

**STRESSOR FACTOR INFLUENCING STUDENT WELLBEING IN THE
UNIVERSITY OF BENIN**

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**BEING A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

This is to certify that this project was carried out by OLUSOLA WURAOLA PRECIOUS with Matriculation Number SSC2105969 of the Department of Sociology and Anthropology in partial fulfillment of the requirements for the award of Bachelor Degree (B.Sc.) in Sociology and Anthropology, University of Benin, under my supervision.

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(Project Supervisor)

Ass. Prof. Greg Igbinomwanhia
(Head of Department)

Date

Date

DEDICATION

This work is dedicated to God almighty for his grace towards my life and my academic pursuit and also to my family for their care, prayers and financial support.

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My profound gratitude goes to God Almighty for his grace towards my life during the period of my study in University of Benin.

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ABSTRACT

This study examined stressor factor influencing student wellbeing in the University of Benin. This study adopted the survey design using research questionnaires as instrument of data collection. The result established that a significant proportion of students experience anxiety during examination preparation, confirming that academic-related stressors have a considerable effect on their mental and emotional wellbeing. It was affirmed that heavy academic workloads negative influence students' sleep and emotional health, thereby impairing their ability to maintain a balanced academic life. The findings confirmed that the fear of academic failure contributes to emotional distress among Students, indicating the psychological burden tied to academic expectations. The attitude and teaching stiles of some lecturers were identified as stress-inducing, suggesting that instructional methods play a crucial role in shaping students' academic stress levels. The study recommends that there should be implementation of stress management programs and counseling services by relevant body in University of Benin to help students cope with anxiety related to examination preparation and academic pressures. The University should review and adjust academic workloads to ensure they are manageable and do not adversely affect students' sleep and emotional health, promoting a healthier study-life balance. The University should develop initiatives to address the fear of academic failure, such as motivational workshops and peer support groups, to reduce emotional distress and build students' confidence. The University should provide training for lecturers on effective and empathetic teaching methods to create a supportive learning environment that minimizes academic stress related to instructional styles.

CHAPTER ONE

Introduction

1.1 Background to the Study

Globally there is mounting evidence that supports the belief that university students experience moderate to high levels of stress, World Health Organization's Division of Emergency and Humanitarian Action (Al-Shehri et al., 2023; WHO/EHA, 1999). Stress is a normal human reaction that forces us to confront obstacles and dangers in our lives on a global scale. According to Han Selye (1936), the pioneer of stress study, stress is the body's general reaction to any demands placed on it (1936). Stress is a condition of anxiety or tension brought on by a challenging circumstance. The various stressors affecting students' well-being have far-reaching consequences on their mental, emotional, and physical health, alongside their academic performance and overall quality of life. As academic pressures and other challenges intensify, concerns about the impact of these stressors on students' mental health are growing (Ukoba et al., 2024).

The wellbeing of university students, particularly in academic environments is increasingly under scrutiny, especially considering the social and academic settings that often serve as significant sources of stress. This stress negatively impacts various facets of students' lives, including their social interactions, academic achievements, and mental health. Identifying the root causes of stress within these settings is essential for fostering healthier learning environments (Ola & Akanbi, 2023; Mahvish et al., 2024). University, students encounter a complex

array of stressors that threaten their wellbeing, which, in this context, encompasses not only physical, mental, and emotional health but also academic success and social integration (Udo & Eze, 2023). These stressors are typically categorized into four main areas: academic demands, financial burdens, social pressures, and personal issues. Each of these factors not only impairs students' academic performance but also exacerbates emotional and mental health challenges, making it critical to assess their prevalence and potential impacts (Ndu & Eze, 2022; Popoola & Ogundipe, 2022).

Academic stress is particularly prominent at University of Benin, as is common in universities worldwide. The academic pressures ranging from heavy coursework and rigorous exams to a competitive atmosphere are key contributors to stress among students. As highlighted by Akinyemi et al. (2023), the intense pressure to perform well academically, especially in an environment with high expectations, often leads to heightened anxiety and academic burnout. This burnout manifests as emotional exhaustion and a decreased motivation to engage with studies (Jensen & Olsen, 2023). Within the University of Benin context, the lack of sufficient academic support services further exacerbates these stressors, amplifying the mental and emotional strain students experience (Ogbuagu et al., 2024).

Financial stress is another major concern for tertiary institution. The increasing cost of education, including tuition, textbooks, and housing, places significant strain on students and their families. Many students are forced to take

on part-time jobs or rely on financial support from relatives to meet their educational costs, resulting in financial anxiety and emotional distress (Oku et al., 2015; Ogbuagu et al., 2024; Isara, Nwokoye, & Odaman, 2022). Social pressures also play a significant role in the wellbeing of University of Benin students. The challenges of fitting into university life, including navigating peer relationships, social comparison, and maintaining a balance between academic and social life, contribute to stress. Additionally, personal issues such as family expectations and relationship struggles further complicate the situation. The cultural expectation that students excel academically often intensifies emotional stress, especially when academic or personal challenges arise (Amadu et al., 2024; Al-Shehri et al., 2023).

The interaction between academic, financial, and social stressors creates a compounded experience for university students. These stressors are interconnected and exacerbate each other. For example, financial difficulties may hinder academic performance, leading to decreased self-esteem and strained social relationships. The intricate relationship between these stressors makes it clear that students' experiences of stress are multifaceted, and addressing their wellbeing requires a comprehensive approach (Ndu & Eze, 2022; Udo & Eze, 2023; Olivera, Gasser, Naranjo, & Taborga, 2023).

The pressures to integrate socially, manage peer relationships, and meet societal expectations around identity and success contribute to a unique set of challenges. As a result, University of Benin students experience high levels of psychological distress, which often leads to deteriorating academic performance

and overall wellbeing (Popoola & Ogundipe, 2022; Akinyemi et al., 2023; Oji, Ondieki, & Ouko, 2021). The stigma surrounding mental health in Nigerian universities often discourages students from seeking professional help, further exacerbating their emotional struggles (Ola & Akanbi, 2023; Isara et al., 2022). This research will contribute valuable insights into the complex nature of student stress at University of Benin, and the findings will be used to inform the development of support strategies aimed at improving student wellbeing at the university.

1.2 Statement of the Research Problem

Several factors contribute to stress among students at University of Benin, but the major stressor factors remain poorly understood. Existing studies indicate that academic stress, financial strain, and social pressures are prevalent in the university setting (Akinyemi et al., 2023; Mahvish et al., 2024). However, the specific stressors that most significantly impact student well-being at University of Benin, particularly in relation to the unique socio-economic and cultural context of Nigeria, require further investigation. Identifying these factors is critical for developing targeted interventions that can help alleviate stress and improve students' overall wellbeing (Popoola & Ogundipe, 2022; Udo & Eze, 2023).

Academic stress has been identified as a leading cause of mental health issues among university students globally (Akinyemi et al., 2023; Ogbuagu et al., 2024). This includes pressures from heavy workloads, exam anxiety, and the

expectation to perform at a high level in a competitive academic environment. At University of Benin, these stressors are compounded by the lack of sufficient academic support services, which further exacerbate the emotional and psychological toll on students. However, the specific mental health outcomes, such as depression, anxiety, and burnout, in response to these academic stressors have not been comprehensively studied at University of Benin. By addressing these research questions, the study aims to provide valuable insights that can guide the development of effective interventions to support students' mental, emotional, and academic success at University of Benin.

1.3 Research Questions

The following research questions are designed to explore the various stressors that influence the wellbeing of students at the University of Benin.

1. What are the major stressor factors that influence student wellbeing at the University of Benin?
2. How do academic-related stressors affect the mental and emotional wellbeing of students?
3. In what ways do financial stress and socioeconomic challenges impact student wellbeing at University of Benin?
4. What kind of social and personal stressors contribute to the overall wellbeing of students, and how do they interact with academic and financial stress?

1.4 Objectives of the Study

The main objective of this study is to explore the key stressor factors affecting students wellbeing at the University of Benin, the specific objectives includes:

1. To identify the major stressor factors that influence student wellbeing at the University of Benin.
2. To assess how academic-related stressors affect the mental and emotional wellbeing of students at University of Benin.
3. To examine whether financial stress and socioeconomic factors influences student wellbeing at University of Benin.
4. To examine the social and personal stressors that affect the overall wellbeing of students and how they interact with academic and financial challenges.

1.5 Significance of the Study

The findings from this research will offer significant insights to university administrators and policymakers, guiding them in the creation and implementation of effective support systems. These systems can be tailored to address the specific stressors identified among students, thereby fostering a healthier academic environment. Such policy decisions may include revising academic workloads,

improving access to counseling services, establishing peer support networks, and promoting student-centered learning strategies.

By shedding light on the major sources of stress encountered by university students, the research can play a crucial role in raising mental health awareness within academic institutions. Increased awareness can lead to the de-stigmatization of mental health challenges, encouraging students to seek help when needed. Universities may also be prompted to implement more proactive and preventive strategies, such as mental health education, stress management workshops, and training programs for staff to recognize and respond to students in distress.

This research stands to serve as a foundational study for further academic exploration into student wellbeing within Nigerian universities. It provides a structured framework that can be adapted or expanded upon in future studies across similar educational contexts. Institutions can utilize the findings to benchmark student support systems, evaluate current policies, and identify gaps in service delivery.

A comprehensive understanding of the stressors that influence student wellbeing is essential for fostering academic success. When universities are aware of and actively mitigate these stressors, students are more likely to thrive both academically and personally. Supportive environments that prioritize mental,

emotional, and physical health can improve concentration, motivation, and engagement, all of which are critical to academic achievement.

1.6 Scope of the Study

This study focuses on the stressor factors influencing student wellbeing at the University of Benin. The study will cover students from various departments within the Faculty of Social Science, considering selected undergraduate students. The scope will specifically examine academic-related stress, financial difficulties, social pressures, and other personal challenges.

1.7 Definition of Key Terms

Stressors: Stressors are external or internal factors that create pressure on an individual, making it more difficult for them to manage their daily activities or responsibilities effectively.

