ANALYSING THE CORRELATIONAL INTERACTIONS OF PERSONALITY TRAITS, GENDER MECHANISMS AND GEOPOLITICAL ZONES OF ABODE WITH ACADEMIC STRESS AMONG UNDERGRADUATES

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Abstract
*This study examined Personality, Gender and Geopolitical Zone of Abode as correlate of Academic Stress among Undergraduates. A total number of three hundred (300) students participated in the study from Nnamdi Azikiwe University and Chukwuemeka Odumegwu University. The participants were selected using convenience sampling method while the selection of the schools was done using simple random sampling technique. The ages of the participants range from 18 - 25 years with the mean age of 31.5 and standard deviation of 8.81. They included both male 122(40.67%) and female 178(59.33%), and the study utilized a correlational design and Pearson product moment correlational statistics was the statistics adopted. The Ten Item Personality Inventory (TIPI) which consist of ten items developed by Gosling et al (2003) and validated in Nigeria for use by Umeaku et al (2021) is a brief measure with five domains(Openness, Conscientiousness, Extraversion, Agreeableness and Emotional stability) and Perception of Academic Stress Scale which consist of 13 items by Bedwey and Gabriel(2015) and validated in Nigeria by Osenweugwor and Blessing (2019) was employed for the study. Three hypotheses were used for the study and the result of the study showed that personality (Openness, Agreeableness, Conscientiousness and Neuroticism) correlated with academic stress among undergraduates, but gender and geopolitical zone did not. The first hypothesis which stated that personality will significantly correlate with academic stress was accepted at (r=.007,p<.001,r=.171**,p<.001,r=.201**,p<.001,r=.219**,p<.001), the second hypothesis which stated that gender will significantly correlate with academic stress was rejected at (r=.085,p<.001) and the third hypothesis which stated that geopolitical zone of bode will significantly correlate with academic stress was rejected at (r=.011,p<.001). Based on the findings of the study, the researchers made recommendations considering the relationship among personality, gender and geopolitical zone of abode on academic stress in order to promote healthy life styles and achieve Psychological wellbeing's as well as academic success among the students, also to develop resilient spirits with the aid of parents/guardians and counsellors that will help them perform well as students and cope with the environment.*
Keywords: *Personality, Gender, Geopolitical Zone of Abode, Academic Stress*

Introduction

Naturally, any tertiary institution will become an institution that is able to meet the demands of its students in determining future members, but the occurrence of technical stress is distressing due to academic challenges or events that are in students' academic condition. Stress is an extraordinary phenomenon because it is part of everyday life. The sum of the restrictions should be stress can be positive when it motivates a person to do something and when it negatively threatens health and the individual. Kamarudin & Ibrahim (2009) said that there is

excessive stress that can interfere and stress related to the work, concentration and performance of students, for the positive health of the body, due to motivation or maximum performance. According to Adeoye (2010), he defined stress as a state of severe physiological and psychological tension. Ajagbe (2012) viewed stress as an unpleasant emotional and psychological state experienced by a person in a situation they perceive as dangerous or threatening to their life and well-being. Different studies have shown negative outcomes as a result of psychological distress stemming from stressful academic situations in students (Klainin-Yobas et al., 2014). The word "stress" comes from the Latin word "stringier," meaning "to tighten," and was first used in the late 1700s to express struggle and anguish. Stress can be considered as "any factor, acting internally or externally, that makes it difficult to adapt to the environment and causes an increase in the individual's effort to maintain a state of balance between himself and the external environment (Humphrey & Bowden, 2000). Doe (2011) noted that, doing quality work and turning it in on time is a challenge that often creates stress in college students. Poor study habits and ineffective time management skills expose students to high levels of stress.

According to Awing and Agolla (2008), some of the sources of stress include overcrowded lecture halls, semester grading system, inadequate resources and facilities. Scholars face academic challenges due to academic demands such as pressure to pass a semester, pressure to get scholarships, low grades, exam stress, time management, assignments and strikes put in place by the Academic Staff Union of Universities (ASUU) which forces universities to compress semesters to make up for lost semesters thus exposing students to compressed academic activities that cause them academic stress.

Academic stress is referred to as a combination of academic demands that exceed the adaptive resources available to an individual (Wilks, 2008). Academic stress is something to be managed rather than eliminated. Most of the empirical research on the causes of academic stress was found to be centered around external stressors or economic factors, social factors, institutional factors, etc. Academic anxiety is a mental distress associated with the anticipated disappointment associated with academic failure. This is because academic work is always accompanied by stressful activities (Agolla & Ongori, 2009).

