SHUM13

GJHRR

GLOBAL JOURNAL OF HEALTH RELATED RESEARCHES

VOLUME 2, No. 2 June/August 2020



Publication of Department of Human Kinetics and Health Education
Faculty of Education
Ahmadu Bello University, Zaria, Nigeria

EDITORIAL TEAM

Editor-in-Chief

Professor M. A. Suleiman, Head of Department, Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Managing Editor

Akorede Seun Nurudeen (Ph.D), Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Internal Editorial Board Member

Prof. T.N Ogwu Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Prof V. Dashe Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Prof Umaru Musa Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Dr. Aliyu M. Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Associate Editors

Prof. M.G. Yakasai	Bayero University Kano
Prof. R.A. Shehu	University of Ilorin
Prof. Oladipupo Okorie B.	Lagos State University
Dr.Arif Mohammad	Faculty of Education, Jamia MilliaIslamia, New Delhi, INDIA.
Dr. NgoziAni Rita	Enugu State University of Technology
Dr. AbdullahAbdulsalam	University of Maiduguri
Dr. Levi Akah	University of Calabar

Table of Contents

Murtala AHMED (M.Sc.), Prof. (Mrs.) M.A. Suleiman, Prof. Umaru Musa	Assessment of Non-Clinical Constraints to Ending Preventable Deaths of Newborns as Perceived by Community Health Workers in North East Zone, Nigeria.	1
Yusuf Aminu, Adamu A.Biu (Ph. D), Seun N. Akorede (Ph. D), & Prof. Umaru Musa	Attitude towards Malaria Prevention Strategies among Registered Antenatal Care Pregnant Women in North-East, Zone, Nigeria.	8
Memunat T. Ajadi, Ph.D, Falaye E. Kayode, & Adebayo B. S, Ph.D	Factors Influencing Mode of Course Selection & Academic Performance of Undergraduates in Human Kinetics Education, University of Ilorin.	15
Yakubu Iliya (Ph.D), Cordelia Adanma & Goldface Irokalibe	Influence of Reward & Punishment Techniques on Teaching & Learning in Public Secondary Schools in Zaria Local Govt. Area of Kaduna State.	24
Jamiu, A. T., Alaro, A. F., Abdulmalik N. A., Obaditan, O. F., Adedigba C. G. & Kayode, M. P.	Prevention of Infertility among Women of Childbearing Age in Ilorin South Local Government Area, Kwara State.	34
Ajayi Ayodotun Edward, Oguntunji I. Opeyemi, Ph.D., Abdulrazaq Q. Onaolapo, Abdulmalik Funmilayo Raliat, Falore Oluwasanmi Julius & Ephraim Bulus Idzi	Impacts of Health Education in the Prevention of Typhoid Fever as Perceived by Ijero Residents in Ekiti State.	48
Oluwatobi D. NOFIU (Ph.D)	Influence of Taste and Media on the Choice of Food among Undergraduate Students of Kwara State University, Kwara State, Nigeria.	58
A.O Ibrahim, S.M Bichi, F.B Adeyanju & I.A Kabido.	Utilization of Teaching Methods used in Teaching of Physical Education Subjects in Secondary Schools in Nigeria.	64
M. S. Ladan, E. Obiagba, O. J. Olalekan, B. W. Zamani, A. I. Kabido.	Appraisal of the Influence of Federation of International Football Association (FIFA) Organized Competitions on the Attainment of UPE and the Attainment Millennium Development Goals in Nigeria.	70

