

**THE INFLUENCE OF STRESS ON ACADEMIC PERFORMANCE
OF UNDERGRADUATES: A CASE STUDY OF FACULTY OF
EDUCATION, UNIVERSITY OF BENIN.**

BY

**AGBONAVBARE EMMANUEL
EDU1709298**

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY,
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JANUARY, 2023

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**A RESEARCH PROJECT SUBMITTED TO FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO STATE,
IN PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF BACHELOR OF SCIENCE (EDUCATION) B.Sc. (Ed.)
DEGREE IN HUMAN KINETICS AND SPORTS SCIENCE,
UNIVERSITY OF BENIN, BENIN CITY.**

JANUARY, 2023

DEDICATION

This project work is dedicated to God almighty, the one who gave me life, wisdom, knowledge and other things I needed to complete this work.

ACKNOWLEDGEMENTS

My profound gratitude to God almighty for Grace, protection and infinite mercy that has been seeing me through my course of study till now.

The researcher wishes to express his heartfelt gratitude to all the people who contributed to the success of this study. Great acknowledgements are extended to my supervisor, Mr. Lator Chukwuma Sunday for his competence, exceptional guidance as well as his willingness to share his knowledge throughout this study. I really learned a lot from his critical but constructive comments.

Also my wonderful Lecturers of the department, Prof's E.O. Ojeme, S.O. Aibuekun, S.M Adodo, Drs Mrs A. Efe-Aigbovo, S. Ogbouma, Mr. Aluya Christopher, Miss Celine Abayomi and of course my amiable Head of Department, Dr Gabriel E. Arianru, I thank you all for the knowledge and discipline you have imparted in me. For the direct and indirect influence on me although the course of my study and stay in Uniben. To the other staff of department who impacted in me positively I say God bless them.

I want to sincerely appreciate my mother Mrs Grace umweni and my friend Igbinoba Omosefe Wealth for their financial, moral love and spiritual support all through my study in Uniben.

My amazing siblings, Andrew, Joshua, Solomon, Blessing Agbonavbare. My friends who where always standing by me in rough and good time, Obireh Emmanuel, Igbinoba Omosefe Wealth, kelvin Osaremwenda, William Ebodaghe, Marvelous Oviagbonya, Godstime Robinson, Divine Ukeghe, Queen Osaro. I am tremendously grateful for all your moral support.

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ABSTRACT

Academic performance of students in universities has been associated with underlying problems, one of which is that of students' stress. This study therefore aims to determine the influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State. In order to carry out the task, four research questions were raised and one hypothesis formulated which was tested at 0.05 level of significance. The descriptive survey research design was used for the study. The population of the study comprised 6576 undergraduates. The data was collected using simple random technique and a sample size of 380 undergraduate students from the eight (8) departments in the Faculty of Education, University of Benin, Benin city, was used for the study.

The research instrument used for the study was a self-structured questionnaire. The validity of the instrument was subjected to scrutiny and the test-retest reliability technique was used to ascertain its reliability. The correlation coefficient computed was 0.82 indicating that the instrument was reliable. The data was analysed using descriptive statistics such as frequency, percentages and means, while chi-square statistics was used to test the hypothesis. Results revealed that undergraduate students of University of Benin were having stressed times in certain areas of their academic life such as: overall study habits, organizing time, listening and taking notes, writing test/examinations, financial concerns/hardships, campus environment, and course requirements. Majority (66.6%) of the respondents reported to have high stress levels while, the stress level for 18.9% of the respondents is moderate and for 14.5% of the respondents, it is low. The chi-square test carried out confirmed that there is a significant relationship between students' stress levels and their academic performance in the University of Benin.

In conclusion, students have to set priorities in light of their resources to avoid stressful situations. Recommendations were made that stress intervention programs be designed to address stress of University students. Coping strategies that deals with one's own thoughts and feelings can be facilitated by accessible professional and peer counselling, student support groups, and adequate course advising. Also, students themselves must develop effective study habits by giving appropriate time that must fulfil the demand of their course.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education in Nigeria is an instrument for effecting national development (Arisi, 2008). Education not only provides knowledge and skills, but also inculcates values, fostering right attitude and habits. Formal education takes place in schools and schools have no worth without students. Students are more essential asset for any educational institute (Ukeje, 2010). According to Ogwa (2012), the social and economic development of the country is directly linked with students' academic performance. The students' performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country and this is responsible for the country's economic and social development (Ukeje, 2010).

Studies by Ogwa (2012) on tertiary education found out that universities are an important part of the educational system. However, the main challenges in Universities seem to be academic performance of students. Academic performance of students is becoming worrisome and this has remained a matter of grave concern to many educationists (Aremu, 2001). Students have many obstacles to overcome in order to achieve their optimal academic performance (Arisi, 2008). Students' academic

performance measurement has therefore received considerable attention in previous research.

Academic performance of students in universities has been associated with underlying problems, one of which is that of students' stress (Arisi, 2008). An enabling environment is therefore required for undergraduate students to achieve optimal academic performance. Parents are required to place top priority on housing, food, clothing and health care. However, educational logs and books may appear to be luxuries and parents may not have the time, resources, energy, or knowledge to fund innovative and less-expensive ways to foster student's development. Families with lower socio-economic status often lack the financial, social and educational support that characterizes families with high socio-economic status. Lower income families have inadequate or limited access to community resources that promote and support children's development (Eresimadu, 2008).

According to Ukeje (2010), stress is the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfil/meet up these demands. Stress is a common problem to male and female students in university and the way it is managed may reflect in their academic performance (Chima, 2007). A total of 70% of the undergraduates experienced stress (Kleemann, 2014). The effects of stress can be positive or negative. Positively-used stress can be a motivator for an improved quality

of life. Stress can be negative, when it becomes destructive as a result of how an individual negatively perceived it and reacted to it (Nwagwu, 2009).

Moreover, college students have a unique cluster of stressful experiences or stressors. According to Womble (2003) there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to university life. Second, due to the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by university students. In addition, students in university experience stress related to academic requirements, support systems, and ineffective coping skills.

However, a number of studies have found a relationship between stress and poor academic performance (Nwagwu, 2009; Eresimadu, 2008; Ukeje, 2010). Ukeje (2010) have found that there is a significant negative correlation between the stress levels of college students and their academic performance. In a similar study, Nwagwu (2009) found an inverse relationship between self-reported stress level and academic performance. Stress pervades the life of students and tends to impact adversely on their mental and physical health, and their ability to perform school work effectively (Kleemann, 2014).

Though most of the research findings support the negative relationship between stress and academic performance, few researchers (Clark and Rieker, 2011; Blonna, 2012) found opposing results. In the study by Womble (2003), he did not find any relationship between perceived stress and academic performance of college students. It is against this backdrop that this study aims to examine the influence of stress on the academic performance of undergraduate students using the Faculty of Education, University of Benin, Benin City, Edo State as a case study.

Statement of the Problem

Academic performance, which is measured by the examination results, is one of the major goals of any educational institution. Nwagwu (2009) argued that schools are established with the aim of imparting knowledge and skills to those who go through them, and behind all this is the idea of enhancing good academic performance. However, stakeholders in education have noted that while some students perform highly in exams, others do not perform well. They are concerned about those who do not perform well. If this poor performance goes unchecked, the aim of university education which is a preparatory ground for the workforce may be defeated which may result in loss of confidence in university education.

However, some students have reported high levels of stress as the reason for their poor performances; others gave other reasons as the cause of their poor performance.