According to Macias & Medina (2017), the common symptoms of academic stress are considered excessive worry, difficulty concentrating, anxiety and nervousness. Stress in students usually occurs when they are overwhelmed and struggling to cope with life's challenges. Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure. A student's life is subjected to different kinds of stressors such as the pressure of academics with a requirement of success, uncertain future and difficulties predict for integration into the system.

Many factors contribute to student stress, but in particular the following are related to academic stress based on the literature: time management problems, financial burdens, interactions with teachers, personal goals, social activities, adjustment to campus environment, teacher absence. support networks (Wilks, 2008), admissions procedures, high parental standards, curriculum too loaded with concepts, inappropriate school schedules, high student-teacher ratios, unfavorable physical classroom environment, lack of healthy teacher-student interaction, irrational school rule, discipline, corporal punishment, excessive or unbalanced school work, teaching methodology, teacher indifference, overemphasis on weaknesses rather than strengths.

Over the years, it has been shown that students' reactions to their academic environment depend on their personality. Depending on how one responds to a given scenario, stress levels can vary grave reality that can even affect one's career life. The academic stress experienced by each student and the way by which they respond to each stressor is influenced by the various personality traits they possess (Shokri et al., 2007). Some individuals simply don't care and don't feel worried; they view stress as a minor inconvenience and carry on with their regular lives. Others genuinely over-worry, which negatively impacts their health. According to Coleman (2000), personality is defined as the enduring characteristics of a person that make him unique.

Personality according to Alport (1961) is the dynamic organization within the individual of the psychophysical systems that determine his unique adaptation to his environment. It is basically considered as an enduring characteristic of a person that sets him apart from others. According to the American Psychological Association, Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. Personality refers to the enduring characteristics of a person that differentiate one individual from another in a relatively consistent way. Individual perceptions and reactions to stressful situations depend on the personality traits they have.

The term "personality" comes from the Latin word persona, which is the name given to the masks worn by actors and the characters they portray. Personality refers to the patterns of behavior that a person exhibits in response to the psychological features or conditions that lead to those patterns. It has been found that students' academic stress levels differ depending on their personality type. Personality qualities play an important role in students' lives when dealing with academic challenges. It is a multidimensional construct that influences our daily lives. The most common theory and dimension of personality is the Five Factor Model (FFM) and it clarifies that personality is divided into five known as OCEAN which include: openness to experience, conscientiousness, agreeableness, neuroticism, and extroversion (McCrae, 1987).

Openness refers to the number of interests to which one is attracted and the depth to which those interests are pursued. High openness refers to a person with relatively more interests and consequently, relatively less depth within each interest, while low openness refers to a person with relatively few interests and relatively more depth in each of those interests. Conscientiousness refers to goal-directed behavior. High conscientiousness refers to a person who focuses intensely on his/her goals and exhibits the self-discipline associated with such focus. Low conscientiousness refers to one who is disorganized and distracted. Extraversion: It refers to the number of relationships with which one is comfortable. High extraversion is characterized by a larger number of relationships and a larger proportion of one's time spent in enjoying them. Low extraversion is characterized by a smaller number of relationships and a smaller proportion of one's time spent in pursuing those relationships.

Agreeableness refers to one's general interpersonal orientation. High agreeableness describes a person who reacts to others with warmth and will bend to avoid conflict. Low agreeableness describes one who, in the extreme, only follows one's inner voice regardless of hurting others. Neuroticism refers to one's proneness to negative emotions and anxiety. More resilient persons (high on emotional stability) are less prone to experiencing negative reactions.

In addition, personality traits can shape how people assess everyday stress. Personality refers to the pattern of behaviour that a person exhibits in response to the psychological characteristics or conditions that lead to that pattern. It has been found that students' academic stress levels vary depending on their personality type. Personality qualities play an important role in students' lives in facing academic challenges. Excessive stress can cause physical and mental health problems, as well as reduce self-confidence, academic achievement and personal development. Personality qualities play an important role in students' lives in facing academic challenges. Excessive stress can cause physical and mental health problems, as well as reduce self-confidence, academic achievement and personal development.

Personality traits influence an individual's perception of stressful situations. A student's reaction to his academic environment depends on the personality traits he has, and these personality traits cannot be easily changed. Personality traits and student achievement criteria can then cause academic stress if students are not able to respond appropriately. Many studies have been conducted on the topic of personality traits and perceived stress, especially those with high neuroticism are more likely to perceive life events as high stress, whereas those who are extraverts tend not to perceive life events as stressful (Ebstrup et al; 2011). Improving personality traits can help improve your ability to manage stress. Personality traits have an important role in students' lives to overcome academic related problems that can lead to decreased academic performance.