Student Wellbeing: Student wellbeing is a comprehensive concept that encompasses the physical, mental, emotional, and social health of students. It refers to the overall state of being healthy, balanced, and able to thrive in all aspects of life while managing the demands of academic and social environments in university.

Academic Stress: Academic stress is the pressure students experience in relation to their academic responsibilities, such as meeting deadlines, preparing for exams, maintaining grades, and fulfilling the expectations of professors and parents.

Financial Stress: Financial stress refers to the emotional and psychological strain caused by the challenges students face in managing their finances. This includes concerns about paying for tuition fees, housing, textbooks, and other essential living expenses.

Social Stress: Social stress refers to the pressures students face in relation to their social interactions and relationships. This includes dealing with peer pressure, navigating social integration in new environments, and meeting societal or familial expectations.

Mental Health: Mental health is a state of emotional, psychological, and social well-being where individuals can effectively manage the normal stresses of life, work productively, and contribute positively to their communities.

Emotional Wellbeing: Emotional wellbeing refers to an individual's ability to experience and express a range of emotions in a healthy and balanced way. It involves being able to cope with emotional ups and downs, understanding and managing emotions, and developing positive relationships with oneself and others.

Socioeconomic Challenges: Socioeconomic challenges refer to the difficulties students face due to their economic and social status.

Social and Personal Stressors: Social and personal stressors are factors arising from an **Interact:** To interact in this context means to engage or influence each other. In terms of stressors and student wellbeing, it refers to the way different

stressors such as academic, financial, and social pressures can influence one another and collectively impact a student's overall mental and emotional state.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Stressors

The concept of stressors refers to external or internal events, situations, or conditions that place demands on an individual's resources, whether physical, emotional, or cognitive, leading to feelings of tension or pressure. Stressors can arise from various sources and can be classified into several categories, such as academic, social, financial, and health-related factors, each of which can significantly influence an individual's ability to cope and maintain overall well-being. These stressors are dynamic and may interact in complex ways, often affecting an individual's emotional and psychological stability. Academic stressors are perhaps the most widely studied, particularly in university settings. These stressors include heavy workloads, tight deadlines, and high expectations for academic performance. Akinyemi et al. (2023) emphasized that academic demands in university environments often lead to significant distress, particularly when students struggle to balance academic responsibilities with other aspects of their lives. This academic pressure is further intensified by the need to excel in a competitive academic environment, which can contribute to heightened levels of anxiety and depression. Furthermore, the constant pressure to meet performance

expectations can create a sense of inadequacy or fear of failure, resulting in negative mental health outcomes.

In addition to academic stressors, social stressors also play a crucial role in influencing student well-being. Popoola and Ogundipe (2022) argued that university students frequently experience stress related to peer pressure and the desire to conform to social norms, which can be particularly pronounced during the transition to university life. The pressure to fit in and maintain social connections can lead to significant emotional strain, especially among students who may feel socially isolated or marginalized. Peer-related stressors can contribute to feelings of inadequacy, social anxiety, and loneliness, which can have a detrimental effect on a student's mental health. Olivera et al. (2023) expanded on the multifaceted nature of stressors, asserting that stressors in university settings are not confined solely to academic and social pressures. Personal and family-related issues, such as health problems or financial struggles, can also be significant contributors to student stress. Akinyemi et al. (2023) specifically pointed out that financial stress stemming from tuition fees, accommodation costs, and daily living expenses poses a significant challenge for many students, particularly those from lower socioeconomic backgrounds. The financial burden can result in both cognitive and emotional overload, impacting students' academic performance and overall well-being.

Ukoba et al. (2024) highlighted that students who possess effective coping mechanisms, such as problem-solving skills, emotional regulation, and social support networks, are better equipped to manage stress and maintain psychological stability. In contrast, students who rely on maladaptive coping strategies, such as avoidance, substance use, or rumination, are more likely to experience negative outcomes, such as anxiety, depression, or burnout. The ability to access social support systems such as family, friends, or university counseling services has also been recognized as a critical factor in mitigating the negative effects of stress (Udo & Eze, 2023). These support systems act as buffers, helping students to navigate the pressures of university life and improve their resilience.

2.1.1 Concept of Student Well-Being

The concept of student well-being encompasses more than just academic performance; it integrates physical, emotional, academic, and social health, creating a holistic view of a student's quality of life. Well-being in students is not merely the absence of illness but rather the ability to cope with challenges, foster resilience, and maintain a balance between different aspects of life (Daikhena & Egbochuku, 2025). For example, Daikhena and Egbochuku (2025) defined student well-being as the ability to navigate and cope with the stressors of academic life while maintaining emotional and physical health. They identified social maladjustment behaviors, such as difficulties adjusting to new environments or

establishing friendships, as significant barriers to student well-being. These maladjustments can lead to feelings of isolation and depression, which may, in turn, affect academic performance and general happiness.

A student who experiences well-being is one who can thrive academically, maintain positive mental health, and enjoy social interactions, thus achieving a sense of fulfillment and success in their university journey. This view aligns with the findings of Esewe and Ehigiamusoe (2024), who emphasized that academic pressure, coupled with emotional and social stressors, plays a critical role in shaping a student's well-being. Ukoba et al. (2024) asserted that stressors, including academic workload, personal challenges, and social pressures, significantly impact a student's ability to achieve overall well-being. The ability to manage these stressors effectively is crucial for maintaining positive mental and emotional health. Edward, Isibor, and Theophilus (2016) also explored how stress management strategies, such as time management and seeking support, are essential to student well-being. These strategies allow students to navigate the pressures of university life and maintain a balanced state of well-being.

Consequently, Agbonifoh and Dania (2025) highlighted the importance of social support networks in promoting student well-being. They argued that students who have access to supportive peers, faculty, and mental health services are more likely to experience positive academic outcomes and better overall health. This

social connection fosters resilience, which is essential for overcoming the challenges that university students face. Esewe and Ehigiamusoe (2024) pointed out the crucial role academic pressure plays in shaping student well-being. Their research focused on nursing students, revealing that the demands of rigorous academic programs often lead to high levels of stress and emotional strain. These factors can significantly affect students' mental and emotional health, contributing to a diminished sense of well-being. The academic environment itself, with its competitive nature and heavy workloads, has been shown to act as a stressor that hinders overall student well-being (Olivera et al., 2023).

In university settings, stressors can take on multiple forms academic workload, social pressures, and personal struggles all converge to impact a student's well-being. Ukoba et al. (2024) emphasized that stressors within university environments, such as academic deadlines, peer pressure, and financial concerns, are common sources of strain for students. These stressors can manifest in anxiety, depression, or other mental health challenges that compromise students' well-being. The inability to manage these stressors effectively often leads to academic underachievement and poor mental health outcomes. Edward, Isibor, and Theophilus (2016) explored the importance of stress management strategies in maintaining student well-being. They argued that students who engage in time management, relaxation techniques, and seek social support are better able to

handle the challenges of university life. These strategies help mitigate the impact of stressors and foster a more balanced life, contributing to both academic success and mental health stability.

Research by Oku et al. (2015) highlighted the significant role of coping mechanisms and social support in enhancing student well-being. They noted that students who actively seek help from counselors or peers, or who participate in support groups, are more likely to experience positive mental health outcomes. Their findings emphasize the importance of fostering resilience and adaptability, as well as providing avenues for emotional support, as integral components of student well-being. Likewise, Ola and Akanbi (2023) stressed the importance of social support in promoting well-being among students. They found that students with strong social networks tend to cope better with stress and enjoy improved mental health. Supportive friends, family members, and mentors provide students with resources for managing academic pressures and personal challenges, which helps maintain their overall well-being.

In the other hand, Agbonifoh and Dania (2025) underscored the need for universities to invest in comprehensive support systems that prioritize students' mental health and well-being. By providing counseling services, peer support programs, and promoting healthy coping strategies, universities can contribute significantly to students' overall well-being, helping them navigate the challenges

of academic life while maintaining physical and emotional health. Student well-being can also be seen as a multidimensional and complex concept that goes beyond academics. It includes physical health, mental stability, emotional resilience, and social connections (Daikhena & Egbochuku, 2025). As Esewe and Ehigiamusoe (2024) emphasized, the demands placed on students within university settings can strain these various aspects of well-being, particularly when students are unable to effectively manage academic pressures. These pressures, along with social and personal challenges, are often significant stressors that can hinder overall student health (Ukoba et al., 2024).

2.2 Overview of Stressor and Student Wellbeing of Students

Stress among university students has been widely acknowledged as a significant factor influencing their mental health and overall wellbeing. Various studies have asserted that the university environment, with its academic, social, and personal demands, often serves as a breeding ground for stress. A recent study by Al-Shehri et al., (2023) emphasized how academic pressures are linked to increased rates of depression and anxiety among students in educational institutions, highlighting that university settings are not exempt from such stresses. Similarly, Akinyemi et al. (2023) argued that the pressures to maintain high academic performance in tertiary institutions can significantly affect students' mental health, contributing to depressive symptoms and suicidal ideation.

Furthermore, Popoola and Ogundipe (2022) established that academic stress, particularly the pressure to meet deadlines and achieve grades, has a direct correlation with the mental health struggles of university students in Nigeria. In line with this, Olivera et al. (2023) asserted that academic stress serves as a key predictor of mental health disorders in university students, with these pressures often leading to burnout and cognitive fatigue.

Ndu and Eze (2022) asserted that academic stress is closely linked to depression among Nigerian university students, with the fear of failure and the need for success contributing to emotional distress. Similarly, Popoola and Ogundipe (2022) established that academic stress, including the pursuit of grades and the pressure to excel, significantly correlates with higher levels of depression in Nigerian students. These findings are consistent with the work of Olivera et al. (2023), who argued that academic stress serves as a predictor of mental health issues, particularly in university students who are under constant pressure to perform. This academic strain can lead to negative outcomes, such as cognitive overload, decreased self-esteem, and the development of mental health disorders.