Much as the situation described here causes concern, it is not yet known how come students fail to attain the standards expected of them. Based on extant literature, there is lack of sufficient research in the case of undergraduates in the University of Benin as to what influence stress has on the academic performance of undergraduate students in the institution. The researcher would therefore like to establish the influence of stress on academic performance of undergraduates using University of Benin, Benin City, Edo State as a case study.

Purpose of the Study

The purpose of this study is to determine the influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State.

Based on the foregoing, the following specific objectives were derived:

1. To determine the stress levels of undergraduate students in the University of Benin, Benin City, Edo State.
2. To determine the influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State.
3. To determine the sources of stress among undergraduate students in the University of Benin, Benin City, Edo State.
4. To determine the coping strategies of undergraduate students as regards stress

Research Questions

The following research questions raised to guide the study;

1. What is the stress level of undergraduate students in the University of Benin, Benin City, Edo State?
2. What is the influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State?
3. What are the sources of stress among undergraduate students in the University of Benin, Benin City, Edo State?
4. What are the strategies employed by undergraduate students in coping with stress?

Hypothesis

Based on the research questions stated above, the following null hypothesis was formulated for this study:

H₀: There is no significant relationship between students' stress levels and their academic performance in University of Benin, Benin City, Edo State

Significance of the Study

The findings of this study would be beneficial to undergraduate students in tertiary institutions as it would enable to them to be aware of the dangers of stress to their

academic performance and thus help them to be able to manage their stress levels in schools for optimal academic performance.

The findings of this study would be significant to parents and guardians of undergraduate students in tertiary institutions as it would be an eye-opener for them on the need to provide all the necessary educational requirements for their wards so as to reduce their stress levels in school.

This study is significant as the result would encourage heads of department in Universities to put certain school factors in place which have influence on students' stress levels and hence, make necessary amends for the purpose of achieving better results. Therefore, the findings of this study would be very useful at the various decision making levels in the Universities both in public and private tertiary institutions. By adopting some of the suggestions given in this study, stakeholders, lecturers are expected to have some level of improved performance among students.

This study would also be a source of reference to other researchers intending to study academic performance of secondary school students in any discipline.

Scope/Delimitation of the Study

This study focused on the influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State. The study will however be

delimited to stress factors of undergraduate students. Hence, undergraduate students in the different departments of the Faculty Education, University of Benin will be used for the study. The variables of the study include: stress level of undergraduates; influence of stress on students' academic performance; sources of stress among students; and coping strategies of students as regards managing stress.

Definition of Terms

For the purpose of clarification and easy understanding of some terms used in this study, the following definitions are hereby put forth:

1. **Academic performance:** This is the extent to which a student has achieved his/her short or long-term educational goals.
2. **Stress:** Stress is the non-specific response of the body to any demand for change.
3. **Socioeconomic Status:** This is based on family income, parental education level, parental occupation and social status in the community.
4. **School Factors:** These are factors such as teacher's quality, class size, and school building within the school environment which may influence on students' performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature and is organized under the following subheadings:

- Theoretical Framework
- Stress and Stressors in a Tertiary Environment
- Sources of stress
- Effects of stress
- Coping with stress
- Academic Performance of University Students
- Stress and Academic Performance
- Empirical Review
- Summary of Related Literature Reviewed

Theoretical Framework

The theory adopted for this study was derived from the system's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory according to Koontz and Weihrich (1988) postulated that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They added that the

inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (inputs) are admitted into the university, with different socio-economic backgrounds and varying personal factors. When they get into the university system, the students gets transformed through the process of teaching and learning, and the students output is seen through their academic performance.

Robbins (1980) argued that organizations were increasingly described as absorbers, processors and generators and that the organizational system could be envisaged as made up of several interdependent factors. System advocates, according to Robbins (1980) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, processors and the generators should function well in order to achieve the desired outcome. Salami (1997) in agreement with Robbins (1980) argued that all systems must work in harmony in order to achieve the overall goals. According to the input or output model, it is assumed that the students with high socio-economic background and well coped stress will perform well if the university facilities are good, the lecturers and the university management are good which may not always be the case.

The selection of the model is based on the belief that, the quality of input invariably affects quality of output which in this case is academic performance (Acato, 2006).

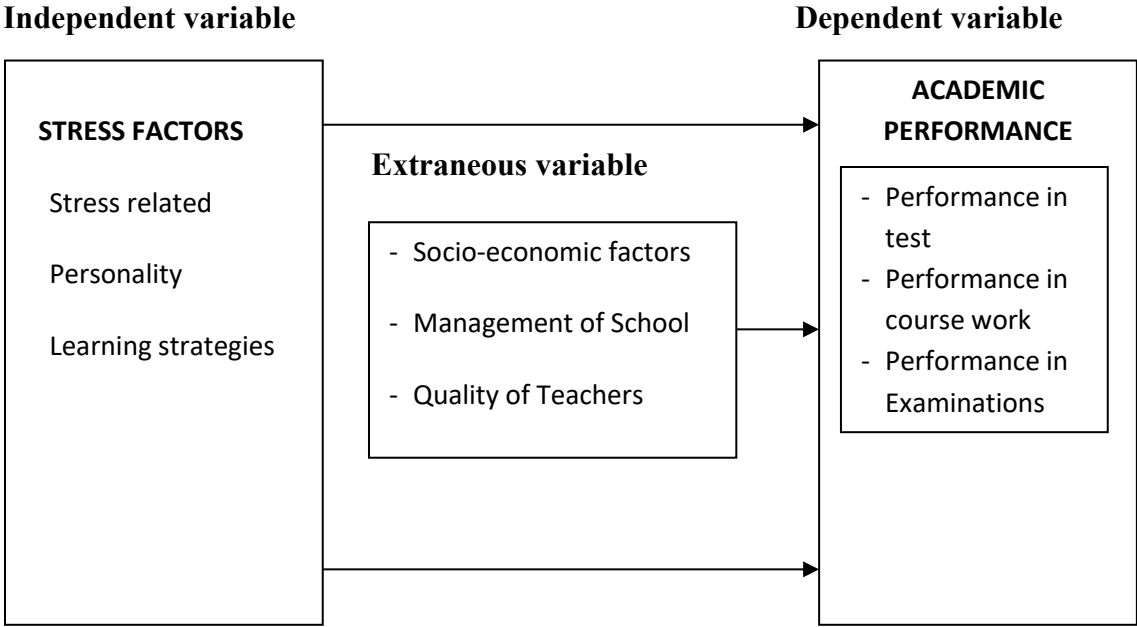


Fig. 1: Conceptual framework model as Adapted from Wayne & Youngs (2003)

Figure 1 shows the lineage between stress factors and academic performance. It shows that academic performance as a dependent variable is related to the independent variable (stress).

Stress and Stressors in a Tertiary Environment

The concept “stress” lacks universally accepted definition, necessitating Burnip (2006) to conclude that despite the vast amount of information produced and available, substantial disagreements still persist. Initially, stress was perceived as a pressure from the environment, then as a strain within the person. The generally accepted definition today is one of interaction between the situation and the individual (Womble, 2003). Clark & Rieker (2011) defined stress as a condition, or feeling, experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. Similarly, Wayne and Youngs (2003) stated that stress is a mental or physical phenomenon formed through one’s cognitive appraisal of the stimulation and is a result of one’s interaction with the environment. According to Greenberg and Baron (2000), stress is personal, physiological and emotional reactions against stimulus. Stress is the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfil these demands (Wayne & Youngs, 2003; Topper, 2007; Ukeje, 2010). The existence of stress according to Chen (2009) depends on the presence of the stressors. Yusuf (2005) and Mwamwenda (2015) defined stressor as anything that challenges an individual’s adaptability or stimulates an individual’s body or mentality. Similarly, Basavanthappa (2004) suggested a stressor is an event or any stimulus that cause an individual to experience stress. Two of the most important categories of stressors that have been researched at the tertiary environment are academic and

institutional stressors. Academic stress is a product of a combination of academic related demands that exceed the adaptive resources available to an individual (Ukeje, 2010).

