	Financial Difficulties	5-point likert scale	Q8-Q11
6.	Social support	5-point likert scale	Q12-Q15
7.	Academic Performance	5-point likert scale	Q16

**Source: Researcher's Compilation, 2024**

### **3.10 Data collection techniques**

During the course of this study primary data was used. The primary source involved self-administered questionnaire and interviews. The questionnaires were administered to the sample of students selected out of the population to obtain information pertaining to investigating into the relationship between stress factors and academic achievement among University of Benin students. This research employed a survey methodology, as it is a widely accepted and cost-effective approach in business research, allowing for the analysis of a large dataset (Saunders et al., 2007). A questionnaire was carefully crafted to address the research objectives and questions. Additionally, secondary data from

reputable sources such as journals and books may be utilized to supplement the findings as needed.

### **3.11 Data Collection Procedure**

The questionnaire was forwarded to the respondents. The respondents were taken through the questions to avoid any doubts that could have occurred. The data was collected through the use of Google forms and the responses were registered as soon it was filled.

### **3.12 Data analysis**

The collected questionnaire data was categorized based on its relevance to specific research objectives. The analysis employed descriptive statistical methods, including measures of central tendency and correlation analysis, to identify patterns and relationships. Additionally, advanced statistical software packages, such as Microsoft Excel and Eview, were utilized to facilitate data analysis. The results will be presented in a clear and concise manner, using tables, frequencies, and percentages to illustrate key findings. Furthermore, visual aids like charts and graphs will be used to enhance understanding and facilitate interpretation of the data. This approach will ensure a comprehensive and accessible presentation of the research outcomes.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter contained the analysis of the data that was collected from the respondents using the research questionnaire. Fifty (50) respondents was study's target sample. To that end, 50 copies of the questionnaire were distributed, filled, retrieved, and used for this study. As a result, this suggested that the study's response rate was approximately 100.00%. E-view student version 12 was used to analyze the data while regression analysis was utilized to draw conclusions about the study hypotheses, descriptive statistics was used to display the findings.

#### 4.2 Demographic Profile of the Respondents

This section presented the demographic profile of the respondents

**Table 4.1: Respondents analysis by Gender**

<b>GENDER</b>	Frequency	Percentage (%)
MALE	30	60
FEMALE	20	40
Total	50	100

*Source: Field survey (2024)*

The table above denoted that 30 representing ( 60%) of the total respondents were male while 20 representing (40%) are female. This has shown that more male responded to the questionnaire than female.

**Table 4.2: Respondents analysis by age**

<b>Age</b>	<b>Frequency</b>	<b>Percent (%)</b>
20 and below	14	28
21 and above	36	72
Total	50	100

*Source: Field survey (2024)*

The table above shows that 14 (28%) of the entire respondents are between the age 20 and below years, and the remaining 36(72%) of the entire respondents were from age 21 and above..

**Table 4.3: Respondent analysis by Education Level**

<b>Academic Level</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
100	0	0
200	12	24.5
300	13	26.5
400	19	38
500	6	11
<b>Total</b>	50	100

*Source: Field survey (2024)*

The above table indicated that 0 (0%) represents students from 100 level, 12 (24.5 %) represents 200level students, 13 (26.5%) represents 300level students while 19 (38%) represents students from 400level and 6 (11%) were students from 500level.

### 4.3 Descriptive Statistics

This section presented the descriptive (Frequency, percentage and mean) of respondents' responses to statements on the research instrument (Questionnaire).

**Table 4.4: Academic Pressure**

S/N	STATEMENTS	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
1	I feel overwhelmed by my coursework	7 (14)	23 (46)	7 (14)	9 (18)	4 (8)	3.4
2	I worry about not meeting my academic expectations.	15 (30)	21 (42)	3 (6)	6 (12)	5 (10)	3.7
3	I feel stressed about my grades and academic performance.	12 (24)	25 (50)	3 (6)	8 (16)	2 (4)	3.92
4	I have difficulty managing my time effectively for my studies	15 (30)	21 (42)	4 (8)	7 (14)	3 (6)	3.76
<b>Overall mean (Grand mean)</b>							<b>3.70</b>

