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Perceived Stress and Quality of life among Undergraduate Students in University of Port Harcourt

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Abstract

The study examined the extent to which Perceived Stress predicted the Quality of life among undergraduate Students in University of Port Harcourt, Rivers State. The study adopted the cross-sectional research design. Primary data were collected through the administration of questionnaire on a sample of the study population. Purposive sampling technique was used to select the respondents comprising both males and females. Two standardized psychological instruments namely: The Perceived Stress Scale (PSS) and Quality of School Life (QSLQ) instrument were used to collect the data for the study. The data generated was subjected to linear and multiple regression analyses. The results revealed that there is negative significant relationship between perceived stress and quality of life ($r = -.49$, $p<.01$). The results further revealed that perceived stress significantly and independently predicts quality of life ($\beta = -.49$, $t = -5.80$, $p<.05$). The contribution of perceived stress in explaining the variance in quality of school life was 24% ($R^2 = .24$), and the model was significant, $F(1, 108) = 33.66$, $p<.05$. The study concluded that there was a significant negative influence of perceived stress on the quality of school life among students in University of Port Harcourt. Finally, it was concluded that higher level of perceived stress results to lower level of quality of school life.

Keynote: Perceived Stress, Quality of school life, Undergraduate Students, University of Port Harcourt

Background of the study

Quality of life is defined as an individual's perception of their position in life in the context of the culture and value system where they are inserted, which also involves their goals, perspectives, standards, and concerns sRibeiro et al (2017). It refers to an individual's overall sense of well-being, satisfaction, and happiness with their life. It can be influenced by a variety of factors such as physical health, mental health, social relationships, financial stability, employment, access to education, and the environment in which one lives. According to Ji Seo et al (2018), the quality of life is the general well-being of individuals and societies and is associated with a wide range of contexts; it often includes physical, psychological, social relationships, and environmental aspects. Ultimately, quality of life is determined by an

individual's perception of their life, rather than objective measures alone. While objective factors such as income and health status can contribute to a higher quality of life, subjective factors such as personal relationships, sense of purpose, and emotional well-being can also play a significant role. Improving quality of life often involves addressing both objective and subjective factors in order to promote overall happiness and satisfaction (Ji Seo et al, 2018).

Quality of life among students can vary depending on several factors, including their academic and personal experiences. Some of the key factors that can impact a student's quality of life may include heavy academic workload, unrealistic expectations, tight deadlines which can lead to high levels of stress, anxiety, and burnout among students and financial stress. Meeting deadlines, preparing for exams, and balancing coursework with other responsibilities can create high levels of stress and anxiety, leading to a negative impact on a student's overall well-being. Additionally, factors such as financial instability and inadequate access to resources such as textbooks and technology can also contribute to a lower quality of life among students. On the other hand, positive social connections and a supportive network can greatly improve a student's quality of life. Engaging in extracurricular activities and building relationships with peers can also help reduce stress and increase overall happiness and well-being (Adomah Opoku-Acheampong, Irene A. Kretchy et al, 2017).

Overall, promoting a positive quality of life among students involves addressing factors such as academic pressure, social connections, financial stability, and overall physical and mental health. Encouraging a healthy work-life balance and providing access to resources and support can greatly improve students' well-being and overall quality of life.

According to World Health Organization (WHO), Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. The way we respond to stress, however, makes a big difference to our overall well-being.

Stress has also been defined simply as “the strain that accompanies a demand perceived to be either challenging (positive) or threatening (negative) and, depending on the appraisal, either adaptive or debilitating” (Sanders & Lushington, 2002). Populations undergoing a developmental transition are thought to be particularly exposed to the occurrence and effects of stressful processes (L. Cohen, Burt & Bjorck, 1987). According to WHO, Stress affects both the mind and the body. A little bit of stress is good and can help us perform daily activities. Too much stress can cause physical and mental health problems. University students often live with an excessive amount of stress, which can have negative academic, emotional and health-related outcomes (Beck, Hackett, Srivastava, McKim & Rockwell, 1997).

In general, students experience high stress levels at predictable times each semester due to their academic commitments, financial pressure and a lack of time management skills. In fact, stress can affect both students’ health and academic performance when it is perceived negatively or becomes excessive (Campbell, Svenson & Jarvis, 1992; Misra, McKean, West, & Russo, 2000). Feelings of uncertainty about being in the appropriate academic program, worries about relations with faculty members/ advisors and concerns about the time required to achieve one’s degree are some of the areas which can constitute stressful experiences which occur during undergraduate school (Konduri, Gupchup, Borrego & Worley-Louis, 2006).The feeling of stress is a common experience among university students, and it can be caused by a variety of factors. These factors may include academic pressures, financial difficulties, social isolation, relationship problems, and the challenge of adjusting to a new environment.