Suleimani et al; (2009) found in their research that female students have different levels of stress compared to male students. This may be because female students tend to be more emotional and sensitive to what is happening around them.

Gender appears to be an issue when it comes to perceived stress related to academic work. Girls tend to respond more emotionally to stress, they are more likely to experience anxiety and depression (Moksnes et al., 2010) and their high levels of stress are associated with lower self-esteem (McKay etal, 2014). Undoubtedly, there appears to be a relationship between these variables in relation to girls' experiences of stress. According to Rudolph (2002) women are more emotionally involved in interpersonal relationships than men, which make them more vulnerable to social failure and negative feedback. This may explain why women are more affected by stress than men.

Inasmuch as personality and gender determine how an individual cope with stress, environmental factors are also not excluded. Geopolitical zone of abode of students also affect their stress level. we have six geopolitical zone here in Nigeria and their tribes: Hausa(North-west), Yoruba (south- west),Igbo(south- East), Tiv (North-central),Ijaw(south-south), kanuri(North- East).In addition, students' geopolitical zones also determine how well they can cope with academic stress. Various studies have shown that our locality affects the way we adapt to various environmental pressures.

Dixit and Garg (2017) found that academic stress of urban students was higher than that of rural students. Humans are social beings who are influenced by their environment. Each student is different in his personal values and in the way he receives and processes information. There are several ways in which geopolitical zones can relate to academic stress. One way is through the creation of educational policies that are specific to a particular zone. For example, in Nigeria, the North-East geopolitical zone has been given special attention in terms of educational policies due to the region's low literacy rates. This can lead to additional stress for

students in the region, who may feel pressure to perform well academically in order to improve their chances of finding employment in the future.

Additionally, the lack of resources and infrastructure in some geopolitical zones can also contribute to academic stress, as students may struggle to find adequate study materials and facilities and the uneven distribution of resources and opportunities within Nigeria has created a situation where students from some geopolitical zones are at a disadvantage compared to those from other zones. This, in turn, can lead to academic stress for those students who feel that they have to work harder to achieve the same level of success.

Theoretical Framework
This research work adopted cognitive appraisal and stress (transactional model) by Lazarus and Folkman (1984) as its theoretical framework for Personality, gender, geopolitical zone of abode as it relates to academic stress. This theory describes how humans constantly evaluate what is happening to them, a process known as cognitive appraisal. Cognitive appraisal involves determining the extent to which environmental stressors are harmful, threatening, or challenging (Lazarus, 1966). The process of cognitively appraising harm, threat, and challenge happens in two stages. First, in primary appraisal, the person evaluates whether he or she has anything at stake in this encounter.

In the context of performance, social evaluation, monetary incentives, or collective goals may be at stake. Next, in secondary appraisals the person evaluates what, if anything, can be done to overcome these demands, prevent harm, or to improve the prospects for benefit. As such, Lazarus and Folkman (1984) suggested that it is the interpretation of the environment that people face, and the perception of their ability to cope that is critical, rather than the actual environment or actual coping capability. The two-stage cognitive appraisal process is proposed to result in two polarized forms of stress, positive and negative.

The present study variables, cognitive appraisal (transactional theory) connect personality, gender, geopolitical zone and how they relate to academic stress. For instance, this theory proposes that stress is the result of a dynamic interaction between the individuals and their environment. This interaction is influenced by both individual characteristics, such as personality, and environmental factors, such as gender and geopolitical zone. The theory also suggests that individuals use a variety of coping strategies to manage stress, which can be adaptive or maladaptive.

Statement of the Problem
The academic environment of a student is seemingly charged with hassles, often perceived as stressors leading to feelings of academic stress in the life of a student. The university environment generally is one that exposes individuals to different stressful experiences, and the way undergraduate students cope with or handle these stressors are important. Stress has been detected as a problem in many work places especially in the academic environment and has been the reason for poor academic performance among students. Stress touches every segment of life, academic stress affects students and usually requires coping strategies, but unfortunately, some of these research tends to focus more on Personality and gender.