Mwamwenda (2015) defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress echoes individual's perception of academic frustration, academic conflict, academic pressure and academic anxiety which are synonymous with the components of academic stress. Some of these academic stressors include; poor time management (Ogwa, 2012); studying for exams (Arowolo, 2014); coursework (Robotham, 2008); setting realistic academic targets (Ukeje, 2010); adjustment during the transition period (Baker, 2003); high competitiveness among students and information overload (Mwamwenda, 2015); pressure from studies (Nwagwu, 2009); requirement to meet assessment deadlines (Arisi, 2008); college admission procedures (Blonna, 2012) and course load (TalibandZai-ur-Rehman, 2012). Institutional stress on the other hand occurs as a result of problems encountered in the institution's environment (Arowolo, 2014). Institutional level stressors examined in the literature include overcrowded lecture halls, inadequate resources to perform academic work (Agolla & Ongori, 2009; Awino & Agolla, 2008; Ongori, 2007). Others include pressure to perform well in the examination, and test and time allocated (Erkutluand Chafra, 2006; Polychronopoulou & Divaris, 2005).

Sources of stress

Psacharopoulos and Woodhall (2015) defined the sources of stress as every circumstance or event that threatens to disrupt people's daily functioning and causes them to make adjustments. These sources of stress according to them are called "stressors".

Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance (Wayne & Youngs, 2003). However, they differ from the degree of severity and duration of stress; what is stressful for an individual may not be a stressor for another. For example, missing some lectures may be stressful for the first year undergraduate students, but may not be stressful for another student depending on his or her degree of expectations. Taking his final exams or sitting in rush hour traffic is not equivalent to being attacked by an angry lion, where high arousal could facilitate fighting or fleeing. Catastrophic events, major life changes, and daily hassles are regarded as major categories of stressors that create demands to which people must adjust.

Blonna (2012) viewed catastrophes as an unexpected life-threatening calamity or disaster that cause individuals to be unable to cope with it. For instance, wars, floods, hurricanes, fires, earthquakes, sexual assaults and tornadoes are common catastrophes. Major life changes (such as losing a job, divorce, illness, death of a spouse or family member, and imprisonment) can be regarded as stressful situations for every adult. Most

stress people experience in their everyday lives is caused by daily hassles (Blonna, 2012). Daily hassles can also be viewed as the irritations, pressures, and annoyances that might not be significant stressors by themselves, but whose cumulative effects can be significant. This can be related to individuals' jobs, everyday living circumstances and personal relationships (United Nations Educational Scientific Cultural Organisation (UNESCO), 2004).

Effects of stress

It has been argued that an individual can have possibly anxious thoughts, difficulty to concentrate or remember because of being stressed. Stress can lead also to change in people's behaviours, such as nail biting, heavy breathing, teeth clenching and hand wringing. When people are stressed, they may feel cold hands and feet, butterflies in stomach, and sometimes-increased heart rate, which all are regarded as common physiological effects of stress, which can be connected to emotion or anxiety (Ukeje, 2010).

Physical and psychological responses to stress generally occur together, principally when stressors become more intense. However, one category of stress responses can influence other responses. For instance, mild chest pain may lead to the psychological stress response of worrying about getting a heart attack. Physical responses can be when a person escapes from a terrible accident or some other frightening events, he or she will

experience rapid breathing, increased heart beating, sweating, and even shaking little later. These reactions are part of a general pattern known as the fight-or-flight syndrome. The psychological responses to stress can appear as changes in emotions, thoughts (cognition), and behaviours (Blonna, 2012).

Coping with Stress

Stress does not affect all people equally, but stress can lead to illness and negative experiences. Coping with stress is therefore an important factor. It affects whether and how people search for medical care and social support and how they believe the advice of the professionals (Passer & Smith, 2007).

The transactional model of stress and coping (Psacharopoulos and Woodhall, 2015), is an approach for evaluating the coping processes of stressful situations. Stressful situations are viewed as the transactions between an individual and the environment. However, the external stressors play an important role in these transactions. Two important types of appraisal characterize these transactions: appraisal of the stressor by the person, and appraisal of the stressor in terms of social and cultural resources available to the person.

The first appraisal known also as primary appraisal is resulting from a person examining or appraising the potential threat when facing a stressor. The primary appraisal

is described as an individual evaluation of major effects of an event, as stressful, positive, controllable, and challenging or irrelevant. The second appraisal is the assessment of the available resources and options available to a person in order to cope with the actual stressor. It is an appropriate action taken by a person to find a solution (Munda, Tanui & Kaberia, 2000).

There are several interventions that can be used to cope with stress. There are varieties of coping skills that can be introduced to help students cope with stress. In order for students to eliminate the negative stress that they have, they need to identify the source of the stressor(s). The coping skills that are selected by the student need to be techniques that fit their personal needs.

The first intervention that has been known to be helpful is social support. Social support is helpful because it provides the individual with feedback, validation and a sense that one can master one's environment (Psacharopoulos & Woodhall, 2015). Social support also consists of interactions where meaningful support occurs between people. Students can use these social supports to help them get through the stress that they are experiencing. Social support has been found to be important in many college students' lives. Social support can help by offering distractions from unhappiness caused by stress, or by helping the student rework and change personal perspectives on what has happened.

Students who are experiencing homesickness need to have a support system so they can let out their feelings. Many of these students are known to be depressed and this matter needs to be worked with in more detail, whether in a support group or with a counsellor. Universities provide counselling services for students who are having a hard time adjusting or who need help in any way. Getting this support system going is one way to help the extreme stress that is occurring.

Academic Performance of University Students

Academic performance is the single indicator of the quality of time a student spent at school. Over the years, academic performance at different levels of education is measured in terms of examination performance (Kyoshaba 2009). University academic performance is a factor of earlier pre-university training (Aladejana, 2010). Atibuni (2012) who noted that students undergo rote memorization, drill, and practice in order to pass exams for university entry further emphasizes this. Such efforts may actually pay off because study findings indicate that there is a significant relationship between advanced secondary level results and university academic performance (Kyoshaba, 2009). Furthermore, society has placed undefined demands on students to perform well while in school right from secondary level (Chima, 2007) to university level (Ang & Huan, 2006). This practice is reinforced by the belief of academia and employers that high school

grades are the best predictors of university performance and that university performance is the best indicator for job performance (Kuncel, Crede & Thomas, 2005).

The academic performance of university students is measured using the grade point average (GPA) and cumulated grade point average (CGPA), which are in consideration of semester course work and final examinations (Plant, Ericsson, Hill, & Asberg, 2005). The student's GPA is considered a summary of his or her learning and is therefore used to make important decisions about him or her (Burnip, 2006). Hence the emphasis that a good GPA is a gate-pass to better life opportunities for good jobs, better salaries, and higher education (Ang & Huan, 2006).