Statement of the Problem

Over the past few decades, stress among students has greatly increased with those in tertiary institutions being more liable (Dessie Y, Ebrahin J, Awoke T, 2013). The high level of stress has generally been attributed to the important academic and personal decisions these students usually make as they transition from adolescence into adulthood. Stress negatively affects the mental health of these students resulting in the development of stress-related disorders, low quality of life, and poor academic performance. In effect, some students may resort to certain strategies to alleviate stress. These interventions employed may affect the quality of life affirmatively or negatively (Assaf AM, 2013).

The problem of stress and quality of life among university students is significant and has been well-documented in research. University students often face multiple stressors, including academic demands, financial pressure, social relationships, and career uncertainty. These stressors can result in high levels of perceived stress, which negatively impacts their quality of life. Perceived stress can lead to various physical and mental health problems such as anxiety, depression, sleep disturbance, and reduced immune function. It can also affect academic performance and social functioning, leading to decreased satisfaction with life. In addition, many university students tend to engage in unhealthy behaviors such as excessive alcohol consumption, poor diet, and lack of physical activity. These behaviors can further exacerbate stress levels and contribute to poor quality of life.

In previous studies regarding perceived stress and quality of life among university students, perceived stress was negatively correlated with quality of life. Furthermore, a recent systematic review of 13 studies highlighted that perceived stress and quality of life showed a significant negative association in university students and that continuous perceived stress had effects that went beyond health commitment and quality of life (Ribeiro et al, 2017). In general, health-promoting behaviors have been found to be associated with enhanced quality of life in university students. However, many university students tend to have low awareness of the importance of these health-promoting behaviors during this developmental period and are unaware that unhealthy practices or habits persist into adulthood, causing later-life health concerns. In addition, low adherence to healthy lifestyle behaviors is associated with decreased psychological well-being and quality of life in university students (Joseph RP et al, 2014).

The research questions include:

1. To what extent will perceived stress predict the quality of life of undergraduate students in the University of Port Harcourt?
2. To what extent will stress management techniques mediate the relationship between perceived stress and quality of life?

The hypotheses for the study include;

1. There will be a significant predictive role of perceived stress on quality of life among students at the University of Port Harcourt.
2. There will be a significant gender differences on quality of life among students at the University of Port Harcourt.

The research was anchored on the Amartya Sen's (1999) Objective List Theory (OLT) of quality of life that emphasizes the importance of identifying the objective goods and services that people need to live a fulfilling life. Sen argues that quality of life cannot be measured solely by income or material wealth, but must also take into account factors such as health, education, social connections, and personal autonomy.

According to OLT, a person's quality of life is determined by the set of capabilities they have to lead a fulfilling life. Capabilities are defined as the real opportunities that a person has to do and be what they value. For example, a person's capability to lead a healthy life might depend on their access to clean water, nutritious food, and medical care. A person's capability to participate in social and political life might depend on their education, freedom of speech, and access to information.

Objective list theory holds that a happy person does not view happiness based on pleasure versus pain, or wanting versus attaining. Instead, objective list theory gives emphasis on things that hold more value on things that have more meaning. Things like health and wellness, good relationships, strong faith, charity and altruism, career accomplishments, personal dreams coming true. Objective list theory says that a happy person is not one who simply acts happy or doesn't experience pain (Hedonism). Nor is a happy person simply someone who gets what they want all the time (desire theory). Instead, a happy person can be one who is poor, ill, and even lonely, but if they have a purpose of a greater good, then they can, in fact, be happy and have a happy life.

Whatever you believe about happiness, these three traditions all hold truth within them. Pleasure over pain, desires achieved over unsatisfied wanting and having a meaningful life over a vain and insignificant one are all necessary in their place to create happiness. Whatever you believe, be happy and share it with others.

Sen's OLT is often contrasted with income-based approaches to measuring well-being, such as Gross Domestic Product (GDP) per capita. Sen argues that income is only one aspect of a person's well-being and that a narrow focus on income can lead to a distorted view of quality of life. Instead, OLT emphasizes the need to identify the goods and services that people need to live a fulfilling life and to ensure that these goods and services are available to all members of society.