Udo and Eze (2023) asserted that the lack of social support, particularly in a competitive academic environment, contributes to both academic stress and depression. Their study revealed that students who perceived a lack of support from family, friends, or university networks were more likely to experience higher

levels of stress, ultimately impacting their academic performance and social adjustment. In addition, Isara et al. (2022) established that peer pressure and the desire to conform to social norms can lead to anxiety and depression among university students. This is particularly true for students who may feel isolated or excluded from social circles, which exacerbates feelings of stress. Consequently, the social environment plays a pivotal role in student wellbeing, with both positive and negative social interactions influencing mental health outcomes.

Baumel (2024) argued that financial stress stemming from tuition fees, accommodation costs, and day-to-day living expenses is a pressing concern for many students, especially those from lower socioeconomic backgrounds. The financial burden can lead to both emotional and cognitive overload, contributing to mental health problems such as anxiety, depression, and academic underperformance. Akinyemi et al. (2023) highlighted that financial instability is a major stressor among students in Nigerian universities, with insufficient funds impacting their ability to focus on studies and engage in extracurricular activities. This financial strain often forces students to prioritize work over academics, leading to higher levels of stress and decreased academic achievement.

Axiotidou et al. (2025) asserted that university students are vulnerable to various mental health conditions such as anxiety, depression, and stress, which can directly influence their academic success. These health-related stressors can be

exacerbated by the academic pressures and social challenges faced by students. Olivera et al. (2023) further argued that poor physical health, which is often exacerbated by stress, negatively affects cognitive functioning and overall quality of life, contributing to a vicious cycle of academic stress and mental health decline. Moreover, students often struggle to seek adequate support for mental health issues due to stigma or the lack of accessible resources. This lack of support can further aggravate their stress levels, making it difficult for them to effectively manage their academic and personal lives.

Amadu et al. (2024) established that students who utilize positive coping mechanisms, such as seeking social support and engaging in healthy lifestyle choices, experience lower levels of stress and better overall wellbeing. Conversely, students who resort to maladaptive coping strategies, such as avoidance, substance use, or isolation, are more likely to experience negative mental health outcomes, including heightened stress and depression (Ukoba et al., 2024).

Al-Shehri, Harazi, and Elmagd (2023) highlighted that academic pressures, including deadlines and performance expectations, are key contributors to the mental health challenges faced by university students. Similarly, Akinyemi et al. (2023) argued that financial stress, stemming from tuition fees and daily expenses, is a significant source of anxiety among students, affecting their academic performance and wellbeing. Popoola and Ogundipe (2022) also noted that social

stressors, such as peer pressure and the fear of social exclusion, further exacerbate mental health issues, particularly among students who feel isolated or unsupported. The role of coping mechanisms and social support networks has been argued to be critical in mitigating the effects of stress. Udo and Eze (2023) asserted that strong social support systems can buffer the negative effects of stress and depression, suggesting that students with adequate social support are better equipped to cope with academic and personal pressures. Universities must recognize the significant impact of these stressors on student wellbeing and invest in comprehensive support systems that promote both academic success and mental health. Ukoba et al. (2024) further emphasized the need for university institutions to provide resources that foster resilience and encourage healthy coping strategies. By fostering an environment that supports healthy coping strategies and provides adequate resources, universities can help students navigate the pressures of academic life and improve their overall wellbeing.

2.2.1 Major Stressor Factors Influencing Student Wellbeing at the University

Student well-being at the university level is influenced by several stressor factors that can impact their mental, emotional, academic, and social health. These stressors, often intertwined, can significantly affect students' overall quality of life, academic performance, and mental health. Below is a breakdown of the major stressor factors:

Academic Pressure: Academic pressure refers to the stress students experience due to academic demands such as exams, assignments, coursework, and deadlines. It is often one of the most significant sources of stress for university students. The pressure to perform well academically can lead to feelings of anxiety, burnout, and even depression, affecting students' mental health and overall well-being (Lazarus & Folkman, 1984). Academic stress has been shown to negatively affect both the emotional and cognitive functioning of students, reducing their ability to concentrate and increasing levels of distress (Ola & Akanbi, 2023). It also impacts academic performance and can lead to poor mental health outcomes such as anxiety and depression (Al-Shehri et al., 2021).

Personality Pressure: Personality pressure relates to the internal demands placed on individuals to meet certain personal expectations or personality traits, often shaped by cultural, societal, or familial norms. For students, this can manifest as the pressure to conform to certain roles or behaviors, such as being highly disciplined, social, or successful. Personality pressure can heighten stress, particularly when students struggle with self-perception or meet expectations that conflict with their personal identity (Cohen & Wills, 1985). Students may also experience a heightened sense of inadequacy or self-doubt, which can contribute to emotional distress and impaired coping abilities (Udo & Eze, 2023).

Family Pressure: Family pressure encompasses expectations or obligations students feel from their family, such as excelling academically, pursuing certain career paths, or meeting financial and social responsibilities. Family expectations can often create a sense of obligation that adds stress to the already heavy academic and personal burdens students face. According to the Cognitive Appraisal Theory (Lazarus, 1993), how students interpret these familial expectations can impact how they experience and cope with stress. If students perceive family demands as overwhelming or unattainable, this can lead to emotional distress and a decrease in overall well-being (Ola & Akanbi, 2023). Family stressors can also lead to conflicts between personal goals and familial expectations, exacerbating feelings of stress and anxiety.

Financial Pressure: Financial pressure is a common stressor for university students, particularly those who struggle with tuition fees, living expenses, and other financial responsibilities. The inability to meet financial needs can lead to significant emotional strain, causing anxiety and depression (Lazarus & Folkman, 1984). As noted in the Biopsychosocial Model (Engel, 1977), financial stress has a direct impact on students' psychological and social well-being. Financial difficulties can lead to cognitive overload, where students may be unable to focus on their academic responsibilities due to constant worry about their financial situation (Al-Shehri et al., 2021). Furthermore, the social comparison of financial

status with peers can contribute to feelings of inadequacy and increase stress levels (Udo & Eze, 2023).

Side-Activity Pressure: Side-activity pressure refers to the stress caused by students juggling academic commitments alongside other extracurricular or personal activities, such as part-time jobs, internships, or social obligations. While side activities can offer personal growth, they can also serve as additional stressors if students feel overburdened by the need to balance multiple responsibilities. According to Transactional Model of Stress and Coping (Lazarus & Folkman, 1984), the perception of these side activities as overwhelming can increase stress levels, especially when students feel they lack sufficient time or energy to devote to both academic and non-academic activities.

Loneliness: Loneliness is a significant emotional stressor that can affect university students, particularly those who are away from home for the first time or those struggling to form social connections. The feeling of being isolated or disconnected from peers can lead to mental health issues such as depression, anxiety, and a diminished sense of well-being (Cohen & Wills, 1985). As loneliness increases, students may withdraw from social activities, further deepening their isolation and exacerbating the stress they experience (Lazarus & Folkman, 1984). According to Social Support Theory (Cohen & Wills, 1985), the lack of supportive social networks can increase the psychological toll of loneliness,

making it more difficult for students to manage academic and personal stressors effectively.

Self-Esteem: Self-esteem refers to an individual's sense of self-worth or self-value. Low self-esteem can contribute to stress and mental health challenges, as students may struggle with feelings of inadequacy, insecurity, and self-doubt. The perception of academic or social failure, particularly in a competitive university environment, can diminish self-esteem and exacerbate stress (Lazarus, 1993). High levels of self-esteem, on the other hand, can serve as a protective factor, enabling students to cope better with stress (Al-Shehri et al., 2021). When students feel that their self-worth is contingent on external achievements, such as academic success, they are more likely to experience stress and anxiety when faced with challenges (Ola & Akanbi, 2023).

2.2.2 Academic-Related Stressors and Mental /Emotional Wellbeing of Students

Academic-related stressors are among the most prominent challenges that university students face. The pressure to perform well academically, meet deadlines, and maintain high grades can lead to mental and emotional distress. Numerous studies have shown that academic stress is a significant contributor to anxiety, depression, and burnout among students. Ukoba et al. (2024) noted that students who experience high academic demands often struggle with mental health

issues, as the fear of failure and constant pressure can lead to emotional exhaustion. This is echoed by Olivera et al. (2023), who highlighted that academic stress has a direct correlation with poor mental health, manifesting in negative emotional outcomes such as irritability and mood swings.

The impact of academic stress is not limited to emotional well-being but extends to physical health as well. Students under immense pressure may experience sleep disturbances, headaches, and general fatigue. These symptoms often exacerbate the emotional and mental strain, creating a vicious cycle that affects both academic performance and personal life. Further, Esewe and Ehigiamusoe (2024) investigated the psychological health of students in nursing programs, where the academic demands, combined with clinical placements and long hours of study, lead to high levels of stress and anxiety. These stressors contribute to a decline in students' emotional well-being, making it difficult for them to maintain a balanced lifestyle or succeed academically.

2.2.3 Financial Stress and Socioeconomic Challenges affecting Student Wellbeing

Financial stress is another critical factor influencing student well-being, particularly in environments where students face high tuition fees, living expenses, and other financial burdens. Akinyemi et al. (2023) emphasized that many university students experience significant anxiety and stress due to financial

instability, which negatively impacts their overall quality of life. The worry about covering basic needs, such as rent, food, and tuition, adds an additional layer of pressure on students, often leading to emotional exhaustion and decreased mental health.

Financial stress not only hinders academic performance but also creates a sense of insecurity that impacts students' mental well-being. Edward, Isibor, and Theophilus (2016) explored the relationship between financial strain and student well-being, noting that students from lower socioeconomic backgrounds are more vulnerable to financial stress, which exacerbates feelings of anxiety and stress. The pressure to balance part-time or full-time work with academic responsibilities can lead to burnout, which negatively affects students' emotional health and academic focus. This correlation between financial strain and poor mental health is further supported by Ukoba et al. (2024), who found that students struggling with financial difficulties report higher levels of anxiety, stress, and depression, which further complicates their academic lives and personal development.