From the GPA, university degrees are further classified, that is; first class honours (4.50-5.00), second class (upper division) (3.50-4.49), second-class (lower division) (2.50-3.49), third class (1.50-2.49), and a pass degree (1.00-1.49). While the degree class of an individual is seen as summative assessment of academic achievement, a student with an overall average mark of 60% may attain a second-class upper degree, while one with 59.9% may have a second-class lower degree that poses definite inequalities in employment opportunities. As a result, the need to include performance indicators on the university transcripts was considered in the United Kingdom in order to consider the individual differences between students (Smith & Naylor, 2001). The course of study presents evident differences in the academic achievement of university students. The

academic performance of students pursuing science-based courses is of a flat distribution whereas those pursuing humanities belong mostly to first class and second-class upper honours (Yorke, 2009).

Earlier research by Astin (1973) suggested that the living environment of students has an impact on academic performance, that is, the experience and support system in the residential area affects academic achievement. This was confirmed by Mwamwenda (2015) that students in on-campus residence halls had a GPA advantage compared to those in off-campus residence halls. Working students were documented to struggle to maintain a good academic performance (Robotham, 2008). Ukeje (2010) revealed that the time spent at work was associated with a lower GPA. Furthermore, the majority of the students believed that having a job might interfere with their academic work and in turn their academic performance (Krause, Hartley, James, & McInnis, 2005).

In conclusion, university life requires the students to find a balance in their life while considering timetables, meeting coursework deadlines; self-regulated learning, and other social responsibilities (Atibuni, 2012). While striving towards academic success in the face of academic, social, and personal demands, students have to set priorities in light of their resources to avoid stressful situations. The study habits of the students therefore help them maximize the available resources like time, finances, social and family support, and institutional administration to manoeuvre their potential stressors.

Stress and Academic Performance

The review of literature will be covering a multitude of areas in relation to undergraduate students' stress. The areas that will be discussed are: freshmen transition, homesickness, test anxiety, course overload, making new friends and interventions to help cope with the stress students may be experiencing.

The concept of stress has been gaining more and more attention in popular press as well as in professional literature in almost every field (Psacharopoulos & Woodhall, 2015). A review of literature has shown that there is a strong relationship between stress and undergraduate students (Arisi, 2008). One important factor to consider when researching stress is to explore which sources of stress are beneficial and which sources are detrimental (Arisi, 2008). Some individuals are more sensitive or prone to some stressors than others. Stress is caused by environmental and internal demands that need to be adjusted continuously. These environmental and internal demands will vary from persons to person amongst which include:

i. Freshmen Transition

Being in a different environment can cause first year students a great deal of stress. Individuals often move away from home for the first time during this period and are cut off from family and friends who have provided significant social support in their lives (Aduwa-Ogiegbaen & Iyamu, 2009). Studies have shown that the period of greatest stress during students' transition to college is in the first weeks and months of classes (Mwamwenda, 2015; Ogwa, 2012; Womble, 2003). The more life changes they go through, the more stress they are likely to feel. Students must adjust to being away from home for the first time, maintain a high level of academic achievement and adjust to a new social environment (Blonna, 2012). If stress is not dealt with effectively, nervousness and loneliness, as well as sleepiness and excessive worrying may result.

A majority of students who are about to enter university, approach the transition with feelings of anticipation. Students are excited about being away from parents and meeting new people. Once students have spent time in university, the positive time is often replaced by feelings that are negative. The adjustment and transition to university can be a stressor that many, if not all students experience. Many students go through considerable stress due to the demands associated with the change. Change and transition are stressful because a person can experience a loss of control over the new environment (Womble, 2003). The new environment will have new properties and the student needs to adapt to the new places, faces and routines. Some students share increased levels of depression and absent-mindedness within the first few weeks of the first term. According

to Womble (2003), students who are passive and mildly depressed prior to leaving home, have been found to be those most likely to show raised levels of homesickness following the move to college.

ii. Home Sickness

There are many undergraduate students who experience being home sick. Some of these reasons can be moving to a new environment, not knowing anyone, missing home and missing family and friends. Homesickness is an unpleasant and stressful experience for students. For some students this is mild, but for others it can lead them to a state of grief, anxiety and depression. Some students' homesickness diminishes as the academic year passes. However, some other students experienced homesickness throughout their academic life. Homesickness can debilitate a student, making it difficult for them to study or cope effectively with academic life (Womble, 2003). Academic work may reflect homesickness in a number of ways: the student may be absent minded, non-attentive, or avoid lectures.

iii. Academics

A frequently reported source of stress that college students encounter is receiving a lower grade than they expected. Some students link their self-worth or future with their grades. Students may start doubting their capability or competency in their future careers. Some university students have become so preoccupied by grades that they allowed their health deteriorate. It has been found that moderate amounts of stress can help motivate students and sometimes increase academic performance. The fear of failing can also help to motivate students to prepare and perform well.

Stress is marked by overly high performance standards, with high levels of worry, self-criticism of attention while preparing for a taking exams (Yusuf, 2005). Too much stress can interfere with how a student prepares, concentrates and performs. Some university students do not know how to prepare for a test and will perform poorly and are anxious as a result. The academic workload requires that students face a series of peak periods such as finals; there is a relatively constant underlying pressure to complete an upcoming assignment (Ogwa, 2012; Wayne & Youngs, 2003). After completing an exam, there is a period of depression that students may experience which reflects on how they performed and their performance compared to other colleagues. Low self-confidence and a poor perception of performance can be a reason why depression occurs after the test.

Course overload can also cause students a great deal of stress. Having too many courses in a given semester that are difficult to do well in, is partly due to rushing through

to achieve a goal. Many students will take extra courses so they can graduate early. This can cause students to suffer psychologically, physically, socially and educationally.

iv. Financial Issues/Work

There are many students who have to work while they are attending college. Some students have to work in order to pay their way through universities. This can pose a number of hazards for students. There are many times when students have to work late at night and then do not have the time to study. This can then reflect on their academic work and on their grades. Worrying about their financial issues and their grades can be an immense stressor in their academic life. More time spent at work can encroach on time otherwise available for studying (Jegede, 2009). As one can see, one stressor can cause another stressor to occur.

v. Relationships

Another form of stress for university students is making new friends. Giving up or changing new friendships and developing new ones is often a stressful activity associated with university life (Aladejana, 2010). It can be stressful for some students to try and find someone they can share things with for the support they used to have. The process of developing new friendships, while integrating themselves into a new social network, is an important step in the developmental process for students. The new network can be an

important source of support and wellbeing. New friends require a period of testing to see how much they can self-disclose to that person and feel comfortable at the same time. Going through these processes can be a stressful ordeal.

Family can also be a source of stress for university students. Some families place a great deal of stress on college students by telling them that they need to acquire good grades. There are some students who are the first to attend college in their families, which can place a great deal of pressure on an individual. Families will remind the student of this often, especially if they are not thriving in their courses.

Summary of Related Literature Reviewed

This chapter has reviewed literatures related to this study. It highlighted how the stress levels of undergraduate students can affect students' academic performance in the university. This chapter started by stating the theory guiding the study. The concept of stress was defined by Womble (2003) as the interaction between the situation and the individual. Missing some lectures, taking final exams and daily hassles are some of the stressors that undergraduate students go through in the university. As regards the effect of stress, Ukeje (2010) posited that stress could be physical or psychological. According to him, stress can lead to change in people's behaviours, such as nail biting, heavy breathing, teeth clenching and hand wringing. However, it was revealed in the literature that one category of stress responses can influence other responses. Also, it was revealed in the

literature reviewed that stress does not affect all people equally. Hence, coping with stress is therefore an important factor.