*Source: Researcher's Fieldwork (2024)*

From Table 4.4, majority of the respondents' agreed 30 (60%) with the statement that I feel overwhelmed by my coursework with a mean score of 3.4 while majority of them 36 (72%) also agreed with the statement that I worry about not meeting my academic expectations with a mean score of 3.7. There was agreement of 37 (74%) on the statement "I feel stressed about my grades and academic performance" with a mean score

of 3.92. 36 (72%) agreed with the statement “I have difficulty managing my time effectively for my studies” with a mean score of 3.76. The overall mean score of 3.70 indicates that majority of the respondents agreed with the items in Table 4.4

**Table 4.5: Financial Difficulties**

S/N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
6	I worry about not having enough money to cover my expenses	20 (40)	24 (48)	2 (4)	3 (6)	1 (2)	4.18
7	I have difficulty paying my bills on time	21 (42)	24 (48)	2 (4)	1 (2)	2 (4)	4.22
8	I feel stressed about my financial situation.	17 (34)	28 (56)	2 (4)	2 (4)	1 (2)	4.16
9	I have to work multiple jobs to make ends meet.	22 (44)	17 (34)	1 (2)	8 (16)	2 (4)	3.98
<b>Overall mean (Grand mean)</b>							<b>4.14</b>

*Source: Researcher’s Fieldwork (2024)*

From Table 4.5 above, majority of the respondents’ agreed 44 (88%) with the statement that I worry about not having enough money to cover my expenses with a mean score of 4.18. Furthermore, majority of the respondents 45 (90%) agreed with the statement “I have difficulty paying my bills on time” with a mean score of 4.22, while majority of them 45 (90%) also agreed with the statement “I feel stressed about my financial situation.” with a mean score of 4.16. Also majority of respondents 39 (78%) agreed with the statement “I have to work multiple jobs to make ends meet.” with a mean score of

S/N	STATEMENTS	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
11	I receive adequate emotional support from my family members	18 (36)	25 (50)	3 (6)	3 (6)	1 (2)	4.12
12	I feel supported by my friends during challenging time	20 (40)	23 (46)	4 (8)	2 (4)	1 (2)	4.18
13	I have course mates whom I can rely on for academic and personal support.	24 (48)	18 (36)	4 (8)	2 (4)	2 (4)	4.2
14	University staffs are accessible and willing to provide assistance when needed.	17 (34)	16 (32)	5 (10)	7 (14)	5 (10)	3.66
<b>Overall mean (Grand mean)</b>							<b>4.16</b>

3.98. The overall mean score of 4.14 indicates that majority of the respondents agreed with most of the items in Table 4.5.

#### **Table 4.6: Social Pressure**

**Source: Researcher’s Fieldwork (2024)**

From Table 4.6, majority of the respondents’ agreed 43 (86 %) with the statement that “I receive adequate emotional support from my family members” with a mean score of 4.12, while majority of them 43 (86%) also agreed with the statement “I feel supported by my friends during challenging time” with a mean score of 4.18. Also, majority of the

respondent 42(84%) on the statement “I have course mates whom I can rely on for academic and personal support.” with a mean score of 4.2. Furthermore majority of the respondent 33 (66%) agreed with the statement “University staffs are accessible and willing to provide assistance when needed.” with the mean score of 3.66. The overall mean score of 4.16 indicates that majority of the respondents agreed with the items in Table 4.6.

#### **4.4 Regression Analysis and Hypotheses Testing**

The research hypotheses were tested utilising regression analysis in order to achieve the current study's objectives. The hypothesis were evaluated with an Alpha level of significance of 0.05 (Decision rule: computed level of significance  $<0.05$ , reject null hypothesis; computed level of significance  $>0.05$ , accept null hypothesis).