Aisha Kasham Hirse, Prof. A.I Kabido, Prof. M.G.Yakasai & Mohammed Usman Sani (PhD).	Influence of Facilities & Equipment on the Participation of Staffs and Students in Recreational Sport Programs of Tertiary Institutions in Plateau State.	80
Adams David, Adeola, Moses Folusayo Ph.D, ABU, Sunday.	Implications of Fasting Practices on Health and Athletic Performance of Undergraduate Students of Kogi State University, Anyigba.	86
K.O. Laro, S.O. Oyebanji, E.A Makinde & N. Saka	Sanitation Facilities and Diseases Occurrence: A Case Study of Malaria and Diarrhea in Ile-Ife, Osun State, Nigeria	93
Oluwatobi D.Nofiu (Ph.D) Uzo Osuji, Fatima M. Rasheed, Saba Mohammed, & Samuel Olugbenga Eseyin.	knowledge of solid Waste Management among Household Heads in Imo State, Nigeria.	107
Jidda, Kafayah Adeola	Socio-Demographic Factors affecting Teaching of Sex Education Among Junior Secondary Schools in Pakata Community, Kwara State, Nigeria	114
Moses Folusayo ADEOLA & Ahmed Sani GETSO	Demographic Predictors of Premarital Sexual Behaviours among Senior Secondary Schools in Kogi State, Nigeria	124
Bulus, Donatus Akut Yakubu Bobai& And Manasseh, Simon Loms	Fuelwood Utilization and Its Effects on Educational Development inMetropolitan Zaria	131
Aminu Umar Ningi; Abubakar Ibrahim Hassan Ph.D. & Abdullahi Mohammed IsyakuPh.D	Practice of Food Safety among Food Handlers In Boarding Secondary Schools in Bauchi State,Nigeria	140
Olaoye, A.K.,Ikwuka, F. N., Dauda-Olajide, R. O.& Aina, M. G.	Influence of Sports Betting on the Integrity of Sports among Professional Football Clubs in Kwara State	150
Bolu-Steve, F. N., Oladele A. A., Durosaro, I. A	Communication as Correlates of Marital Satisfaction among Couples in Oyo State: Implication for Counselling Practice	159

Hauwa Banetnat ILIYA	Occupational Safety in Home Economics Laboratories among Staff in Tertiary Institution in Zaria, Kaduna State	**168**
Mustapha, M L A (Ph.D), Muhammed SA (Ph.D) & Oregbesan Love	Academic Stress and Social Anxiety among Undergraduates of University of Ilorin	**176**

ACADEMIC STRESS AND SOCIAL ANXIETY AMONG UNDERGRADUATES OF UNIVERSITY OF ILORIN

MUSTAPHA, Mulikat Ladi Abdulqadir (Ph.D),
MUHAMMED Shuaib Abolakale (Ph.D) & Oregbesan Love.
Department of Counsellor Education, Faculty of Education, University of Ilorin, Nigeria.
Corresponding author: e-mail: muhammed.sa@unilorin.edu.ng,
Phone:+2347062782884

Abstract
Previous studies have pointed out various ways in which university education predisposes students to psychological challenges such as anxiety, depression, stress and general poor health. Stress and Social anxiety have been found to relate to diverse factors influencing academic performance and well-being of students. This study investigated academic stress and social anxiety among undergraduates of University of Ilorin. Descriptive survey was adopted to gather data for the study using academic stress and social anxiety scale. The instrument was validated by experts in the Department of Counsellor and its reliability was ascertained through the test retest method. The reliability results of the two scales yielded 0.94 and 0.96 respectively. A total sample of four hundred and twenty (420) undergraduates participated in the study. The data obtained were analyzed using percentages. Analysis of Variance (ANOVA) and t-test were used to test the null hypotheses generated. Results indicated that larger percent of undergraduate students in University of Ilorin reported high stress level. A significant proportion of the students experienced high level of social anxiety. Respondents differ in their expression of stress level on the bases of class level, mode of entry and type of home. The level of social anxiety of undergraduates in the university is impacted by their age, gender, home type, study level and programme of study. It was recommended that University counsellors should take into consideration study level, mode of entry and type of home in designing and implementing stress management and social anxiety intervention programmes.

