

**PERCEIVED EFFECTS OF STRESS ON THE ACADEMIC PERFORMANCE
OF NURSING STUDENTS IN THOMAS ADEWUMI UNIVERSITY, OKO
IRESE, KWARA STATE.**

BY

ADEROGBA MERCY AYOMIDE

20/05NSS007

AT

**DEPARTMENT OF NURSING SCIENCES, FACULTY OF NURSING
SCIENCES, THOMAS ADEWUMI UNIVERSITY, OKO, KWARA STATE.**

AUGUST, 2025

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD
OF BACHELOR OF NURSING SCIENCE DEGREE**

AUGUST, 2025

DECLARATION PAGE

This is to declare that this research project titled **Perceived Effects Of Stress On The Academic Performance Of Nursing Students In Thomas Adewumi University, Oko Irese, Kwara State** was carried out by **Aderogba Mercy Ayomide** is solely the result of my work except where acknowledged as being derived from other person(s) work or resources.

Matriculation Number: 20/05NSS007

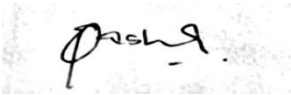
In The faculty of Nursing Sciences, Thomas Adewumi University, Oko, Kwara State.

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Date: 07/08/25

CERTIFICATION PAGE

This is to certify that this research project by **Aderogba Mercy Ayomide** with **matric number 20/05NSS007** has been examined and approved for the award of **BACHELOR OF NURSING SCIENCE DEGREE.**

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ABSTRACT

This is a descriptive survey research design which focused on “perceived effects of stress on the academic performance of nursing students in Thomas Adewumi University Oko Irese, Kwara State. The significance of this study is to understand the impact of stress on the academic performance of nursing students, to identify factors that contributes to stress and to identify coping strategies that can be used to effectively manage stress. Convenience sampling technique was used to select 120 respondents. A modified-structured questionnaire was distributed to all the 120 respondents. The responses were collated and analyzed. The data was analyzed using both descriptive and inferential statistics. Findings from the study revealed that academic workload (83%), clinical placements (60%) and financial concerns (60%) were the biggest contributors to stress. Most students admitted that stress affected their ability to focus on and impacted their grades. The study also found that many students relied on informal ways of managing stress like engaging in hobbies (75%) and seeking support from friends and family (55%). In view of these findings, recommendations include, nursing students should actively seek out stress management practices to reduce the effects of stress and nursing schools should place a stronger focus on mental health by organizing stress management workshops and ensuring students have easy access to counselling services to help them better manage the high level of stress they face.

Keywords: *stress, academic performance, nursing students, coping mechanism.*

DEDICATION

This project is whole heartedly and specially dedicated to God who by His mercy had seen me through to the end of this project despite all odds.

ACKNOWLEDGEMENTS

I want to appreciate God, my provider and sustainer for his grace throughout the period of this course. All glory to his holy name for his endless love, care and protection till date.

My special thanks to my focused and encouraging supervisor Dr Fashiku E.A, who never stopped at giving strong advisory support and making this work a reality. Almighty God will reward you abundantly.

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To the entire set 2025, the pioneer faculty of nursing students, Thomas Adewumi University, God bless you all.

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CHAPTER ONE

1.0 Introduction

This chapter deals with the following sub headings: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, scope of study and operational definitions of terms.

1.1 Background To The Study

Stress is a multifaceted issue that can stem from numerous sources, including academic pressures, clinical obligations, personal difficulties, and financial limitations. Alzayyat and Al-Gamal (2018) found that nursing students face significant stress due to factors like heavy workloads, limited time, fear of failing, and the emotional strain of patient care. This stress can manifest in physical symptoms such as fatigue, insomnia, and headaches, as well as psychological symptoms like anxiety, depression, and burnout (Dionne et al., 2021). Stress is a primary environmental factor impacting mental health, sharpening its effects, but excessive stress can progressively deteriorate mental well-being.

Vuai (2021) argued that stress and its effects are widespread, impacting individuals of all ages, gender, socio-economic statuses, political orientations, ethnicities, faiths, and careers. Stress can have both positive and negative impacts on individuals. When managed well, stress can enhance efficiency, satisfaction, well-being, and a sense of accomplishment, as well as provide rewards for success (Mensah, Fosu, & Oteng, 2017). Conversely, excessive stress in school can result in a lack of interest in studying, poor academic performance, and diminished mental and physical health (Brobbe, 2021).

University students face various stressors, including financial, academic, and family-related pressures. Stress among higher education students appears to be more prevalent now than ever, with causes such as poverty, information overload, unrealistic expectations, poor time management, and inadequate recreational facilities (Adegunju et al., 2019)

Nursing students, in particular, experience significant academic stress due to the necessity of thoroughly understanding their coursework because they are responsible for patients' lives. Numerous factors contribute to stress among nursing students, with academic, clinical, and environmental aspects being the most significant. This perceived stress can affect their physical and psychological well-being, potentially hindering academic success and confidence (Onaisa et al., 2021).

According to Brobbey (2020), learning to manage stress can greatly benefit a student's personal and academic life. Effective stress management can enhance patience, work quality, immune function, relaxation, mood, and overall positive energy. The impact of stress on academic performance among nursing students is increasingly studied in nursing education. Many studies indicate a negative correlation between stress and academic achievement. For instance, a recent meta-analysis by Zhang et al. (2023) found a significant link between stress and lower academic performance among nursing students. Although there is extensive research on this topic, further investigation is needed to understand the specific mechanisms through which stress impacts academic performance among nursing students. A deeper understanding of these mechanisms would enable educators and healthcare professionals to create targeted interventions, helping students manage stress and enhance their academic success.

1.2 Statement of Problem

The impact of stress on the academic performance of nursing students is a complex issue that requires thorough investigation. During the course of lectures, the researcher noticed that most students were looking tired or sleepy and some students even became sick and were admitted at the hospital. Hence, this observation of nursing students in class prompted for the research topic. The problem addressed by this study is why nursing students feel stressed and the perceived effects of stress on their academic performance.

1.3 Purpose of Study

This research aims to examine the effects of stress on the academic performance of nursing students in Thomas Adewumi University, Oko Irese, Kwara State, Nigeria. The study will explore how stress impacts academic outcomes, identify the sources and symptoms of stress, and propose effective strategies for managing stress. Additionally, it will suggest methods to improve academic performance while dealing with stress.

1.4 Objectives of The Study

The broad objective of this study is to:

Investigate the perceived effects of stress on the academic performance of nursing students in Thomas Adewumi University, Oko, Kwara State.

The specific objectives of the study are to:

1. identify the factors that contribute to stress among nursing students in Thomas Adewumi University, Oko Irese, Kwara State;
2. explore the relationship between stress and academic performance among nursing students in Thomas Adewumi University, Oko, Kwara state;

3. identify the coping strategies used by nursing students to manage stress in Thomas Adewumi university, Oko, Kwara State;

1.5 Research Questions

The study aims to answer the following research questions:

- 1.What are the factors that contribute to stress among nursing students in Thomas Adewumi University, Oko, Kwara State?
2. How does stress affect the academic performance of nursing students in Thomas Adewumi University, Oko, Kwara State?
3. What coping strategies do nursing students use to manage stress in Thomas Adewumi University, Oko, Kwara State?

1.6 Research Hypotheses

1. Stress will not significantly influence academic performance of nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.
2. The use of coping strategies will not significantly mitigate the negative effects of stress on academic performance among nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

1.7 Significance of the Study

Understanding the impact of stress on nursing students' academic performance is crucial for nursing education and practice. By identifying the factors that contribute to stress, universities and nursing programs can create more effective support strategies, such as providing mental health resources, offering stress management workshops, and implementing flexible scheduling.

Recognizing the effects of stress on academic performance can increase awareness of the need to address stress among nursing students. This awareness can lead to the development of targeted interventions that help students manage stress and maintain good academic performance, ultimately improving the quality of the nursing workforce. Additionally, by exploring the coping strategies nursing students use, school management can identify effective approaches to share with other students and integrate into nursing education programs.

1.8 Scope of Study

The research will primarily investigate the relationship between stress levels and academic performance, identifying stressors, coping mechanisms, and assessing the impact of stress on the academic performance of nursing students enrolled in nursing program at Thomas Adewumi University, Oko, Irese, Kwara State.

Delimitation of the study: This study was delimited to the nursing students enrolled in Thomas Adewumi University, Oko, Irese, Kwara State.

1.9 Operational Definition of Terms

1. Stress: the psychological reaction of nursing students to perceived pressures on their social, health and academic life, typically marked by feelings of tension, anxiety, and being overwhelmed.
2. Academic performance: the attainment of educational objectives, including grades, completion of courses, and graduation.
3. Nursing students: individuals enrolled in the nursing program at Thomas Adewumi University, Oko, Irese, Kwara State.

4. Coping strategies: the particular behaviors or actions nursing students employ to handle stress.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed the related literature to this study under the following sub-headings: conceptual review, theoretical review and empirical review.

2.1 Conceptual Review

World Health Organization (WHO) (2022) refers to stress as a state of mental tension or worry triggered by challenging situations. It is a natural human response that motivates us to tackle difficulties and threats in our lives. Everyone encounters stress to varying degrees, but how we manage it significantly impacts our overall well-being. According to the Oxford Advanced Learner's Dictionary , stress is characterized as mental pressure or concern arising from life challenges or overwhelming tasks. The American Psychological Association (2023) describes stress as a normal response to everyday pressures, though it can become detrimental when it disrupts daily functioning. Stress affects nearly every bodily system, influencing emotions and behaviors. Similarly, the American Psychological Association Dictionary of Psychology defines stress as both a physiological and psychological reaction to internal or external stressors. This response involves changes across multiple bodily systems, impacting an individual's feelings and actions.

Academic performance

Academic performance is typically gauged by evaluating a student's accomplishments across different academic subjects. Educators and administrators commonly assess performance based on classroom achievements, graduation rates, and outcomes from standardized assessment (Thornton, 2022). Academic performance denotes a student's

success and achievements in their educational pursuits, often evaluated through their grades, exam results, and overall academic accomplishments. Academic performance acts as a gauge of a student's grasp of academic content, their capacity to apply knowledge, and their level of commitment and involvement in their academic pursuits.

Coping strategies

The APA dictionary of psychology (2018) defined coping strategy as an action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one's reaction to such a situation.

Incidence of stress

Globally:

Globally, nursing students face substantial stress due to the demands of their academic and clinical training. Zheng et al (2022) conducted a comprehensive systematic study to assess the prevalence of stress among nursing students globally. They concluded that the prevalence of low-level stress was 24% [95% CI (0.24% to 0.25%)], middle-level stress was 35% [95% CI (0.35% to 0.35%)], and high-level stress was 10% [95% CI (0.10% to 0.10%)]. Vo et al. (2023) conducted a meta-analysis including 121 studies, revealing that a significant proportion of nursing students reported moderate stress (42.1%) and mild to moderate anxiety (19.4% to 25.1%). They also noted that third- and fourth-year nursing students experienced higher levels of stress compared to first and second-year students (29.0% versus 15.1%).

