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Address:

Faculty of Nursing Sciences,
College of Health Sciences,
Ladoke Akintola University of Technology,
P. M. B. 4000, Ogbomoso, Nigeria.
Tel: +2348033579737

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Esthom Graphic Prints
Ibadan, Oyo State
Nigeria.
+2347030298365,
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 - (a) Promoting a culture of excellence in Nursing Research.
 - (b) Encouraging the exchange of profound and innovative ideas capable of generating creative practice in nursing research practise.
 - (c) Disseminating information on nursing related development that are not usually easily available to academics and practitioners.
3. The Journal will accordingly encourage the publication of the following categories of papers.
 - (a) Research papers that move away from orthodoxy and which really break new grounds in terms of methodology and findings.
 - (b) Essays and issues papers that contribute to reorienting received ideas, values and practices.
 - (c) Documents emanating from national and international conferences, as well as from largescale research work that emerging trends and thinking in nursing related development.
4. LJN is published biannually in any area of nursing interest or relevant to needs of academics and practitioners.

In this edition, nineteen (19) manuscripts scale through the eye of the needle of the Editor-in Chief. The title of the papers in this edition are: Assessment of client satisfaction with contraceptive services in public health care facilities in Zamfara State, Nigeria; Sociocultural and economic determinants of open defecation practices in Kano State, Nigeria; effect of simulation based training on midwives' skills in managing retained placenta with umbilical vein oxytocin injection in health facilities, Osun State, Nigeria; Nurses Level Of Preparedness In Management Of Patient With Viral Hemorrhagic Fever In Emergency Ward In University Of Ilorin Teaching Hospital, **Nigeria**; Nursing Education: A Sine Qua Non For Addressing The Healthcare Demands Of The 21st Century; Influence Of Nursing Training On Their Competency In Selecting Wound Dressing Materials At A Secondary Health Facility In Ilorin, Kwara State, Nigeria; Prevalence And Outcome Of Malaria Infection Among Children Below 11 Years In A Tertiary Healthcare Facility In Benin City From 2018-2020; Factors Influencing Prevalence Of Gender Based Violence Among Men And Women In Bagudo LGA Kebbi State, Nigeria; Knowledge Of Health Implications Of Rape And Associated Factors Among Male Undergraduates In Ahmadu Bello University Zaria, Nigeria; Quackery In Nursing, The Causes, Effects And Control Measures: The Nigeria Experience; Knowledge, attitude and practice of injection safety among nurses in Nigeria: a case study of University of Ilorin Teaching Hospital Ilorin, Kwara State, Nigeria; Awareness Of Computer Vision Syndrome Among Staff Of Information Communication And Technology Unit Of University Of Benin Teaching Hospital, Benin City, Edo State, Nigeria; Utilization Of Personal Protective Equipment Against Organic Dusts Among Poultry Farmers In Ona-Ara Local Government Area, Ibadan, Nigeria; Predictors Of Surgical Site Infection Amongst Post Operative Patients In Federal Medical Centre Lokoja, Nigeria; Evaluation Of The Involvement Of Nurses In Policies And Policy Formulation In Nigeria; Determinants of Stress and Coping Mechanisms among Nurses in Aminu Kano Teaching Hospital, Kano State, Nigeria; Influence Of Nursing Training On Their Competency In Selecting Wound Dressing Materials At A Secondary Health Facility In Ilorin, Kwara State, Nigeria; Adaptation To Stress And Academic Performance Of Students In Nursing Institutions In Oyo State, Nigeria; Medication Adherence And Quality Of Life Of Hypertensive Patients Attending Selected Hospitals In Port Harcourt, Rivers State, Nigeria; Perspectives Of Youth On The Legalization Of Abortion In North Central Nigeria.

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Welcome to LAUTECH Journal of Nursing!

LAUTECH Journal of Nursing focus on but not limited to research findings in the different areas of Nursing: Nursing Care, Nursing Education, Medical Surgical Nursing, Maternal and Child Health Nursing, Community Public Health Nursing, and Psychiatric/Mental Nursing. This journal is published to promote quality scholarly writing and hence instigating and generating vibrant discourse in the different areas of nursing. Apart from providing an outlet for publications of research findings, it offers opportunities for professionals and students to disseminate their views or position on topical issues and emerging theories within the scope of the journal. The Journal is peer reviewed by seasoned scholar. Eighty authors have contributed in one way or the other to the thirteenth edition of the journal.