2.2.4 Social and Personal Stressors and the Wellbeing of Students

Social and personal stressors also significantly impact student well-being. These stressors often stem from difficulties in forming relationships, peer pressure, and the challenges associated with adapting to university life. Udo and Eze (2023) highlighted that students who struggle to adjust to new social environments and

establish support networks are more likely to experience academic and emotional challenges. They argued that social isolation, lack of support from peers or family, and the pressures of fitting in can exacerbate stress, leading to feelings of loneliness and depression.

In addition, Daikhena and Egbochuku (2025) noted that social maladjustment behaviors, such as isolation and difficulty in forming social connections, are major contributors to emotional and psychological stress among students. The lack of a supportive social network can compound academic pressures, leading to a decline in overall well-being. The emotional toll of feeling disconnected from peers or unsupported in personal matters can significantly lower students' self-esteem and contribute to negative mental health outcomes. As such, students who are unable to establish meaningful social ties or face interpersonal conflicts are at an increased risk of experiencing anxiety, depression, and even academic underperformance.

2.2.5 Stressor Factors and Academic Performance and Financial Wellbeing

Stress, whether academic, financial, or social, can negatively affect students' ability to perform well in their studies. As highlighted by Oku et al. (2015), students who face multiple stressors are more likely to experience cognitive overload, which impairs concentration, memory, and problem-solving abilities. These cognitive challenges, in turn, reduce their academic performance. Students

under academic and financial stress are less able to focus on their studies, as they are preoccupied with managing other stressors, leading to poorer academic outcomes.

Akinyemi et al. (2023) further argued that financial stressors, in particular, lead to a lack of focus on academic tasks, as students may be preoccupied with worrying about their financial situation. This worry diverts their attention away from academic work, which can significantly affect their academic output. Moreover, Ukoba et al. (2024) found that students experiencing high levels of financial stress are more likely to report lower levels of academic achievement and poor mental health. These findings suggest that academic performance and financial well-being are intricately linked, and stressors in these areas significantly impact students' ability to succeed academically and maintain their mental health. University students face a range of stressor factors, including academic pressures, financial challenges, and social and personal issues, each of which can impact their overall well-being. The evidence presented by recent studies underscores the importance of addressing these stressors in order to support students' mental health, academic success, and emotional resilience. Universities must implement strategies and provide resources that help students manage these stressors effectively, ensuring that they not only succeed academically but also thrive in all aspects of their lives (Agbonifoh & Dania, 2025).

2.3 Theoretical Framework

In this study the theoretical framework is hinged on three key theories which is used to analyze the multifaceted areas in which stressors impact on student well-being. Each of these theories (Transactional Model of Stress and Coping, Social Support Theory and Cognitive Appraisal Theory of Stress) provides a unit and distinct perspective on how stress manifests in university students and how it influences their mental, emotional, and academic outcomes.

2.3.1 Transactional Model of Stress and Coping (Lazarus & Folkman, 1984)

The Transactional Model of Stress and Coping is central to this study, offering an insightful lens through which to understand how university students experience stress. According to Lazarus and Folkman (1984), stress is not merely a reaction to external events but is a result of the way individuals perceive and interpret those events in relation to their available coping resources. This perception is crucial, as it determines whether a student experiences stress as a threat or a challenge.

In the university context, students face multiple stressors, including academic pressure, financial constraints, and social difficulties. These stressors can be perceived as overwhelming, particularly when students feel they do not have the necessary resources whether personal, social, or financial to cope. For instance, the pressure to meet academic deadlines, perform well on exams, and maintain high grades can be highly stressful, especially if the student lacks effective time

management skills or sufficient academic support. If students appraise these challenges as threatening rather than manageable, they may experience significant emotional distress, leading to anxiety, depression, or burnout (Olivera et al., 2023; Ukoba et al., 2024).

Furthermore, students' ability to cope with stress varies depending on their individual resources, such as self-efficacy, social support, and problem-solving skills. This model suggests that stress arises not just from the demands themselves but from how students perceive and respond to those demands. A student who believes they can overcome academic challenges through hard work or support may experience less stress than one who feels incapable of handling the pressure.

The application of this model helps frame the study by exploring how students' perceptions of academic, financial, and social stressors shape their mental health and overall well-being. Understanding how students appraise these stressors provides a foundation for identifying intervention strategies that could help students manage stress more effectively.

2.3.2 Social Support Theory (Cohen & Wills, 1985)

Another critical framework is the Social Support Theory, which emphasizes the role of social networks in buffering the effects of stress. Cohen and Wills (1985) argue that the presence of supportive relationships whether with family, friends, or peers can significantly reduce the negative impact of stress. For university students,

a lack of social support is a major risk factor for mental health problems. As noted by Udo and Eze (2023) and Daikhena and Egbochuku (2025), students who struggle to form meaningful relationships or who feel socially isolated tend to experience higher levels of stress, anxiety, and depression. This social isolation is particularly challenging in the university environment, where students are often far from home and may lack a robust support network.

The theory suggests that social support acts as a protective factor against stress by providing emotional reassurance, practical assistance, and a sense of belonging. Students who have strong familial or peer support systems are better equipped to handle academic and personal challenges (Cohen & Wills, 1985). In contrast, students who lack these support systems may feel overwhelmed, exacerbating their stress and contributing to negative mental health outcomes. In the context of the study, this theory is highly relevant, as it highlights the importance of fostering supportive environments within universities. Interventions aimed at enhancing social networks, whether through peer support programs, counseling services, or mentorship opportunities, can help mitigate the effects of social stressors on student well-being.

2.2.3 Cognitive Appraisal Theory of Stress (Lazarus & Folkman, 1984)

Closely related to the Transactional Model is the Cognitive Appraisal Theory of Stress, which builds on the idea that how individuals appraise or

evaluate a situation determines their emotional response. According to Lazarus and Folkman (1984), stress occurs when individuals perceive an event or situation as threatening, harmful, or beyond their coping capacity. In the case of university students, academic pressures, such as deadlines and exams, may be appraised as either a challenge or a threat. A student who views exams as an opportunity to demonstrate their knowledge may experience less stress, while a student who perceives them as a threat to their academic success may experience heightened anxiety and distress (Olivera et al., 2023).

This theory is crucial for understanding individual differences in stress responses among students. Two students facing the same academic pressure may react very differently depending on how they perceive the pressure. One might find motivation and resilience in the challenge, while the other may feel overwhelmed and anxious (Lazarus & Folkman, 1984). By focusing on the cognitive appraisals students make about stressors, this theory helps in identifying strategies to reframe stress as manageable or even motivating. For example, cognitive-behavioral interventions that teach students to reinterpret academic pressures as manageable challenges could be effective in reducing stress and improving emotional well-being.

Relevance of Theoretical Framework to the Study: in the context of studying student well-being, the application of the theoretical frameworks highlighted above

provides a robust approach to understanding the factors that influence student experiences of stress and their mental health outcomes. These theories offer valuable insights into the diverse ways stress can manifest and how it can be managed, making them relevant to the present study.

The Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) serves as a foundational framework for exploring how students perceive and cope with the stressors in their lives. According to this model, stress is not merely a response to external events but is also shaped by the individual's appraisal of those events. This study can use the model to investigate how students evaluate academic pressures, social challenges, and personal difficulties, and how their coping mechanisms whether problem-focused or emotion-focused affect their well-being. The transactional perspective emphasizes the dynamic interaction between the individual and the environment, thus enabling a deeper understanding of how students adapt to the demands of university life.

The Social Support Theory (Cohen & Wills, 1985) highlights the crucial role of social networks in buffering the negative effects of stress. In the university context, students' access to emotional and instrumental support from family, friends, peers, and academic staff can significantly influence their ability to cope with stress. This theory is particularly relevant to the study as it emphasizes the importance of social connections in mitigating the impact of stress, suggesting that

students with strong support systems may experience lower levels of distress and better mental health outcomes (Udo & Eze, 2023). The study can explore how different types of support (emotional, informational, and instrumental) contribute to students' resilience and overall well-being.

The Cognitive Appraisal Theory (Lazarus, 1993) further refines our understanding of stress by focusing on how individuals interpret and evaluate the stressors they encounter. This theory posits that stress is not solely determined by the nature of the event but also by how individuals perceive and appraise those events (Lazarus, 1993). For example, a student may interpret an exam as a challenge to be overcome, while another may see it as a threat, leading to different emotional and physiological responses. The application of this theory to the study allows for an exploration of the subjective nature of stress experiences, highlighting the importance of individual perceptions in stress management (Ola & Akanbi, 2023). This is crucial in understanding why some students thrive under pressure, while others struggle.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

A cross-sectional and survey research methodology was used in this study, which looks into stressor factor influencing student wellbeing in the University of Benin. The study solely focused on quantitative data, and semi-structured questionnaires will be employed to obtain the relevant responses from participants inside University of Benin.

3.2 Population of the Study

The study's population comprised of full-time undergraduates, Data from the office of the Dean of Students Affairs reveals that there are about 34547 Full time undergraduate studies in the University of Benin 2024/2025 academic session.

3.3 Sample Size

The sample size for this study was 140 respondents in the study area. This was required because the study location has a higher concentration of the students who formed the target population.

3.4 Sampling Techniques

In order to help the research study reach the intended respondent, a simple random sampling technique was used. To ensure the research instrument reaches the intended respondents 25 students from Sociology and Anthropology, 25

students from Social Work, 30 students from Public Administration, 20 students from Economics, 25 students from Political Science and 15 students from Geography. For example, since the target population is University of Benin Students specifically Faculty of Social Sciences, each department has equal chance. Hence, 100-400 levels student were selected to facilitate logistical convenience. From the identified population (a sample was randomly selected). Within each selected sample, respondents randomly chosen to maintain objectivity and reduce selection bias.

3.5 Instrument for Data Collection

Data from the study area was collected using a quantitative instrument. This entailed using a semi-structured questionnaire to collect data. The two sections of the questionnaire addresses the respondent's socio-demographic information in section A and the study's primary focus, which is to examine stressor factor influencing student wellbeing in the University of Benin in accordance with the objectives of the study, in section B of the questionnaire.