Key words: *Academic stress, Social anxiety, Undergraduates, University, Ilorin..*

Introduction

Gaining admission into the university setting in Nigeria is a unique experience that predisposes the adolescents and emerging adults into social, physiological and psychological changes requiring adjustments. For the first time some adolescents are leaving their homes and family set ups to live alone either in a distant or close location and meeting with wide arrays of peers under little parental monitoring and control and with lots of demands that they might have not faced before at secondary school stage. These exposures could lead the undergraduates to experience cultural, physiological and social alterations; these can be related to detrimental tendencies such as academic stress and social anxiety that impact on health. In such situations academic stress management and social skills are required to avoid the detrimental effects and improve sound academic performance. Academic stress is one of the challenges experienced by undergraduates in Nigeria requiring adequate management. It has been found that undergraduates experience a lot of academic stress which affect their performance (Lamidi, 2016; Shamsuddin et al., 2013; Bayram & Bilgel, 2008).

Social anxiety is also capable of impairing academic performance of undergraduates by limiting their abilities to relate effectively to explore individuals who could assist in facilitating academic performance. Bella-Awusah and Omigbodun (2008) reported that undergraduates in Nigeria experience social anxiety in a similar dimension to what occurs in global community. However, Lamidi (2016) reported higher level of anxiety among Nigerian undergraduates than what were reported in the study of Bayram and Bilgel (2008). Bella and Omigbodun (2008) also noted vital connection between social anxiety and emotional distress.

The university experience as an undergraduate can be a tense process resulting from significant transformations at a social level and at an educational tier (Mitchels, et al., 2019; Chacon-Cuberos, et al., 2019). Mitchel, et al., (2019) described stress as a series of relations between an individual and circumstances that surpass his or her peculiar assets which present a threat to his/her comfort. Stress associated with intellectual settings, examination, scholastic efforts, verbal presentations are described as academic stress (Bedewy & Gabriel, 2015).

Lots of academic investigations (Fasoro et al., 2019; Lamidi, 2016) have pointed out various ways in which university education predispose students to psychological challenges such as anxiety, depression, stress and general poor health. Social anxiety and stress have been found to relate to diverse factors as determinants of academic performance and well-being of individuals (Farmer & Kashdan, 2015). Roelofs et al. (2009) revealed that individuals with social anxiety manifest increasing bodily processing reactions (amplified heart speed) to demanding tasks. This could predispose such individuals to dodge demanding educational tasks with detrimental impact on their academic achievements. This suggests connection between academic stress and social anxiety. Several studies have also pointed out how these variables are impacted by demographic features of age, sex, undergraduates' study level, course of study, family background among others. Mehfooz and Sonia (2017) Fasoro et al. (2019) reported that female undergraduates showed higher level of stress than male prior to and following assessments. Similar finding was reported by Sarka et al. (2017) regarding gender difference in stress level. Auerbach, Richardt, Kertz and Eberhart (2012) examined whether stress emanating from interactions and non-interaction sources considerably predict elevated social anxiety. They found the two categories of stress considerably predictive of elevated social anxiety in females. It was also reported that undergraduates studying medicine experience stress in the area of academic in their 300 level more than in other areas, although other study levels did not partake in the study to determine whether study level will contribute to the variation (Sarka et al., 2017). Lamidi (2016) noted significant connection between parental marital status with stress, but not with anxiety. Age and gender did not significantly impact stress and anxiety level of the undergraduates. However, Ludwig et al. (2015) reported variation in the stress level of respondents based on study level, medical students at higher study level experienced more stress than those at lower study levels. The study only considered medical students.

Averting anxiety infuriating social circumstances is an aspect of the measure for identifying social anxiety challenges (American Psychiatric Association, 2013). Individuals with increased social anxiety reduce engagement in social interactions than less socially anxious group (Dodge et al., 1987; Farmer & Kashdan, 2015). In line with this, undergraduates with high social anxiety may participate less in demanding academic tasks to minimize their negative feelings on days they perceived higher social anxiety. It can be deduced from literature that undergraduates across universities experience tremendous modifications in the social and psychological contexts. There are numerous `inquiries on sources of academic stress and their impacts on students' academic performance as well as on examination anxiety and its impacts on undergraduates' academic

success. But studies on the relationships between academic stress and social anxiety of undergraduates in Nigeria are scarce. It is therefore imperative to consider the association between academic stress and social anxiety among undergraduates of University of Ilorin.