The literature also examined the academic performance of university students as a single indicator of the quality of time a student spent at school. According to Plant, Ericsson, Hill, and Asberg (2005), the academic performance of university students is measured using the grade point average (GPA) and cumulated grade point average (CGPA), which are in consideration of semester course work and final examinations. Basing on the system's theory, Input-Output model advanced by Ludwig van Bertalanffy in 1956 was adopted in this study's theoretical framework. The selection of the model is based on the belief that, the quality of input invariably affects quality of output in this case academic performance (Acato, 2006).

CHAPTER THREE

METHODOLOGY

This chapter describes the research method used in this study, and are discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Procedures
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey design was adopted for this study. This involves the process of identifying the variables that exist in a given situation and describing the relationship that exist among the variables, as well as examining the factors that link these variables together.

Population of the Study

The population of the study comprised of undergraduate students in the Faculty of Education, University of Benin. Faculty of Education have a population of 6576 undergraduate students. The distribution of the undergraduate population across all departments of the Faculty of Education, University of Benin is shown in table 1 below:

Table 1: Population of undergraduate students across the departments of the faculty of Education, University of Benin, Benin City

S/N	DEPARTMENTS	POPULATION OF UNDERGRADUATE STUDENTS
1	Adult And Non-Formal Education (ADULT)	921
2	Educational Foundation (DEF)	1992
3	Educational Management (DEM)	1028
4	Curriculum and instructional Technology (CIT)	1125
5	Educational Evaluation and Counselling Psychology (EECP)	0
6	Human Kinetics and Sports Science (HKS)	254
7	Health, Safety and Environmental Education (HSE)	560
8	Vocational and Technical Education (VTE)	696
	TOTAL	6576

Source: Academic Planning Department, University of Benin, Benin City (2017)

Sample and Sampling Techniques

The stratified random sampling technique was adopted for the selection of the sample. This sampling technique was used because it ensures that the diverse groups within a given population are proportionately represented. According to Laerd (2012) the

stratified random sampling technique gives an equal chance of selecting each unit from within a particular group of the population when creating the sample.

Sample size determination:

From table 3.1, total population = 6576

Using the Taro Yamane formula, the sample size (n) is thus calculated as:

$n = N / (1 + Ne^2)$ at 95% confidence level

Where, n = sample size, N = population (6576), e = sampling error (5%)

$n = (6576) / [1 + 6576 (0.05^2)] = 377.064$

$n \approx 380$

Sample size, n for this study will therefore be **380**

A sample fraction is thus calculated from the sample size and the sampling frame, and used to compute the number of undergraduate students to be drawn from the 8 departments.

$$\begin{aligned} \text{Sample Fraction} &= \frac{\text{Sample size}}{\text{Sampling Frame}} \\ &= \frac{380}{6576} \end{aligned}$$

Sample Fraction = 0.05779

The sampling fraction was used to compute the number of proportional sample size from each of the eight (8) departments in the Faculty of Education, University of Benin. Table

2 shows how the undergraduate students will be sampled from the eight (8) departments in the Faculty of Education, University of Benin.

Table 2: Sampling procedure for the administration of research instrument

S/N	DEPARTMENTS	UNDERGRADUATE POPULATION	SAMPLE SIZE (sampling frame x sample fraction) = N x 0.05779
1	Adult And Non-Formal Education	921	$921 \times 0.05779 \approx 53$
2	Educational Foundation	1992	$1992 \times 0.05779 \approx 115$
3	Educational Management	1028	$1028 \times 0.05779 \approx 60$
4	Curriculum and instructional Technology	1125	$1125 \times 0.05779 \approx 65$
5	Educational evaluation and counselling Psychology	0	0
6	Human Kinetics Sports Science	254	$254 \times 0.05779 \approx 15$
7	Health Safety and Environmental Education	560	$560 \times 0.05779 \approx 32$
8	Vocational and Technical Education	696	$696 \times 0.05779 \approx 40$
	TOTAL	6576	380

Research Instrument

The research instrument that was used in this study to generate data is a structured questionnaire that sought information from undergraduates across different departments in the Faculty of Education, University of Benin, Benin City. The instrument was designed in two (2) sections; A and B. Section A sought the demographic information from the undergraduates such as: sex, age, marital status, academic level, faculty, religion, and Grade Point Average (GPA) in last academic session. Section B of the research instrument sought information from the respondents in respect to the research objectives of the study such as: stress level, sources of stress, and coping strategies of

undergraduates in University of Benin, Benin City. Questions were raised in each of the research questions where the respondents will be required to select the most appropriate options. The responses was rated on a four (4) point Likert scale ranging from Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1 as well as Very High Extent (VHE) = 4; High Extent (HE) = 3; Low Extent (LE) = 2; Very Low Extent (VLE) =1.

Validity of the Instrument

The test instrument for this study was subjected to face and content validity and validated by the researcher's supervisor and two (2) other experts in the department of Human Kinetics and Sports Science (HKS). Also, necessary corrections and modifications were made and effected to erase any form of ambiguity.

Reliability of the Instrument

The reliability of the research instrument was ascertained using the test-retest reliability technique. Test-retest reliability is a measure of reliability obtained by administering the same test twice over a period of time (two weeks interval) to a group of individuals. The scores from both administrations can then be correlated in order to evaluate the test for reliability of the instrument over time. The reliability co-efficient obtained was 0.82. This showed that the test instrument was reliable.

Method of Data Collection

Primary data was relied upon to source for data in the study and as such questionnaires was administered to undergraduate students of University of Benin through face to face and on the spot retrieval of the completed questionnaires. Explanations were made to those who could not really understand what the questions require of them.

Method of Data Analysis

Data collected from the respondents was analyzed using descriptive statistics such as frequency, percentages and means. Inferentially, chi-square statistics was employed.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

This chapter is concerned with the presentation of data analysis interpretation of results and discussion of findings. It was undertaken to investigate the influence of stress on academic performance of undergraduate students in the faculty of Education, University of Benin, Benin City.

Analysis of Respondents' Demographic Data

The data analysis for the respondents' bio-data was carried out using frequencies and percentages.

Table 1. Percentage of the Distribution of Respondents by Sex

Sex	Frequency	Percent
Male	123	32.4
Female	257	67.6
Total	380	100

Table 1 showed that 123 (32.4%) of the respondents were male, while 257 (67.6%) were females.

Table 2. Percentage of the Distribution of Respondents by Age

Age	Frequency	Percent
Less than 20 years	88	23.2
20-24years	219	57.6
25-29years	53	13.9
30years &above	20	5.3
Total	380	100

The age distribution of the respondents showed that 88 (23.2%) are less than 20 years, 219 (57.6%) are between 20 to 24 years, 53 (13.9%) are between 25 to 29 years, while 20

(5.3%) of the respondents are 30 years and above. Majority of the respondents are therefore in the age range of 20 and 24 years

Table 3. Percentage of the Distribution of Respondents by Marital Status

Marital	Frequency	Percent
Single	358	94.2
Married	22	5.8
Total	380	100

In terms of marital status, 358 (94.2%) are single, while 22 (5.8%) of the respondents are married.

Table 4. Percentage of the Distribution of Respondents by Academic Level

Academic Level	Frequency	Percent
100 level	24	6.3
200 level	106	27.9
300 level	141	37.1
400 level	109	28.7
Total	250	100

The distribution of the respondents according to their academic level showed that 24 (6.3%) of the respondents are in 100 level, 106 (27.9%) are in 200 level, 141 (37.1%) are in 300 level while 109 (28.7%) are in 400 level.