Overall, Sen's OLT offers a framework for thinking about the quality of life that goes beyond material wealth and emphasizes the importance of identifying the objective factors that contribute to a fulfilling life.

Conceptual Review

At the core of this framework is the concept of stress, which refers to the physiological and psychological responses to environmental demands that are perceived as threatening or challenging. Perceived stress refers to the subjective appraisal of the extent to which one's demands exceed one's perceived ability to cope with them.

Quality of life, on the other hand, refers to the overall well-being and satisfaction with life, encompassing various domains such as physical health, social relationships, and psychological functioning.

The relationship between perceived stress and quality of life can be understood in terms of a bi-directional pathway. On one hand, high levels of perceived stress can negatively impact various aspects of quality of life, including physical health, emotional well-being, and social functioning. For example, chronic stress has been linked to an increased risk of cardiovascular disease, depression, and social isolation.

Campbell (2006) described stress as the adverse reaction people have to excessive pressure or other types of demands placed on them. It occurs when an individual is confronted by a situation that they perceive as overwhelming and cannot cope with. Agolla and Ongori (2009) found that most students in higher institutions of learning are experiencing stress in their daily

academic activities. Nakalema and Ssenyonga (2013) observed that for many students, university life is a major transition because they are free to decide what to do without the undue influence of their parents. They have a responsibility to struggle to meet the expectations of their parents which include expectations related to their academic performance (Smith & Renk, 2007). Researchers such as Woun (2003), Ongori (2007), Erkutlu and Chafra 2006) identified the following as stressors, too many assignments, competition with other students, academic failures, lack of 'pocket money', poor relationship with other students or lecturers, family or problems at home, accommodation and overcrowded lecture halls. When students are faced with these stressors, they become disorganized, disoriented and find it extremely difficult to cope and also find it difficult to meet their basic academic demands.

Vermut and Steensman (2005), Malachpines and Keinan (2007) also defined stress as discrepancy between environmental demands (stressors) and individual capacities to fulfil the demands. It was discovered by Macan, Shahani, Dipboye, and Philips (1990), Baldwin, Wilkinson, and Barkley (2000), and Robetham (2008) that coping strategies be used by students when experiencing academic stress. Some resort to avoidant coping, drug abuse, denial, and behavioral disengagement while others cope actively through acceptance, planning, positive reframing, and taking the necessary steps to overcome academic stress. Other forms of coping mechanisms used by students include sports, music, hanging out with friends, and sleeping (Shaikh, 2004).

Family Problems

Family problems are a common source of stress for Nigerian university students and can have a significant impact on their academic performance and overall well-being. The home has a great influence on the students' psychological, emotional, social, and economic state.

Family problems have a significant impact on Nigerian university students, affecting their academic performance, financial well-being, social connections, and overall mental health. Nigerian students face a range of challenges in dealing with family problems, from emotional distress to cultural conflicts and financial strain. Addressing these issues will require a concerted effort from families, educational institutions, policymakers, and the wider society to provide the support and resources necessary for students to succeed.

Financial Constraints

The Impact of Financial Constraints on Nigerian Students: Financial constraints have a significant impact on the academic performance of Nigerian students. Students who cannot afford tuition fees, textbooks, and other essential academic resources may struggle to keep up with their peers. In a study conducted by Oladele and Olaoye (2017), it was found that financial constraints have a negative impact on academic performance. The study showed that students who face financial difficulties had lower GPAs and were more likely to drop out of school.

In addition to academic performance, financial constraints also affect the mental health of Nigerian students. A study conducted by Ogundokun et al. (2018) found that financial difficulties were associated with higher levels of stress and anxiety among students. Financial constraints can create a sense of hopelessness and despair, leading to depression and other mental health issues.

Empirical Review

Several studies have attempted to investigate the relationship between perceived stress and quality of life among universities and the results have been consistent in showing that perceived stress is negatively associated with the quality of life among students. For instance, a study

conducted by Abiola and Udofia (2011) among Nigerian secondary school students found that students who reported high levels of stress had significantly lower levels of school satisfaction compared to those who reported lower levels of stress. Similarly, a study by Zullig et al (2010) found that perceived stress was negatively associated with school connectedness, which is a key indicator of the quality of school life.

In another study, Park (2014) investigated the relationship between perceived stress and quality of school life among Korean High School students. The study found that perceived stress was negatively associated with school adjustment, academic achievement, and social support which are all key indicators of the quality of school life. The study concluded that perceived stress significantly predicted the quality of life among Korean High School students.