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Prof. Florence O. Adeyemo

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doctoradeyemo@yahoo.com **or** lautechjournal@gmail.com

LIST OF CONTRIBUTORS

A. AHMAD

Department of Nursing Sciences,
Ahmadu Bello University, Zaria
ahmadamina89@gmail.com
Phone No: 07063903228

A.W. ISMAILA

Niger State College of Nursing Science, Kontagora
Phone No: +234 7038 465 723
Email: maigonawaziri@gmail.com

ABDULLAHI A.S

Department of Nursing Science,
Faculty of Allied Health Science
Ahmadu Bello University Zaria
Email: salihuai25@gmail.com
Phone number:

ABDULLAHI ADAMU

Department of Nursing Sciences,
Federal University Dutse, Jigawa State
Phone No: 08036032395
Email: abduladam76@gmail.com

ABDULLAHI HARUNA IBRAHIM

Department of Nursing Sciences,
Bayero University Kano, Kano State
Phone No: 08035570017
Email: ahibrahim@gmail.com

ABDULRAHEEM AMINA

Department of Nursing Science,
University of Maiduguri
Borno State, Nigeria.
Email: aminaabdulraheem@unimaid.edu.ng
Phone number: +2348065480186

ABIGAIL MAMINETU EDEOGHO

College of Nursing,
Department of Post Graduate Nursing Studies,
University of Benin Teaching Hospital,
Edo State, Nigeria
Email: edeoghonabigail12@gmail.com
Phone number: 07069691263

ABIODUN SAMUEL OLOWOLAFE

Faculty of Nursing and Allied Health Science,
Department of Community Health Nursing,
University of Abuja, Nigeria
Email: olowolafe.samuel@uniabuja.edu.ng
Phone number: 07030828536

ADAMU ALHAJI

Department of Nursing Science,
Federal University of Health Sciences,
Azare, Bauchi State
Email: adamu.alhaji@fuhsa.edu.ng
Phone number: 08065499113

ADAMU DALHATU

Department of Nursing Sciences,
Bayero University Kano, Nigeria
Phone No: 08039503072
Email: adamudalhatsu206@gmail.com

ADEGOKE Adenike Idowu

Department of Community and Public Health Nursing
Ladoke Akintola University
Email: omolewa68@gmail.com
Phone number: 07071611100

ADENIYI, YETUNDE ELIZABETH

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Kwara state, Nigeria
08085805463
yetundeadeniyi311@gmail.com

AFOLABI TINUOLA BOLANLE

Department of Nursing,
Babcock University
Email address olaniyitinuola45@gmail.com
Phone number 07064608464

AHAIWE, CHINEDUM. I.

Faculty of Nursing and Allied Health Sciences,
University of Abuja, Abuja, Nigeria.
Email -ahaiwe2@aol.com
09030545657

AHMED RUFAl ABUBAKAR

Department of Nursing Sciences,
Bayero University Kano, Kano State
Phone No: 08162800885
Email: arabubakar.nur@buk.edu.ng

AHMED SUBERU

Department of Nursing Sciences,
Bayero University Kano, Kano State
Phone No: 08069178254
Email: ayemy1074@gmail.com

AKINBOWALE Busayo Temilola

Department of Nursing Science,
Osun State University, Osogbo
Busayo.akinbowale@uniosun.edu.ng
+2348034125952

ALIGWO CLOTHILDA CHINWE

Department of Nursing,
Babcock University
Email: tildaama75@gmail.com
Phone number: 07063835115

ALIYU, FATIMA TINUOLA

University of Ilorin Teaching Hospital
Kwara State.
Email: fattykobi2004@gmail.com
Phone number: 08035764308

ALUKO JOEL O.

Department of Nursing
University of Ilorin
Email: joelforfavour@hotmail.com
Phone number: +2347015055376

ARANSIOLA MARVELLOUS MERCY

Department of Nursing Sciences,
Faculty of Clinical Sciences,
College of Health Sciences,
University of Ilorin, Ilorin, Nigeria

AWWAL MUHAMMAD LADAN

Department of Nursing Sciences,
Bayero University Kano, Kano State
Phone No: 08037040794
Email: mladan.nur@buk.edu.ng

AYANBEKU, JOY KOFOWOROLA

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Kwara state, Nigeria.
07061019445
Email: joyayanbeku@gmail.com

AYANBEKU, TOYESE STEPHEN

Department of Medical Microbiology and Parasitology,
Bowen University, Iwo, Nigeria
08062513324
Toye2ayan@yahoo.com

AYANDOKUN, ADETOUN

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Nigeria.
08033834622
adetounayandokun@gmail.com

BALOGUN, MUIBAT IYABODE

Department of Nursing Services,
Oni & Sons Memorial Children's Hospital
Email: muibatbalogun2020@gmail.com
Phone number: 08029029046

BASIL PERFECTGODSGIFT NNAMDI

Joseph Ayo Babalola University
Arakeji Ikeji
npbasil@jabu.edu.ng
08064403018

BATURE F. U.