Methodology

The research design that was adopted for this study is descriptive survey. It was used to determine the relationship between stress and social anxiety among undergraduates in the University of Ilorin using questionnaire. This type of design was chosen because it afforded the researchers the opportunity to collect data from the respondents conveniently. The descriptive survey research is the collection of data for the purpose of reporting condition as they exist. The population for this study therefore comprised of forty thousand, six hundred and seventy-four (40,674) undergraduates' students of the University of Ilorin from Academic support services (2019). This specific group runs full-time courses. The study population is spread among the fifteen faculties of the University of Ilorin; some live on campus while others live off campus. The total sample of four hundred and twenty (420) undergraduates participated in the study. This was assumed to be the representative of all undergraduates in the University and was taken to be in accordance with the suggested sample size based on population. In this study the researchers selected sample of the target population and gives every member of the population an equal and independent chance of being selected using simple random sampling technique. One of the researchers visited each of the faculties when they have faculty wide courses and administered the questionnaire. The researcher administered 57 copies of the questionnaire forms to each of the seven faculties except Faculty of Agriculture where 78 copies were administered because of the population and their willingness to participate in the study.

The instrument that was used for data collection was titled" Stress and Social Anxiety Scale" The scale has three sections A, B & C. Section A consist of the demographic data of the respondent. Section B is Stress scale and Section C is Social Anxiety scale. The sections B and C were designed using a 5 points Likert-type scale. The social anxiety scale was an adapted form of social anxiety scale by (Yahaya & Nyarko-Sampson, 2016). The original scale consisted of fifty (50) items, twenty-six (26) items was adapted for the social anxiety scale questionnaire. The instrument that was used for the stress scale was an adapted questionnaire by Riaz and Jian (2013). The original version consists sixteen (16) items, (14) was adapted and six (6) are self-designed for the Stress Scale to make a total of 20 items in the present scale. The sections B and C were designed using a 5 points Likert-Type scale, which the respondents respond to the items which was coded as follows: Always A, Often O, Sometimes S, Rarely R, Never N. And for the Social Anxiety Scale was coded; NTM=Not true of me, STM = slightly true of me, MTM= moderately true of me, VTM = Very true of me, VMTM= Very much true of me. Some of the adapted items from Riaz and Juan (2013) are;

1. When thinking about issues, I get so restless and have trouble relaxing is changed to thinking about important academic issues make me feel restless.
2. Attending social gatherings causes stress for me is changed to when I attend social gatherings, I feel tired.
3. When a deadline is given, I get really anxious about what to do is changed to working with deadline decreases my energy.

The six items that were researchers' designed are items 11,12, 15, 16,17 and 20.
The content validity was established by given copies of the questionnaire to experts in the

Department of Counsellor Education. The experts made suggestions to amend, remove, or add some items to make the instrument valid. All the suggestions were carefully observed after which it was adjudged adequate to measure the subject matter it was designed to measure. A test re-test technique was used in determining the reliability of the research instrument. The instruments were administered twice within an interval of two weeks. For the stress scale, the two sets of scores were correlated using Pearson's Product Moment Correlation which yielded a coefficient of 0.94. This score was considered sufficiently reliable for the study. For the social anxiety scale, the two sets of scores were correlated using Pearson's Product Moment Correlation which yielded a coefficient of 0.96. This score was therefore considered high enough to make the instrument reliable for the study.

Section A which dealt with the demographic data was scored using frequency counts and percentage. Section B with twenty (20) items on Stress among undergraduates in the University of Ilorin was scored using the 5 points Likert-type rating scale as follows: Always = 5points; Often =4 points; Sometimes =3 points; Rarely = 2 points; Never =1 points. For section B, it was scored as follows: 0-40 = Low level; 41- 70 = Moderate; 71-100 = High.