**H<sub>0</sub>: Null Hypothesis**

**H<sub>i</sub>: Alternative Hypothesis**

**Hypothesis One**

**H<sub>0</sub>:** There is no significant correlation between academic pressure and academic performance (GPA) University of Benin students

**H<sub>1</sub>:** There is a significant correlation between academic pressure and academic performance (GPA) University of Benin students

**Table: 4.7: Regression Output of Academic pressure and Academic Performance**

<b>VARIABLE</b>	<b>CO-EFFICIENT</b>	<b>Std. ERROR</b>	<b>t-STATISTIC</b>	<b>PROB.</b>
<b>C</b>	5.649881	0.412593	13.69361	0.0000
<b>ACADEMIC PRESSURE</b>	-0.530878	0.093975	-5.649167	0.0000
R - Squared 0.399347	Mean dependent var 3.332600			
Adj. R 0.386834	S.D. dependent var 0.400759			
S.E. of regression 0.313814	Durbin-Watson stat 1.674548			
Sum squared resid. 4.726993	Akaike info criterion 0.559143			
Log likelihood 11.97858	-	Hannan-Quinn criter. 0.588268		
F-statistic 31.91309	Schwarz criterion 0.635624			
Prob(F-statistic) 0.000001				

**Source: E-view student version 12**

The coefficient of -0.530878 suggests a negative relationship between academic pressure and GPA. For every unit increase in academic pressure, the GPA decreases by approximately 0.531 points, holding other factors constant. The p-value for this coefficient is 0.0000, which is well below the typical alpha level of 0.05. This indicates that the coefficient is highly statistically significant. The R-squared value of 0.399347

means that approximately 39.93% of the variability in GPA is explained by academic pressure. This is a moderate proportion, indicating that academic pressure explains a significant portion of the variance in GPA. The adjusted R-squared value of 0.386834, which adjusts for the number of predictors in the model, is slightly lower than the R-squared, suggesting a good fit of the model. The F-statistic of 31.91309 with a p-value of 0.000001 indicates that the overall model is highly statistically significant.

**Conclusion:**

Based on the provided results, we reject the null hypothesis at the 5% significance level. There is strong evidence to suggest a significant negative correlation between academic pressure and academic performance (GPA) among University of Benin students.

The negative coefficient for academic pressure implies that higher academic pressure is associated with lower GPA, and the high statistical significance confirms the robustness of this finding. The model explains a moderate portion of the variance in GPA, indicating a substantial impact of academic pressure on academic performance.

**Hypothesis Two:**

**H<sub>0</sub>:** Financial difficulties have no significant impact on academic performance among University of Benin students

**H<sub>1</sub>:** Financial difficulties have a significant impact on academic performance among University of Benin students

**Table: 4.8: Regression Output of Financial Difficulties and Academic Performance**

VARIABLE	CO-EFFICIENT	Std. ERROR	t-STATISTIC	PROB.
<b>C</b>	4.771011	0.364125	13.10268	0.0000
<b>Financial Difficulties</b>	-0.334514	0.083890	-3.987539	0.0002
R - Squared	0.248832	Mean dependent var		3.332600
Adj. R	0.233182	S.D. dependent var		0.400759
S.E. of regression	0.350937	Durbin-Watson stat		1.569538
Sum squared resid.	5.911515	Akaike info criterion		0.782756
Log likelihood	-17.56891	Hannan-Quinn criter.		0.811881
F-statistic	15.90046	Schwarz criterion		0.859237
Prob(F-statistic)	0.000227			

*Source: E-view student Version 12*

The coefficient of -0.334514 suggests a negative relationship between financial difficulties and GPA. For every unit increase in financial difficulties, the GPA decreases by approximately 0.335 points, holding other factors constant. The p-value for this coefficient is 0.0002, which is well below the typical alpha level of 0.05. This indicates that the coefficient is highly statistically significant. The R-squared value of 0.248832

means that approximately 24.88% of the variability in GPA is explained by financial difficulties. This indicates that financial difficulties explain a modest portion of the variance in GPA. The adjusted R-squared value of 0.233182, which adjusts for the number of predictors in the model, is slightly lower than the R-squared, suggesting a reasonable fit of the model. The F-statistic of 15.90046 with a p-value of 0.000227 indicates that the overall model is highly statistically significant.