Department of Nursing Science,
Faculty of Allied Health Sciences,
College of Allied Health and Pharmaceutical Sciences,
Kaduna State University. Kaduna.
fatimabature143@gmail.com
08063166005

BETTY UKHUEGBE EKUOBASE,

College of Nursing,
Department of Post Graduate Nursing Studies,
University of Benin Teaching Hospital,
Edo State, Nigeria
Email: ekuobasebetty@gmail.com
Phone number: 08035639119, 07015913009

B. M. TUKUR

Department of Nursing Sciences,
University of Maiduguri, Borno State
Phone No: 08065612550
Email: tukurbm@gmail.com,
tukurbm@unimaid.edu.ng

CHINENYENWA EDO OSAGIE

Department of Nursing,
University of Benin, Benin City
Chinenyenwa.edo-osagie@uniben.edu.ng
Phone number: 07030255496

DATHINI HAMINA

Department of Nursing Science,
University of Maiduguri, Borno State
Email: haminadathini@yahoo.com
Phone number: 08109062067

DERE, BASHIRAT NIKE

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Nigeria.
08133859714
Bashiratdere@gmail.com

ELISHA OLUWATOBI OLABISI

Ladoke Akintola University of Technology,
Ogbomoso, Oyo State
Orcid: <https://orcid.org/0009-0007-0703-5176>
Email: Olabisielisha@gmail.com
+2348167225864

ELIZABETH GWAZA

Kebbi State College of Nursing Sciences
Birnin Kebbi
Email: elizabethqwaza@gmail.com
Phone No: 08067770426

FAITH FERDINAND NLUMANZE

Department of Nursing Science
University of Calabar Teaching Hospital,
Calabar, Nigeria
Phone number: 08055101869, 07053444969

FATUKASI, ABIODUN OMOTAYO

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Kwara state, Nigeria
08034474656
fatukasi@gmail.com

GABRIEL EKEYI

Nursing Department
Federal Teaching Hospital Lokoja
08030888350.
gabrielekeyi@gmail.com.

HABU HARUNA

Department of Nursing Science,
University of Maiduguri, Borno State
Email: habaharun@unimaid.edu.ng
Phone number: 08032798785

IBRAHEEM, M. AYOODE

Department of Nursing
Al-Hikmah University
Email: maibraheemalhikmah.edu.ng
Phone number: 07066400666

IBRAHIM NENGE

Kebbi State College of Nursing Sciences
Birnin Kebbi
Ibrahimnenge@gmail.com
+234 (0) 8061294844

IBRAHIM OPEYEMI

Department of Nursing
Al-Hikmah University
Email: ibrahimopeyemi007@gmail.com
Phone number: 081 6474 5845

IMAM, ABUBAKAR AYINLA

Department of Nursing Science,
Faculty of Health Sciences,
Al-Hikmah University,
Ilorin, Nigeria
Imabubakar59@gmail.com
Phone: 08114962533

J. B. HARUNA

Niger State College of Nursing Science, Kontagora
Phone No: 08136406132
Email: jubrinbabangida11@gmail.com

LAWAL, S. ABIODUN

Department of Nursing
Al-Hikmah University
Email: mulmons01@gmail.com
Phone number: 070 6232 1577

LONGE, OLUREMI OLURANTI

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Kwara state, Nigeria.
08034380123
oluremilonge.ol@gmail.com

LOVETH OGHOGHO OTOIDE

College of Nursing,
Department of Post Graduate Nursing Studies,
University of Benin Teaching Hospital,
Edo state, Nigeria
Email: lovetherhun@gmail.com
Phone number: 07038671264

LYDIA OLUBUKOLA ODESANYA

Uniosun Teaching Hospital,
Osogbo, Osun State, Nigeria
Orcid: <https://orcid.org/0009-003-2989-0860>
odesanya0255@pg.babcock.edu.ng
+2348055038739

M. KURE

Department of Nursing Sciences,
Kaduna State University
Phone No: 080 6563 5768
Email: mercy@kasu.edu.ng

MALOMA, L. OMOTAYO

Department of Nursing
Al-Hikmah University
Email: lukemalomo@gmail.com
Phone number: 080 3636 0067

MURTALA HASSAN HASSAN

Department of Nursing Science,
Faculty of Allied Health Science,
Bayero University Kano
Email: murtalahh@gmail.com
Phone number: 08060102360

MUSA H.A

Department of Nursing Science,
Faculty of Allied Health Science
University of Maiduguri
Email: limaabdool78@gmail.com
Phone number: 08035957780

MUSA-MALIKA A,

Department of Nursing Science,
Faculty of Allied Health Science
Ahmadu Bello University Zaria
Email: aunumusamaliki@abu.edu.ng
aishaudu@yahoo.com
Phone number: +2347038159582

NAFISA UMAR USMAN

Department of Nursing Sciences,
State Specialist Hospital, Gombe.
Email: nafisatumar055@gmail.com
Phone number: +2348021419708

NWOZICHI CHINOMSO

Department of Nursing,
Babcock University
Email: nwozichi@babcock.edu.ng
Phone number: +1 (512) 927-9521

OKAFOR NGOZI A.