Likewise in Southern Asia, Nareen et al (2023) conducted a cross-sectional descriptive study on the determinants of Stress and Its Association with Academic Performance of Undergraduate Students of Nursing in Pakistan. They revealed that assignment and workload stress (2.44 ± 0.64), followed by environmental stress (2.34 ± 0.68) and

patient care stress (2.16 ± 0.61) are the main factors that contribute to the level of stress among nursing students. The study concluded that the majority of nursing students suffered from moderate stress, and the main reason that contributes to their stress is assignments and workload.

Futhermore in Europe, Onieva-Zafra et al. (2020) found that during their study, nearly half of the participants (47.92%) experienced a moderate level of stress, with an average perceived stress scale score of 22.78. Senior nursing students perceived higher levels of stress compared to their junior counterparts.

Africa:

Across Africa, the prevalence of stress among students has been documented in several studies. Chaabane et al ,(2021) conducted a research in Middle East and North Africa and they reported that the prevalence of perceived stress among nursing students varies widely across studies, with ranges of 0.8% to 65% for low stress, 5.9% to 84.5% for moderate stress, and 6.7% to 99.2% for high stress levels.

Similarly, Francis et al,(2021) carried out a comprehensive study to examine the stress among students in the Akenten Appiah-Menka University, Ghana. The results of the study indicated that generally Ghanaian undergraduate university students had a moderate level of stress. Moreover, study revealed that the leading stressor among the students was academic and then followed by environmental, administrative, campus and transition stressors.

Additionally, a research conducted by Thabane et al. (2023) on students from several African countries, including Kenya and Uganda, reported stress prevalence rates between 35% and 55%, emphasizing the widespread nature of academic stress across the continent.

Nigeria:

Findings in Adekale et al (2020) suggest that majority of Osun state students reported a moderate level of stress. The causes of social, academic, physical, and psychological stress showed that Social Stress (6.14) and Academic Stress (8.05) had higher mean score compared to Physical (5.08) and Psychological Stress (3.44) similarly, Lawal et al (2016) conducted a study among selected nursing schools students in South-West, Nigeria. They concluded that the level of stress expression were mild (50.2%), moderate (33.7%) and severe (16.1%). Stress from assignment /workload was the highest among stressors reported with mean value of 9.40 ± 3.68 .

Additionally, Oluwaseun and Ishola (2023) findings revealed that 11.4% of the respondents in the Departments of Nursing Science University of Ibadan, Ibadan, and Obafemi Awolowo University, Ile-Ife had a low-stress level, 68.5% had moderate stress, and 20.1% had a high-stress level. The students' predominant stress sources were academic workload (73.1%) and financial difficulties (55.7%).

Factors that contribute to stress:

There are a lot of factors that contribute to stress among nursing students and they have being grouped into 3 namely:

- A. Lifestyle factors
- B. Social factors
- C. Academical factors

A. Lifestyle Factors:

Nursing students often experience sleep deprivation due to long clinical hours, study schedules, and personal responsibilities, leading to physical and mental exhaustion (Feifei and Eva, 2021). Nursing students often face demanding academic schedules,

which can lead to irregular eating habits and inadequate nutrition. Some students may not have easy access to healthy food choices due to their location or busy schedules. Unhealthy eating habits, lack of time for meal preparation, and reliance on convenience foods can contribute to stress and fatigue (Choi et al, 2020). Students with poor lifestyles have higher anxiety and stress (Hanawi et al, 2020). Hours spent studying or attending lectures can lead to a sedentary lifestyle, affecting overall health. Due to time constraints and exhaustion, students may skip regular exercise routines. Insufficient physical activity, common among nursing students, can exacerbate stress and anxiety (Carballo-Fazanes et al,2020). Pre-existing mental health conditions, such as anxiety and depression, can be exacerbated by the demands of nursing education (Mofatteh,2020).

B. Social Factors:

Nursing students may experience a significant change in their social activities leading to social isolation due to demanding study schedules, leaving little time for socializing and building relationships and this can result to stress and anxiety (Onieva et al,2020). Financial burdens, including tuition fees, living expenses, and feeding expenses, can cause significant stress for nursing students. Nursing students may feel that they are getting inadequate support from peers, lack of cooperation from friends, faculty, or mentors regarding understanding of their academic demands, and this can contribute to feelings of loneliness and stress (Franco et al,2019). Nursing students may experience stress due to inadequate electricity supply, making it difficult to study and complete assignments. Nursing students may experience stress due to personal preoccupations, such as Fighting with close ones. Conflicts with family and friends can contribute to stress and emotional distress among nursing students. Nursing students may experience a lack of close relationships, leading to feelings of

loneliness and stress. Nursing students may feel unsafe or insecure in their living environment, leading to stress and anxiety.

C. Academic Factors:

Nursing programs are notoriously demanding, with a heavy workload and long study hours. This can lead to physical and mental exhaustion, leaving students with little time for self-care and relaxation. Lack of break/leisure time, getting lower grades than anticipated, and examination and course load are the main specific sources of academic stressors (Chaabane et al, 2021). Nursing coursework is highly complex and demanding, requiring students to master a wide range of skills and knowledge. This can be overwhelming and stressful, especially for students who struggle with certain subjects. Nursing students face high-stakes testing and evaluation, including exams, clinical evaluations, and simulations. This can be incredibly stressful, as students feel pressure to perform well to progress in the program.

The most common stressors among nursing students are academic stressors such as workload and problems associated with studying followed by clinical stressors such as fear of unknown situations, mistakes with patients or handling of technical equipment (Chaabane et al,2021). Clinical rotations and hands-on training are essential components of nursing education, but they can also be highly stressful. Students must apply theoretical knowledge in real-world settings, which can be intimidating and overwhelming. With demanding coursework and clinical rotations, nursing students often have limited time for self-care and relaxation and this can lead to burnout and stress.

Finally, Nursing students often face high expectations from faculty and peers, such as maintaining high CGPA, can contribute to stress and anxiety. Students may feel

pressured to meet these expectations, leading to feelings of inadequacy and failure, (Onieva et al, 2020).

Classifications of effects of stress

Effects of stress as classified by Han Selye(1952) is divided into positive and negative:

1. Negative Effects of Stress:

High stress levels can impair concentration, memory, and cognitive function. Students may struggle to focus during lectures or while studying. Chronic stress can lead to feelings of burnout and reduced motivation. Students may lose interest in their coursework and clinical placements. Stress can disrupt effective time management, leading to missed deadlines and incomplete assignments. Stress-related health issues (such as headaches, fatigue, and sleep disturbances) can affect attendance and overall academic performance. Excessive stress before exams can hinder performance by causing anxiety, forgetfulness, and poor test-taking skills.

2. Positive Effects of Stress:

Eustress refers to positive stress that motivates individuals to perform well. It can enhance focus, alertness, and productivity. Moderate stress can activate the body's "challenge response," improving cognitive function and problem-solving abilities. Positive aspects of stress promote a fertile teaching-learning environment (Agostinho et al, 2023). Dealing with manageable stressors helps students develop resilience and coping strategies. Some students thrive under pressure, putting in extra effort to meet academic demands.

Clinical manifestations of stress

According to verywellmind (2022), the following are the clinical manifestations of stress:

Changes in mood, Clammy or sweaty palms, decreased sex drive, Diarrhea, Difficulty sleeping, Digestive problems, Dizziness, feeling anxious, Frequent sickness, grinding teeth, Headaches, Low energy, Muscle tension, especially in the neck and shoulders, Physical aches and pains, Racing heartbeat, Trembling.

Effects of stress on academic performance

Stress significantly impacts the academic performance of nursing students, and understanding this relationship is crucial for enhancing nursing education and student well-being. Positive and negative aspects of stress are present in nursing education. Negative aspects of stress stand out over the positive ones. Positive aspects of stress promote a fertile teaching-learning environment. Negative aspects of stress can damage student's physical and mental health (Agostinho et al, 2023).

Elevated stress levels can impair attention span and memory retention among nursing students (Olvera et al, 2019). This can manifest as difficulty focusing during lectures, clinical rotations, and exams, ultimately hindering critical thinking skills and affecting their ability to make clinical decisions effectively. Stress often diminishes students' motivation and enthusiasm for learning. This can lead to disinterest in coursework, assignments, and clinical practice, resulting in incomplete tasks, missed deadlines, and subpar academic performance.

Chronic stress disrupts sleep patterns, leading to cognitive impairment, reduced memory consolidation, and diminished alertness (Thompson, 2023). Additionally, stress-related health issues such as headaches and gastrointestinal problems can result

in absenteeism and reduced study time. Anxiety, depression, and emotional exhaustion frequently accompany high stress levels. These emotional challenges can impair concentration, undermine self-confidence, and adversely affect overall academic performance. Stress during examinations often triggers test anxiety, characterized by panic, forgetfulness, and difficulty recalling information. Test anxiety detrimentally impacts exam scores and overall academic achievement.

Stress can disrupt effective time management skills among nursing students, making it challenging to balance study commitments, clinical hours, and personal life responsibilities (John and Lee, 2023). Poor time management adversely affects exam preparation and assignment completion. Prolonged exposure to stress contributes to academic burnout among nursing students (Chen et al, 2022). Feelings of being overwhelmed, emotionally drained, and disconnected from their studies may lead to withdrawal from courses or even dropping out of nursing programs.

Management of stress

Managing stress among nursing students is crucial for their well-being, academic success, and future professional practice. Individuals adopt coping strategies to deal with different situations based on environmental circumstances and perceived social support (Salleh, 2008; Cleveland Clinic, 2021). A lot of strategies are have proven to be effecetive for the proper management of stress and they include:

I. Recognize Stressors:

Identify common stressors such as heavy workloads, clinical expectations, and theory-practice gaps. Acknowledge personal stress triggers to address them proactively.

II. Positive Coping Strategies:

Time Management: Prioritizing tasks, setting realistic goals, and avoiding procrastination.

Self-Care: Getting adequate rest, exercise, and maintaining a balanced diet.

Social Support: Connecting with peers, family, and mentors for emotional support.

Mindfulness and Relaxation Techniques: Practicing deep breathing, meditation, or yoga.

III. Negative Coping Strategies to Avoid:

Avoidance: Ignoring stress or isolating oneself worsens the situation.

Substance Use: Relying on alcohol, caffeine, or other substances is detrimental.

Negative Self-Talk: Challenge negative thoughts and replace them with positive affirmations.

IV. Seek Professional Help:

Utilize counseling services or mental health resources provided by the institution.

Address anxiety, depression, or burnout promptly.