**Conclusion:**

Based on the provided results, we reject the null hypothesis at the 5% significance level. There is strong evidence to suggest a significant negative impact of financial difficulties on academic performance (GPA) among University of Benin students. The negative coefficient for financial difficulties implies that higher financial difficulties are associated with lower GPA, and the high statistical significance confirms the robustness of this finding. The model explains a moderate portion of the variance in GPA, indicating a substantial impact of financial difficulties on academic performance.

**Hypothesis Three:**

**H<sub>0</sub>:** Social support has no significant impact on academic performance among university of Benin Students.

**H<sub>1</sub>:** Social support has a significant impact on academic performance among university of Benin Students.

**Table: 4.9: Regression Output of Social Support and Academic Performance**

<b>VARIABLE</b>	<b>CO-EFFICIENT</b>	<b>Std. ERROR</b>	<b>t-STATISTIC</b>	<b>PROB.</b>
<b>C</b>	4.004601	0.288148	13.89772	0.0000
<b>Social Support</b>	-0.165517	0.069707	-2.374474	0.0216
R - Squared	0.305114	Mean dependent var		3.332600
Adj. R	0.286471	S.D. dependent var		0.400759
S.E. of regression	0.383040	Durbin-Watson stat		1.513057
Sum squared resid.	7.042539	Akaike info criterion		0.957823
Log likelihood	-	Hannan-Quinn criter.		0.986947
	21.94557	Schwarz criterion		1.034304
F-statistic				
	15.638125			
Prob(F-statistic)				
	0.021620			

**Source: E-view student Version 12**

The coefficient of -0.165517 suggests a negative relationship between social support and GPA. For every unit increase in social support, the GPA decreases by approximately 0.166 points, holding other factors constant. The p-value for this coefficient is 0.0216,

which is below the typical alpha level of 0.05. This indicates that the coefficient is statistically significant at the 5% level. The R-squared value of 0.305114 means that approximately 30.51% of the variability in GPA is explained by social support. This is a moderate proportion, indicating how social support explains the variance in GPA. The adjusted R-squared value of 0.286471, suggesting a reasonable fit of the model. The F-statistic of 5.638125 with a p-value of 0.021620 indicates that the overall model is statistically significant at the 5% level.

**Conclusion:**

Based on the provided results, we reject the null hypothesis at the 5% significance level. There is evidence to suggest a significant impact of social support on academic performance (GPA) among University of Benin students.

The negative coefficient for social support implies that higher levels of social support are associated with lower GPA, and the statistical significance confirms the robustness of this finding. However, the low R-squared value indicates that social support explains only a small portion of the variance in GPA, suggesting that other factors may also play a significant role in determining academic performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This section outlines the primary objective of the study, which is to investigate the relationship between stress factors and academic achievement among University of Benin students. It provides a concise summary of the key findings, conclusions, and recommendations discussed in this chapter, focusing on the impact of stressors on students' academic performance.

#### **5.2 Summary of Findings**

The study investigating the relationship between stress factors and academic achievement among University of Benin students has revealed significant insights into the challenges impacting students' academic performance. Through an analysis of academic pressure, financial difficulties, and social pressures, this research has illuminated the critical stressors affecting students' ability to excel academically. The findings emphasize that academic pressure, including feelings of being overwhelmed by coursework and concerns about meeting academic expectations, significantly correlate with students' academic performance. Moreover, financial pressures, such as worries about covering expenses and the necessity of multiple jobs, exert a notable negative impact on student academic

outcomes. Social pressures, while generally supportive from family and friends, indicate a need for improved institutional support from university staff.

By addressing these stress factors through targeted interventions could potentially alleviate their detrimental effects on academic achievement. Implementing strategies to enhance academic support, financial assistance, and institutional resources could effectively support students in managing stress and improving their overall academic success at the University of Benin.

### **5.3 Conclusion**

The study investigating the relationship between stress factors and academic achievement among University of Benin students has revealed significant insights into the challenges influencing academic performance. Academic pressure, financial difficulties, and social pressures emerged as critical stressors impacting students. Addressing these factors through targeted interventions, including enhanced academic support and institutional resources, is essential for improving student success and well-being. By prioritizing these areas, the university can better support students in achieving academic excellence and overall personal development.

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