The observation of academic stress focusing on personality and gender prompted the prevalence of academic stress focusing on geopolitical zone of abode among students. In Nigeria, there are six geopolitical zones: North West, North East, North Central, South West,

South East, and South South. Students living in the North East may face different challenges than students living in the South South. For example, the North East is home to Boko Haram, an extremist group that has been known to attack schools and universities. Students in this region may face increased stress due to the threat of violence and the instability of the region. On the other hand, Using south east as an example recent study have reported that those students living in the urban areas face higher rate of stress and this is as a result of overcrowding in the environment, limited access to educational resources and economic challenges.

Therefore, this study aims to bridge the gap in literature and knowledge in this area observed by the researchers.

Purpose of the Study

The main purpose of this study is to examine association among personality, gender and geopolitical zone abode

Specifically, the objective of this study will be to:

1. Examine whether personality will significantly and positively correlate with academic stress among undergraduates

2. Access if gender will significantly and positively correlate with academic stress among undergraduates

3. Ascertain whether geopolitical zone of abode will significantly and positively correlate with academic stress among undergraduates

Research Questions

Based on this study, this study will provide answers to these research questions:

1. Will personality correlate significantly and positively with academic stress among undergraduates?

2. Will gender correlate significantly and positively with academic stress among undergraduates?

3. Will geopolitical zone abode correlate significantly and positively with academic stress among undergraduates?

Hypotheses

The following hypothesis will guide this study:

1. Personality will positively and significantly correlate with academic stress among undergraduates

2. Gender will positively and significantly correlate with academic stress among undergraduates

3. Geopolitical zone of abode will positively and significantly correlate with academic stress among undergraduates

Methods

Participants

A total of Three hundred (300) undergraduate students of Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University were selected for the study. The participants consist of male 122 (40.67%) and female 178 (59.33%). The participants were gotten using convenience sampling technique. The ages of the participants range from 18 - 25 years with the mean age of 31.5 and a standard deviation of 8.81. The respondents were from Five geopolitical zones: South east (74%), South west (11.33%), South south (5%), North east (6.33%) and North west (3.33%). The participants included both Christians (98.33%) and Muslim (1.6%).

Two instruments are used for this study: Ten item personality inventory by Gosling et al and perception of academic stress scale by Bedwey and Gabriel

The perception of academic stress scale by Bedwey and Gabriel (2015) is a 13-item questionnaire used to measure the level of expressed stress of students. Each item is scored on a 5- point Likert scale (1=strongly disagree, 2=. Higher score on this measure indicate lower levels of perceived academic stress. The concurrent and construct validity was done by the original authors. Example of sample items include: my teachers are critical of my academic performance, Exam times are very stressful to me. The item was revalidated in Nigeria by Osenweugwor and Blessing (2019). The Cronbach alpha is .70 by the original authors.

The instrument used in this study for. Data collection of personality traits is the ten-item personality inventory by Gosling et al (2003). The Ten Item Personality Inventory is a brief 10 item questionnaire that is used to measure the big five personality traits. The five-factor model which includes: Openness to experience, Conscientiousness, extroversion, agreeableness and neurotism are the personality test that would be used in this study to correlate with marital satisfaction. This instrument has a Likert style response pattern ranging from 1 to 7. Where 1 = Disagree strongly   2 = Disagree moderately   3 = Disagree a little   4 = Neither agree nor disagree   5 = Agree a little   6 = Agree moderately   7 = Agree strongly. There are direct scoring and reverse scoring in this questionnaire. The direct scoring are numbers 1, 3, 5, 7 and 9 while the reverse scoring are 2, 4, 6, 8 and 10. To attain the score of one's personality, you find the average of the two items that make up the said personality, by recoding the reverse score and adding it to the standard score then dividing it by two. Take for instance, using extroversion as an example: A participant has scores of 5 on item 1 (Extraverted, enthusiastic) and 2 on item 6 (Reserved, quiet). First, recode the reverse-scored item (i.e., item 6), replacing the 2 with a 6. Second, take the average of the score for item 1 and the (recoded) score for item 6. So the TIPI Extraversion scale score would be: (5 + 6)/2 = 5.5. Some of the items in this questionnaire includes: I see myself as Extraverted and enthusiastic, critical and quarrelsome, dependable and self-disciplined, anxious, easily upset, open to new experiences, complex. The norm scores for the TIPI were also reported thus; extraversion 4.44, agreeableness 5.23, conscientiousness 5.40, neuroticism 4.83, and openness to experience 5.38. Scores equal to or higher than the norms indicate that the individual manifests the specific personality trait while scores lower than the norm indicates that the individual does not manifest the specific personality trait.