Section C with twenty-six items on social anxiety among undergraduates in the University of Ilorin was scored using the 5 points Likert-type rating scale as follows: Very Much True of Me (VMTM) =105-130; Very True of Me (VTM) = 79-104; Moderately True of Me (MTM) = 53-78; Slightly True of Me (STM) = 27-52; Not True of Me (NTM) = 0-26. The minimum score a respondent can obtain is 26 (1 x 26) while the highest obtainable score is 130 (5 x 26). By interpretation, any respondent that has between 79 and 130 is considered to have major challenge regarding social anxiety, while any respondent who obtains a score which is less than 79 (0-60) is rated as not having major challenges on social anxiety. This interpretation is based on the fact every individual needs a moderate level of anxiety to operate effectively.

Results

The data obtained were analyzed using frequency count and percentages for the demographic data section. Analysis of Variance (ANOVA) and t-test were used to test the null hypotheses generated. The t-test statistical method was used to compare means of two groups. In view of this hypothesis 1 was tested using the Pearson Product Moment Correlation (PPMC), hypotheses 2 and 3 were tested using were tested using ANOVA.

Results

Research Question 1: What are the social anxiety and stress levels of undergraduates in the University of Ilorin?

Table 2: Level of Severity of Social Anxiety and Stress among Undergraduates

Rating	Score	Frequency	Percentage
Social Anxiety			
Less social anxiety	0-78	332	79.0
High social anxiety	79-130	88	21.0
Total		**420**	**100**
Stress			
Low	20-40	0	0.0
Moderate	41-70	34	8.1
High	71-100	386	91.9
Total		**420**	**100**

Table 2 shows the respondents' social anxiety and stress levels. The table indicates that 332 (79.0%) of the respondents had less social anxiety level while 88 (21.0%) of the respondents had high level of social anxiety. A total of 386 (91.9%) of the respondents perceived high level of stress.

Data collected to test hypotheses two and three were analysed using Univariate Analysis of Variance. The result of the analysis is shown in tables 4 and 5.

Hypothesis One: *There is no significant relationship between perceived stress and social anxiety levels of undergraduates in the University of Ilorin.*

Table 3: Mean, Standard Deviation and r-value Showing Relationship between Stress and Social Anxiety among Undergraduates in the University of Ilorin.

Variable	N	Mean	SD	df	Cal. r-value	P-value
Stress	420	82.97	11.75	418	0.38*	.000
Social Anxiety	420	49.98	18.69			

*Significant, p<0.05

Table 3 shows that the calculated r-value of 0.38 with the corresponding p-value of .000 which is less than 0.05 alpha level of significant. This indicates that there is direct significant relationship between the variables. Academic stress can explain 38% of social anxiety among the respondents. Hence, the hypothesis is rejected. Therefore, there is significant relationship between stress and social anxiety among undergraduates in the University of Ilorin.

Hypothesis 2: *There is no significant difference in the stress level of undergraduates in the University of Ilorin based on age, gender, class level, mode of entry, programme of study and type of home.*

Table 4: F-value Analysis of the Difference among Age, Gender, Class Level, Mode of Entry, Programme of Study and Type of Home on the Stress Level of the Respondents

Source	Type III Sum of Squares	df	Mean Squares	Calculated F-ratio	p-value
Correlated Model	26059.24[a]	6	4343.20	56.29	.00
Intercept	147549.32	1	147549.32	1912.53	.00
Age	4.96	1	4.96	.06	.80
Gender	.80	1	.80	.01	.91
Class Level	1946.81	1	1946.81	25.23	.00*
Mode of Entry	15968.42	1	15968.42	206.98	.00*
Programme of Study	.01	1	.01	.00	.99
Type of Home	1194.71	1	1194.71	15.48	.00*
Error	31862.29	413	77.14		
Total	2948978.00	420			
Corrected Total	57921.53	419			

*Significant, p<.05

Table 4 reveals that the study level, mode of entry and home type are significant in determining the stress level of undergraduates in University of Ilorin. Age, gender and programme of study are not statistically significant in determining the stress level of the respondents.