Department of Nursing,
Babcock University
Email: okafor@babcock.edu.ng
Phone number: 08035273775

OKOLI C.E,

Department of Nursing Science,
Faculty of Allied Health Science
Ahmadu Bello University Zaria
Email: okolicalister953@gmail.com
Phone number: +2348022860007

OLARERIN JOKOTADE JEMILAT

Department of Nursing
Atiba University, Oyo
Email: jokoolarerin@gmail.com
Phone number: +2348033852831

OLAYINKA A. ONASOGA

Department of Nursing Sciences,
Faculty of Clinical Sciences,
College of Health Sciences,
University of Ilorin, Ilorin, Nigeria
yinka_onasoga@yahoo.com
onasoga.aa@unilorin.edu.ng
+2348064967578

OLUWASEYI OMOBOLA TEMILOLA

Department of Maternal and Child Health Nursing
Medical University Ondo State
Phone No: 08034456057
Email: ooluwaseyi@unimed.edu.ng

OMOTOSHO OKIKIOLUWA O.

Department of Nursing Sciences,
Faculty of Clinical Sciences,
College of Health Sciences,
University of Ilorin, Ilorin, Nigeria
Email: okikiomo2014@gmail.com
Phone number: +2349037321609

OPEYEMI AFOLABI

Adeleke University, Ede, Osun State
Department of Nursing Science,
Adeleke University, Ede, Osun State, Nigeria
Orcid: <https://orcid.org/0000-0002-4548-9685>
afolabi.opeyemi@adelekeuniversity.edu.ng
+2348036381547

OYELEYE, DEBORAH IYABODE

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Nigeria.
08032351312
Debbieoyeleye555@gmail.com

OYEWUMI LYDIA OMOWUMI

Department of Nursing Science,
Ladoke Akintola University of Technology
Open and Distance Learning Centre,
Ogbomoso, Oyo State.
looyewumi@lautech.edu.ng
+2347039026486

OYEWUMI ZACCHEUS OPEYEMI

Department of Community/Public Health Nursing,
Faculty of Nursing Sciences,
Ladoke Akintola University of Technology,
Ogbomoso, Oyo State.
zooyewumi@lautech.edu.ng
+2348037689685

PHETLHU DELIWE RENE

Makgatho Health Science University,
Pretoria, South Africa
Email: renephetlhu@gmail.com
Phone number: +27219593303

ROBERT TERYILA KEVER

Department of Nursing Science,
University of Maiduguri, Borno State
Email: robertkever72@unimaid.edu.ng
ORCID ID:0000-0001-9154-5169
Phone number: 08065306905

**SOWUNMI CHRISTIANAH
OLANREWaju**

Department of Maternal and Child Health Nursing
School of Nursing Science,
Babcock University, Illishan-Remo, Ogun State
Email: Phone No: 07050916896

THOMAS, OLUWASHIKEMI MERCY

School of Post Basic Accident and Emergency Nursing,
University of Ilorin Teaching
Hospital, Ilorin, Kwara state, Nigeria
08102393000
mercyshekemi@gmail.com

UMAR LAWAL BELLO

Department of Nursing Sciences,
Bayero University Kano, Kano State
Phone No: 08036628115
Email: ulbello.nur@buk.edu.ng

UMAR MUSA ABDULLAHI

Department of Nursing Sciences,
Federal University Dutse, Jigawa State
Phone No: 08060443720
Email: umusa17@gmail.com

UMAR YUNUSA

Department of Nursing Science,
Bayero University, Kano.
Telephone: +2348038199802
Email address: uyunusa.nur@buk.edu.ng
ORCID: 0000-0002-3079-7730

USIFO PATRICIA ABIEYUWA

Department of Nursing,
University of Benin Teaching Hospital,
Edo State, Nigeria
Phone number: 08051595976

USMAN IBRAHIM MUHAMMAD

Department of Nursing Sciences,
Federal University Dutse, Jigawa State
Phone No: 08065503376
Email: ibrahimmohd537@gmail.com

USMAN RUTH DLAKWA

Department of Nursing Sciences,
University of Maiduguri, Borno State
Email: rutharhye130@gmail.com
Phone number: 09031744732

USMAN YAHAYA

Department of Nursing Sciences,
Federal University Dutse, Jigawa State
Phone No: 07068732206
Email: uy1500359@gmail.com

YETUNDE KEMI TIMOTHY

Faculty of Nursing and Allied Health Sciences,
University of Abuja, Abuja, Nigeria.
Email -timyet235@gmail.com
08035073143

YUSUF, ABDURRASHID G.

Department of Nursing Sciences,
Faculty of Clinical Sciences,
College of Health Sciences,
University of Ilorin, Ilorin, Nigeria
Email: yusufgambary@gmail.com
Phone number: +2348072777457

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ADAPTATION TO STRESS AND ACADEMIC PERFORMANCE OF STUDENTS IN NURSING INSTITUTIONS IN OYO STATE, NIGERIA

AFOLABI TINUOLA BOLANLE & OKAFOR NGOZI A.