Overall, the study suggests that interventions aimed at improving students' quality of life should take a comprehensive approach that addresses both the management of perceived stress and the prevention or management of depressive symptoms. By doing so, educators and health professionals can better support students in managing stress and improving their overall well-being.

Another study "Perceived Stress and Quality of Life of pharmacy students in the University of Ghana" by Opoku-Acheampong et al. (2017) focused on the experience of stress and quality of life of undergraduate pharmacy students. Similar to observations made by Gallagher et al., stress was reported among the participants though the difference in stress scores for various classes was insignificant. Unlike findings from other studies where statistically significant differences in stress were observed for various years of study, our findings are corroborated in a study among undergraduate pharmacy students where no significant differences were observed. For those in the first and second years, however, the stress levels increased by Time 2. This could be attributed to the fact that by Time 2 academic work would have peaked and students were required to submit assignments and regular laboratory reports while preparing for their mid and end-of-semester examinations. Additionally, the first-year students may probably be experiencing challenges in adapting to their new environment while previous studies have also indicated that the second-year curriculum was heaving because of the transition from studies in basic sciences to mostly pharmaceutical science-related courses in preparation for their pre-clinical studies. The study reported significant negative correlations between stress and the various domains of quality of life of undergraduate pharmacy students. It further explained that it is thus necessary to institute some personal and institutional strategies to ameliorate the effect of stress on the quality of life of pharmacy students while encouraging the use of positive stress management strategies.

Method

Research Design

This study adopted a cross-sectional research design. 130 questionnaire were distributed but 110 were used comprising both male and female students. The purposive sampling technique was used to select the respondents.

Measures

The Perceived Stress Scale (PSS) has been correlated with a number of psychological and physiological scales. The PSS-10 gauges how chaotic, out of control, and overburdened people feel their lives to be. A number of direct questions about current levels of experienced stress are also included on the scale. All 12 of the studies that employed the PSS-10's Cronbach's

alpha graded it at >.70. The PSS-10's test-retest reliability was evaluated in four investigations, and it consistently met the >.70 threshold.

The level of internal consistency for the items of the Quality of School Life (QSLQ) instrument was measured using the Cronbach's α coefficient, which was 0.867 for the questionnaire as a whole, 0.796 for the physical health domain, 0.755 for the psychological health domain, 0.786 for the social relationships domain, and 0.793 for the environment domain. As Cronbach's α coefficient value of > 0.7 was considered a desirable reliability estimate, these results indicated a good internal uniformity for the tested domains. The construct validity was evaluated through factor analysis using the Kaiser-Meyer-Olkin (KMO) test. The result of the KMO test was 0.911, indicating that the data was appropriate

Results

This chapter entails the data that was collected from the fieldwork. The analysis involves the use of descriptive and inferential statistics. Descriptive statistics was used to analyse respondents' socio-demographic data while the inferential statistic was used to test the hypotheses in the study.

Table 1: Respondents' Socio-demographics (N = 110)

Category	Level	N(%)
Faculty	Medical science	110(100.0)
Ethnicity	Ikwerre	21(19.1)
	Igbo	17(15.5)
	Bayelsa	1(0.9)
	Ogoni	6(5.5)
	Andoni	4(3.6)
	Ogba	2(1.8)
	Rivers	3(2.7)
	Ijaw	4(3.6)
	Ekpeye	2(1.8)
	Igala	2(1.8)
	Efik	3(2.7)
	Edo	5(4.5)
	Abia	1(0.9)
	Etehe	5(4.5)
	Imo	1(0.9)
	Benin	1(0.9)
	Anioma	1(0.9)
	Hausa	6(5.5)
	Idoma	2(1.8)
	Ibibio	2(1.8)
	Isoko	2(1.8)
	Urhobo	1(0.9)
	Egede	1(0.9)
	Agbo	1(0.9)
	Oron	1(0.9
	Aho ada	1(0.9)
	Nupe	1(0.9)
	Egbema	1(0.9)

	Gokana	1(0.9)
	Kalabari	3(2.7)
	Okirika	1(0.9)
	Eleme	2(1.8)
	Kwalla	1(0.9)
	TIV	1(0.9)
	Egun	1(0.9)
	Jaku	1(0.9)
	Yoruba	1(0.9)
Level	100 level	8(7.3)
	200 level	15(13.6)
	300 level	40(36.4)
	400 level	43(39.1)
	500 level	4(3.6)
Age	18-20 years	30(27.3)
	21-25 years	76(69.1)
	26-30 years	4(3.6)
Gender	Male	41(37.3)
	Female	69(62.7)
Religion	Christian	94(85.5)
	Muslim	15(13.6)
	Others	1(0.9)