Table 5. Percentage of the Distribution of Respondents by Department

Department	Frequency	Percent
ADULT	53	13.9
DEF	115	30.3
DEM	60	15.8
CIT	65	17.1
HKS	15	3.9
HSE	32	8.4
VTE	40	10.5
Total	380	99.9

The data on the respondents' departments, showed that 53 (13.9%) are in Adult Education, 115 (30.3%) are in DEF, 60 (15.8%) are in DEM, 65 (17.1%) are in CIT, 15 (3.9%) are in HKS, 32 (8.4%) are in HSE, and 40 (10.5%) are in VTE.

Table 6. Percentage of the Distribution of Respondents by Religion

Religion	Frequency	Percent
Christian	339	89.2
Muslim	41	10.8
Total	380	100

In terms of religion, 339 (89.2%) of the respondents were Christians while 41 (10.8%) were Muslims.

Table7. Percentage of the Distribution of Respondents by Grade

Grade Point Average(GPA)	Frequency	Percent
First Class	52	13.7
Second Class (Upper Division)	110	28.9
Second Class (Lower Division)	104	27.4
Third Class	-	-
Pass	-	-
Total	266	70

The grade point average of the respondents as displayed in table 7 showed that 52 (13.7%) are in first class, 110 (28.9%) are in second class (upper division), 114 (30%) are in second class (lower division), 104 (27.4%) are in Third class, while none of the respondents indicated that they are in pass category.

Analysis of Research Questions

The Data analysis for the research questions was carried out using mean, while the formulated hypothesis was tested using chi-square statistics.

Research Question 1: What is the stress level of undergraduate students in the University of Benin, Benin City, Edo State?

Table 1 and Figure1 present responses from the respondents as regards their stress levels in the University of Benin, Benin City. The responses from the respondents were used to answer research question one.

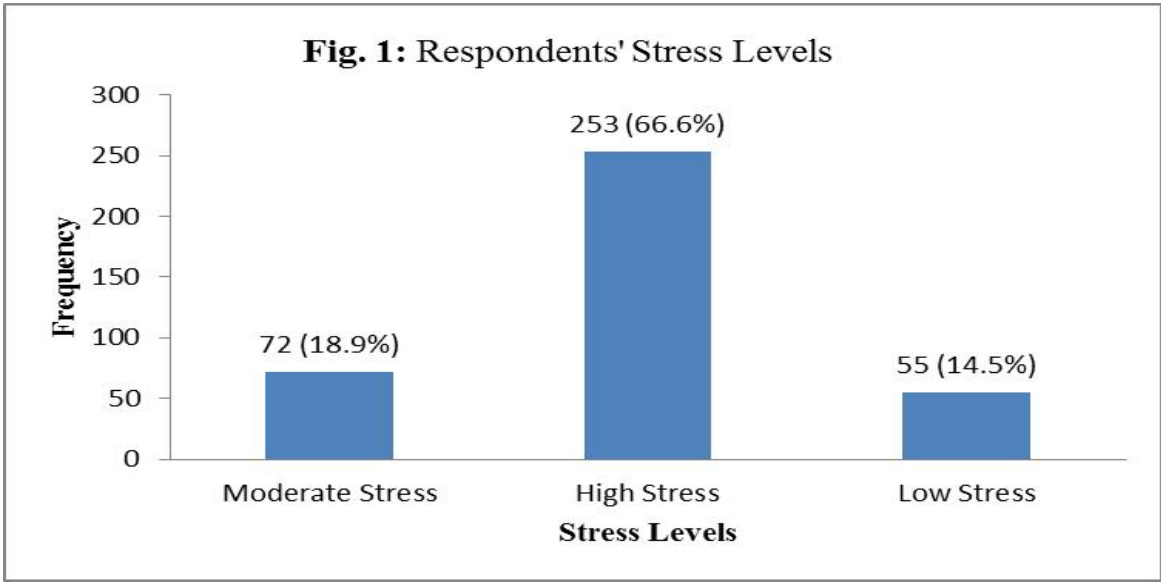
Table 1 Stress Level of Undergraduate Students

KEY: Very High Extent (VHE); High Extent (HE); Low Extent (LE); Very Low Extent (VLE)

S/N	STRESS LEVEL	VHE	HE	LE	VLE	Mean	Decision
1	Overall study habits	55	253	72	-	2.96	Agree
2	Organizing time	127	161	92	-	3.09	Agree
3	Listening and taking notes	102	131	127	20	2.83	Agree
4	Writing test/examinations	158	158	64	-	3.25	Agree
5	Financial concerns/hardships	66	229	24	61	2.79	Agree
6	Social milieu or expectations	22	129	217	12	2.42	Disagree
7	Campus environment	74	182	104	20	2.82	Agree
8	Course requirements	128	171	61	20	3.07	Agree

The data from Table 1 showed that stress exist among the undergraduate students in the faculty of education. This is due to the fact that respondents agree to seven of the eight

items in table 1 with the exception of item 6. Hence, to a large extent, the students are having stressed times in the following academic activities: overall study habits, organizing time, listening and taking notes, writing test/examinations, financial concerns/hardships, campus environment, and course requirements. However, the respondents indicated that social milieu or expectations is stressing them only to a little extent.



The bar chart displayed in figure 1 showed that the stress level of 72 (18.9%) of the respondents is moderate, it is high for 253 (66.6%) of the respondents while the stress level for 55 (14.5%) of the respondents is low. Majority (66.6%) of the respondents therefore have high stress levels in the Faculty of Education, University of Benin, Benin City.

Research Question 2: What is the influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State?

The influence of stress on the academic performance of undergraduates in University of Benin was established using chi-square statistical technique by testing the hypotheses stated below:

H₀: There is no significant relationship between students’ stress levels and their academic performance in University of Benin.

H₁: There is a significant relationship between students’ stress levels and their academic performance in University of Benin.

Table 2 below contain the result of the chi-square test carried out:

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.018 ^a	16	.000
Likelihood Ratio	23.195	16	.122
Linear-by-Linear Association	17.031	1	.031
N of Valid Cases	380		

Table 2: table showing the chi-square test result

a. 0 cells (0%) have expected count less than 5. The minimum expected count is 10.5.

Result: $X^2(16) = 32.018$, $p < 0.05$. The chi-square test carried out in table 2 showed that the p-value for the test is less than the 0.05 significance level; hence we reject the null hypothesis. There is therefore a significant relationship between students’ stress levels and their academic performance in University of Benin.

Research Question 3: What are the sources of stress among undergraduate students in the University of Benin, Benin City, Edo State?

Table 3 contain responses from the respondents as regards the sources of stress among them. The responses from the respondents were used to answer research question three (3).

Data from Table 3, showed some sources of stress among undergraduate students based on literature were categorized into five (5) broad stressors, namely; academic stressors, time/balance stressors, intrapersonal/self-stressors, relationship stressors, and teaching quality/support stressors. The objective is to enable the researcher to be able to ascertain which is the highest among all five sources of stress among undergraduate students.