V. Maintain a healthy and varied diet:

Students should always try to maintain a healthy diet. Food is not only to satisfy hunger, but its respective vitamins play a role in reducing stress.

Benefits of stress management

Effective stress management can lead to various benefits that enhance nursing students' academic performance, mental health, and overall well-being. Effective stress management techniques directly influence the academic performance of nursing students. By reducing stress levels, students can improve cognitive functions such as concentration, memory retention, and problem-solving abilities, all critical for academic success. Research by Gibbons et al. (2021) underscores that nursing students

who practice stress management strategies like mindfulness and effective time management often achieve higher grades and report greater academic satisfaction.

Proficient stress management correlates with improved mental health outcomes among nursing students, decreasing the prevalence of anxiety, depression, and burnout. Studies by Ying and Jiang (2020) demonstrate that interventions such as cognitive-behavioral therapy (CBT) and relaxation techniques effectively alleviate symptoms of depression and anxiety in this population. Stress management programs equip nursing students with robust coping mechanisms, empowering them to navigate academic and clinical challenges more effectively. Effective stress management plays a crucial role in reducing dropout rates among nursing students by enhancing overall program satisfaction and mitigating burnout risks.

Yildirim et al. (2021) found that students who develop strong stress management skills are more likely to successfully complete their nursing programs. Stress management not only benefits mental well-being but also contributes to improved physical health among nursing students. By alleviating stress-related symptoms such as headaches, fatigue, and gastrointestinal issues, effective stress management enhances overall physical well-being (Chen et al., 2022).

Learning effective stress management techniques prepares nursing students for the demanding healthcare environment, fostering professional growth and competence. According to Gibbons (2021), these skills enhance clinical performance and patient care by enhancing focus and reducing errors.

2.2 Theoretical frameworks

2.2.1 Transactional Model of Stress and Coping

Richard Lazarus and Susan Folkman's model highlights that stress is a dynamic process resulting from the interaction between an individual and their environment. They describe stress as a condition experienced when a person perceives that the demands placed on them exceed their available personal and social resources. This concept is known as the "coping and transactional stress model," emphasizing the importance of individual perception in the psychological assessment of stress.

Lazarus argued that the impact of stress on an individual is more influenced by their sense of threat, vulnerability, and coping ability rather than the stressor itself. The Transactional Model of Stress, proposed by Lazarus and Folkman (1984), serves as the theoretical basis for this study. This model outlines how individuals respond to specific stressors in their environment, asserting that no event or situation is inherently stressful. Instead, stress is defined by the subjective evaluation of a situation as threatening, harmful, or overwhelming. Consequently, people's reactions to similar stressors differ based on their perceptions.

According to Lazarus (1984), psychological stress arises from a particular relationship between the individual and their environment, which they evaluate as straining or surpassing their resources and endangering their well-being. For instance, a student might feel overwhelmed by multiple assignments due in a short period, believing they cannot complete them in time.

Lazarus and Folkman's (1984) stress theory is particularly useful as an analytical framework to better understand key stressors affecting students' academic performance and strategies for managing or controlling these academic stressors. Lazarus theory of

stress believes that academic stress can be assessed in two main ways; Primary assessment and Secondary assessment.

The primary assessment involves an individual evaluating whether a situation is threatening or positive. There are three key aspects that the individual should assess:

1. How serious is the threat to this person?
2. Is it a positive encounter?
3. Is it difficult or harmful?

If an individual determines that a situation is threatening, various effects can manifest, such as injury, illness, worry, anger, disgust, disappointment, anxiety, and fear. For instance, if a student perceives a high probability of failing a particular course, they may start to worry and, in some cases, may even become ill before the actual event occurs.

Secondary assessment occurs when individuals evaluate the resources available to manage or cope with the stressor. They can choose to use internal options, such as willpower and inner strength, or external options, such as seeking support from peers or professional help. For example, if a student does not understand a particular lesson, they may decide to spend more time studying that lesson or ask for assistance from friends or a teacher.

Lazarus theory of stress has also developed two key strategies to handle or manage school stress. They are:

1. Coping with problems
2. Emotional adaptation

Problem-based coping is used when we feel that we are in control or can handle the source of the problem. There are four steps to managing this stress:

1. Define the problem

2. Generate alternative solutions.
3. Learn new skills to deal with stressors
4. Re-evaluate and find new standards of behavior.

Emotional adjustment is utilized when an individual feels unable to handle the source of the problem. This often leads people to avoid stressful situations, distance themselves from stressors, or seek medical assistance. For example, when a student fails an exam, they might feel vulnerable or threatened not only by the failure itself but also by the reactions of those around them.

Lazarus and Folkman (1984) are renowned for their transnational theory. Their transnational model emphasizes the "transnational" nature of stress, arguing that it is a two-way process in which the environment produces stressors and the individual finds ways to manage them.

Application Of Lazarus and Folkman's Stress and Coping Theory to Nursing Students:

1. Stress Appraisal:

Stress appraisal is a critical component of Lazarus and Folkman's stress and coping theory. It involves the individual's evaluation of the significance of stressors and their resources for coping. Nursing students face a unique set of stressors due to the demanding nature of their education and clinical experiences. These stressors can be broadly categorized into academic demands, clinical placements, and expectations from clinical staff and patients.

Primary Appraisal: In the primary appraisal stage, nursing students evaluate the significance of the stressors they encounter. This involves assessing whether the situation is perceived as a threat, a challenge, or irrelevant.

Academic Demands: Nursing students often have a rigorous academic schedule that includes lectures, assignments, exams, and practical labs. Upcoming exams and heavy coursework are common stressors that students must evaluate.

Clinical Placements: Clinical placements are integral to nursing education, providing hands-on experience in real healthcare settings. Students may find patient care responsibilities, interactions with medical staff, and adherence to clinical protocols particularly stressful.

Expectations: The expectations from clinical staff and patients can also be stress-inducing. Nursing students must meet high standards of care, display professionalism, and effectively communicate with patients and colleagues, all of which can be daunting.

Secondary Appraisal: After identifying a stressor as significant, students move to secondary appraisal, where they evaluate their available coping resources.

Social Support: Students assess the availability of social support from friends, family, peers, faculty, and counselors. A strong support system can provide emotional comfort and practical advice.

Study Strategies: Effective study strategies, such as organized notes, study groups, and time management plans, are crucial for managing academic stress.

Time Management Skills: Good time management skills help students balance their academic and clinical responsibilities, reducing the likelihood of feeling overwhelmed.

2. Coping Strategies:

Coping strategies are the methods individuals use to manage stress. Coping strategies vary according to the characteristics of the individual and the context where the stressors are found (Onieva-zafra et al, 2020). Coping strategies are the cognitive and behavioral efforts made to manage specific external and/or internal demands that are

appraised as taxing or exceeding the resources of the individual, (Lazarus and Folkman,1984).

Positive Coping:

Positive coping strategies are proactive and constructive ways to manage stress. Nursing students can benefit greatly from seeking support from peers who understand their experiences, faculty who can provide guidance, and counselors who can offer professional advice. Sharing concerns and seeking reassurance can alleviate feelings of isolation and stress.

According to Lazarus and Folkman (1984), positive stress can be divided into two:

-Problem-Focused Coping: This strategy involves efforts to change or manage the source of stress. It includes strategies like problem-solving, time management, and seeking social support. Problem-focused coping is generally considered a positive coping strategy because it aims to address the root cause of stress, thereby reducing its impact. Recent studies have shown that problem-focused coping strategies are associated with better psychological outcomes and academic performance. For instance, Sharma et al. (2021) discovered that nursing students who engaged in problem-focused coping reported lower levels of stress and better academic performance. Similarly, He et al. (2022) indicated that effective problem-solving skills are linked to reduced academic stress among medical students.

-Emotion-Focused Coping: This strategy involves efforts to regulate the emotional response to the stressor. It includes strategies such as avoidance, denial, and seeking emotional support. Emotion-focused coping can be both positive and negative. Positive emotion-focused strategies, like seeking emotional support and using relaxation techniques, can help manage the emotional distress associated with stress. The use of relaxation techniques and mindfulness can significantly reduce stress levels in students (Chao 2022).

Students who effectively manage stress are more likely to maintain their well-being, stay motivated, and perform well academically. Developing effective coping mechanisms during nursing school can also prepare students for the high-stress

environment of professional nursing. Learning to manage stress effectively can contribute to long-term career satisfaction and success.

Negative Coping:

Negative coping strategies are maladaptive and can exacerbate stress. Some students might resort to avoidance by ignoring study materials or clinical tasks. While this might provide temporary relief, it ultimately leads to increased stress as deadlines approach and responsibilities accumulate. Negative emotion-focused strategies, like avoidance and denial, can exacerbate stress by preventing individuals from addressing the underlying issue. Denying or minimizing the impact of stress can prevent students from taking necessary actions to manage their stressors. This can lead to unresolved issues and heightened anxiety.

Park et al. (2020) showed that while seeking emotional support was beneficial for managing stress, avoidance and denial were associated with higher levels of stress and poorer academic outcomes among nursing students. Using substances such as excessive caffeine, alcohol, or drugs as a way to cope with stress can have detrimental effects on health and academic performance. These unhealthy coping mechanisms can create a cycle of dependency and increased stress.

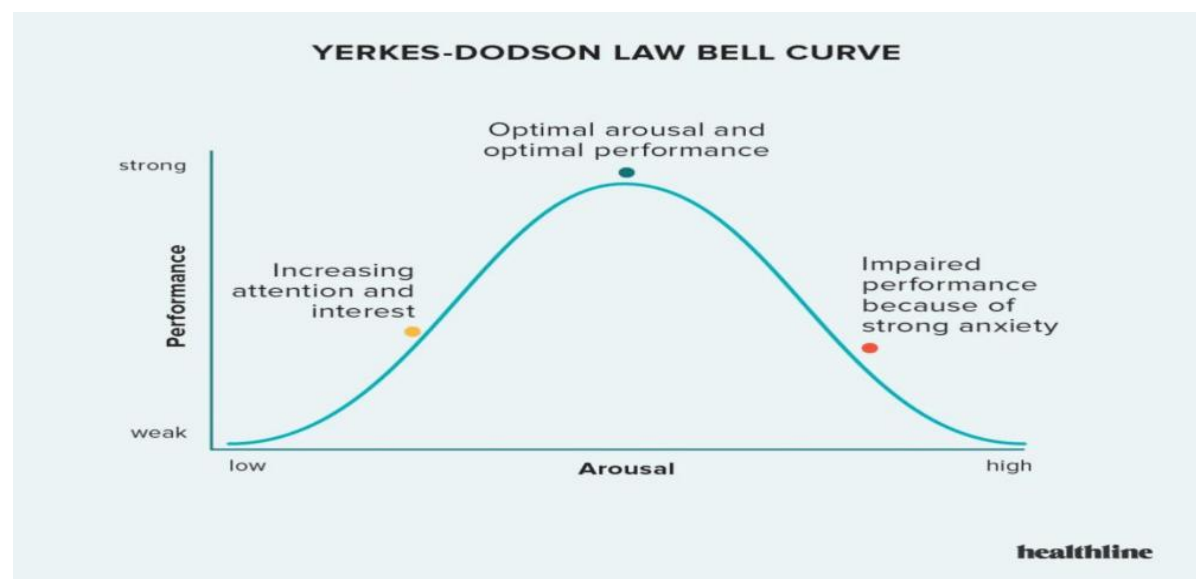
Inability to cope with elevated stress levels can negatively impact cognitive functions such as concentration, memory, and problem-solving abilities. This can lead to difficulties in understanding and retaining academic material, poor performance on exams, and decreased overall academic achievement. (Dogham, R.S.et al, 2024).