Hypothesis 3: *There is no significant difference in the social anxiety level of respondents based on age, gender, study level, mode of entry, programme of study and type of home.*

Table 5: F-value Analysis of the Difference among Age, Gender, Class Level, Mode of Entry, Programme of Study and Type of Home in the Social Anxiety Level of Undergraduates in the University of Ilorin

Source	Type III Sum of Squares	df	Mean Squares	Calculated F-ratio	p-value
Correlated Model	88193.84*	6	14698.97	104.28	.00
Intercept	103432.87	1	103432.87	733.84	.00
Age	8879.41	1	8879.41	62.99	.00*
Gender	40960.38	1	40960.38	290.60	.00*
Study Level	3219.33	1	3219.33	22.84	.00*
Mode of Entry	376.86	1	376.86	2.67	.10
Programme of Study	7868.41	1	7868.41	55.82	.00*
Type of Home	586.88	1	586.88	4.16	.04*
Error	58210.96	413	140.94		
Total	1195505.00	420			
Corrected Total	146404.81	419			

*Significant, $p<.05$

Table 4 reveals that age, gender, study level, programme of study and type of home are significant in the social anxiety level of respondents. But mode of entry was not significant. Therefore, the null hypothesis three is not accepted. This implies that there is no significant difference in the social anxiety level of respondents based on mode of entry but significant differences were found based on age, gender, class level, programme of study and type of home.

Discussions

The study revealed that undergraduates in University of Ilorin reported high stress level. Stress occurs when one is confronted with a situation which is perceived to be overwhelming and one cannot cope with such a situation (Agolla & Ongori, 2009). The issue of stress among university students has been in focus for several decades. The finding of the study is in line with the submission of Mehfouz et al (2017) who found almost three quarter of their respondents reported academic related stress. Sarka, Gupta and Menon (2017) registered high prevalence stress level among university students (56%). It was stress further that academic related activities lead to a higher prevalence of stress among university students. The finding differs from Chacon-Cuberos et al (2019) who reported moderate level of academic stress among university students. While Sharifirad, Marjani, Abdolrahman, Mostafa and Hossein (2012) reported 21.4 severe stress level but 76.1% global stress. Lamidi (2016) reported 17.8% prevalence level of stress. Yussuf et al (2013) reported 3.6% prevalence rate.

The finding of the study also revealed that over one fifth of the respondents reported high level of social anxiety among undergraduates in the University of Ilorin. This implies that significant number of undergraduates in the University of Ilorin experienced high social anxiety. The prevalence rate is close to the findings of Hakami et al (2017) who found a quarter of the respondents to be socially anxious with varying degree of intensity. Earlier study among Nigerian undergraduate students reported lower rate of social anxiety disorder 8.5% (Bella-Awusah & Omigbodun, 2009). Taha et al (2017) found prevalence of 16.3% among female undergraduates; Yusoff, Rahim, Baba, Ismail, Esa, et al. (2013). Yusuff et al (2013) reported high prevalence of moderate and severe examination anxiety (54.5%) among prospective medical students. Yusuof et al (2013) focused on examination anxiety, hence variation in findings regarding prevalence of anxiety.

Results of the inquiry revealed significant relationship between stress and social anxiety among undergraduates in the University of Ilorin. This implied that there is positive correlation between students' Stress level and social anxiety. Earlier studies (Bella-Awusah & Omigbodun, 2008; Auerbach, Richardt, Kertz & Eberhart, 2012; Moylan, Maes, Wray, & Berk, 2013) demonstrated connection between stress and mental health challenges. For instance, Auerbach et al (2012) found that stress emanating from interactions and non-interaction sources considerably predict elevated social anxiety. Also, Moylan and others (2013) noted that persistent stress predisposes anxiety and depression.

Another finding disclosed that the study level, mode of entry and home type are significant in determining the stress level of undergraduates in University of Ilorin. Age, gender and programme of study are not statistically significant in determining the stress level of the respondents. The findings supported earlier studies (Ludwig et al., 2015; Lamidi, 2016, Sarka et al., 2017; Adegboyega, 2020) regarding significant variation on issues surrounding undergraduates' academic stress on the bases of age, gender, study level, mode of entry and parental marital status. The findings which cut across various faculties showed that regardless of course of studies undergraduates experience high level of stress in the university.