Gosling et al (2003) reported that these scales showed high convergent validity with correlations with Big Five Inventory ranging from .65 (Openness), .70(Agreeableness), .75 (Conscientiousness) to .81 (Neuroticism), and .87 (Extraversion). The Cronbach's alpha coefficients obtained were found in the range .40 - .73 for each subscale where; Agreeableness = .40, Openness = .45, Conscientiousness = .50, Extraversion = .48, and Neuroticism = .73. Also Umeaku et al (2021), validated the ITIP in Nigeria using University Students of UNN. The results indicated that TIPI has construct validity at 627** (p<.001) significant level. On concurrent validity, the five domains of TIPI concurred with the five domains of the forty-four-item Big-Five Personality Inventory at 271**,.419**,.436**, .163** and .251** (p<.001) significant level. On discriminant validity, the five domains of TIPI discriminated with Neuroticism domain of the SCL 90 except the Emotional Stability domain at-.428**, -.243**, -.047, .447** and -.505** (p<0.01) significant level. Finally, on reliability, TIPI is reliable with Cronbach Alpha of r=.71 and Split-Half of r=.76.

The research was carried out within Nnamdi Azikiwe University and Chukwuemeka Odumegwu Ojukwu University. The researchers made use of online questionnaires to get data for participants from other Geopolitical zones of abode. The researchers used convenience sampling technique to select participants from both schools including male and female with the age range of 18-45 years, mean age of 31.5 and standard deviation of 8.81. Five geopolitical zones participated in the study: north east, south south, south east, north west and south west. One copy of the questionnaire was made which the researchers had to photocopy three hundred and ten copies (310) and they were all distributed. It took the researchers two weeks to administer the entire copies of the questionnaire. The researchers talked with the students, students who were willing to cooperate were given the copies of questionnaire to fill and they were asked not to leave any space blank and also to fill the questionnaire in absolute sincerity. During the process, the participants were assured of confidentiality and anonymity. Out of all the three hundred and ten copies (310), three hundred (300) copies were correctly filled. Therefore, the analyses were done using 300 copies of questionnaire and for the hypotheses testing of the study. The inclusion criteria were that (1) he/she must be an undergraduate, (2) he/she must be an undergraduate student of Nnamdi Azikiwe University or Chukwuemeka Odumegwu Ojukwu University, (3), he/she must show willingness on voluntary basis to participate in the study. The exclusion criteria were that (1) he/ she must not be outside the population (Undergraduates), (2) he/she should not be a graduate, college student or Masters student.

The current study examined three independent variables (personality, Gender and Geopolitical Zone of Abode) and check for a possible relationship on the dependent variable (academic stress). Therefore, the current study utilized a correlational design, and Pearson Moment Correlation Coefficient was used as the appropriate statistics for data analysis. Data entry was done using the Statistical Package for Social Sciences (SPSS).

RESULTS

Table 1: Gender Distribution

TPASS GENDER	Mean	N	Std. Deviation
Male	39.35	122	7.384
Female	40.64	178	7.488
Total	40.12	300	7.461

Summary of table 1: This table shows the mean and standard deviation for gender. The mean for male is 39.35 and standard deviation is 7.384, for female is 40 .64 and standard deviation is 7.488. The total for mean of gender is 40.12 and standard deviation is 7.461.

Table 2: Pearson Correlation table showing relationship among variables

		EX	AG	CON	ES	OP	GENDER	GEOPOL	TPASS
EX	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	300							
AG	Pearson Correlation	.079	1						
	Sig. (2-tailed)	.170							
	N	300	300						
CON	Pearson Correlation	.073	.156**	1					
	Sig. (2-tailed)	.209	.007						
	N	300	300	300					
ES	Pearson Correlation	.176**	.268**	.140*	1				
	Sig. (2-tailed)	.002	.000	.015					
	N	300	300	300	300				
OP	Pearson Correlation	.124*	.109	.124*	.157**	1			
	Sig. (2-tailed)	.032	.058	.032	.006				
	N	300	300	300	300	300			
GENDER	Pearson Correlation	-.040	.019	.028	.125*	-.050	1		
	Sig. (2-tailed)	.485	.743	.627	.030	.388			
	N	300	300	300	300	300	300		
GEOPOL	Pearson Correlation	-.032	-.017	.057	-.073	-.008	.111	1	
	Sig. (2-tailed)	.586	.767	.329	.207	.892	.054		
	N	300	300	300	300	300	300	300	
TPASS	Pearson Correlation	.007	.171**	.201**	.219**	.151**	.085	.011	1
	Sig. (2-tailed)	.909	.003	.000	.000	.009	.142	.851	
	N	300	300	300	300	300	300	300	300