2.2.2 Yerkes-Dodson Law

The Yerkes-Dodson law (1908) is a psychological principle stating that task performance improves with increased physiological or mental arousal (stress) up to an

optimal point. Beyond this point, further increases in arousal lead to decreased performance. Yerkes and Dodson hypothesized that as arousal rises, so does the ability to form habits or perform tasks well, providing adequate motivation. However, when arousal levels become excessively high, performance declines. This relationship is often illustrated as an inverted U-shaped curve.

Yerkes-Dodson curve



(Source: Yerkes-Dodson law. 2020. Image of Yerkes-Dodson law Bell Curve. Healthline. Retrieved from <https://www.healthline.com/health/yerkes-dodson-law#stress-performance-bell-curve>).

The Yerkes-Dodson law can be depicted as an upside-down U-shaped curve. The left side of the curve represents low arousal, or stress. The right side represents high arousal. And at the center is a medium level of arousal. The vertical line on the left side goes from poor performance (at the bottom) to peak performance (at the top). The optimal state of arousal and optimal performance come together in the middle of the curve.

Low Arousal: A complete lack of stress isn't necessarily beneficial for academic performance. For instance, when an activity becomes routine and unchanging, boredom can set in. In this state, there's no stress but also no motivation, no challenges to face,

and no incentive to excel. The work feels meaningless, leading the individual to do only the bare minimum.

Optimal Arousal: A moderate level of stress is highly beneficial. It's manageable, motivational, and enhances performance. This level of arousal causes the heart to beat a bit faster, creating a sense of clarity and alertness, with both the brain and body fully engaged. It's the extra push needed when facing a hard deadline or aiming for a promotion. It's the rush felt when preparing for a long-awaited graduation. This moderate surge of stress boosts performance, helping the individual achieve their goals.

High Arousal: Excessive stress can trigger a fight, flight, or freeze response, escalating stress and anxiety to unmanageable levels. The heart may beat faster, but it's unsettling, distracting, and nerve-wracking. This high level of stress causes a loss of focus, preventing the individual from reaching their full potential.

Application of Yerkes-Dodson Law to Nursing Students

Nursing students face various stressors, including academic demands, clinical placements, and personal life challenges. Understanding the Yerkes-Dodson Law helps to identify the optimal level of stress that maximizes their performance and well-being.

Optimal Arousal for Peak Performance:

According to the Yerkes-Dodson Law, moderate levels of stress can enhance nursing students' performance by boosting their alertness, motivation, and engagement.

Moderate stress can encourage nursing students to concentrate better, manage their time effectively, and engage more deeply with their studies. For instance, the pressure of upcoming exams or deadlines can motivate students to study harder and utilize their time more efficiently.

In clinical settings, a moderate level of stress can increase students' awareness and responsiveness, leading to better patient care and a faster acquisition of new skills. This can result in improved clinical competence and greater confidence.

Under-Arousal: Insufficient Stress:

When stress levels are too low, nursing students may experience under-arousal, leading to reduced motivation and engagement (Yerkes & Dodson, 1908). This can result in procrastination, lack of focus, and poor academic and clinical performance (Selye, 1976).

Insufficient stress can cause nursing students to lack a sense of urgency for studying or completing assignments, resulting in sub optimal academic outcomes. In clinical settings, low stress levels may lead to a lack of attentiveness and enthusiasm, negatively impacting both learning and patient care (McGonigal, 2015).

Over-Arousal: Excessive Stress:

Excessive stress leads to over-arousal, which can impair cognitive functions and decrease performance. High levels of stress are associated with anxiety, burnout, and other negative outcomes. Elevated stress levels can hinder concentration, memory, and decision-making abilities, which are essential for both academic and clinical tasks. This impairment can result in mistakes in patient care and poor academic performance.

Excessive stress can lead to anxiety, depression, and burnout, diminishing students' overall well-being and potentially increasing dropout rates. Studies indicate that nursing students under high stress levels report lower satisfaction with their educational experience and higher incidences of mental health issues (Gibbons et al., 2021).

2.3 Empirical Review

Chaabane et al. (2021) performed a systematic review on perceived stress, stressors, and coping strategies among nursing students in the Middle East and North Africa, covering studies from January 2008 to June 2020. They conducted comprehensive searches of PubMed, Embase, PsycInfo, and grey literature sources without language restrictions. Additional primary studies were included through hand searches of references in relevant primary studies and systematic reviews. Their findings indicated that the prevalence of low, moderate, and high perceived stress among nursing students ranged from 0.8-65%, 5.9-84.5%, and 6.7-99.2%, respectively. Key stressors in clinical training included assignments, workload, and patient care, while academic stressors encompassed lack of break/leisure time, low grades, exams, and course load. Nursing students employed problem-focused (addressing the problem), emotion-focused (managing the emotions), and dysfunctional (expressing emotions) coping mechanisms to manage their stress. Similarly, Zheng et al (2022) conducted a systematic study to assess the prevalence of stress among nursing students. They systematically searched ten databases to gather cross-sectional studies focusing on nursing students. The researchers independently screened the literature, extracted data, and assessed the risk of bias in the included studies. From a total of 1397 studies initially identified, 27 cross-sectional studies were ultimately included, involving a total of 7116 subjects. Their meta-analysis revealed that the prevalence of low-level stress was 24% [95% CI (0.24% to 0.25%)], middle-level stress was 35% [95% CI (0.35% to 0.35%)], and high-level stress was 10% [95% CI (0.10% to 0.10%)]. Subgroup analyses indicated variations in stress levels based on gender, diagnostic criteria for stress, publication years, and geographical regions. Likewise, Nareen et al(2023) conducted a cross-sectional descriptive study from June to August 2023 with a sample size of 260 using a simple random sampling technique. Two valid and reliable questionnaires were used for data

collection: Perceived Stress Scale (PSS) for stress factors and level while GPA for academic performance used among respondents. The total number of participants was 260, while the number of male students was high (85%), the average age of participants was ($21.4 \pm 2.2\%$), and the academic performance of the majority of students was good (69.6%). Assignment and workload stress (2.44 ± 0.64), followed by environmental stress (2.34 ± 0.68) and patient care stress (2.16 ± 0.61) are the main factors that contribute to the level of stress among nursing students. The study concluded that the majority of nursing students suffered from moderate stress, and the main reason that contributes to their stress is assignments and workload.

Akanpaadgi et al(2023) study assessed the impact of stress on the academic performance of students in the Bolgatanga Technical University. It investigated the causes of stress, the symptoms of stress, the effects of stress and how students can overcome stress. The quantitative research strategy was used for the study. A structured questionnaire designed in the form of a Likert-Scale was administered to One Hundred and Forty (140) students who were the participants of the study. The data was analyzed using the Statistical Package for Social Sciences (SPSS) and the results were presented in the form of descriptive statistics using the Relative Importance Index (RII). The study revealed that several factors namely high cost of living, poor time management, limited facilities, difficult relations and the workload caused stress among students of the Bolgatanga Technical University. It was concluded that stress has a negative impact on the academic performance of students. Likewise, Josue et al (2022) conducted a cross-sectional study on academic stress among nursing students in a private university at Puerto Rico, and its association with their academic performance. The simple random sample was comprised of 168 nursing students who were enrolled in associate degree (29.2%) and bachelor's degree programs in nursing (70.8%). Data was collected

through standardized Academic Stress (CEA, by its acronym in Spanish). the study results showed that academic stressors are correlated with the grade point average. In addition, correlation between academic stress and the performance rate was found, especially in terms of the difficulty to approve enrolled credits. They concluded that Nursing students suffer from stress regardless their academic degree. Academic stress affects academic performance of students despite their use of management strategies.

Also, Brobbey (2021) conducted a study revealing that academic stress can be managed to improve students' performance. Data collection was done using questionnaires, and both convenience sampling and random sampling techniques were employed for the study. The study found that educating students on stress management techniques, maintaining focus, getting sufficient rest, exercising regularly, and effective time management can help alleviate stress and boost academic performance. In addition, Alkhawaldeh et al (2023) conducted cross-sectional correlational design with a convenience sample (n = 676) of university students who completed the Student-Life Stress Inventory (SSI) and Coping Strategies Indicator (CSI) was used. Findings. Overall, two-thirds of the participant reported moderate levels of stress. Students with chronic illness, living alone, low CGPA, and having exams today experienced a statistically higher mean level of stress. Students who are living alone used the "avoidance" method more significantly and the "social support" method significantly less compared with students who are living with their families and friends. Furthermore the study by Paul et al (2019) explored stress coping strategies among Quantity surveying students of Kaduna State University. A survey approach was adopted using questionnaire to collect the needed data. A total of 169 students of 200, 300 and 400 levels of study who were registered students of Kaduna State University while the data collected were analyzed using the descriptive statistics of frequency, tables and

percentages. The results of the study revealed that most students adopt more than one stress coping strategy in dealing with stress. Further findings shows that the most adopted stress coping strategies among students are sleeping, engaging in religious activities and hanging out with friends. Finally, Oluwaseun and Ishola (2023) conducted a comprehensive study on stress and coping strategies among baccalaureate nursing students in two selected universities in Nigeria. A cross-sectional descriptive design was utilized. The study settings were the Departments of Nursing Science University of Ibadan, Ibadan, and Obafemi Awolowo University, Ile-Ife. A total of 219 nursing students in 300-500 levels were sampled using a multi-stage sampling method. A well-structured questionnaire was used for data collection. Data were analyzed using SPSS version 23. Findings showed that 11.4% of the respondents had a low-stress level, 68.5% had moderate stress, and 20.1% had a high-stress level. The students' predominant stress sources were academic workload (73.1%) and financial difficulties (55.7%). The common coping strategies used among the students were self-distraction and instrumental support; means being 41.6 ± 8.37 SD and 33.3 ± 7.23 SD respectively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focused on the research methodology and procedures involved in data collection under the following subheadings, research design, research setting, target population, sample size, sampling technique, instrument for data collection, validity of instrument, reliability of instrument, method of data collection, method of data analysis, ethical considerations.