The socio-demographics of the participants are presented in Table 4.1. All the respondents 110(100.0%) were in faculty of medical science. In terms of ethnicity (19.1%) were from Ikwerre, (15.5%) were Igbo, (0.9%) were from Bayelsa, (5.5%) were from Ogoni. (3.6%) were from Andoni, (1.8%) were from Ogba (2.7%) were from Rivers, (3.6%) were from Ijaw, (1.8%) were from Ekpeye, (1.8%) were from Igala, (2.7%) were from Efik, (4.5%) were from Edo, (0.9%) were from Abia, (4.5%) were from Eteche, (0.9%) were from Imo, (0.9%) were from Anioma, (5.5%) were from Hausa, (1.8%) were from Idoma, (1.8%) were from Ibibio, (1.8%) were from Isoko, (0.9%) were from Urhobo, (0.9%) were from Egede, (0.9%) were from Agbo, (0.9%) were from Oron, (0.9) from Aho Ada, (0.9%) were from Nupe, (0.9%) were from Egbema, (0.9%) were from Gokana, (2.7%) were from Kalabari, (0.9%) from Okrika, (1.8%) from Eleme, (0.9%), (0.9%) from Kwalla, (0.9%) from TIV, (0.9%) from Egun, (0.9%) from Jaku while (0.9%) is Yoruba. In terms of level (7.3%) were in 100 level, (13.6%) were in 200 level, (36.4%) were in 300 level, (39.1%) were in 400 level while (3.6%) were in 500 level. A larger percentage (69.1%) were 21-25 years of age, (27.3%) were 18-20 years of age while (3.6%) were 26-30 years. The majority of the respondents (62.7%) were female while (37.3%) were Male. In terms of religion (85.5%) were Christian, (13.6%) were Muslim while (0.9%) reported other religion.

Hypotheses Testing

Hypothesis One: There will be a significant relationship between perceived stress and quality of life among students at the University of Port Harcourt. The hypothesis was tested using Pearson Product Moment Correlation (PPMC) and the analysis presented on Table 2

Table 2: Pearson Product Moment Correlation (PPMC) showing the relationship between perceived stress and quality of life

Variables	Mean	SD	1	2
1. Perceived stress	15.75	4.79	-	
2. Quality of life	49.70	13.02	-.49**	-

Correlation is significant at the 0.01 level (2-tailed).

The result shows that there was a negative significant relationship between perceived stress and quality of life ($r = -.49$, $p<.01$). This implies that an increase in perceived stress decreases the quality of life among students at the University of Port Harcourt. The hypothesis which stated that there will be a significant relationship between perceived stress and quality of life among students at the University of Port Harcourt was accepted.

Hypothesis Two: There will be a significant predictive role of perceived stress on quality of life among students at the University of Port Harcourt. The hypothesis was tested using linear regression analysis and the analysis presented in Table 3

Table 3: Simple linear regression showing the predictive role of perceived stress on quality of life

Predictor variable	***B***	**SE**	*β*	**T**	**R**	**R^2**	**F**	P
(Constant)	70.55	3.76	-	3.38				
					.49	.24	33.66**	
Perceived stress	-1.32	.23	-.49	-5.80**				<.05

The simple linear regression in Table 4.3 shows that perceived stress significantly and independently predicts quality of life ($\beta = -.49$, $t = -5.80$, $p<.05$). The contribution of perceived stress in explaining the variance in quality of life was 24% ($R^2 = .24$), and the model was significant, $F(1, 108) = 33.66$, $p<.05$. The stated hypothesis is therefore accepted.

Hypothesis three: There will be significant gender differences on quality of life. The hypothesis was tested using a t-test for independent measure and the result is presented in Table 4

Table 4: Summary of Independent Sample t-test of male and female on quality of life

DV	Gender	N	Mean	Std	df	*t*	*p*
Quality of life	Male	41	45.41	16.77	108	-2.74	<.05
	Female	69	52.25	9.41			

The Table above revealed that there was significant gender difference on quality of life between male and female $t(108) = -2.74$ $p<.05$). Female respondents reported higher quality of life (Mean = 52.25; SD = 9.41) compared to their male counterpart (Mean = 45.41; SD = 16.77). The hypothesis that stated that there will be significant gender differences in quality of life was accepted.