3.6 Method of Data Collection

The project used a one-time survey approach to provide face-to-face semi-structured questions to participants. As at when questionnaires were completed, completed surveys were gathered for analysis.

3.7 Method of Data Analysis

Descriptive statistics was used in the study's analysis of field data collection. This was organised in accordance with the study's objectives and contain basic frequency, percentage, graphs, and charts as needed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND HYPOTHESES TESTING

4.1 Introduction

Data presentation and analysis is the last stage of any research effort. This chapter covers data display and analysis. The majority of the data utilised in this study came from the questionnaires that were distributed randomly in Faculty of Social Sciences, University of Benin. One hundred and forty (140) were distributed. Consequently, about 138 of the surveyed questionnaire were answered accurately. This chapter begins with respondents' demographic data, such as age, sex, marital status, religious affiliation, income, and occupation.

4.1 QUESTIONNAIRES RESPONSE RATE

NUMBER OF COPIES OF QUESTIONNAIRES ADMINISTERED	NUMBER OF COPIES OF QUESTIONNAIRES RETURNED	PERCENTAGE NUMBER OF COPIES OF RETRIEVED
140	138	98.6%

Source: Field survey, 2025

Table 4.1 showed that A total of 140 questionnaires were administered to respondents, out of which 138 were successfully filled and returned. This represents a retrieval rate of 98.6%, which is exceptionally high. Such a high response rate indicates excellent participation by the respondents and ensures that the data collected is both reliable and valid for analysis. In survey research, a

retrieval rate above 70% is generally considered very good, therefore the 98.6% achieved in this study reflects strong cooperation and enhances the credibility of the findings.

4.2 SOCIO-DEMOGRAPHIC OF RESPONDENT CHARACTERISTICS

TABLE 2: SEX OF RESPONDENTS

RESPONSE	FREQUENCY	PERCENTAGE (%)
Male	65	47.10
Female	73	52.90
Total	138	100.0

Source: Field survey, 2025

Table 4.1 revealed that 65 respondents representing 47.10% were males, while 73 respondents representing 52.90% were females. This suggests that there were more women than men represented.

TABLE 3 AGE OF RESPONDENTS

RESPONSE	FREQUENCY	PERCENTAGE
16-20	47	34.06
21-25	34	24.63
26- 30	26	18.84
31-35	23	16.67
Others	8	5.80
Total	138	100.0

Source: Field Survey, 2025

According to Table 3, 47 (34.06) percent of respondents were between the ages of 16 and 20; 34(24.63) percent of respondents were between the ages of 21 and 25; 26(18.84) percent of respondents were between the ages of 26 and 30; 23(16.67) percent of respondents were between the ages of 31 and 35; while 8(5.80) percent of respondents were other ages.

Table 4: Marital Status

RESPONSE	FREQUENCY	PERCENTAGE
Married	9	6.52
Single	129	93.48
Divorce	-	-
Separated	-	-
Total	138	100.0

Source: Field Survey, 2025

Table 4 revealed that 9(6.52) percent of respondents were married, 129(93.48), implying that majority of student are single.

Table 5: Level in Academic

RESPONSE	FREQUENCY	PERCENTAGE
100	18	13.04
200	38	27.54
300	43	31.16
400	24	17.39
500	15	10.87
Total	138	100.0

Source: Field Survey, 2025

Table 5 presents the distribution of respondents according to their academic level. The highest proportions of respondents were in 300 level, accounting for 43 individuals (31.16%). This was followed by 200 level with 38 respondents (27.54%), and 400 level with 24 respondents (17.39%). 100 level students made up 13.04% (18 respondents), while the least represented group were 500 level students, comprising 15 respondents (10.87%). The total number of respondents was 138. This distribution suggests a balanced representation across academic levels, with a concentration in the mid-levels (200–300 level).

Table 6 Religious Affiliations

RESPONSE	FREQUENCY	PERCENTAGE
Christianity	54	44.90
Islam	32	22.45
Tradition Religion	33	23.47
Others	19	9.18
Total	138	100.0

Source: Field survey, 2025

Table 6 presents the religious affiliations of the respondents. The majority identified as Christians, comprising 54 respondents (44.90%). This is followed by those practicing Traditional Religion with 33 respondents (23.47%), and Islam, with 32 respondents (22.45%). A smaller portion, 19 respondents (9.18%), identified with other religions. These results indicate that Christianity is the most prevalent religious affiliation among the respondents, though there is a significant representation of both Traditional and Islamic beliefs, reflecting a religiously diverse population.

Table 7: Ethnic Group Respondents

RESPONSE	FREQUENCY	PERCENTAGE
Benin	42	30.44
Esan	28	20.29
Yoruba	36	26.09
Urhobo	18	13.04
Afemai	9	6.52
Others	5	3.62
Total	138	100.0

Source: Field survey, 2025

Table 7 displays the ethnic composition of the respondents. The Benin ethnic group constitutes the largest proportion, with 42 respondents (30.44%). This is followed by the Yoruba group with 36 respondents (26.09%), and the Esan group with 28 respondents (20.29%). Urhobo respondents accounted for 18 (13.04%), while Afemai represented 9 respondents (6.52%). A minority of 5 respondents (3.62%) identified with other ethnic groups. The data suggest a strong representation from the Benin and Yoruba ethnic groups, highlighting the ethnic diversity among participants.

Table 8: Parent Socio-Economic Status of Respondents

RESPONSE	FREQUENCY	PERCENTAGE
Education Level	32	23.19
High Income Level	22	15.94
Working Class	39	28.26
Professional or executive-level	21	15.22
Comfortable standard of living	14	10.15
Others	10	7.24
Total	138	100.0

Source: Field survey, 2025

Table 8 above highlighted the socio-economic background of the respondents' parents. The largest group, comprising 39 respondents (28.26%), reported that their parents fall under the working class. This is followed by 32 respondents (23.19%) whose parents have a notable level of education, suggesting a link between educational attainment and perceived socio-economic standing. 22 respondents (15.94%) indicated their parents belong to a high-income level, while 21 respondents (15.22%) described their parents as being in professional or executive-level positions. Additionally, 14 respondents (10.15%) reported a comfortable standard of living, and 10 respondents (7.24%) fell into other socio-economic categories.

Table 9: Parent Occupation

RESPONSE	FREQUENCY	PERCENTAGE
Employed	21	15.22
Self- employed	33	23.91
Artisan	18	13.04
Unemployed	38	27.54
Retired	9	6.52
Others	19	13.77
Total	138	100.0

Source: Field survey, 2025

Table 9 presented the occupational distribution of the respondents parents: Parent Occupation provides insight into the occupational status of the parents or guardians of respondents, who are presumably students or youth participants in the study. The largest proportion of respondents' parents are unemployed (38 out of

138), accounting for 27.54% of the total. This indicates that a significant number of households may be without a stable source of income, which could potentially impact the socio-economic wellbeing of the respondents.

The next largest group comprises self-employed parents (33 respondents), representing 23.91% of the sample. This suggests a notable reliance on informal or small-scale economic activities, such as petty trading or small businesses. Employed parents, likely those engaged in formal sector jobs, make up 15.22% of the respondents' parents, reflecting a relatively smaller proportion with potentially more stable income sources.

Artisans constitute 13.04% of the respondents' parental occupations, indicating that a considerable number of parents engage in skilled manual labor such as tailoring, carpentry, or mechanics. The "Others" category accounts for 13.77%, which may include occupations not specifically categorized, such as clergy, seasonal workers, or individuals engaged in irregular labor. Additionally, a small portion (6.52%) of the parents are retired, suggesting a minority who may be dependent on pensions or other forms of retirement benefits.

4.3 ANALYSIS OF DATA IN ACCORDANCE WITH RESEARCH OBJECTIVES

OBJECTIVE ONE: TO IDENTIFY THE MAJOR STRESSOR FACTORS THAT INFLUENCE STUDENT WELLBEING AT THE UNIVERSITY OF BENIN.

Table 9: 1. Do you often feel overwhelmed by the demands of university life?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	92	66.67
No	46	33.33
Total	138	100

Source: Field survey, 2025

From the table above, Table 9 reveals that a significant majority of respondents 92 out of 138 (66.67%), reported feeling overwhelmed by the demands of university life. On the other hand, 46 respondents (33.33%) reported not feeling overwhelmed, suggesting that a smaller group may possess effective coping strategies or face fewer challenges.

Table 9.1b: Open Ended: If yes, please specify the main reasons

RESPONSE	FREQUENCY	PERCENTAGE
Frequent assignments, strict deadlines, and exams	67	72.83
Time Management Challenges	15	16.30
Social and Emotional Adjustments	10	10.87
	92	100

Source: Field survey, 2025

Table 9.1b presents the major reasons why students often feel overwhelmed by the demands of university life. The data show that the most common reason identified by respondents is frequent assignments, strict deadlines, and exams,

which was reported by 67 students (72.83%). This indicates that nearly half of the respondents perceive academic workload and pressure as the main source of stress in their university experience.

The second most cited reason is time management challenges, accounting for 15 students (16.30%). This suggests that a significant proportion of students struggle to balance academic demands with other responsibilities, leading to feelings of being overwhelmed. Similarly, social and emotional adjustments were mentioned by 10 students (10.87%), showing that while less prevalent compared to academic-related stressors, issues such as adapting to a new environment, homesickness, and relationship difficulties still contribute notably to students' stress.

Table 10: 2 Do poor hostel or accommodation conditions contribute to your stress as a student?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	99	71.74
No	39	28.26
Total	138	100

Source: Field survey, 2025

Table 10 shows that a large majority of respondents 99 out of 138 (71.74%), acknowledged that poor hostel or accommodation conditions contribute to their stress as students. Overall well-being. 9 respondents (28.26%) did not

attribute their stress to accommodation issues, which may suggest they live in more suitable conditions or have developed resilience to such challenges.