3.1 Research Design

This research is a descriptive design of survey type. It was structured to obtain information from nursing students of the Faculty of Nursing of Thomas Adewumi University, Oko, Irese, Kwara state, to investigate their knowledge on the effects of stress on their academic performance.

3.2 Study setting

The study was conducted at Thomas Adewumi University, Oko Irese, Irepodun local government, Kwara state. The university was founded Dr. Engr J.B.O Adewumi. The university was licensed by the Federal Government of Nigeria as a private university on 8th April, 2021 alongside with other 20 private universities. It now has full licensure in 2024.

The university fully commenced on the 16th of May, 2021. It is located off Idofin road, Irepodun local government, Oko-Irese, Kwara State. It has different faculties with over 800 students. It currently has 7 faculties with over 25 academic programmes and is still growing.

The objectives for which the school was set up are:

To provide affordable accessible, student- student world class education.

To provide excellent and suitable academic environment.

To attract goodwill and positive development to Kwara state.

3.3 Target population

The target population for this study are the nursing students who are in their 3rd, 4th and 5th year of the nursing programme. The faculty of nursing science at Thomas Adewumi University was used for this study. Students in their third year of study comprised of 100 students, the students in their fourth year of study in their nursing program comprised of 48 students and students in their fifth year of study consists of 23 students, making it a total of 171 students in total.

Inclusion Criteria:

- Nursing students in their 3rd, 4th and 5th year of study
- Students enrolled in the Faculty of Nursing Science at Thomas Adewumi University.
- Students who are available and willing to participate

Exclusion Criteria:

- Nursing students in their 1st and 2nd year of study.
- Students from other faculties or departments at Thomas Adewumi University.
- Students who decline to participate or are absent or unavailable to during data collection.

3.4 Sampling

The sample size for the research was obtained from the target population using the Slovin's formula:

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

Where:

n is the sample size.

N is the population size.

e is the margin of error.

Calculation:

Population size (N = 171)

Margin of error (e = 0.05) (for $\pm 5\%$)

$$n = \frac{171}{1 + 171(0.05)^2}$$

$$n = \frac{171}{1 + 171(0.0025)}$$

$$n = \frac{171}{1 + 0.4275}$$

$$n = \frac{171}{1.4275}$$

$$n \approx 120$$

Therefore the sample size for the research is 120 nursing students.

Attrition rate:

$$\text{Attrition} = 120 \times 0.10 = 12$$

$$\text{Adjusted sample size: } 120 + 12 = 132$$

Final sample size= 132 respondents

3.5 Sampling technique

The sampling technique that is used is the convenience sampling technique. It is a non-probability sampling technique where the participants are selected based on their availability and ease of access. The participants were selected from the convenience of the university environment through in person announcement and online platform. The

participants were willing to participate and they met the basic criteria of the study, that is, they were all nursing students.

3.6 Instrument for data collection

The tool used for data collection consisted of modified structured questionnaire which composed of five (5) sections:

Section A: Demographic data

Section B: Questions to determine factors that contribute to stress

Section C: Questions to determine how students feel when they are stressed.

Section D: Questions to determine how stress affected their academic performance

Section E: Coping mechanisms

3.7 Validity of instrument

The properties of the questionnaire were maintained through the review of related literature and by the project supervisor using face and content validity.

3.8 Reliability of instrument

The test-retest method was used for ascertaining the reliability of the instrument before it was used on the study population.

3.9 Method of data collection

The questionnaire was distributed to the Nursing students in the convenience of the school environment.

3.10 Method of data analysis

Once the data collection was concluded, the instrument was thoroughly examined for completeness and consistency. The data was analyzed using descriptive statistical analysis which includes the use of frequency tables and percentages was used to describe the effects of stress on the academic performance of nursing students. Simple percentages were also used to analyze the collected data.

3.11 Ethical considerations

An ethical approval letter obtained from the school authority served as a legal backing and that the research is mainly for academic purpose. Confidentiality was also maintained as participants used for the research were instructed not to use their names to prevent identification. They were also assured that whatever information given will be treated private and confidential. Hence, they were advised to answer the questions sincerely after an informed consent had been obtained.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter contains the presentation and analysis of data collected from the respondents. The responses were analysed as follows.

Section A: Demographic data

Table 4.1 showing frequency distribution of the respondents by Demographic characteristics

Age (in years)	Frequency	Percentage (%)
15-19	44	36.7%
20-24	74	61.7%
25-29	2	1.6%
30 and above	0	0%
Total	120	100%
Gender	Frequency	Percentage (%)
Female	106	88.3%
Male	14	11.7%
Total	120	100%
Year of study	Frequency	Percentage (%)
Year 5	22	18.3%
Year 4	38	31.7%
Year 3	60	50.0%
Total	120	100%
Current Academic Performance	Frequency	Percentage (%)

2.0-2.99	2	1.6%
3.0-3.49	16	13.4%
3.5-4.49	76	63.4%
4.5-5.0	26	21.6%
Total	100	100%
Extracurricular activities	Frequency	Percentage (%)
Yes	48	40%
No	72	60%
Total	120	100%

Table 4.1 above shows that the majority of respondents are in the 20-24 years age group, with 74 out of 120 (61.7%) falling into this category. 44 respondents (36.7%) are between 15 and 19 years old, while only 2 respondents (1.6%) are aged 25-29, and there are no respondents over 30. When looking at gender, 106 respondents (88.3%) are females, while only 14 respondents (11.7%) are males. The year of study shows that 76 respondents (63.3%) are in their 4th year, while 44 respondents (36.7%) are in their 5th year. For academic performance, the largest group is represented by 76 respondents (63.3%) who have a Grade Point Average (GPA) between 3.5 and 4.49. Following that, 26 respondents (21.7%) report a GPA between 4.5 and 5.0, and 16 respondents (13.3%) have a GPA between 3.0 and 3.49. Only 2 respondents (1.7%) fall within the 2.0 to 2.99 range. Additionally, 48 respondents (40%) have part-time jobs or other responsibilities outside their studies, while 72 respondents (60%) do not engage in any extracurricular activities outside their academic commitment.

Section B:

Questions to Determine Factors that Contribute to Stress

Table 4.2: Showing frequency distribution of respondents on what the primary sources of stress are in their nursing program.

Source of Stress	Frequency	Percentage (%)
Academic workload	106	88.3
Clinical placements	72	60
Financial concerns	72	60
Lack of support from faculty	64	53.3
Personal issues	46	38.3
Family responsibilities	14	11.7
Relationship issues	6	5
Other	2	1.6

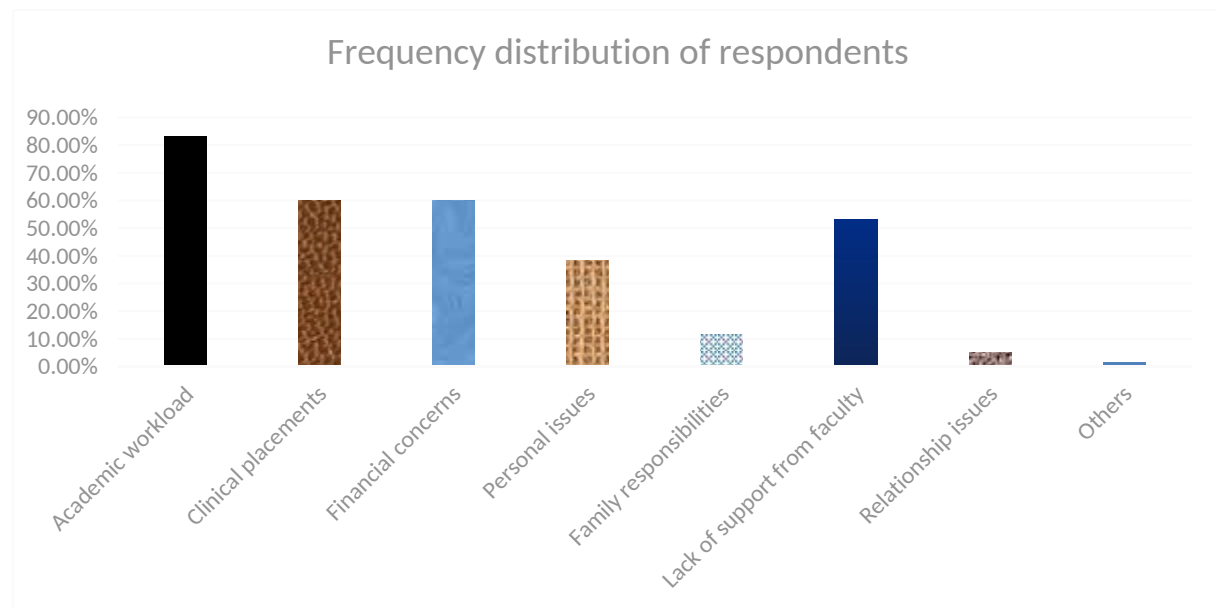


Figure 4.1 Bar chart showing frequency distribution of respondents on what the primary sources of stress are in their nursing program.

Table 4.2 above shows that out of 120 respondents, 106 respondents (88.3%) identified academic workload as a significant source of stress, while 72 (60%) cited both clinical placements and financial concerns as contributing factors. Additionally, 64 of them (53.3%) mentioned lack of support from faculty, and 46 (38.3%) pointed to personal issues as sources of stress. Only 14 respondents (11.7%) reported family responsibilities, and just 6 (5%) of them saw relationship issues as a stress factor, while 2 respondents only (1.6%) specified other sources

Table 4.3: Showing frequency distribution of respondents knowledge On a scale of 1 to 5, how significant the following factors are in contributing to stress? (1 = Not significant, 5 = Extremely significant): Academic workload, Clinical placements, Financial concerns, Personal issues, Family responsibilities, Support from faculty.