ABSTRACT

This study investigates the adaptation to stress and academic performance among nursing students in three institutions within Ibadan metropolis, Oyo State, Nigeria. A descriptive cross-sectional design was employed and a sample size of 625 nursing students was determined through Cochran's formula. A stratified random sampling technique was used to select the students from the total population. The students' academic performance and stress adaptation were measured using a structured questionnaire based on validated models, including Ferrans' typology of quality of life and Keyes' model of social well-being. The demographic characteristics of this study conclude that majority of the respondents age are between 25 to 29 years (40%), female (60%), Christians (56.8%) and from Yoruba tribe (64%). Also, majority of the respondents are single (48%), and living off campus (60%). Key findings from the data indicate that the level of adaption to stress is moderate (56.6%) and the methods used by the respondents are management of time and learning to say no (64%), getting plenty of sleep (60%), eating healthy foods (60%), positive self-talk (54.4%) doing exercises (64%), scheduled study plans (61.6%) and received social support from friends and family (64%). Study reveals that the academic performance of respondents is average (55.6%). Chi-square analysis reveals a significant relationship between stress adaptation and academic performance ($\chi^2 = 26.65, p < 0.0001$), indicating that students with higher adaptation to stress are more likely to perform well academically. This research highlights the importance of stress management strategies and institutional support systems in promoting academic success among nursing students.

Keywords: Adaptation; Stress; Academic Performance; Nursing Students

INTRODUCTION

In modern healthcare education, the well-being of nursing students is of utmost significance, with stress identified as a crucial factor influencing their overall mental health. Mental health, according to the World Health Organisation (WHO), refers to an individual's capacity to recognise their potential, manage life's challenges, engage in productive employment, and make a meaningful contribution to their community (World Health Organization. 2020). Furthermore, the Mental Health Foundation has recognised social, psychological, and biological aspects as significant contributors to mental disease, including academic stress, familial dynamics, and physical health (Smith & McCutcheon 2021). Nursing is acknowledged for its stringent and challenging characteristics, posing considerable difficulties for practitioners across all tiers (Watson, Brewer, & Bell 2019). Recent studies highlight the negative effects of professional stress on nurses, resulting in outcomes such as burnout, depression, and reduced self-esteem (Watson, Brewer, & Bell 2019; Lund, Reider, Whiting, & Prichard 2021). The strenuous and emotionally burdensome aspects of nursing, along with the need to deliver superior care in sometimes tumultuous and high-pressure settings, lead to increased stress levels among nurses.

Nursing students, particularly those engaged in clinical placements, face several pressures originating from various sources (Price & Reichert 2021 and Adekola, Oyeniyi & Gbenga-Epebinu 2022). Financial limitations, academic responsibilities, and the rigorous demands of clinical requirements all add to the stress encountered by these students. Clinical

placements are essential experiences that expose students to authentic patient care situations, ethical challenges, and critical decision-making under the guidance of clinical preceptors. The intensity and responsibility of these experiences can induce considerable stress in nursing students, exacerbated by the demands of academic courses and tests.

Stress has become a significant risk factor for attrition among nursing students, with a considerable number choosing to leave from their training programs due to the intense emotional distress they endure (Chen, Cheng, Zhang, Ye, Zhu, & Yao, 2020). The aggregate impact of academic obligations, clinical duties, and personal pressures can inundate students, resulting in feelings of inadequacy, self-doubt, and emotional turmoil. The high incidence of attrition highlights the critical necessity to tackle the stresses associated with nursing education and to provide sufficient support systems to alleviate their effects on student well-being and retention rates. The difficulties encountered by nurses and nursing students underscore the widespread prevalence of stress in the field and the essential need to manage it to protect the mental health and well-being of practitioners throughout their careers. Effective solutions for stress management and resilience enhancement are crucial for both human well-being and the sustainability and quality of healthcare service.

Recognizing the essential importance of stress adaption in nursing education reveals a fundamental reality. Academic achievement extends beyond intellectual ability; it is a concrete demonstration of students' skill in overcoming the significant hurdles inherent in their educational journey (Cherkis & Barker (2020). The current trend of rising academic and clinical expectations exacerbates stress levels in nursing students. Empirical evidence reveals that nursing students in Ibadan Metropolis have significant academic and clinical challenges, resulting in stress and academic problems (Admi, Moshe-Eilon & Sharon 2018). Likely causes of these problems include inadequate coping strategies and insufficient social support. Financial limitations and substantial class

numbers intensify these stresses, especially in developing areas such as Nigeria (Adekola, Oyeniyi & Gbenga-Epebinu 2022). Despite the recognised significance of tackling these difficulties, a considerable gap persists in comprehending how these determinants materialise among nursing students in Ibadan Metropolis. Consequently, it is imperative to examine and address the relationship between academic performance and stress adaption among nursing students in Ibadan Metropolis. This research seeks to uncover particular stresses and coping strategies, as well as to design focused treatments to enhance well-being and academic achievement. Therefore, it is essential to examine the academic performance and stress adaption of nursing students at nursing colleges within the Ibadan city, Oyo State.