It was also evident that age, gender, study level, programme of study and type of home are significant in the social anxiety level of respondents, however, mode of entry was not significant. Taha et al (2017) had earlier reported that loss of parent which leads to single parenting predicts social anxiety disorders among undergraduates in Saudi Arabia. However, Lamidi (2016) noted that age, gender and parental marital status were not significantly related to parental marital status. The findings also differ from Hakami et al (2017) who found that respondents' age, gender, faculty type and family factors did not significantly impact the social anxiety disorder of their respondents. (reason?

Conclusion

Larger percent of undergraduate students in University of Ilorin reported high stress level. A significant proportion of the students experienced high level of social anxiety. Respondents differ in their expression of stress level on the bases of class level, mode of entry and type of home. The level of social anxiety of undergraduates in the university is impacted by their age, gender, home type, study level and programme of study.

Recommendations

i. Student affairs unit of the university as well as student's association should include stress management as part of their orientation packages for the freshly admitted undergraduates.

ii. University counselors should take into consideration demographic variables of study level, mode of entry and type of home in designing and implementing stress management intervention programmes.

iii. Counselors in the University should also realize the need to assist undergraduates in addressing issues relating to social anxiety as it affects significant proportion of them. The focus should not be limited to examination anxiety.

iv. Counselors and level advisers should take into consideration social anxiety while addressing students' poor academic performance.

References

Adegboyega, L. O. (2020). Sources of academic stress among undergraduates of University of Ilorin, Ilorin, Nigeria. *Canadian Journal of Family and Youth* 12 (1) 1-8.

Agolla, J. E. & Ongori, H. (2009).An assessment of academic stress among undergraduate students: The case of University of Botswana. *Educational Research and Review* 4 (2) , 063-070. http://www.academicjournals.org/ERR ISSN 1990-3839.

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders*. 5th ed. Arlington, VA: American Psychiatric Publishing.

Auerbach, R. P., Richardt, S., Kertz, S & Eberhart, N. K. (2012). Cognitive vulnerability, stress generation, and anxiety: Symptom clusters and gender differences. *International Journal of Cognitive Therapy 5*(1), 50–66.

Bedewy, D. & Gabriel, A. (2015). Examining perceptions of academic stress and its sources among university students: the perception of academic stress scale. *Health Psychology open* doi: doi:30;2(2):2055102915596714.

Bella-Awusah, T & Omigbodun, O. (2008). Social phobia in Nigerian university students:Prevalence, correlates and co morbidity. *Social Psychiatry 44*(6), 458-463 DOI: 10.1007/s00127-008-0457-3.

Bayram, N., & Bilgel, N. (2008). The prevalence and socio demographic correlations of depression anxiety and stress among a group of university students. *Social Psychiatry and Psychiatric Epidemiology, 43*, 667–672. doi:10.1007/s00127-008-0345-x.

Chacon- Cuberos, R., Zurita-Ortega, F., Olmedo-Moreno, E. M & Castro-Sanchez, M. (2019). Relationship between Academic stress, physical activity and diet in University students of education. *Behavioral Sciences.* file:///C:/Users/user/AppData/Local/Temp/behavsci-09-00059.pdf.

Dodge, C. S, Heimberg, R. G, Nyman, D & O'Rien, G. T. (1987). Daily heterosocial interactions of high and low socially anxious college students: A diary study. *Behavior Therapy 18*(1),90–96.

Farmer, A. S, Kashdan, T. B. (2012). Social anxiety and emotion regulation in daily life: Spillover effects on positive and negative social events. *Cognitive Behaviour Therapy 41*, 152–162.

Farmer, A. S. & Kashdan, T. B. (2015) Stress Sensitivity and Stress Generation in Social Anxiety Disorder: A Temporal Process Approach. *Journal of Abnormal Psychology. 124*(1), 102–114. doi: 10.1037/abn0000036.