Table 3: Sources of stress among undergraduate students**KEY:** Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SD

S/N	Sources of Stress	SA	A	D	SD	Mean	Decision
A	Academic Stressors						
1	Getting good-enough grades	202	166	12	-	3.50	Agree
2	Study for test and exams	200	180	-	-	3.53	Agree
3	Handling academic workload	147	191	20	22	3.22	Agree
4	Meeting deadlines for academic assessment	124	222	34	-	3.24	Agree
5	Lack of clarity about assessment task requirements	66	168	126	20	2.74	Agree
6	Understanding academic material	40	154	186	-	2.62	Agree
7	Contributing to class discussions	22	150	208	-	2.51	Agree
		Average Mean				3.05	
B	Time/Balance Stressors						
8	Managing all my different responsibilities	115	253	Agree	-	3.27	Agree
9	Being too tired to study properly	56	290	Agree	-	3.06	Agree
10	Finding time for both academic and leisure activities	86	214	Agree	20	2.96	Agree
11	Not being able to manage my time effectively	56	258	Agree	-	2.97	Agree
		Average Mean				3.07	
C	Intrapersonal/Self-stressors						
12	Fear of failing	170	118	52	40	3.10	Agree
13	Dealing with my personal issues	92	248	40	-	3.14	Agree
14	My study skills	42	184	134	20	2.65	Agree
15	My procrastination and laziness	75	200	105	-	2.92	Agree

16	Not being sure whether I am studying the right degree	76	94	96	114	2.35	Disagree
17	My writing skills	44	126	136	74	2.37	Disagree
18	Lack of self-discipline	22	114	138	106	2.14	Disagree
		Average Mean				2.67	
D	Relationship/Social Stressors						
19	Competing with other students	40	108	160	72	2.31	Disagree
20	Not having enough support from others	-	117	159	104	2.03	Disagree
21	Getting along with fellow students	42	171	147	20	2.62	Agree
22	The way fellow students treat me	20	74	212	74	2.11	Disagree
		Average Mean				2.27	
E	Teaching quality/Support from teachers Stressors						
23	Delays in marking and feedback	64	220	84	12	2.88	Agree
24	Accessing learning materials	62	204	102	12	2.83	Agree
25	Understanding the expectations of teaching staff	52	160	168	-	2.69	Agree
26	Approaching teaching staff for help	12	165	203	-	2.50	Disagree
		Average Mean				2.73	

Respondents' mean responses to the sources of stress in table 3 revealed that time/balance stressors were the highest among undergraduate students with an average mean score of 3.07 from the respondents which is closely followed by academic stressors with an average mean score of 3.05. Other source of stress based on magnitude on the undergraduate students is teaching quality/support stressors with an average mean score of 2.73 followed by intrapersonal/self-stressors with an average mean score of 2.67. The least of all the five stressors were found to be that of relationship/social stressors which

has an average mean score of 2.27. Among all five stressors considered, only relationship/social stressors were generally rejected by the respondents as stressors. The other four (time/balance stressors, relationship/social stressors, intrapersonal/self-stressors, and academic stressors) were generally accepted as sources of stress by the respondents.

Research Question 4: What are the strategies employed by undergraduate students in coping with stress?

Table 4 reviewed responses from the respondents as regards the strategies employed by undergraduate students in coping with stress. The responses from the respondents were used to answer research question four (4).

Table 4. Coping strategies employed by undergraduate students
KEY: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SD

S/ N	COPING STRATEGIES	SA	A	D	SD	Mea n	Decision
1	Meditate and pray	110	250	-	20	3.18	Agree
2	Sleep	160	220	-	-	3.42	Agree
3	Listening to music / watching T.V.	108	240	20	12	3.17	Agree
4	Talking to friends / family members	93	152	73	62	2.73	Agree
5	Exercise / sporting activity	63	297	20	-	3.06	Agree
6	Hobby	54	274	32	20	2.95	Agree
7	Spending time on social networking sites	55	195	130	-	2.80	Agree
8	Using drugs	87	117	176	-	1.77	Disagree
9	Smoking	20	52	65	243	1.60	Disagree
10	Drinking alcohol	22	12	126	220	1.57	Disagree

Respondents' response to the 10 items in table 4 above containing some coping strategies revealed that the mean response to items 1, 2, 3, 4, 5, 6, and 7 were above the

decision point, thus indicating that the respondents generally accepted these items in the table. However, the respondents rejected items 8, 9, and 10. Hence, from the respondents' responses, it can be seen that the coping strategies employed by undergraduate students are: meditate and pray, sleep, listening to music / watching T.V., talking to friends / family members, exercise/ sporting activity, hobby as well as spending time on social networking sites.

Discussion of Findings

Research findings for research question one (1) revealed that to a large extent, the undergraduate students of University of Benin are having stressed times in certain areas of their academic life such as: overall study habits, organizing time, listening and taking notes, writing test/examinations, financial concerns/hardships, campus environment, and course requirements. Other area of the students' life such as social milieu or expectations is only stressing them to a little extent. However, majority (66.6%) of the respondents have high stress levels in the Faculty of Education, University of Benin, Benin City. The stress level for 18.9% of the respondents is moderate while for 14.5% of the respondents, it is low. This is in line with an earlier research done by Ogwa (2012) who posited that majority (89%) of students in tertiary institutions in Nigeria go through one form of stress or the other on a daily basis. Wayne and Youngs (2003) in their study revealed that the academic workload requires that students face a series of peak periods during their course of study. According to them, there is a relatively constant underlying pressure on undergraduate students to complete an upcoming assignment.

Results obtained from the present study as regards research question two (2) revealed that there is an influence of stress on the academic performance of undergraduates in University of Benin, Benin City, Edo State. This is due to the result of the hypothesis that was tested using Chi-square statistical tool at 5% level of significance and found that the p-value associated with the test was less than 0.05, thus prompting a

rejection of the null hypothesis. Hence, there is a significant relationship between students' stress levels and their academic performance in University of Benin. In line with this finding, Nwagwu (2009), Eresimadu (2008) and Ukeje (2010) in their separate studies all reported significant relationship between students' academic stress and their academic performance. Ukeje (2010) have found that there is a significant negative correlation between the stress levels of college students and their academic performance. In a similar study, Nwagwu (2009) found an inverse relationship between self-reported stress level and academic performance. According to Kleemann (2014), stress pervades the life of students and tends to impact adversely on their mental and physical health, and their ability to perform school work effectively.

In regards to research question three (3), some sources of stress among undergraduate students based on literature were categorized into five (5) broad stressors, namely; academic stressors, time/balance stressors, intrapersonal/self-stressors, relationship stressors, and teaching quality/support stressors. Among all five stressors considered, only relationship/social stressors were generally disagreed on by the respondents as a source of stress. The other four (time/balance stressors, relationship/social stressors, intrapersonal/self-stressors, and academic stressors) were generally accepted as sources of stress by the respondents. Time/balance stressors were found to be the highest among sources of stress undergraduate students encounter followed by academic stressors and then teaching quality/support stressors, and

intrapersonal/self-stressors. The least of all the five stressors were found to be that of relationship/social stressors. In line with the findings, Aladejana (2010) stated that course overload causes students a great deal of stress. Yorke (2009) in his study posited that one source of stress for university students is making new friends. According to him, giving up or changing new friendships and developing ones is often a stressful activity associated with university life. However, Arisi (2008) in his study stated that family can be a source of stress for university students. According to him, some families place a great deal of stress on college students by telling them that they need to acquire good grades.

The findings for research question four (4) revealed that the following are the coping strategies employed by undergraduate students against all forms of stress in the University of Benin and arranged in the order of preference according to the respondents are:

- i. Sleep
- ii. Meditate and pray
- iii. Exercise / sporting activity
- iv. Listening to music / watching T.V.
- v. Hobby
- vi. Spending time on social networking sites
- vii. Talking to friends / family members

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter provides the summary, findings, conclusion as well as the necessary recommendations.

Summary

This study was carried out to find out the influence of stress on academic performance of undergraduates in the Faculty of Education, University of Benin. Four research questions were raised.

Related literature was reviewed to gather information on eminent scholars view on the study. The descriptive survey research design was adopted in this study. The population of the study was made up of 6576 undergraduate students in the University of Benin. A total of 380 students made up the sample for the study. A descriptive statistics using frequency and percentages was used in the data analysis of the respondents' bio-data, while mean and chi-square statistics was applied in the data analysis of raised research questions and formulated hypotheses respectively.

Findings

- Undergraduate students of University of Benin are having stressed times in certain areas of their academic life such as: overall study habits, organizing time, listening and taking notes, writing test/examinations, financial concerns/hardships, campus environment, and course requirements. Majority (66.6%) of the respondents reported

to have high stress levels in the faculty of Education, University of Benin, Benin City. The stress level for 18.9% of the respondents is moderate while for 14.5% of the respondents, it is low.

- There is a significant relationship between students' stress levels and their academic performance in University of Benin.
- Time/balance stressors were found to be the highest among sources of stress in the undergraduate students followed by academic stressors and then teaching quality/support stressors, and lastly, intrapersonal/self-stressors in that order. The least of all the five stressors were found to be that of relationship/social stressors which was rejected by the respondents.
- The coping strategies employed by undergraduate students against all forms of stress in the University of Benin and arranged in the order of preference are: sleep, meditate and pray, exercise / sporting activity, listening to music / watching T.V., hobby, spending time on social networking sites, and lastly, talking to friends / family members.

Conclusion

Stress has been found to be one of the major problems faced by undergraduate students in the University of Benin, Benin City. Hence, this study examined the influence of stress on the academic performance of undergraduates in University of Benin, Benin City and found that there is indeed a significant influence of stress on undergraduates'

academic performance. An enabling environment is therefore required for undergraduate students to achieve optimal academic performance.

In conclusion, university life requires the undergraduate students to find a balance in their life while considering timetables, meeting coursework deadlines; self-regulated learning, and other social responsibilities. While striving towards academic success in the face of academic, social, and personal demands, students have to set priorities in light of their resources to avoid stressful situations. The study habits of the students therefore help them maximize the available resources like time, finances, social and family support, and institutional administration to manoeuvre their potential stressors.

Recommendations

Based on the submission above, the following recommendations were put forth:

1. There exist a need for stress intervention programs to be designed in order to address stress of University students. However, in order to design an effective intervention, the stressors specific to University students must be determined.
2. Students should be helped with different strategies to improve their ability to cope with a demanding course work.
3. Coping strategies that deals with one's own thoughts and feelings can be facilitated by accessible professional and peer counseling, student support groups, and adequate course advising.

4. University decision makers have to provide students with a psychological, social and academic counseling and guidance in order to decrease the students stress for their better performance and learning. So they can achieve better and have a good mental health in future.
5. University should involve students with different activities to reduce the gaps between them
6. University management should provide students with a suitable teaching and learning environment in order to decrease their academic stress.
7. Students must develop effective study habits by giving appropriate time that must fulfill the demand of their course.

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APPENDIX I

Dear Respondent,

QUESTIONNAIRE ON THE INFLUENCE OF STRESS ON THE ACADEMIC PERFORMANCE OF UNDERGRADUATES IN THE FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY

I am a final year student of the above named institution and I am carrying out a research study on the topic: “influence of stress on the academic performance of undergraduates in university of Benin, Benin City”. Please, kindly assist me by indicating your opinion where necessary.

This study is strictly for academic purpose and you are hereby assured that all information supplied will be treated in a strictly confidential manner.

Thank you.

Yours faithfully,

Oke Udushesheri

Instruction: Please tick (✓) appropriately in the sections that follow.

SECTION A: DEMOGRAPHY

1. **Sex:** Male (); Female ()
2. **Age:** Less than 20 years (); 20-24 years (); 25-29years (); 30 years & above ()
3. **Marital Status:** Single (), Married (), others (specify) _____
4. **Academic Level:** 100 level (); 200 level (); 300 level (); 400 level (); 500 level (); 600 level ()
5. **Department:** ADULT (); DEF (); DEM (); CIT (); EECP (); HKS (); HSE(); VTE ()
6. **Religion:** Christian (); Muslim (); others (specify): _____
7. **Grade Point Average (GPA) in last academic session:** Pass (); Third class (); Second class lower (); Second class upper (); First class ()

SECTION B

Please indicate the level of extent to which the following items in the table below contributes to your stress level in the University

KEY: Very High Extent (VHE); High Extent (HE); Low Extent (LE); Very Low Extent (VLE)

S/N	STRESS LEVEL	VHE	HE	LE	VLE
8	Overall study habits				
9	Organizing time				

10	Listening and taking notes				
11	Writing test/examinations				
12	Financial concerns/hardships				
13	Social milieu or expectations				
14	Campus environment				
15	Course requirements				

16. In your opinion, please indicate your stress levels in the University of Benin:

Very high stress []

High stress []

Moderate stress []

Low stress []

Very low stress []

Please indicate the extent of your agreement to the following items in the table below as regards the sources of stress among undergraduate students

KEY: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SD

S/N	SOURCES OF STRESS	SA	A	D	SD
A	Academic Stressors				
17	Getting good enough grades				
18	Study for test and exams				
19	Handling academic workload				
20	Meeting deadlines for academic assessment				
21	Lack of clarity about assessment task requirements				
22	Understanding academic material				
23	Contributing to class discussions				
B	Time/Balance Stressors				
24	Managing all my different responsibilities				
25	Being too tired to study properly				
26	Finding time for both academic and leisure activities				
27	Not being able to manage my time effectively				
C	Intrapersonal/Self Stressors				
28	Fear of failing				
29	Dealing with my personal issues				
30	My study skills				
31	My procrastination and laziness				
32	Not being sure whether I'm studying the right degree				
33	My writing skills				
34	Lack of self-discipline				

D	Relationships/Social Stressors				
35	Competing with other students				
36	Not having enough support from others				
37	Getting along with fellow students				
38	The way fellow students treat me				
E	Teaching quality/Support from teachers Stressors				
39	Delays in marking and feedback				
40	Accessing learning materials				
41	Understanding the expectations of teaching staff				
42	Approaching teaching staff for help				

Please indicate the extent of your agreement to the following items in the table below

KEY: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SD

S/ N	COPING STRATEGIES	SA	A	D	SD
1	Meditate and pray				
2	Sleep				
3	Listening to music / watching T.V.				
4	Talking to friends / family members				
5	Exercise / sporting activity				
6	Hobby				
7	Spending time on social networking sites				
8	Using drugs				
9	Smoking				
10	Drinking alcohol				

APPENDIX II

RESPONDENTS' DEMOGRAPHIC INFORMATION

S/ N	Variables	Attributes	Frequency	Percent (%)
1	Sex	Male	123	32.4
		Female	257	67.6
2	Age	Less than 20 years	88	23.2
		20-24 years	219	57.6
		25-29 years	53	13.9
		30 years & above	20	5.3
3	Marital Status	Single	358	94.2
		Married	22	5.8
4	Academic Level	100 level	24	6.3
		200 level	106	27.9
		300 level	141	37.1
		400 level	109	28.7
5	Department	ADULT	53	13.9
		DEF	115	30.3
		DEM	60	15.8
		CIT	65	17.1
		HKS	15	3.9
		HSE	32	8.4
		VTE	40	10.5
6	Religion	Christian	339	89.2
		Muslim	41	10.8
7	Grade Point Average (GPA)	First class	52	13.7
		Second class upper	110	28.9
		Second class lower	114	30
		Third class	104	27.4
		Pass	-	