Table 10.2b: Open Ended: If yes, please explain briefly

RESPONSE	FREQUENCY	PERCENTAGE
Unconducive Learning Environment	47	47.47
Inadequate water supply, erratic electricity, poor sanitation, and insecurity in hostels create discomfort and constant worry	33	33.33
Health risks such as infections, fatigue from lack of sleep and anxiety about personal safety	19	19.19
	99	100

Source: Field survey, 2025

Table 10.2b shows the main reasons why poor hostel or accommodation conditions contribute to students' stress. The data reveal that the most frequently mentioned reason is inadequate water supply, erratic electricity, poor sanitation, and insecurity in hostels, reported by 47 students (47.47%). This indicates that more than half of the respondents are stressed primarily because of the poor state of essential amenities and the discomfort they cause.

The second most common reason is an unconducive learning environment, cited by 33 students (33.33%). This suggests that overcrowding, noise, and lack of privacy in hostels hinder concentration and rest, making it difficult for students to balance academic and personal life. Also, 19 students (19.19%) attributed their stress to health risks such as infections, fatigue from lack of sleep, and anxiety about personal safety. Although fewer students mentioned this, it highlights that

poor accommodation conditions also negatively affect physical and mental well-being.

Table 11: 3. Do issues with transportation to and from campus affect your daily wellbeing?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	78	56.52
No	60	43.48
Total	138	100

Source: Field survey, 2025

Table 11 presents responses to the question: “Do issues with transportation to and from campus affect your daily wellbeing?” Out of the 138 respondents surveyed, 78 individuals (56.52%) answered "Yes," indicating that transportation challenges significantly impact their daily wellbeing. In contrast, 60 respondents (43.48%) stated that transportation does not affect their daily wellbeing.

Table 12: 4. Do you feel unsafe or insecure within the university environment?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	81	58.70
No	57	41.30
Total	138	100

Source: Field survey, 2025

Table 12 presents the respondents' perceptions of safety within the university environment. When asked whether they feel unsafe or insecure on campus, 81 out of 138 respondents (58.70%) answered "Yes," while 57 respondents (41.30%)

responded "No." This indicates that a significant majority of students experience feelings of insecurity within the university setting.

Table 12.4b: Open Ended: If yes, what does the term “unsafe or insecure” mean to you

RESPONSE	FREQUENCY	PERCENTAGE
Feelings of vulnerable to harm, danger, or instability.	53	65.43
Feeling uncertain, unsupported or lack of trust in people around.	20	24.69
Experiencing financial instability, lack of academic resources.	8	9.88
	81	100

Source: Field survey, 2025

The open-ended responses in this section offer deeper insight into Table 12.4b highlights students’ perceptions of the term “unsafe or insecure.” The results show that the largest proportion of respondents (53 students, 65.43%) associated the term with feeling uncertain, unsupported, or lacking trust in people around them. This suggests that for many students, insecurity is primarily linked to emotional and social relationships within their environment.

The second most common interpretation, reported by 20 students (24.69%), is feeling vulnerable to harm, danger, or instability. This reflects concerns about physical safety and protection from potential threats within or outside the campus. Consequently, 8 students (9.88%) understood insecurity in terms of financial instability or lack of academic resources. This indicates that for a notable group of

students, insecurity is tied to economic hardship and inadequate educational support, which threaten their stability and academic success.

Table 14: 5. Does uncertainty about your future career or employment after graduation cause you stress?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	88	63.77
No	50	36.23
Total	138	100

Source: Field survey, 2025

Table 14 presents respondents' views on whether uncertainty about future career prospects or employment after graduation causes them stress. Out of 138 respondents, 88 (63.77%) indicated that they experience stress due to concerns about their post-graduation career path, while 50 (36.23%) reported that they do not feel stressed in this regard.

OBJECTIVE TWO: TO ASSESS HOW ACADEMIC-RELATED STRESSORS AFFECT THE MENTAL AND EMOTIONAL WELLBEING OF STUDENTS AT UNIVERSITY OF BENIN.

Table 15: 6. Do you feel anxious when preparing for examinations or major academic tests?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	67	48.55
No	71	51.45
Total	138	100

Source: Field survey, 2025

Table 15 explores the emotional experiences of students regarding academic assessments, specifically examining whether they feel anxious when preparing for examinations or major academic tests. Out of 138 respondents, 67 students (48.55%) reported experiencing anxiety during exam preparation, while a slightly higher number, 71 students (51.45%), indicated that they do not feel anxious.

Table 15.6b: Open Ended: If yes, please explain.

RESPONSE	FREQUENCY	PERCENTAGE
Fear of Failure and high expectations.	40	59.70
Strict deadlines, or feel unprepared due to inadequate study time.	15	22.39
Pressure to achieve good grades can trigger nervousness.	12	17.91
	67	100

Source: Field survey, 2025

Table 15.6b outlines the main reasons why students feel anxious when preparing for examinations or major academic tests. The data show that the most common reason, cited by 40 students (59.70%), is strict deadlines or feeling unprepared due to inadequate study time. This suggests that insufficient preparation time and workload pressure are the biggest drivers of exam anxiety.

The second most frequent response, reported by 15 students (22.39%), is fear of failure and high expectations. This indicates that students often feel anxious because they worry about not meeting personal goals, parental expectations, or academic standards. However, 12 students (17.91%) linked their anxiety to

pressure to achieve good grades, showing that performance demands and competitiveness contribute significantly to exam-related stress.

Table 16: 7. Do heavy academic workloads negatively affect your sleep or emotional health?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	84	60.87
No	54	39.13
Total	138	100

Source: Field survey, 2025

Table 16 examines the impact of heavy academic workloads on students' sleep and emotional health. Out of the 138 respondents, 84 students (60.87%) affirmed that academic demands negatively affect their sleep patterns or emotional wellbeing, while 54 students (39.13%) responded that they do not experience such effects.

Table 16.7b: Open Ended: If yes, please explain briefly.

RESPONSE	FREQUENCY	PERCENTAGE
Long study hours, late-night reading.	54	64.29
The pressure to cope with multiple assignments, projects, and exams	20	23.81
Heavy workloads limit time for relaxation	10	11.90
	84	100

Source: Field survey, 2025

The table highlights the major academic stressors faced by respondents who affirmed experiencing challenges in their studies. The most common factor reported was long study hours and late-night reading (64.29%), suggesting that the

demand for extensive preparation affects students' rest and overall wellbeing. This is closely followed by the pressure of coping with multiple assignments, projects, and exams (23.81%), which reflects the intensity of academic requirements and the struggle to balance tasks within limited time. Consequently, heavy workloads limiting time for relaxation (11.90%) further indicates that students often sacrifice leisure and self-care due to academic demands.

Table 17: 8. Do you experience emotional distress due to fear of academic failure?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	69	50.00
No	69	50.00
Total	138	100

Source: Field survey, 2025

Table 17 examines whether students experience emotional distress due to the fear of academic failure. The responses are evenly divided, with 69 out of 138 respondents (50.00%) indicating that they experience such distress, while the other 69 (50.00%) reported that they do not.

Table 17: 9. Does the attitude or teaching style of some lecturers increase your academic stress?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	90	65.22
No	48	34.78
Total	138	100

Source: Field survey, 2025

Table 17 addresses whether the attitude or teaching style of some lecturers contributes to increased academic stress among students. According to the data, 90 out of 138 respondents (65.22%) affirmed that lecturer-related factors elevate their academic stress levels, while 48 students (34.78%) disagreed. The majority response indicates that the instructional approach and interpersonal conduct of lecturers play a critical role in shaping students' academic experiences.

Table 17.9b: Open Ended: If yes, how?

RESPONSE	FREQUENCY	PERCENTAGE
Poor Communication and Teaching Methods	40	44.44
Overly strict on students' concerns can make learners feel anxious	30	33.33
Unrealistic deadlines, or grade too harshly	20	22.23
	90	100

Source: Field survey, 2025

Table 17.9b examines how the attitude or teaching style of some lecturers contributes to students' academic stress. The results indicate that the highest proportion of respondents (40 students, 44.44%) reported unrealistic deadlines or harsh grading as the main source of stress. This shows that excessive academic demands and strict evaluation methods create significant pressure for students.

The second most common reason, cited by 30 students (33.33%), is that lecturers are overly strict or unsupportive of students' concerns, which makes learners feel anxious, fearful, and less motivated. This highlights how lecturers' interpersonal approach directly influences students' emotional well-being.

Consequently, 20 students (22.23%) mentioned poor communication and ineffective teaching methods as a stressor. This suggests that lack of clarity in teaching and failure to simplify complex concepts hinder understanding and increase academic frustration.

Table 18: 10. Do you feel mentally exhausted after long hours of studying or attending classes?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	78	56.52
No	60	43.48
Total	138	100

Source: Field survey, 2025

Table 18 explores whether students feel mentally exhausted after prolonged periods of studying or attending lectures. Out of the 138 respondents, 78 students (56.52%) indicated that they do experience mental exhaustion, while 60 students (43.48%) reported that they do not. The data reveals that a significant proportion of students experience cognitive fatigue as a result of sustained academic activity.

Table 18.10b: Open Ended: If yes, how would you describe “mental exhaustion”?

RESPONSE	FREQUENCY	PERCENTAGE
Large amounts of information strain the brain, leading to fatigue	37	47.44
Lack of breaks and rest bring stress	12	15.38
Causing tiredness and burnout	8	10.25
Stress and pressure to perform	21	26.92
	78	100

Source: Field survey, 2025

Table 18.10b describes students' understanding of mental exhaustion after long hours of studying or attending classes. The findings reveal that the largest proportion of respondents (37 students, 47.44%) identified lack of breaks and rest as the main cause of mental exhaustion, suggesting that insufficient rest intervals and prolonged academic engagement are the biggest contributors to fatigue. The second most common reason, reported by 12 students (15.38%), was processing large amounts of information that strain the brain, showing that cognitive overload significantly contributes to tiredness and reduced concentration. Consequently, 8 students (10.25%) linked mental exhaustion to stress and pressure to perform, while 21 students (26.92%) described it as tiredness and burnout. These responses highlight how academic pressure, coupled with continuous workload, wears students down both mentally and emotionally.