Factor	5 (Extremely significant)	4 (Very significant)	3 (Moderately significant)	2 (Minimally significant)	1 (Not significant)	Total
Academic workload	38 (31.7%)	46 (38.3%)	28 (23.3%)	8 (6.7%)	0 (0%)	120 (100%)
Clinical placements	30 (25%)	34 (28.3%)	48 (40%)	2 (1.7%)	6 (5%)	120 (100%)
Financial concerns	36 (30%)	18 (15%)	22 (18.3%)	18 (15%)	26 (21.7%)	120 (100%)
Personal issues	14 (11.7%)	20 (16.7%)	30 (25%)	20 (16.7%)	36 (30%)	120 (100%)

Family responsibilities	4 (3.3%)	10 (8.3%)	8 (6.7%)	28 (23.3%)	70 (58.3%)	120 (100%)
Support from faculty	34 (28.3%)	32 (26.7%)	24 (20%)	12 (10%)	18 (15%)	120 (100%)

Table 4.3 above shows how students perceive various factors contributing to their stress levels. For academic workload, 38 respondents (31.7%) found it extremely significant, while 46 (38.3%) rated it as very significant. 28 respondents (23.3%) considered it moderately significant, and 8 (6.7%) found it minimally significant. No one rated it as insignificant. Regarding clinical placements, 30 respondents (25%) found them extremely significant, 34 (28.3%) rated them as very significant, and 48 (40%) felt they were moderately significant. Only 2 respondents (1.7%) said clinical placements were minimally significant, while 6 respondents (5%) found them not significant at all. For financial concerns, 36 respondents (30%) considered them extremely significant, 18 (15%) rated them as very significant, and 22 (18.3%) found them moderately significant. Meanwhile, 18 respondents (15%) rated them as minimally significant, and 26 respondents (21.7%) found them not significant. Personal issues were rated as extremely significant by 14 respondents (11.7%), while 20 respondents (16.7%) considered them very significant. 30 respondents (25%) found them moderately significant, 20 respondents (16.7%) rated them minimally significant, and 36 respondents (30%) said they were not significant at all. When it comes to family responsibilities, only 4 respondents (3.3%) rated them as extremely significant, and 10 respondents (8.3%) found them very significant. 8 respondents (6.7%) rated them as moderately significant, 28 respondents (23.3%) found them minimally significant, and the majority, 70 respondents (58.3%), considered them not

significant. Lastly, support from faculty was considered extremely significant by 34 respondents (28.3%), very significant by 32 respondents (26.7%), and moderately significant by 24 (20%). 12 respondents (10%) rated it as minimally significant, while 18 respondents (15%) found it not significant.

Table 4.4 shows how significant nursing students feel stressed due to the following academic requirements: Assignments and exams, Group projects (1 = Not significant, 5 = Extremely significant)

Academic Requirement	5 (Extremely significant)	4 (Very significant)	3 (Moderately significant)	2 (Minimally significant)	1 (Not significant)	Total
Assignments and exams	30 (25%)	40 (33.3%)	42 (35%)	4 (3.3%)	4 (3.3%)	120 (100%)
Group projects	30 (25%)	28 (23.3%)	38 (31.7%)	12 (10%)	12 (10%)	120 (100%)

Table 4.4 above shows how nursing students rate the significance of stress caused by academic requirements, such as assignments and exams, and group projects. For assignments and exams, 30 respondents (25%) find them extremely significant in causing stress, while 40 respondents (33.3%) consider them very significant. 42 respondents (35%) feel that assignments and exams cause moderate stress, with 4 respondents (3.3%) rating it as minimally significant, and another 4 respondents (3.3%) rating it as not significant at all. When it comes to group projects, 30 respondents (25%) rate them as extremely significant stressors, while 28 respondents (23.3%) find them very significant. 38 respondents (31.7%) believe group projects

cause moderate stress, and 12 respondents (10%) find them minimally significant, while another 12 respondents (10%) feel they do not cause any stress.

Section C: Questions to Determine How Students Feel When They Are Stressed

Table 4.5 : Showing percentage distribution of respondents on how they feel when they are under stress.

Feeling	Frequency	Percentage (%)
Anxious	66	55
Overwhelmed	76	63.3
Depressed	24	20
Irritable	72	60
Tired or fatigued	98	81.7
Unmotivated	56	46.7
Other	0	0

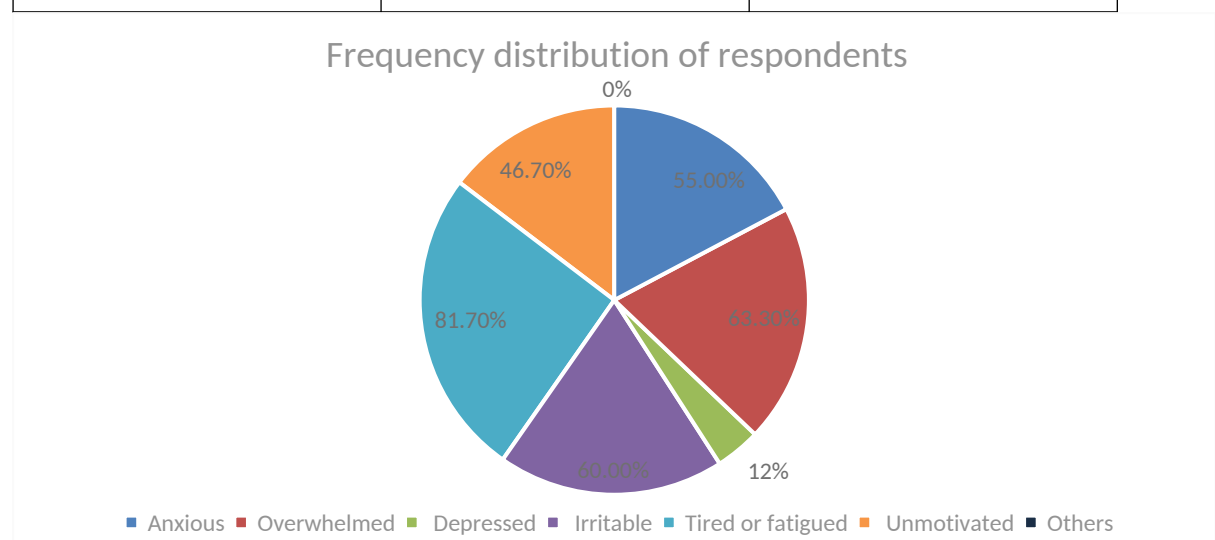


Figure 4.2 Pie chart showing percentage distribution of respondents on how they feel when they are under stress.

Table 4.5 above shows that 66 out of 120 respondents (55.0%) reported feeling anxious, while 76 (63.3%) said they feel overwhelmed. 24 (20.0%) mentioned feeling depressed, and 72 (60.0%) indicated they become irritable. The most common feeling under stress is fatigue, with 98 respondents (81.7%) reporting that they feel tired or fatigued. Additionally, 56 of them (46.7%) said they feel unmotivated when stressed. No respondents reported any other feelings outside of the provided options

Table 4.6 Showing percentage distribution of respondents on how they feel when they are under stress. On a scale of 1 to 5, rate the intensity of the following feelings when you are stressed (1 = Not intense, 5 = Extremely intense):

Feeling	5 (Extremely intense)	4 (Very intense)	3 (Moderately intense)	2 (Minimally intense)	1 (Not intense)	Total
Anxious	36 (30.0%)	22 (18.3%)	26 (21.7%)	18 (15.0%)	18 (15.0%)	120 (100%)
Overwhelmed	50 (41.7%)	28 (23.3%)	26 (21.7%)	6 (5.0%)	10 (8.3%)	120 (100%)
Depressed	10 (8.3%)	12 (10.0%)	12 (10.0%)	16 (13.3%)	70 (58.3%)	120 (100%)
Irritable	50 (41.7%)	30 (25.0%)	16 (13.3%)	10 (8.3%)	14 (11.7%)	120 (100%)
Fatigued	46 (38.3%)	40 (33.3%)	22 (18.3%)	10 (8.3%)	2 (1.7%)	120 (100%)
Unmotivated	22 (18.3%)	34 (28.3%)	22 (18.3%)	22 (18.3%)	20 (16.7%)	120 (100%)

Table 4.6 above shows how intensely respondents feel various emotions when stressed. For anxiety, 36 respondents (30.0%) reported feeling it extremely intensely, 22 (18.3%) rated it as very intense, and 26 (21.7%) said it was moderately intense. 18 (15.0%) rated their anxiety as minimally intense, while another 18 (15.0%) reported no intensity at all. Being overwhelmed was rated extremely intense by 50 respondents (41.7%), while 28 (23.3%) rated it very intense. 26 respondents (21.7%) felt it moderately intense, 6 respondents (5.0%) said it was minimally intense, and 10 (8.3%) reported no intensity. When it comes to depression, 10 (8.3%) of them rated it as extremely intense, 12 (10.0%) said it was very intense, and another 12 (10.0%) found it moderately intense. 16 respondents (13.3%) rated their depression as minimally intense, while the majority, 70 respondents (58.3%), said it wasn't intense at all. Irritability was extremely intense for 50 respondents (41.7%), very intense for 30 (25.0%), and moderately intense for 16 (13.3%). 10 respondents (8.3%) rated it minimally intense, while 14 respondents (11.7%) said they didn't feel it intensely. For fatigue, 46 respondents (38.3%) rated it extremely intense, 40 (33.3%) rated it very intense, and 22 (18.3%) said it was moderately intense. 10 respondents (8.3%) found it minimally intense, while only 2 respondents (1.7%) felt no intensity at all. Lastly, feeling unmotivated was rated extremely intense by 22 respondents (18.3%), very intense by 34 (28.3%), and moderately intense by 22 (18.3%). Another 22 respondents (18.3%) rated it minimally intense, while 20 respondents (16.7%) said it wasn't intense.

Table 4.7 Showing percentage distribution of respondents how stress affect their mood and behavior.

Mood/Behavior	Frequency	Percentage (%)
Increased mood swings	90	75.0
Withdrawal from social activities	78	65.0
Increased irritability or anger	76	63.3
Difficulty concentrating	70	58.3
Changes in appetite	56	46.7
Sleep disturbances	80	66.7
Other	0	0.0

Table 4.7 above shows that 90 out of 120 respondents (75.0%) reported experiencing increased mood swings when stressed, while 78 (65.0%) said they tend to withdraw from social activities. 76 (63.3%) indicated that they become more irritable or angry under stress, and 70 (58.3%) mentioned having difficulty concentrating. 56 respondents (46.7%) noticed changes in their appetite, and 80 (66.7%) reported sleep disturbances. None of the respondents mentioned any other symptoms beyond those listed.

Section D: Questions to Determine How Stress Affected Academic Performance

Table 4.8 Showing frequency distribution of respondents on how stress impacts their ability to focus on studies.

Impact Level	Frequency
No impact	6
Minimal impact	10
Moderate impact	50
Significant impact	48
Extreme impact	6

Table 4.8 above shows how stress impacts the respondents' ability to focus on their studies. 6 respondents (5.0%) reported that stress has no impact, while 10 (8.3%) said it has a minimal impact. 50 (41.7%) mentioned that stress has a moderate impact on their focus, and 48 (40.0%) said stress has a significant impact. 6 (5.0%) indicated that stress has an extreme impact on their ability to concentrate.

Table 4.9 Showing frequency distribution of respondents on how often stress affect their grades or academic performance.

Never	26(21.7%)
Rarely	26(21.7%)
Sometimes	42(35%)
Often	24(20%)
Always	2(1.7%)
Total	120(100%)

The table 4.9 above shows how often respondents feel that stress affects their grades or academic performance. 26 respondents (21.7%) indicated that stress never affects their academic performance, while another 26 (21.7%) said it affects their performance rarely. 42 respondents (35%) mentioned that stress sometimes impacts their grades, and 24 respondents (20%) said stress often affects their academic performance. Only 2 respondent (1.7%) reported that stress always impacts their grades.

Section E: Coping Mechanisms

Table 4.10 Showing frequency distribution of respondents on whether these coping strategies are effective in coping with stress?

Strategy	Yes	No	TOTAL
Exercise or physical activity	34	86	120
Meditation or relaxation techniques	70	50	120
Seeking support from friends or family	66	54	120
Talking to a counselor or therapist	12	108	120
Engaging in hobbies or leisure activities	90	30	120
Exercise or physical activity	58	61	120

The data in Table 4.10 shows the frequency distribution of respondents regarding the strategies they use to cope with stress. For exercise or physical activity, 34(28.3%) respondents reported using it as a coping strategy, while 86 said they do not. When it comes to meditation or relaxation techniques, 70 (58.3%) respondents indicated that they use these strategies, while 50 do not. For seeking support from friends or family, 66 (55%) respondents reported using this strategy, whereas 54 said they do not. Talking

to a counsellor or therapist was mentioned by 12 (6%) respondents, while a significant number of them indicated they do not utilize this option. Engaging in hobbies or leisure activities was the most popular strategy, with 90 (75%) respondents using it, compared to 30 who do not. Lastly, another form of exercise or physical activity was noted by 58 (48.3%) respondents, while 62 reported they do not use this strategy.

4.1 Answering of Research Questions.

Research question 1: What are the factors that contribute to stress among nursing students in Thomas Adewumi University, Oko, Kwara State?

Table 4.2 shows that academic workload is the most significant source of stress for the majority of the respondents, with 83.3% of them identifying it as a major factor. Additionally, 60% of the respondents cited both clinical placements and financial concerns as contributing to their stress. Other notable sources include lack of support from faculty (mentioned by 53% of respondents) and personal issues (38.3%). Family responsibilities and relationship issues were less common, with 11.7% and 5% of respondents identifying them as stress factors, respectively.

Also, in Table 4.3, when asked about the intensity of stress, 31.7% of respondents found academic workload to be extremely significant, while 38.3% rated it as very significant. For clinical placements, 25% of respondents found them extremely significant, and 28.3% considered them very significant. Financial concerns were rated extremely significant by 30% of the respondents, and 15% found them very significant. Personal issues were seen as extremely significant by 11.7% of respondents, and 16.7% considered them very significant, while family responsibilities were rated as extremely significant by only 3.3% of respondents. Support from faculty was also seen as an

important factor, with 28.3% finding it extremely significant and 26.7% rating it very significant.

Research question 2: How does stress affect the academic performance of nursing students in Thomas Adewumi University, Oko, Kwara State?

The table 4.8 shows how stress impacts the respondents' ability to focus on their studies. respondents (5%) reported that stress has no impact, while (8.3%) respondents said it has a minimal impact. (41.7%) mentioned that stress has a moderate impact on their focus, and (40%) of respondents said stress has a significant impact. (5%) of respondents indicated that stress has an extreme impact on their ability to concentrate.

Also, The table 4.9 shows how often respondents feel that stress affects their grades or academic performance. (21.7%) of them indicated that stress never affect their academic performance, while another (21.7%) said it affects their performance rarely. (35%) mentioned that stress sometimes impacts their grades, and (20%) said stress often affects their academic performance. Only 2 respondent (1.7%) reported that stress always impacts their grades.

Research question 3: What coping strategies do nursing students use to manage stress in Thomas Adewumi University, Oko, Kwara State?

Table 4.10 shows the various strategies respondents use to cope with stress. 34 out of 120 respondents (28.3%) reported using exercise or physical activity as a way to manage stress. A larger portion, 70 respondents (58.3%), rely on meditation or relaxation techniques. 66 respondents (55%) seek support from friends or family for stress relief, while only 12 respondents (6%) reported talking to a counsellor or therapist. The most common coping strategy was engaging in hobbies or leisure

activities, chosen by 90 (75%) of them .Additionally, 58 respondents (48.3%) mentioned using exercise or physical activity as another coping method.

4.2 Testing of research hypotheses

Research hypothesis 1:

Ho1: Stress will not significantly influence academic performance of nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

Questions	Never	Rarely	Sometimes	Often	Always	Row Total
How stress impacts their ability to focus on studies?	6	10	50	48	6	120
How often stress affect their grades or academic performance?	26	26	42	24	2	120
Column total	32	36	92	72	8	240

The table above shows that stress will significantly influence academic performance of nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

X-cal= (15.64) and x-tab= (9.488) at 0.05 level of significance and degree of freedom(df) 4 . Therefore, the null hypothesis is rejected.

Ho2: The use of coping strategies will not significantly mitigate the negative effects of stress on academic performance among nursing students' students in Thomas Adewumi University, Oko, Irese, Kwara State.

Question, does any of this coping strategy help you in coping with stress?

Strategy	Yes	No	Row total
Exercise or physical activity	34	86	120
Meditation or relaxation techniques	70	50	120
Seeking support from friends or family	66	54	120
Talking to a counselor or therapist	12	108	120
Engaging in hobbies or leisure activities	90	30	120
Exercise or physical activity	58	62	120
Column total	330	390	720

The table above shows the use of coping strategies will significantly mitigate the negative effects of stress on academic performance among nursing students in Thomas Adewumi University, Oke, Irese, Kwara State.

that $X^2_{cal} = (210.700)$ and $x^2_{tab} = (11.070)$ at 0.05 level of significance and degree of freedom(df) 5. Therefore, we reject the Null Hypotheses

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

This chapter deals with the discussion of findings, implication in nursing, summary, conclusions, recommendations and suggestions for further studies.

5.1 Research Questions

Research Question 1: What are the factors that contribute to stress among nursing students in Thomas Adewumi University, Oke, Kwara State?

The study revealed that a significant portion of respondents identified academic workload as the primary source of stress, with 106 out of 120 respondents (88.3%) selecting it (Table 4.2). In addition, 72 respondents (60%) mentioned both clinical placements and financial concerns as major stress factors. Other contributing factors included personal issues (46 respondents, 38.3%), family responsibilities (14 respondents, 11.7%), and relationship issues (6 respondents, 5%). These results suggest that academic and financial pressures are the most common stressors for nursing students, while personal and familial responsibilities play a secondary role.

These findings are in line with Oluwaseun and Ishola (2023), who reported that nursing students' predominant stress sources were academic workload (73.1%) and financial difficulties (55.7%). These findings were also buttressed by the result of a study conducted by Nareen et al. (2023) in Southern Asia, which reported that assignment and workload stress, followed by environmental stress and patient care stress, are the main factors that contribute to the level of stress among nursing students.

Research Question 2: How does stress affect the academic performance of nursing students?

Stress was shown to have a considerable impact on students' academic performance. In Table 4.8, 50 respondents (41.7%) stated that stress sometimes affects their ability to focus on their studies, while 48 respondents (40%) reported that it often impacts their focus. Only 6 respondents (5%) said stress had no effect on their focus. Similarly, Table 4.9 indicates that 42 respondents (35%) said stress sometimes affects their grades, and 24 respondents (20%) noted that it often does.

These findings are supported by Akanpaadgi et al. (2023), who recorded in their study that stress has a negative impact on the academic performance of students. Additionally, Josue et al. (2022) concluded that nursing students suffer from stress regardless of their academic degree. Academic stress affects academic performance of students.

Research Question 3: What coping strategies do nursing students use to manage stress?

Table 4.10 shows the various strategies respondents use to cope with stress. 34 out of 120 respondents (28.3%) reported using exercise or physical activity as a way to manage stress. A larger portion, 70 respondents (58.3%), rely on meditation or relaxation techniques. 66 respondents (55%) seek support from friends or family for stress relief, while only 12 respondents (6%) reported talking to a counselor or therapist. The most common coping strategy was engaging in hobbies or leisure activities, chosen by 90 respondents (75%). Additionally, 58 respondents (48.3%) mentioned using exercise or physical activity as another coping method.

Results of a study by Brobbey (2022) revealed that students focused on stress management techniques, maintaining focus, getting sufficient rest, exercising regularly,

and effective time management to help alleviate stress and boost academic performance.

5.2 Research hypotheses

Hypothesis I:

Stress will not significantly influence academic performance of nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

$X_{\text{cal}} = (15.64)$ and $x_{\text{tab}} = (9.488)$ at 0.05 level of significance and degree of freedom (df) 4.

Therefore, the null hypothesis that says, Stress will not significantly influence academic performance of nursing students in Thomas Adewumi University, Oko, Irese, Kwara State is rejected, since the table value ($x_{\text{tab}} = 9.488$), is less than the calculated value ($x_{\text{cal}} = 15.64$). Hence, stress will significantly influence academic performance of nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

Akanpaadgi et al (2023) is of the opinion that supports the above findings that stress has a negative impact on the academic performance of students. The above findings were also supported by Josue et Al (2022) who concluded that nursing students suffer from stress regardless their academic degree and stress affects academic performance of nursing students.

Hypothesis II:

The use of coping strategies will not significantly mitigate the negative effects of stress on academic performance among nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

The $X\text{-cal} = (210.700)$ and $X\text{-tab} = (11.070)$ at 0.05 level of significance and degree of freedom (df) 5.

Therefore, the null hypothesis that says, the use of coping strategies will not significantly mitigate the negative effects of stress on academic performance among nursing students in Thomas Adewumi University, Oko, Irese, Kwara State is rejected, since the table value ($x\text{ tab} = 11.070$), is less than the calculated value ($x\text{ cal} = 210.700$). Hence, the use of coping strategies will significantly mitigate the negative effects of stress on academic performance among nursing students in Thomas Adewumi University, Oko, Irese, Kwara State.

The above findings are in line with a study conducted by Brobbey (2021) who revealed that academic stress can be managed through coping mechanisms to improve students' academic performance.

5.3 Implications for Nursing

The study suggest that nursing students face significant stress related to their academic workload and clinical placements, which can negatively affect their mental health and academic performance. It is essential for nursing institutions to provide better support systems, such as stress management workshops and accessible counseling services. Additionally, students should be educated about the benefits of physical activity and other structured coping mechanisms, which were less frequently used. By promoting these practices, nursing programs can help reduce stress levels and improve academic outcomes for students.

5.4 Limitations of the Study

The researcher was limited by series of factors during the period of conducting the research. The factors included limited time and financial resources which made the researcher to limit herself to Thomas Adewumi university. Despite all these limitations, the researcher was able to use the available resources to conduct the research.

5.5 Summary

This study looked into the causes of stress among nursing students at Thomas Adewumi University, Oko, and how stress affect their academic performance, as well as the strategies they use to cope. The results showed that academic workload, clinical placements, and financial concerns were the biggest contributors to stress. Most students admitted that stress affected their ability to focus and impacted their grades. The study also found that many students relied on informal ways of managing stress, like engaging in hobbies and seeking support from friends or family, while fewer students used more structured approaches like professional counseling.