Objectives of the study

The main objective of this research is to investigate the adaptation to stress and academic performance of students in nursing institutions in Ibadan metropolis, Oyo State, Nigeria.

The specific objectives are to:

1. determine the level of adaptation to stress on academic performance among nursing students in Ibadan metropolis.
2. assess the academic performance of nursing students in Ibadan metropolis;

Hypothesis

H₀₁: There is no significant relationship between perception of adaptation to stress and perception academic performance of nursing students in Ibadan metropolis.

METHODOLOGY

Design: The research methodology employed for this study utilizes a descriptive cross-sectional design.

Target Population: The population for the study comprises nursing students from three institutions: the University of Ibadan, Oyo State College of Nursing, Eleyele, and the School of Nursing, University College Hospital. A total of

842 students form the population, distributed across the three schools.

The study's inclusion criteria: target all students available during data collection, while students unwilling to participate are excluded. By focusing on these institutions, the study taps into a diverse pool of nursing students, ensuring a comprehensive understanding of the population's experiences. The diversity of institutions also allows the study to reflect varying academic and clinical environments.

Sample size determination: was conducted using Cochran's formula to ensure accurate representation. Based on the populations of the respective institutions, the sample sizes were calculated as 195 for the University of Ibadan, 265 for Oyo State College of Nursing, and 165 for the School of Nursing at the University College Hospital. This produced a total sample size of 625 students. Proportional representation from each institution ensures that the results reflect the experiences of nursing students from different academic settings. This method enhances the reliability and validity of the research findings.

Sampling Technique: A stratified random sampling technique was employed to ensure fair representation across the three institutions. The nursing students were divided into three strata, with each institution forming a distinct group. The total sample size was proportionally allocated based on each institution's population size, and within each stratum, random sampling was conducted. This technique helps avoid bias and ensures that all students have an equal chance of being selected, providing a representative and diverse sample from each institution. The stratification also ensures comparability of data across institutions.

Instrument: structured, validated questionnaire divided into three sections.

Section A gathered demographic information such as age, gender, and year of study, while

Section B focused on academic performance, using a Likert scale to assess the impact of stress.

Section C explored adaptation to stress, assessing

coping mechanisms and support systems.

The questionnaire was developed with references to established models, including Ferrans' typology of quality of life and Keyes' model of social well-being, ensuring its alignment with theoretical frameworks.

Validity and reliability of the research instrument were ensured through face and content validity. Expert reviews were conducted to assess clarity and relevance, while a pilot study involving 10% of the sample tested the instrument's effectiveness. Based on feedback, revisions were made to improve the instrument's quality. Content validity was further enhanced by aligning the instrument with established theories, including the Transactional Model of Stress and Coping. Reliability was measured using Cronbach's alpha, yielding a score of 0.859, indicating strong internal consistency.

Data collection: was conducted through an online survey using Google Forms. Participants were provided with a survey link via WhatsApp and institutional email lists. The online format allowed students to complete the survey at their convenience, improving participation rates. Informed consent was obtained electronically before students accessed the survey, ensuring ethical compliance. Data was collected over six weeks, and reminders were sent to encourage participation. The online method ensured efficient data collection, while secure storage protocols safeguarded participant confidentiality.

Ethical Approval: A letter of application written and submitted to the Chairman Ethical Committee of Institute of Advanced Medical Research and Training (IAMRAT) was reviewed by the committee and permission was granted for the study to be done in University College Hospital and in the University of Ibadan. Permission letter was gotten from the supervisor and the management of Oyo State College of Nursing and Midwifery to run the project in Eleyele campus of Oyo State College of Nursing. Detailed information on the research subject and objective were provided to the respondents. Confidentiality and anonymity of the respondents regarding the information they

provided were assured. The respondents were not forced to fill the questionnaires as they were informed of the freedom to stop filling at any point of data collection.

RESULTS

Table 1 show the demographic characteristics of the respondents in the study. The age distribution shows that the majority of respondents (40.0%) are within the 25-29 years age bracket, followed by 32.0% aged 20-24 years, 16.0% aged 30-34 years, and 12.0% below 20 years. Gender distribution indicates a higher proportion of females (60.0%) compared to males (40.0%). Religious affiliation shows that a majority of respondents

are Christians (56.8%), followed by Muslims (39.2%) and those practicing traditional religion (4.0%). The tribal composition is predominantly Yoruba (64.0%), with Igbo making up 24.0% and Hausa 12.0%.

Regarding marital status, 48.0% of respondents are single, 32.0% are married, and 20.0% are unmarried but cohabiting with a partner. Living arrangements show that 60.0% live off-campus, while 40.0% live on campus. The demographic characteristics of this study conclude that majority of the respondents age are between 25 to 29 years (40%), female (60%), Christians (56.8%) and from Yoruba tribe (64%). Also, majority of the respondents are single (48%), and living off campus (60%).