Fasoro, A. A., Oluwadare, T., Ojo, M & Oni, I. O. (2019). Perceived stress and stressors among first-year undergraduate students at a private medical school in Nigeria. *Journal of Taibah University Medical Sciences* 14(5), 425-430. https://doi.org/10.1016/j.jtumd.2019.08.002

Hakami, R., Mahfouz, M., Adawi, A., Mahha, A., Athathi, A., Daghreeri, H., Najmi, H. and Areeshi, N. (2017). Social anxiety disorder and its impact in undergraduate students at Jazan University, Saudi Arabia. *Mental Illness*, 9 (2)42-47. https://doi.org/10.1108/mi.2017.7274.

Lamidi, R. E. (2016). Prevalence and correlate of depression, anxiety and academic stress among science students in Oduduwa University, Ile-ife, Nigeria. *Texila International Journal of Public Health* 4(3)48-53.

Ludwig, A. B., Burton, W, Weingarten, J., Milan, F., Myers, D. C & Kliger. B. (2015). Depression and stress amongst undergraduate medical students. *BMC Medical Education 15*, 141. DOI: https://doi.org/10.1186/s12909-015-0425-z.

Mehfooz, Q. U. A. & Sonia, I. H. (2017). Effect of stress on academic performance of undergraduate medical students. *Journal of community Medical Health Education 7*:566 DOI: 10.4172/2161-0711.1000566.

Mitchels, N.; Man, T.; Vinck, B.; & Verbeyst, L. (2019) Dietary changes and its psychosocial moderators during the university examination periods. *European Journal of Nutrition,* 1–14.

Moylan, S., Maes, M., Wray, N. R., & Berk, M. (2013). The neuro progressive nature of major depressive disorder: Pathways to disease evolution and resistance, and therapeutic implications. *Molecular Psychiatry*, 185, 595–606. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/22525486.

Nyako-sampson, E. & Yahaya L. A. (2013). *Social Anxiety Scale*. Ilorin. University of Ilorin Press.

Roelofs, K., van Peer, J., Berretty E., Jong, P., de Spinhoven, P., Elzinga, B. M. (2009). Hypothalamus-pituitary-adrenal axis hyper responsiveness is associated with increased social avoidance behavior in social phobia. *Biological Psychiatry* 65,336–343.

Sarka, S., Gupta, R & Menon, V. (2017) A systematic review of depression, anxiety and stress among medical students in India. *Journal of Mental Health and Human Behaviour 22*(2)56-65.

Shamsuddin, K. ,Fadzil, F., Ismail, W.S.W., Shah, S.A., Omar, K., Muhammad, N.A. Jaffar, A., Ismail, A. & Mahadevan, R. (2013). Correlates of depression, anxiety and stress among Malaysian university students. *Asian Journal of Psychiatry*, *6*(4), 318–323.

Sharifirad, G., Marjani, A., Abdolrahman C, Mostafa, Q & Hossein, S. (2012). Stress among Isfahan medical sciences students. *Journal of Research in Medical Sciences 17*(4), 402 -

Sulaiman, T., Hassan, A, Sapian V. M, Abdullah, S. K (2009) The level of stress among students in urban and rural secondary schools in Malaysia. *European Journal of Social Sciences 10*, 179-184.

Taha, A. A., El-shereef, E. A. A., Abdullah, T. I. M., Abdullah, R. I. M. & Aldahasi, W. A. M. (2017). Social Anxiety Disorder and Its Correlates among Female Students at Taif University, Saudi Arabia. *Research in Psychology and Behavioral Sciences 5*(2),50-56. doi: 10.12691/rpbs-5-2-3.

Yusoff, M.S., Rahim A.F.D, Baba A.A., Ismail S.B., Esa A.R., et al. (2013) Prevalence and associated factors of stress, anxiety and depression among prospective medical students. *Asian Journal of Psychiatry 6*, 128-133.