5.6 Conclusion

In conclusion, stress is a major issue for nursing students, largely due to the pressures of their academic workload and financial struggles. This stress negatively affect their academic performance, with students often struggling to concentrate and complete their tasks effectively. Although many students turn to activities like hobbies or talking to friends and family for stress relief, very few take advantage of counseling services. To address this, nursing schools should place a stronger focus on mental health by organizing stress management workshops and ensuring students have easy

access to counseling services to help them better manage the high levels of stress they face.

5.7 Recommendations

To Individuals:

- Nursing students should actively seek out stress management practices, such as regular physical activity and meditation, to reduce the effects of stress.
- Consider seeking professional help, such as counseling, when stress becomes overwhelming and begins to affect academic performance.
- Maintain good time management and organizational skills to reduce the impact of academic workload on stress levels.

To Healthcare Professionals and Educators:

- Nursing educators should implement mental health and stress management programs, offering workshops and academic support services to help students cope with stress.
- Promote the use of counseling services and educate students on the benefits of professional help for managing stress.
- Provide regular stress screenings and wellness checks to identify students at risk of burnout and academic decline.

To the Government:

- The government should invest in student mental health programs, particularly for fields with high stress levels like nursing, by funding initiatives for counseling services and wellness programs.
- Public health campaigns should promote awareness of mental health and stress management, particularly for students in high-pressure academic programs.
- Improve healthcare access in academic institutions, ensuring that students can easily access mental health and counseling services.

5.8 Suggestions for further studies.

A further study is suggested to be carried out on how stress among nurses and nursing students may affect delivery of care in the health care industry.

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Appendix I

Research hypotheses I

Stress will not significantly influence academic performance of nursing students in

Thomas Adewumi University, Oko, Irese, Kwara State.

Detailed calculation hypotheses 1

Questions	Never	Rarely	Sometimes	Often	Always	Row Total
How stress impacts their ability to focus on studies?	6	10	50	48	6	120
How often stress affect their grades or academic performance?	26	26	42	24	2	120
Column total	32	36	92	72	8	240

Expected frequency. = $\frac{\text{row total} \times \text{column total}}{\text{grand total}}$

$$\text{For } 6 = \frac{120 \times 32}{240} = \frac{900}{240} = 7.5$$

$$\text{For } 10 = \frac{120 \times 36}{240} = \frac{1080}{120} = 9$$

$$\text{For } 50 = \frac{120 \times 92}{240} = \frac{2760}{120} = 23$$

$$\text{For } 48 = \frac{120 \times 72}{240} = \frac{2160}{240} = 18$$

$$\text{For } 6 = \frac{120 \times 8}{240} = \frac{240}{240} = 2$$

$$\text{For } 26 = \frac{120 \times 32}{240} = \frac{900}{240} = 7.5$$

$$\text{For } 26 = \frac{120 \times 36}{240} = \frac{1080}{120} = 9$$

$$\text{For } 42 = \frac{120 \times 92}{240} = \frac{2760}{120} = 23$$

$$\text{For } 24 = \frac{120 \times 72}{240} = \frac{2160}{240} = 18$$

$$\text{For } 2 = \frac{120 \times 8}{240} = \frac{240}{240} = 2$$

Observe frequency	Expected frequency	$(O - E)$	$(O - E)^2$	$(O - E)^2 / E$
3	7.5	-4.5	20.25	2.7
5	9	-4	16	1.7
25	23	2	4	0.17
24	18	6	36	2
3	2	1	1	0.5
13	7.5	5.5	30.25	4.03
13	9	4	16	1.777
21	23	-2	4	0.174
12	18	-6	36	2
1	2	-1	1	0.5
				15.64

$$\begin{aligned} \text{Degree of freedom} &= ((\text{Row}-1) \times (\text{Column}-1)) \\ &= (5-1) \times (2-1) \\ &= 4 \times 1 \\ &= 4 \end{aligned}$$

Using alpha level of 0.05

$$Df(3) = 9.488$$

X^2 table value= 9.488 in Df(3)

X^2 calculated value = 15.64

Appendix II

Research hypotheses

The use of coping strategies will not significantly mitigate the negative effects of stress on academic performance among nursing students in Thomas Adewumi University, Oke, Irese, Kwara State.

Detailed calculation hypotheses II

Question: Does any of this coping strategy help you in coping with stress?

Strategy	Yes	No	Row total
Exercise or physical activity	34	86	120
Meditation or relaxation techniques	70	50	120
Seeking support from friends or family	66	54	120
Talking to a counselor or therapist	12	108	120
Engaging in hobbies or leisure activities	90	30	120
Exercise or physical activity	58	62	120
Column total	330	390	720

Expected frequency. = $\frac{\text{row total} \times \text{column total}}{\text{grand total}}$

$$\text{For } 17 = \frac{120 \times 330}{720} = \frac{9900}{720} = 13.75$$

$$\text{For } 43 = \frac{120 \times 330}{720} = \frac{11700}{720} = 16.25$$

$$\text{For } 35 = \frac{120 \times 330}{720} = \frac{9900}{720} = 13.75$$

$$\text{For } 25 = \frac{120 \times 330}{720} = \frac{11700}{720} = 16.25$$

$$\text{For } 33 = \frac{120 \times 330}{720} = \frac{9900}{720} = 72.5$$

$$\text{For } 27 = \frac{120 \times 330}{720} = \frac{11700}{720} = 32.5$$

$$\text{For } 6 = \frac{120 \times 330}{720} = \frac{9900}{720} = 72.5$$

$$\text{For } 54 = \frac{120 \times 330}{720} = \frac{11700}{720} = 32.5$$

$$\text{For } 45 = \frac{120 \times 330}{720} = \frac{9900}{720} = 72.5$$

$$\text{For } 15 = \frac{120 \times 330}{720} = \frac{11700}{720} = 32.5$$

$$\text{For } 29 = \frac{120 \times 330}{720} = \frac{9900}{720} = 72.5$$

$$\text{For } 31 = \frac{120 \times 330}{720} = \frac{11700}{720} = 32.5$$

Observe frequency	Expected frequency	$(O - E)$	$(O - E)^2$	$(O - E)^2 / E$
17	72.5	-55.5	3080.25	42.4862069
43	32.5	10.5	110.25	3.392307692
35	72.5	-37.5	1406.25	19.39655172
25	32.5	-7.5	56.25	1.730769231
33	72.5	-39.5	1560.25	21.52068966
27	32.5	-5.5	30.25	0.930769231
6	72.5	-66.5	4422.25	60.99655172
54	32.5	21.5	462.25	14.22307692
45	72.5	-27.5	756.25	10.43103448
15	32.5	-17.5	306.25	9.423076923

29	72.5	-43.5	1892.25	26.1
31	32.5	-1.5	2.25	0.069230769
				210.7002653

Degree of freedom $= ((\text{Row}-1) \times (\text{Column}-1))$
 $= (2-1) \times (6-1)$
 $= 1 \times 5$
 $= 5$

Using alpha level of 0.05

Df(3) = 11.070

X² table value= 11.070 in Df(5)

X² calculated value = 210.70

APPENDIX III QUESTIONNAIRE

Dear respondents, I am a student of Thomas Adewumi University. I am conducting research on the Perceived Effects of Stress on Academic Performance of Selected

Nursing Students in Thomas Adewumi University, Oko Irese, Kwara State. Your responses will be used exclusively for this study and will remain confidential. I appreciate your honest and thoughtful participation.

Thank you,

Aderogba Mercy.

Section A: Demographic Data

1. Age:
 - 15-19 ()
 - 20-24 ()
 - 25-29 ()
2. Gender:
 - Male ()
 - Female ()
3. Year of Study:
 - Year 4 ()
 - Year 5 ()
4. Current Academic Performance:
 - below 2.0 ()
 - 2.0-2.99 ()
 - 3.0-3.49 ()
 - 3.5-4.49 ()
 - 4.5-5.0 ()
5. Do you work part-time or have additional responsibilities outside of your studies?
 - Yes ()
 - No ()

Section B: Questions to Determine Factors that Contribute to Stress

6. What are the primary sources of stress in your nursing program? (Select all that apply)
 - Academic workload ()
 - Clinical placements ()
 - Financial concerns ()
 - Personal issues ()
 - Family responsibilities ()
 - Lack of support from faculty ()
 - Relationship issues ()
 - Others (please specify): _____
7. On a scale of 1 to 5, how significant are the following factors in contributing to your stress? (1 = Not significant, 5 = Extremely significant)

Sources of stress	1	2	3	4	5
Academic workload					
Clinical placements					
Financial concerns					
Personal issues					
Family responsibilities					
Support from faculty					

8. How often do you feel stressed due to the following academic requirements? (1 = Rarely, 5 = Always)

How often do you feel stressed due to the following academic requirements?	1	2	3	4	5
Assignments and exams					
Group projects					

Section C: Questions to Determine How Students Feel When They Are Stressed

9. How do you typically feel when you are under stress? (Select all that apply)

- Anxious ()
- Overwhelmed ()
- Depressed ()
- Irritable ()
- Tired or fatigued ()
- Unmotivated ()
- Others (please specify): _____

10. On a scale of 1 to 5, rate the intensity of the following feelings when you are stressed (1 = Not intense, 5 = Extremely intense):

	1	2	3	4	5
Anxiety					
Depression					
Fatigue					
Irritability					
overwhelmed					
Unmotivated					

11. How does stress affect your mood and behavior? (Select all that apply)

- Increased mood swings ()
- Withdrawal from social activities ()
- Increased irritability or anger ()
- Difficulty concentrating ()

- Changes in appetite ()
- Sleep disturbances ()
- Others (please specify): _____

Section D: Questions to Determine How Stress Affected Academic Performance

12. How does stress impact your ability to focus on studies?
- No impact ()
 - Minimal impact ()
 - Moderate impact ()
 - Significant impact ()
 - Extreme impact ()
13. How often does stress affect your grades or academic performance?
- Never ()
 - Rarely ()
 - Sometimes ()
 - Often ()
 - Always ()

Section E: Coping Mechanisms

14. Which strategies do you use to cope with stress? (Select all that apply)
- Exercise or physical activity ()
 - Meditation or relaxation techniques ()
 - Seeking support from friends or family ()
 - Talking to a counselor or therapist ()
 - Engaging in hobbies or leisure activities ()
 - Time management techniques ()
 - Others (please specify): _____
15. How effective are these coping mechanisms in managing your stress? (1 = Not effective, 5 = Very effective)

How effective are these coping mechanisms in managing your stress?	1	2	3	4	5
Exercise or physical activity					
Meditation or relaxation techniques					
Seeking support from friends or family					
Talking to a counselor or therapist					
Engaging in hobbies or leisure activities					

16. Are there additional resources or support systems you believe would help you manage stress more effectively? (Please specify):

Brobby. E (2021). Modified questionnaire. The impact of stress on the academic performance of students in the University of Cape Coast, School of Business. Academia Open.