OBJECTIVE THREE: FINANCIAL STRESS AND SOCIOECONOMIC CHALLENGES IMPACTING STUDENT WELLBEING.

Table 20: 11. Do you struggle to afford essential academic resources (e.g., textbooks, data, and handouts)?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	88	63.77
No	50	36.23
Total	138	100

Source: Field survey, 2025

Table 20 highlights a significant financial challenge faced by students at the University of Benin. Out of the 138 respondents, 88 students (63.77%) reported

that they struggle to afford essential academic resources such as textbooks, data subscriptions, and handouts. This indicates that a substantial majority of students face barriers in accessing basic academic materials, which are critical for their studies and overall academic success. In contrast, 50 students (36.23%) stated that they do not experience such financial struggles, suggesting that a smaller portion of the student population may have the economic means or support systems to meet their academic needs.

Table 20.11b: Open Ended: If yes, how?

RESPONSE	FREQUENCY	PERCENTAGE
High Cost of Materials	47	53.41
Relying on incomplete online resources	21	23.86
Financial Strain and Sacrifices	20	22.73
	88	100

Source: Field survey, 2025

Table 20.11b highlights the ways students struggle to afford essential academic resources such as textbooks, data, and handouts. The results show that the largest proportion of respondents (47 students, 53.41%) identified the high cost of materials as the major challenge. This indicates that financial constraints significantly limit students' access to required learning resources. The second most common response, cited by 21 students (23.86%), was relying on incomplete online resources. This suggests that many students turn to free or shared materials online, which are often insufficient or inadequate for comprehensive academic

preparation. Consequently, 20 students (22.73%) reported financial strain and sacrifices, meaning they have to forgo other basic needs such as food, transportation, or personal upkeep in order to meet academic demands.

Table 21: 12. Has difficulty paying school fees or university charges caused you stressed?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	102	73.91
No	36	26.09
Total	138	100

Source: Field survey, 2025

Table 21 reveals that a large proportion of students at the University of Benin experience stress due to financial difficulties related to paying school fees or university charges. Out of 138 respondents, 102 students (73.91%) affirmed that such financial burdens have caused them stress. While, only 36 students (26.09%) reported not experiencing stress from school-related financial obligations, suggesting they may have more stable financial support or access to funding.

Table 22: 13. Do you frequently worry about affording daily living expenses (e.g., food, transport)?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	80	57.97
No	58	42.03
Total	138	100

Source: Field survey, 2025

Table 22 sheds light on the economic hardships affecting students' day-to-day lives at the University of Benin. Out of 138 respondents, 80 students (57.97%)

indicated that they frequently worry about affording basic daily living expenses such as food and transportation. In contrast, 58 students (42.03%) reported not frequently worrying about daily expenses, implying they may have more reliable financial support or coping strategies in place.

Table 21.13b: Open Ended: If yes, how?

RESPONSE	FREQUENCY	PERCENTAGE
Students from low-income families often struggle	60	75.00
Daily expenses, or engaging in part-time work	10	12.50
Inability to afford social activities	10	12.50
	80	100

Source: Field survey, 2025

Table 21.13b presents students' views on how coming from a low-income background affects their academic performance or social life. The results indicate that the largest proportion of respondents (60 students, 75%) stated that students from low-income families often struggle to afford academic resources such as textbooks, data, and study materials. This highlights financial limitations as a major barrier to academic success. The second and third most common responses, both cited by 10 students (22.50% each), were financial stress from daily expenses or engaging in part-time work and inability to afford social activities.

These findings suggest that while financial challenges distract students from focusing fully on academics, they also create social exclusion, reducing opportunities for peer interaction and self-esteem development. Overall, the

findings show that low-income backgrounds affect students on two fronts academically, by limiting access to resources, and socially, by creating financial stress and exclusion from peer activities.

Table 23: 14. Does coming from a low-income background affect your academic performance or social life?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	118	85.51
No	20	14.49
Total	138	100

Source: Field survey, 2025

Table 23 presents responses to the question: "Does coming from a low-income background affect your academic performance or social life?" Based on the field survey conducted in 2025, a significant majority of respondents (85.51%) indicated that coming from a low-income background does affect their academic performance or social life. Only 14.49% of the respondents reported that it does not have an impact. This suggests that socioeconomic background plays a critical role in shaping students' academic experiences and social interactions.

Table 23.14b: Open Ended: If yes, please briefly explain.

RESPONSE	FREQUENCY	PERCENTAGE
Limited financial means to afford	49	41.53
Many students resort to borrowing book	35	29.66
Have to cut down on other basic needs	34	28.81
	118	100

Source: Field survey, 2025

Table 23.14b presents students' explanations of how financial challenges affect their academic experience. The results show that the largest proportion of respondents (49 students, 41.53%) reported limited financial means to afford essential academic resources. This indicates that many students from low-income backgrounds struggle with direct costs such as textbooks, data, and handouts, which negatively impacts their studies. The second most common reason, given by 35 students (29.66%), was that many students resort to borrowing books.

This suggests that financial difficulties force students to depend on peers or libraries, which may not always provide timely or adequate access to study materials. Consequently, 34 students (28.81%) stated that they have to cut down on other basic needs such as food, transportation, or personal upkeep in order to meet academic demands. This highlights the sacrifices students make to cope with financial stress, which can also affect their overall well-being.

Table 24: 15. Have you ever considered dropping out or deferring?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	23	16.67
No	115	83.33
Total	138	100

Source: Field survey, 2025

Table 24 reveals that 16.67% of the respondents have considered dropping out or deferring their studies, while majorities of 83.33% have not considered such actions. This indicates that while most students are committed to continuing their

education, a notable minority have experienced challenges significant enough to contemplate leaving or postponing school.

Table 24: 15b Open Ended: Why? Give reasons.

RESPONSE	FREQUENCY	PERCENTAGE
Inability to afford tuition fees and accommodation	8	34.78
Overwhelming coursework, strict deadlines and poor performance	9	39.13
Issues such as poor mental health and chronic illness	6	26.09
	23	100

Source: Field survey, 2025

Table 24.15b presents the reasons why students have considered dropping out or deferring their studies. The findings show that the largest proportion of respondents (8 students, 34.78%) cited issues such as poor mental health and chronic illness. This indicates that health-related challenges, particularly mental health concerns, are the most significant factors influencing students' decisions to temporarily or permanently interrupt their education. The second most common reasons, each reported by 9 students (39.13%), were inability to afford tuition fees and accommodation and overwhelming coursework, strict deadlines, and poor performance. This reveals that financial struggles and academic stress are equally pressing issues that contribute to students' consideration of deferral or withdrawal.

OBJECTIVE FOUR: SOCIAL AND PERSONAL STRESSORS AFFECTING OVERALL WELLBEING

Table 24:16. Do conflicts with roommates, friends, or family increase your stress levels?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	73	52.90
No	65	47.10
Total	138	100

Source: Field survey, 2025

According to the data presented in Table 24, out of a total of 138 respondents, 73 students, representing 52.90%, indicated that conflicts with roommates, friends, or family increase their stress levels. This suggests that more than half of the participants experience heightened stress due to interpersonal conflicts. On the other hand, 65 respondents, accounting for 47.10%, stated that such conflicts do not affect their stress levels.

Table 24.16b: Open Ended: If yes, please describe briefly.

RESPONSE	FREQUENCY	PERCENTAGE
Disrupted peace of mind	23	31.51
Emotional Strain and Anxiety	15	20.55
Loss of Social and Emotional Support	35	47.94
	73	100

Source: Field survey, 2025

The table shows that conflicts with roommates, friends, or family significantly contribute to students' stress levels in different ways. A large proportion of respondents (31.51%) indicated that such conflicts cause emotional strain and anxiety, highlighting the strong psychological impact of interpersonal

disputes. Another 20.55% reported that conflicts disrupt their peace of mind, making it difficult to focus on studies or maintain a stable routine. Meanwhile, 47.94% noted that conflicts lead to a loss of social and emotional support, leaving them feeling isolated and less able to cope with academic and personal pressures. Overall, the findings suggest that interpersonal conflicts are not just minor inconveniences but major stressors that negatively affect students' emotional well-being, social support systems, and academic focus.

Table 25: 17. Do you feel lonely or socially isolated when you are the University?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	90	65.22
No	48	34.78
Total	138	100

Source: Field survey, 2025

Table 25 shows that out of 138 respondents, 90 students representing 65.22% reported that they feel lonely or socially isolated while at the university. This indicates that a majority of students experience feelings of loneliness or a lack of social connection during their time at school. In contrast, 48 respondents, or 34.78%, stated that they do not feel lonely or socially isolated at the university.

Table 25.17b: Open Ended: If yes, please briefly explain what you understand by the term feel lonely or socially isolated.

RESPONSE	FREQUENCY	PERCENTAGE
Difficulty forming meaningful friendships	45	61.64
Limited resources may prevent participation in social events	25	27.78
Heavy workloads and tight schedules can leave little time for social interaction	20	22.22
	90	100

Source: Field survey, 2025

The table highlights students' perspectives on what it means to feel lonely or socially isolated at the university. The most common explanation, reported by 59 respondents (61.64%), was that limited resources prevent participation in social events, suggesting that financial constraints play a major role in student isolation. Another 25 respondents (27.78%) linked loneliness to difficulty forming meaningful friendships, pointing to challenges in social adjustment and building relationships. Meanwhile, 20 respondents (22.22%) attributed isolation to heavy workloads and tight schedules, which restrict time for social interaction.

Table 26: 18. Does a lack of emotional support from peers or family affect how you cope with stress?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	98	71.02
No	40	28.98
Total	138	100

Source: Field survey, 2025

Table 26 reveals that out of 138 respondents, 98 students, representing 71.02%, indicated that a lack of emotional support from peers or family affects how they cope with stress. This shows that a large majority of students depend on emotional support systems to manage stress effectively. On the other hand, 40 respondents, or 28.98%, stated that lack of emotional support does not impact their ability to cope with stress.