Discussion of Findings

The extent to which there is a relationship between perceived stress and quality of life

The study found that there is indeed a relationship between perceived stress and quality of life among students. This means that as the level of perceived stress changes, it has an impact on the quality of life experienced by the students. The negative sign of the correlation coefficient ($r = -.49$) indicates an inverse relationship between perceived stress and quality of life. In this context, it means that as perceived stress levels increase, the quality of life tends to decrease. In other words, when students experience higher levels of stress, their overall quality of life tends to be lower. The p-value ($p<.01$) suggests that the relationship observed between perceived stress and quality of life is statistically significant. This means that the likelihood of obtaining this result by chance is very low. It strengthens the evidence for the observed negative relationship.

The extent to which perceived stress predicts the quality of life of students

The analysis demonstrates that perceived stress plays a significant predictive role in determining the quality of life of students at the University of Port Harcourt. This means that variations in perceived stress levels are associated with variations in the quality of life experienced by these students. The regression coefficient (β) of -0.49 indicates the strength and direction of the relationship between perceived stress and quality of life. In this case, the negative sign implies that an increase in perceived stress is associated with a decrease in quality of life. The t-value of -5.80 is used to test the significance of the regression coefficient which in this case, suggests that the relationship between perceived stress and quality of life is statistically significant ($p<.05$).

The R-squared value of 0.24 indicates that approximately 24% of the variance in the quality of life of the students can be explained by perceived stress. This suggests that while perceived stress is a significant predictor, it does not account for all the variability in quality of life. Other factors not considered in the model contribute to the remaining 76% of the variance.

The F-statistic tests the overall significance of the regression model. In this case, the model is significant with an F-value of 33.66 and a p-value less than 0.05. This means that the relationship between perceived stress and quality of life is not likely to have occurred by chance.

Summary of Findings

There is an inverse correlation between perceived stress and quality of life ($r = -.49$) of undergraduate students of the University of Port Harcourt. This result is statistically significant at 0.01. This indicates that undergraduate students of University of Port Harcourt with higher levels of perceived stress report lower quality of life. Perceived stress accounts for 24% variation in quality of life of undergraduate students of the University of Port Harcourt. This result is statistically significant at 0.01. This indicates that undergraduate students of University of Port Harcourt report low quality of life as a result of perceived stress. There is difference in reported quality of life between male undergraduates (Mean = 45.41; SD = 16.77) compared to female undergraduates (Mean = 52.25; SD = 9.41) in University of Port Harcourt. This result is statistically significant at 0.01. This indicates that female undergraduate students of University of Port Harcourt have higher quality of life.

Limitations of the Study

A great number of limiting factors was experienced in the course of carrying out this study. This study used a small sample due to inability to access the entire population due to other academic activities of the respondents however, the researcher was able to make proper arrangements with the course reps to enable the researcher meet the respondents at a convenient time. The researcher also experienced financial constraint during this study which delayed the completion of the study. The sampling was also a limitation as it was difficult to get the respondents from the sampled departments but due to the arrangement with the course reps as stated above, these limitations affected the study but the researcher was able to take control of the limitations during the process of the study, therefore the validity and generalization of the findings are not in doubt.

Conclusions

It was concluded that there was a significant negative influence of perceived stress on the quality of life among students in University of Port Harcourt. Finally, it was concluded that higher level of perceived stress results to lower level of quality of life.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Investment in and expansion of mental health and counseling services on campus which will provide easy access to professional counselors who can help students manage stress, anxiety, and depression. In form of Stress management workshops and training sessions should be offered to teach students effective strategies for coping with stress. These workshops can cover topics like time management, relaxation techniques, and resilience building.
2. Financial literacy programs and resources should be provided to help students manage their finances more effectively. Offering financial aid or emergency funds to support students facing financial stress. This can be achieved through open and supportive communication between faculties and students, where students can express their concerns and faculty can provide guidance and understanding.
3. Faculty and staff should be trained to be more aware of students' stress levels and mental health needs, encouraging a supportive and flexible approach to accommodate students during challenging times.

Implication of the study

A major finding of this study is that student's quality of life is determined by their level of perceived stress. There is the implication that male students have a lower quality of life compared to their counterparts. There is also the implication that students are getting to manage their stress levels and mental health needs.

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