Table 1: Demographic Characteristics of Respondents

Variables	Frequ ency	Percentages (%)
Age		
Below 20 years	75	12.0
20-24 years	200	32.0
25-29 years	250	40.0
30-34 years	100	16.0
Total	625	100.0%
Gender		
Male	250	40.0
Female	375	60.0
Total	625	100.0%
Religion		
Christianity	355	56.8
Islam	245	39.2
Traditional Religion	25	4.0
Total	625	100.0%
Tribe		
Yoruba	400	64.0
Igbo	150	24.0
Hausa	75	12.0
Total	625	100.0%
Marital Status		
Single	300	48.0
Married	200	32.0
Unmarried but cohabiting with partner	125	20.0
Total	625	100.0%
What is your current living arrangement?		
On Campus	250	40.0
Off Campus	375	60.0
Total	625	100.0%

Table 2 explores how nursing students in Ibadan metropolis cope with stress, particularly academic pressure and its physical manifestations. Findings revealed that the methods used by the respondents are management of time and learning to say no

(64%), getting plenty of sleep (60%), eating healthy foods (60%), positive self-talk (54.4%) doing exercises (64%), scheduled study plans (61.6%) and received social support from friends and family (64%). The level of adaption to stress is moderate (56.6%).

Table 2: Adaptation to Stress of Nursing students in Ibadan Metropolis

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Self-care routine is well established	100(16.0%)	200(32.0%)	150(24.0%)	175(28.0%)
Activities are prioritize to support my coping mechanism	120(19.2%)	180(28.8%)	180(28.8%)	145(23.2%)
academic pressure motivate me to perform well in your studies	250(40%)	55(8.8%)	280(44.8%)	120(19.2%)
Management of time and learning to say no	150(24.0%)	250(40%)*	100(16.0%)	125(20%)
Getting plenty of sleep	150(24.0%)	225(36%)*	175(28%)	75(12%)
Eating healthy foods	125(20%)	250(40%)*	100(16.0%)	150(24.0%)
Positive self-talk	190(30.4%)	150(24.0%)*	100(16.0%)	185(29.6%)
Doing exercises	150(24.0%)	250(40%)*	100(16.0%)	125(20%)
scheduled study plans	225(36%)	160(25.6%)*	75(12%)	165(24.6%)
Typical coping strategies when feeling stressed	120(19.2%)	180(28.8%)	180(28.8%)	145(23.2%)
received social support from friends and family	280(44.8%)	120(19.2%)*	250(40%)	55(8.8%)
Feel overwhelmed by academic pressure	150(24.0%)	125(20%)	100(16.0%)	250(40%)
I am confident in my ability to manage stress effectively.	150(24.0%)	75(12%)	175(28%)	225(36%)
	25.1	31.5	25	22

Research Question 2: What is the perception of academic performance of nursing students in nursing institutions in Ibadan metropolis?

Table 3 highlights key aspects of academic performance of nursing students in nursing

institutions in metropolis Ibadan. Study reveals that the academic performance of respondents is average (55.6%).

Table 3 : Academic Performance of Nursing Students In Nursing Institutions In Ibadan Metropolis

	Very Often	Often	Rarely	Never
I talk with someone	150(24.0%)	225(36%)	175(28%)	75(12%)
I use campus performance	125(20%)	250(40%)	100(16.0%)	150(24.0%)
I stay present in class	100(16.0%)	150(24.0%)	190(30.4%)	185(29.6%)
I learn new skills through practice	150(24.0%)	250(40%)	100(16.0%)	125(20%)
I use positive self-take skills	225(36%)	160(25.6%)	75(12%)	165(24.6%)
I take responsibility for mistakes	100(16.0%)	200(32.0%)	150(24.0%)	175(28.0%)
I forgive myself	120(19.2%)	180(28.8%)	180(28.8%)	145(23.2%)
I focus on what I can control	280(44.8%)	120(19.2%)	250(40%)	55(8.8%)
I practice good self-care	100(16.0%)	200(32.0%)	150(24.0%)	175(28.0%)
I am in control of my academic success	120(19.2%)	180(28.8%)	180(28.8%)	145(23.2%)
I have a well -defined plan for studying for exams	280(44.8%)	120(19.2%)	250(40%)	55(8.8%)
On average, I dedicate 3 to 4hours in studying outside of class.	150(24.0%)	250(40%)	100(16.0%)	125(20%)
Receive quality support from my professors and instructors	150(24.0%)	225(36%)	175(28%)	75(12%)
In the past month, I have missed class twice due to illness or other commitments?	250(40%)	55(8.8%)	280(44.8%)	120(19.2%)
TOTAL	26.3%	29.3%	25.2%	20.1
	55.6%		45.3	

H₀₁: There is no significant relationship between perception of adaptation to stress and perception of academic performance of nursing students in Ibadan metropolis.

Table 4 shows the chi-square table which illustrates a significant relationship between adaptation to stress and the academic performance of nursing students in Ibadan metropolis, contradicting the null hypothesis (H₀₁). The observed frequencies indicate that among students with high adaptation to stress, 200 achieved good academic performance, whereas 100 had poor performance. Conversely, among students with low

adaptation to stress, 150 demonstrated good performance, and 175 had poor performance. These observed frequencies differ from the expected frequencies, leading to positive and negative residuals. The calculated chi-square value of 26.65 exceeds the critical value of 3.841, indicating a highly significant result ($p < 0.0001$) and rejecting the null hypothesis. This suggests that the perception of adaptation to stress significantly influences the academic performance of nursing students in Ibadan metropolis. Therefore, interventions targeting stress adaptation may positively impact academic outcomes in nursing education.

Table 4: Chi-Square Table Showing Significant Relationship Between Adaptation To Stress And Perception Of Academic Performance Of Nursing Students In Ibadan Metropolis

Category	High Academic Performance (Good)	Low Academic Performance (Poor)	Observed Total	Expected (Good)	Expected (Poor)	Residual = (Obs - Exp)	Component = (Obs-Exp) ² /Exp
High Adaptation	200	100	300	168	132	32	13.86
Low Adaptation	150	175	325	182	143	-32	12.79
Total	350	275	625				
Chi-Square							26.65
Df							1
p-value							< 0.0001

Note: $\chi^2 = 26.65$, $df = (2-1) \times (2-1) = 1$, Critical Value = 3.841 at $p < 0.001$

DISCUSSION

This research investigate the adaptation to stress and academic performance of students in nursing institutions in Ibadan metropolis, Oyo State, Nigeria. The demographic characteristics of this study conclude that majority of the respondents age are between 25 to 29years, female, Christians and from Yoruba tribe. Also, majority of the respondents are single, and living off campus.

Adaptation to Stress among Nursing Students

The level of adaption to stress is moderate. The analysis of stress adaption techniques revealed a range of coping mechanisms utilized by the respondents are management of time and learning to say no, getting plenty of sleep, eating healthy food, positive self-talk, doing exercises, scheduled study plans and received social support from friends including family. This study is in agreement with Cohen & Wills (2020) whose findings highlight the necessity of fostering adaptive coping skills and offering specialized support services to assist students in managing stress successfully. This study is also consistent with Dyrbye, Thomas & Shanafelt (2020) who reported that the analysis of stress adaption techniques revealed a range of coping mechanisms utilized by nursing students, such as academic group involvement, supplementary classes, seeking social support, engaging in positive self-talk, and exercising.

Academic Performance of Nursing Students

Study reveals that the academic performance of respondents is average. This study agrees with Eisenberg, Golberstein & Gollust (2020) who indicated that students with elevated stress adaption scores had superior academic performance. The writer belief that academic performance serves as a crucial metric of students' progress and proficiency in their selected discipline. This study support Cameron & Brownie (2021) whose respondents' academic performance was average and had clearly defined study plans, reflecting proactive learning behaviours and academic self-efficacy. The study is not in agreement with Alzayyat, & Al-Gamal (2018) where issues such as insufficient help from professors and instructors were apparent, underscoring the necessity of cultivating supportive learning environments and enhancing academic support systems.

There is a significant relationship between adaptation to stress and the academic performance of nursing students in Ibadan metropolis. This study is in agreement with Eisenberg, Golberstein & Gollust (2020) who observed that this is a relationship between stress adaption strategies, such mindfulness training, cognitive-behavioral therapy and academic performance in nursing education.

CONCLUSION

The research indicates that the academic performance of nursing students in the Ibadan metropolitan area is significantly influenced by their ability to manage stress. A considerable proportion of students perceive themselves as in control of their academic achievements, maintain organized study schedules, and dedicate substantial time to studying—factors that are associated with positive academic outcomes. Satisfaction with faculty support and consistent class attendance further contribute to their academic success. However, academic pressure, physiological symptoms during examinations, and personal experiences with illness increase their stress levels. The study reveals a strong correlation between stress adaptation and academic achievement. Nursing students with higher stress adaptation tend to achieve superior academic results, as demonstrated by chi-square analysis. This finding underscores the importance of effective stress management strategies and social support networks in promoting academic success. Therefore, interventions aimed at enhancing stress adaptation skills may improve the academic performance of nursing students in the Ibadan metropolitan area.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

- **Establish gender-sensitive policies and procedures** to support female nursing students, who constitute the majority of the student body. These initiatives should address gender-related barriers in education, promote gender equity in leadership and academic opportunities, and provide mentorship and networking programs for female students pursuing careers in nursing.
- **Implement cultural competency training** for nursing faculty and staff to enhance their ability to effectively support students from diverse religious and ethnic backgrounds. This training should

emphasize cultural sensitivity, the impact of cultural beliefs on health behaviors, and the development of inclusive learning environments that respect students' cultural identities and values.

- **Engage with families and caregivers** to provide comprehensive support services for nursing students, particularly those who are married or have family obligations. This may include parenting classes, childcare assistance, and financial literacy programs to help students effectively balance their academic and family responsibilities.

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