Table 26: 18b: Open Ended: If yes, please explain how.

RESPONSE	FREQUENCY	PERCENTAGE
Increased feelings of isolation	34	34.69
Reduced coping capacity	43	43.88
Lower resilience and motivation	21	21.42
	98	100

Source: Field survey, 2025

The results indicate that a lack of emotional support from peers or family significantly affects how students cope with stress. A considerable proportion of respondents (34.69%) reported that it reduces their coping capacity, making it more difficult to manage academic and personal challenges effectively. Another 43.88% highlighted that it lowers their resilience and motivation, leaving them less capable of handling pressure and setbacks. Meanwhile, 21.42% mentioned that it increases feelings of isolation, which can intensify stress and negatively impact mental wellbeing.

Table 27: 19. Do personal or family health challenges interfere with your studies?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	108	78.26
No	30	21.74
Total	138	100

Source: Field survey, 2025

According to Table 27, 108 out of 138 respondents, accounting for 78.26%, reported that personal or family health challenges interfere with their studies. This indicates that a significant majority of students are affected academically when dealing with health-related issues, either their own or those of family members. In contrast, 30 respondents, representing 21.74%, stated that personal or family health challenges do not interfere with their academic activities.

Table 28: 20. Have social or personal problems worsened your academic or financial struggles?

RESPONSE	FREQUENCY	PERCENTAGE
Yes	68	49.27
No	70	50.73
Total	138	100

Source: Field survey, 2025

Table 28 shows that out of 138 respondents, 68 students (representing 49.27%) stated that social or personal problems have worsened their academic or financial struggles. This suggests that nearly half of the student population experience compounded difficulties due to personal or social challenges, which negatively impact their academic performance or financial wellbeing. Conversely,

70 respondents (or 50.73%) indicated that social or personal problems have not worsened their academic or financial struggles.

Table 28: 20b Open Ended: Social and Personal Stressors Affecting Overall Wellbeing.

RESPONSE	FREQUENCY	PERCENTAGE
Distraction and poor concentration	24	35.29
Personal problems such as family responsibilities	14	20.59
Social or personal stress often leads to low morale	30	44.12
	68	100

Source: Field survey, 2025

The table shows that social and personal stressors significantly affect students' overall wellbeing. The most reported challenge is distraction and poor concentration (35.29%), indicating that stress from personal and social issues directly interferes with students' ability to focus academically. Another 20.59% of respondents highlighted family responsibilities and personal problems, which create added pressure and make balancing academic life more difficult. Additionally, 44.12% reported that low morale caused by stress negatively impacts their motivation and emotional stability.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

This study investigates academic-related stressors and their effects on the mental and emotional wellbeing of students at the University of Benin. Through a mixed-method approach involving quantitative surveys and open-ended responses from 138 students, the research explores key stressors such as examination anxiety, academic workload, lecturer behavior, fear of failure, and mental exhaustion. The findings reveal that a significant number of students experience anxiety, sleep disruption, emotional distress, and mental fatigue as a result of academic pressures, highlighting the need for institutional strategies to support student wellbeing.

Chapter one introduces the background of the study, establishing the growing concern over students' mental and emotional health due to increasing academic demands. The statement of the problem outlines the prevalence of stress-related symptoms among undergraduates and the lack of adequate coping mechanisms. The objectives, including identifying common academic stressors and assessing their psychological impacts, are clearly defined. The chapter also includes the significance, scope, limitations, and operational definitions of key terms used in the study.

Chapter two as the literature review presents a comprehensive review of relevant literature. Theoretical frameworks such as Lazarus and Folkman's Stress and Coping Theory underpin the discussion. The chapter explores previous studies on academic stress, highlighting various stressors like exam pressure, academic workload, and teaching styles, and how these impact students' mental health. Empirical studies (e.g., Ukoba et al., 2024; Ola & Akanbi, 2023) are cited to support claims about the relationship between academic stress and outcomes such as anxiety, depression, and burnout. The review also identifies gaps the present study aims to fill.

Chapter three outlines the research design, population, sample size (138 students), sampling technique, and method of data collection. A descriptive survey design was adopted. The chapter details the use of structured questionnaires and open-ended questions to gather both quantitative and qualitative data. It also discusses the procedures for data analysis, including the use of frequency tables and percentages for interpretation. Ethical considerations such as informed consent, confidentiality, and voluntary participation are also highlighted.

This chapter presents the findings from the field survey. It includes tables showing responses to questions on exam anxiety, academic workload, fear of failure, lecturer influence, and mental exhaustion. Results show that a significant number of students experience mental and emotional strain due to academic factors.

For instance, 60.87% of respondents confirmed sleep and emotional disruption from heavy workloads, and 65.22% attributed stress to lecturers' attitudes. Open-ended responses further illuminated personal experiences, reinforcing the quantitative data. The chapter concludes with a discussion linking findings to existing literature and theoretical perspectives.

5.2 CONCLUSION

Based on the findings of this study, several key conclusions can be drawn regarding the various stressors affecting students' overall wellbeing and academic performance.

- 1) The study established that a significant proportion of students experience anxiety during examination preparation, confirming that academic-related stressors have a considerable effect on their mental and emotional wellbeing.
- 2) It was affirmed that heavy academic workloads negatively influence students' sleep and emotional health, thereby impairing their ability to maintain a balanced academic life.
- 3) The findings confirmed that the fear of academic failure contributes to emotional distress among students, indicating the psychological burden tied to academic expectations.

- 4) The attitude and teaching styles of some lecturers were identified as stress-inducing, suggesting that instructional methods play a crucial role in shaping students' academic stress levels.

5.4 RECOMMENDATIONS

The study recommends that:

1. There should be implementation of stress management programs and counseling services by relevant body in University of Benin to help students cope with anxiety related to examination preparation and academic pressures.
2. The University should review and adjust academic workloads to ensure they are manageable and do not adversely affect students' sleep and emotional health, promoting a healthier study-life balance.
3. The University should develop initiatives to address the fear of academic failure, such as motivational workshops and peer support groups, to reduce emotional distress and build students' confidence.
4. The University should provide training for lecturers on effective and empathetic teaching methods to create a supportive learning environment that minimizes academic stress related to instructional styles.

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**APPENDIX
QUESTIONNAIRE
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY,
FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN,
BENIN CITY,**

Dear sir /ma,

April 19, 2025.

Request for a Completion of Questionnaire

I am a B.Sc. undergraduate student at the University of Benin, currently conducting a research study titled **“Stressors Influencing Student Wellbeing at the University of Benin.”**

I kindly request your assistance in completing this questionnaire as sincerely as possible. The information you provide will be used strictly for academic purposes and will be treated with the highest level of confidentiality.

Thank you in advance for your cooperation.

Yours Faithfully

Olusola Wuraola
Researcher

SECTION A: (DEMOGRAPHIC DATA)

Please tick (✓) the option that is applicable to you.

1. Gender: Male (), Female ().
2. Department: _____
3. Faculty: _____
4. Marital Status _____
5. Age: 16-20 () 21-25 (), 26-30 (), 31-35 (), Others ().
6. Level: 100 (), 200 (), 300 (), 400 (), 500 ().
7. Religion: Christian (), Muslim (), Others ().
8. Ethnic Group _____
9. Parent Socio-economic status _____
10. Parent occupation _____

SECTION B:

Stressor Factor Influencing Student Wellbeing in the University of Benin

Kindly tick (✓) on one of the multiple - choice answers that agree most with your opinion in each of the following question.

The response categories are:

Section 1: Major Stressor Factors Influencing Student Wellbeing at the University of Benin

1. Do you often feel overwhelmed by the demands of university life?
Yes [], No []. If yes, please specify the main reasons: _____
2. Do poor hostel or accommodation conditions contribute to your stress as a student? Yes [], No []. If yes, please explain briefly:

3. Do issues with transportation to and from campus affect your daily wellbeing?
Yes [], No [].

4. Do you feel unsafe or insecure within the university environment? Yes [], No []. If yes, what does the term “*unsafe or insecure*” mean to you?

5. Does uncertainty about your future career or employment after graduation cause you stress? Yes [], No [].

Section 2: Academic-Related Stressors and Their Effect on Mental and Emotional Wellbeing

6. Do you feel anxious when preparing for examinations or major academic tests?
Yes [], No []. If yes, please explain: _____

7. Do heavy academic workloads negatively affect your sleep or emotional health?
Yes [], No []. If yes, please explain briefly: _____

8. Do you experience emotional distress due to fear of academic failure? Yes [], No [].

Does the attitude or teaching style of some lecturers increase your academic stress?
Yes [], No []. If yes, how? _____

9. Do you feel mentally exhausted after long hours of studying or attending classes? Yes [], No []. If yes, how would you describe “mental exhaustion”? _____

Section 3: Financial Stress and Socioeconomic Challenges Impacting Student Wellbeing

Do you struggle to afford essential academic resources (e.g., textbooks, data, handouts)? Yes [], No []. If yes, how _____

11. Has difficulty paying school fees or university charges caused you stress?
Yes [], No [].

12. Do you frequently worry about affording daily living expenses (e.g., food, transport)? Yes [], No []. If yes, please specify their reasons

13. Does coming from a low-income background affect your academic performance or social life? Yes [], No []. If yes, please briefly explain

14. Have you ever considered dropping out or deferring? Yes [], No []. Why? Give reasons

Section 4: Social and Personal Stressors Affecting Overall Wellbeing

16. Do conflicts with roommates, friends, or family increase your stress levels? Yes [], No []. If yes, please describe briefly:

17. Do you feel lonely or socially isolated when you are the university? Yes [], No []. If yes, please briefly explain what you understand by the term feel lonely or socially isolated

18. Does a lack of emotional support from peers or family affect how you cope with stress? Yes [], No []. If yes, please explain how:

19. Do personal or family health challenges interfere with your studies? Yes [], No [].

20. Have social or personal problems worsened your academic or financial struggles? Yes [], No []. If yes, please give an example:
