



Perceived Impact of Stress on Academic Performance among Students of Aliko Dangote College of Nursing Sciences Bauchi, Bauchi State

Muhammad Maimuna^{1*}, Muhammad Maryam Musa¹, Umar Muhammad Salisu², Muhammad Fatima Dambam³

¹ College of Nursing Science, Department of Nursing, Abubakar Tafawa Balewa University Teaching Hospital Bauchi, Nigeria.

² Department of Sustainable of Environmental Studies, Abubakar Tafawa Balewa University, Bauchi, Nigeria.

³ Department of Business Management, Faculty of Management and Information Sciences, Abubakar Tafawa Balewa University, Bauchi Nigeria.

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Corresponding Author:

Muhammad Maimuna

maimunamuhamad002@gmail.com

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Abstract: Stress has been tagged as a global phenomenon. It has become an integral part of life and is said to be the price that all human beings pay for the struggle to stay alive. Stress is a particularly important issue in education because it has the potential to impede concentration, memory, and problem-solving ability, which in turn adversely affect academic performance and learning. Stress refers to a dynamic interaction between the individual and the environment. The study was conducted on Perceived impact of stress on academic performance among students of Aliko Dangote College of nursing sciences Bauchi. The objective of the study was to assess the perception of stress among students of Aliko Dangote College of nursing sciences Bauchi. A descriptive cross sectional research design was used, using self-administered questionnaire. Proportionate Stratified Random sampling technique was used to select a total 308 of participants. Data was analyzed and presented in frequency table and mean. Heavy academic work load, period of examination, fear of examination failure were accepted by the respondent as the common sources of stress among students. Students of Aliko Dangote College of nursing sciences perceived stress as a source of anxiety and negatively affect academic performance, students adopt various coping mechanisms which include, meditation, exercises like deep breathing or yoga, having good social relationship with friend. In recommendation there is a need for the college of nursing sciences department of nursing Aliko Dangote Bauchi and any other management involved to restructure academic schedules that can lessen the burden responsible for stress among students, school management should also give attention to stressors in the workplace and how these contribute to student stress.

Keywords: Perceived stress; Academic performance; Nursing students; Academic workload; Coping mechanisms.

Introduction

Stress has been tagged as a global phenomenon. It has become an integral part of life and is said to be the price that all human beings pay for the struggle to stay alive. Stress is a particularly important issue in education because it has the potential to impede

concentration, memory, and problem-solving ability, which in turn adversely affect academic performance and learning (Gopalan et al., 2026; Pradhan et al., 2024). The government of Nigeria is much concerned with the global agenda of achieving education for all. The academic performance of students has become a great concern to stakeholders of education. This has led the

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government to formulate and implement policies to improve academic performance. In Nigeria, the abolition of tuition fees and the introduction of the Capitation Grant Initiative in 2005 resulted in a massive increase in enrolment (18%) in public basic schools (Stanca & Tarbujaru, 2022). Many factors including persistent reforms of education, socio-economic status, poor infrastructure, inadequate teachers among others have been attributed to the low level of academic achievement in Nigeria (Schilbach et al., 2024).

The Ministry of Education reports showed that over 20% of children leave school before the completion of the basic cycle, due to factors including the low-quality public education (Chen et al., 2022; G. Mujtaba et al., 2025). A lecturer who does not have both the academic and the professional lecturer qualification would undoubtedly have a negative influence on the teaching, and learning of his/her subject. Great strides have been taken by successive governments towards the improvement of the school system yet it continues to experience poor performance. Stress has also been found to be a major contributing factor to academic performance. (Elshaer et al., 2025; Xerri et al., 2023) stated that, although an optimal level of stress can enhance learning ability and feel argued that, too much stress or destructive stress can cause physical and mental health problems and may affect the academic achievement of students (Barsade et al., 2018).

Stress is the feeling of emotional or physical tension. It can come from any event or thought that makes you frustrated, angry or nervous (Fortuin et al., 2023; Nordbäck et al., 2024). While stress around the time of learning is thought to enhanced memory formation, thus leading to robust memories, stress markedly impairs memory retrieval, bearing, for instance, the risk of underachieving at exams as such, many factors are implicated as a sources of academic stress includes overcrowded lecture halls, semester grading system, inadequate resources, examinations, out of control debts, poor time management, difficulty in organizing work, financial problems, personal relationships, parenting, daily life and business which could be effectively managed through; effective use of campus resources, stay present, learn new skills through practice, use positive self-talk, take responsibility for mistakes, forgive yourself, focus on what you can control and practice good self-care (Hernandez Grande et al., 2025; Liu et al., 2025)

Students experience stress due to different many factors including issues of time management, financial matters, interaction with lecturers, personal subjective goals, social behavior, adjustment in the academic culture (Qasem et al., 2025).

Students experience stress due to different many factors including issues of time management, financial

matters, interaction with lecturers, personal subjective goals, social behavior, adjustment in the academic culture lack of support system, admission process, high expectation of parents, curriculum comprised of complex concepts, unsuitable school timings, unbalanced student-teacher ratio, physical environment of classroom, unhealthy student teacher interaction, hard and fast rules of discipline, too many or complex assignments, teaching methodology, unconcerned teacher's attitude and overemphasis on weaknesses rather than acknowledging strengths (Du et al., 2025; Mańkowska, 2025). In order to overcome this limitation their academic record can be confirmed from their respected departments. Students might have manipulated their true responses so it can be overcome by using counter questioning (Tóth, 2025).

Poor time management behaviors can also be the cause of academic stress so for future research we must evaluate the study habits of students by asking them how much time they give to their studies. In young medical student's stress can be triggered by social interactions or school requirements (Huang et al., 2025; Yu et al., 2025). These stressors include care of patients, assignments and workloads, academic evaluations and negative or hostile social interactions.

Creating a good learning environment can be the difference between failure and success no matter whether you're gaining educational or workplace knowledge or a recreational skills; a stress free-environment is regarded as one of such environment that creates good learning process. Research over the past two decades identified stress as a major factor that hinder human learning and memory processes thus markedly impairs memory retrieval, bearing for instance; the risk of under achieving at exams (Rushendran & Chitra, 2025; Yang et al., 2025). The researcher observe that the problem is not an exception with the students of Aliko Dangote College of Nursing Science Bauchi which drew her attention to carry out a research on perceived impact of stress on academic performance among students of Aliko Dangote College of Nursing Sciences Bauchi.

Method

Research Design

The research design adopted for this study was cross-sectional descriptive survey research design. Descriptive research design is a scientific method which involves observing and describing the behavior of the subject matter without influencing it in any way (Gopalan et al., 2026). It involves the collection of data for the purpose of answering research questions under study and to find, describe and interpret an existing phenomenon (Battiwalla et al., 2025; Cosma et al., 2025)

Research Setting

Aliko Dangote College of Nursing Sciences Bauchi, is located at Dan Iya ward of Bauchi LGA, along Ajiya Adamu road situated outside traditional wall of Bauchi metropolis. It shares boundary with Fadaman Mada to the east, Bauchi state specialist hospital to the south, water board quarters to the west and Awala to the north. With latitude: 10.334765 and longitude: 9.8456. On entrance to the left is the administrative block, behind are the classes' areas and to the right on entrance of the school gate is the auditorium. At the school entry, by the left side there is bursary office, registration office, exam office, record, provost office and deputy provost office. Behind them are the HOD Nursing and HOD Midwifery offices. At the right side is college auditorium with the male hostel behind. The college has 89 academic staff. The college has four main departments including Nursing department, Midwifery department, Public health and department of general studies, under the broad departments there's Basic Nursing, Basic Midwifery, ND/HND Nursing, Post Basic Nursing and Community Midwifery. The school has only nine hostels in which four is for male students and five for female student's nurses and midwives. The college received provisional accreditation from the Nursing and Midwifery Council of Nigeria in October 2019, further validating its commitment to maintaining high educational standards.

Target Population

The target population for this study was consisted of all students of Aliko Dangote College of Nursing sciences Bauchi. They include set 1&2 post basic Nursing, set 7A, 7B 7c,8, and 9 Basic midwives, ND/HND set 1,2&3, Set 2022, 2023 A & B Basic Nursing

and community midwives set 2&3 which are 1295 in number (Chenery-Morris & Divers, 2025; Kim & Che, 2025).

Sample Size

The formula that was used to calculate the Sample size is Taro Yamane's Formula because the target population is known.

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

Where : n = sample size; N = Target population; e = level of significance.

So : N=1295; e = 0.05; n= N÷1+N (e) ²; n= 1295÷1+1295(0.05)²; n=1295÷1+1295×0.0025; n= 1295÷1+3.2; n= 1295÷4.2; n= 308

Sampling Techniques

Proportionate stratified sampling technique was used to determine the number of subjects that was selected from each stratum, where the sample of each class was obtained by dividing the class value by the number of total population under study and multiply by the total sample size. Simple random sampling was used within the proportion of each class obtained. The researcher choose element by selecting a random starting point and selecting random numbers. The purpose of using this technique waa to give each member of the population equal chance of being selected for the study. The inclusion criteria for this study was those that are in year one, two and three and are willing to participate in this research. The exclusion criteria for this research was those that are not willing to participate in this research.

Table 1. Sample size drawn from the population

Set	Population	Calculation	Sample
Set 2022 B/N	98	98/1295×308=23	23
Set 2023A B/N	105	105/129×308=25	25
Set 2023B BN	59	59/1295×308=14	14
Set 1 ND/HND	62	62/1295×308=15	15
Set2 ND/HND	86	86/1295×308=20	20
Set3 ND/HND	86	86/1295×308=20	20
Set1 POST BASIC	48	48/1295×308=11	11
Set2 POST BASIC	53	53/1295×308=13	13
Set7A MIDWIFERY	108	108/1295×308=29	29
Set 7B MIDWIFERY	58	58/1295×308=14	14
Set7C MIDWIFERY	66	66/1295×308=16	16
Set8 MIDWIFERY	90	90/1295×308=21	21
Set9 MIDWIFERY	186	186/1295×308=44	44
COMMUNITY MIDWIFERY1	69	69/1295×308=17	17
COMMUNITY MIDWIFERY2	121	121/1295×308=29	29
Total	1295		308

Instrument for Data Collection

The research instrument that was used is a structured questionnaire adapted from Bedewy & Gabriel, (2015) which was appropriately moderated. The questionnaire which was distributed to the sampled respondents without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the responders. The questionnaire format was consist of 4 Likert scale (Agreed, strongly agreed, disagreed, and strongly disagreed). The primary data contained information extracted from the questionnaire in which the respondents was required to give specific answer to a question by ticking in front of an appropriate answer. The questionnaires was structured under four sections (A, B, C, and D). Section A comprise of demographics characteristics of respondents and section B consist of information on common stressors among students, section C consist of information on perception of stress among students & section D comprised of data on coping mechanism for stress among students

Validity of Instrument

The instrument was validated for both face and content validity by the supervisor and then by the members of the research and education committee, where they determined the validity of the items in the instruments with regard to eliciting required information.

Reliability of Instrument

Test re-test method was used in determining the reliability of the instrument where the instruments was administered to the population with similar characteristics employed where 10 copies of the questionnaire was administered to the students of Abubakar Tafawa Balewa University Teaching Hospital (ATBUTH) twice a week and the finding obtained from the two results was compared and assess. The scores from the two tests was then correlated to obtain the reliability coefficient using Cronbach 'Alpha result, aiming for coefficient of 0.65 or above which make the instrument reliable and consistent.

Method of Data Collection

After obtaining an introductory letter from the research and education committee, the letter was taken to the school management for an approval to conduct the research. Data was collected through self-administered questionnaires, facilitated by a research assistant. The questionnaires was distributed to respondents in their respective classes during break period and retrieved on spot for one week (that is from Monday to Friday).

Method of Data Analysis

The data collected from the respondents were analyzed using the Statistical Package for Social Sciences (SPSS) version 29.0. The analysis involved coding, entering, and cleaning the data to ensure accuracy and consistency. Descriptive statistical methods were applied to summarize the findings. The results were presented in frequency distribution tables to enhance clarity and understanding. This method of presentation enabled easy interpretation of the responses and facilitated meaningful discussion of the findings.

Ethical Consideration

An introductory letter was collected by the researcher from the research and education committee of Aliko Dangote College of nursing sciences Bauchi, and was presented to the school management for permission to conduct the research. The purpose of the research was explained and informed consent was obtained from the respondents before administrating the questionnaires. All responses from respondents was kept confidential by the researcher and was treated with due respect and free from compulsion, participation is voluntary and respondents can withdraw at any time. Falsification and plagiarism was avoided and all information used for academic purpose only.

Result and Discussion

The demographic data presented in Table 2 reveals that 23 of respondents fall within the age of 16-19(7.4%), 183 respondents are within the age of 20-25 years (59.3%), 68 respondents are within the age of 26-30 years (22.2%), and 34 respondents are within the age of 31 and above 11.1%. A significant gender disparity is observed, with females constituting 70.4% of respondents, and male constitutes about 29.6% of the respondents. Marital status data shows that a majority (63%) are Single, 33.3% of the respondents are married, 3% of the respondents are divorce and 0.7% are Widower. Also 54% of the respondents are from Midwifery department and 46% of the respondents are from nursing department. Those in year one of the program are majority of the respondents which account for 41%, those in year two accounts for 34%, and those in year three account for 25% of the respondents. Hausa tribe account for majority of the respondents 55.6%, Fulani account for 22.2% and other tribe covers the remaining 22%. Research question 1: what are the common stressors among students of ADCONS?

Table 2. Demographic Data of the Respondents

Variable	Category	Frequency	Percentage (%)
Age	16-19	23	7.4%
	20-25	183	59.3%
	26-30	68	22.2%
	31 and above	34	11.1%
Gender	Female	216	70.4%
	Male	91	29.6%
Marital Status	Single	194	63%
	Married	102	33%
	Divorced	9	3%
	Widowed	3	1%
Department	Nursing	141	46%
	Midwifery	167	54%
Level of study	Year one	126	41%
	Year two	105	34%
Tribe	Year three	77	25%
	Hausa	171	55.6%
	Fulani	68	22.2%
	Other	68	22.2%

Table 3. Common stressors among students of ADCONS

S/N	Variable	SA	A	D	SD	Mean	Remark
1	Heavy academic work load	136	148	8	16	3.3	Accepted
2	Poor time management	80	171	57	0	3.0	Accepted
3	Series of examination	183	113	8	4	3.5	Accepted
4	Bad living conditions with difficulty to meet up with basic amenities	80	183	45	0	3.1	Accepted
5	Conflict with roommate or living with person student does not like	34	148	102	24	2.6	Accepted
6	Fear of exams failure	125	160	23	0	3.3	Accepted
7	Financial difficulties	80	216	12	0	3.2	Accepted
8	High expectations from family	23	194	80	11	2.0	Rejected

Table 3. shows that heavy academic work load was accepted by the respondents as a source of stress with mean of 3.3, poor time management was accepted with mean of 3.0, (Balamurali, 2025; Shehzadi & Zahid, 2025) Examination increases the level of stress accepted by the respondents with mean of 3.5, bad living conditions with difficulty to meet up with basic amenities accepted with mean of 3.1, conflict with

roommate or living with person doesn't like accepted with mean of 2.6, fear of Examination failure accepted with mean of 3.3, financial difficulties accepted with mean of 3.2, high expectations from family was rejected by the respondents with mean of 2.0 (Kyei-Akuoko et al., 2025; Topalã et al., 2025).

Research question 2: What are the perception of stress among students of ADCONS.

Table 4. Perception of stress among students of ADCONS

S/N	Variable	SA	A	D	SD	Mean	Remark
1	Make me feel anxious	125	160	23	0	3.3	Accepted
2	Affects self confidence	68	183	57	0	3.3	Accepted
3	Affects ability to concentrate during classes	91	148	68	1	3.1	Accepted
4	Feel to have negative effects on academic performance	46	194	57	11	2.9	Accepted
5	Help to improve performance during exams	34	102	125	47	2.3	Rejected
6	Feel to have negative effects on health	12	253	23	20	2.8	Accepted

Table 4. Shows that perceived stress make person feel anxious was accepted by the respondents with mean of 3.3, Affects self-confidence accepted with mean of 3.0, Affects ability to concentrate during classes accepted with mean of 3.1, feel to have negative effects on academic performance was accepted by respondents with mean of 2.8, help to improve performance during exams was rejected with mean of 2.3, feel to have negative effects on health accepted with mean of 2.8. Research question 3: What are the stress coping mechanism among students of ADCONS (Shehzadi & Zahid, 2025)

Table 5 shows that Mindfulness can be effective in reducing anxiety, depression and other negative emotions, it's accepted by the respondents with mean of

2.9, regular physical activities reduce stress hormones and improve academic outcomes was accepted by the respondents with mean of 3.0, having strong support system of friends reduces stress and improve academic performance was accepted by the respondents with mean of 3.3, exercise like yoga, meditation and deep breathing exercises tends to improve relaxation and decrease level of stress was accepted by the respondents with mean of 2.9, cognitive behavioral therapy help students identity and challenge negative thought pattern associated with academic stress was accepted by the respondents with mean of 3.2, self-massage improve relaxation and manage stress also accepted by the respondents with mean of 2.9 (Antwi, 2025; Manzoor et al., 2025).

Table 5. Stress coping mechanism among students of ADCONS

S/N	Variable	SA	A	D	SD	Mean	Remark
1	Mindfulness can be particularly effective in reducing anxiety, depression, and other negative emotions	180	216	34	13	2.9	Accepted
2	Regular physical activities reduce stress hormones and improve academic outcomes	91	148	57	12	3.0	Accepted
3	Having strong support system of friends reduce feeling of stress and increase academic performance	136	148	23	1	3.3	Accepted
4	Exercise like yoga, meditation, deep breathing tends to improve relaxation and decrease level of stress	57	205	34	12	2.9	Accepted
5	Cognitive behavioral therapy help students identity and challenge negative thought pattern associated with academic stress	91	194	23	0	3.2	Accepted
6	Self-massage also improve relaxation and manage stress	34	228	45	1	2.9	Accepted

Answering Research questions

Research question one: What are the common stressors among students of ADCONS

During the course of study the researcher found that majority of the respondents agreed to the statement that heavy academic work load with mean 3.3, poor time management with mean 3.0, fear of Examination failure and series of examination are common sources of stress among students while majority of the respondents did not agreed to the statement that high expectations from family results to stress with mean of 2.0 .

Research question two: What is the perception of stress among students of ADCONS

The study revealed that majority of the respondents agreed to the statement that perceived stress among students make them feel anxious with mean of 3.3, affects their ability to concentrate during classes with mean 3.1, stress have negative effects on academic performance with mean 2.9, and majority of the

respondents did not agreed that stress help to improve performance during exams with mean of 2.3.

Research question three: What are the stress coping mechanism among students of ADCONS

Majority of the respondents agreed to the statement that regular physical activities reduces stress hormones and improve academic outcomes with mean of 3.0, having strong system of friends reduces feeling of stress and increase academic performance with mean 3.3, also exercise like yoga, meditation, and deep breathing tends to improve relaxation and decreases the level of stress with mean 2.9.

The findings shows that most of the respondents fall between age 20-25 having 59% of the respondents, majority of them are females having the highest number of participants (70%), majority of the respondents are single with (63%) , those in Midwifery department are higher having (54%), those in year one have the highest percentage of (41%), and Hausa tribe have highest

percentage of (55%) of the respondents (Homann & Ehmke, 2025; Jayakumar et al., 2025).

The common stressors among students of ADCONS are heavy academic work load which have the mean about 3.3, stating that increase in class work load stressed up students in the sense that when students have to do more than they can handle (Guibanguibang, 2025). Series of examination increases the level of stress which have mean about 3.5, stating that periods for examination causes so much stress on students more than one can imagine. These findings are in line with findings of Salmah, et al., (2019) who started that the nursing students stress resulting from their academic load and was higher than the other sources of stress, it was related to large number of materials, or subjects required for nursing students (Mohamed et al., 2025).

The perception of stress among students of ADCONS, Majority of the respondents agreed with statement that stress make person feel anxious which have the mean of 3.3, stating that students under stress worrying a lot. Affects ability to concentrate during classes which have the mean of 3.1, stating that stress cause difficulty in reading and understanding. Feel to have negative effects on academic performance and negative effects on health which have the mean of 2.9 and 2.8 respectively. These findings are in line with finding of study that was conducted in (Brata et al., 2025; Korda et al., 2025; Sinval et al., 2025), stated that student's stress leads to worrying alot, difficulty in reading and understanding, finally the study found that stress have impact on academic performance and health of students negatively.

The stress coping mechanisms among students of ADCONS, Majority of the respondents agreed with statement that mindfulness can be particularly effective in reducing anxiety, depression and other negative emotions which have the mean of 2.9, majority of the respondents agreed that having strong support system of friends reduce feeling of stress and improve academic performance which have the mean of 3.3, ,majority of the respondents agreed that self-massage improve relaxation and manage stress with mean of 2.9. These findings are in line with the Clinical Community health (Pérez-Jorge et al., 2025), Stated that mind fullness, meditation, Body scanning, guided imagery and self-massage are simple relaxation technique that can help quickly in providing deep relaxation and easily manage stress.

Conclusion

Findings of the study reveals that there is significant relationship between nursing students perceived stress and academic performance, that Stress can cause physical and mental health problems and may

affect the academic performance of students, and disagreed that stress improve student's performance during examination. Therefore, stress management strategies will help nursing students to adequately cope up with the stress associated with the training.

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Author Contributions

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Conflicts of Interest

The authors declare no conflict of interest.

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