EX – Extroversion, AG – Agreeableness, CON- Conscientiousness, ES – Emotional Stability, OP – Openness to experience

Summary of table 2: From the table above, the result shows that extraversion was not accepted at (r=.007,p<.001), Agreeableness was accepted at (r=.171**,p<.001), Conscientiousness was accepted at (r = .201**,p<.001), Emotional stability(neuroticism) was accepted at (r =.219**,p<.001),Openness to experience was accepted at (r =.151**,p<.001),Gender was not accepted at (r=.085,p<.001), Geopolitical zone was not accepted at (r=.011,p<.001).

Summary of Findings
Four domains of Personality were accepted which are: Agreeableness, Emotional stability, Conscientiousness and Openness, but Extraversion was not accepted.
Also, Gender and Geopolitical Zone of Abode were not accepted.

Discussion
The current study was aimed to investigate the relationship between Personality, gender, geopolitical zone of abode and academic stress among undergraduates. The university environment is filled with challenges perceived as stressors which can lead to stress among

undergraduates. How these stressors are handled are considered to affect the students' academic performance. Personality, gender and geopoitical zone of abode, therefore, are used to determine how an undergraduate cope with academic stress. The study was guided by three hypotheses. Hypothesis one states that personality will positively and significantly correlate with academic stress among undergraduate. According to findings of the first hypothesis, personality traits like neuroticism, openness to experience, low conscientiousness, agreeableness had a positive significant relationship with academic stress and trait like extraversion had a positive non significant relationship with academic stress.

Therefore, the first hypothesis was accepted. This was in agreement with Affrin et al (2015) who conducted a research using a total of five hundred and twenty three students and the result showed that there is a significant correlation between openness to experience, neuroticism and academic stress. The findings reported that students with higher levels of neuroticism and openness to experience reported higher levels of academic stress. The findings of the study was in slight contrast with the works of Rajram et al (2016) who conducted a research and a total of three hundred and fifty one students participated in this study and the result showed that there is a significant relationships between Personality traits like extraversion, neuroticism and academic stress. This is because findings of the study showed that extraversion was not accepted with academic stress. The result was in agreement with Smith et al with a population of three hundred and twenty and nine students. The result showed that personality traits were correlated to stress. The study found out that high neuroticism and low conscientiousness were related to higher levels of academic stress.

According to the study by Ding et al(2016) using a population of seven hundred and sixty nine Chinese University students. The result was in cognisance with the study in the sense that the result showed that neuroticism and conscientiousness were related to academic stress. This was also in agreement with Wessman et al. (2014) with a population of four hundred and sixty seven medical students. The result showed that extraversion, conscientiousness and neuroticism were related to academic stress.

Liu et al; (2022) conducted a cross-sectional survey using a total of four hundred and forty six University students. The result was in line with the study because students with personality traits like neuroticism, extraversion and conscientiousness were all significantly related to academic stress. Olorudare and Adekanmbi (2022) conducted a research work using cross-sectional survey design. The total of ninety higher secondary students participated in this study. The result was in agreement with the study because the result reported that neuroticism, extraversion and conscientiousness were all significantly related to academic stress. The study was also in cognisance with the work by Bonne et al;(2018) who conducted a work using four hundred and sixty-four students. The result showed that personalities like neuroticism, extraversion and conscientiousness were significantly related to academic stress. Sharma et al;(2021) conducted a research using cross-sectional survey design. The result showed that students with personality traits like neuroticism experienced higher levels of academic stress and the result was in agreement with the study. Sharma and Jain (2022) did a Cross-sectional survey design and the result was in agreement with the study. This is because the result showed that academic stress correlated with neuroticism, extraversion, conscientiousness and agreeableness.

The second hypothesis states that gender will positively and significantly correlate with academic stress. It was stated that female will have more academic stress than male and this

was not in line with the works of Busari (2012) with a population of two thousand, five hundred and twenty students. The result showed that female scored higher to academic stress compared to male. Female respondents differed significantly in their perceptions of frustrations, conflict and self - expectations stressors.

The result by King etal (2016) result which states that women were more likely to use emotion focused coping strategies while men were more likely to use problem- focused coping strategies was not in agreement with the research work. Zolitz etal (2013) conducted a research work using meta- analysis which was systematic and the result was also not in agreement with this research. The result showed that women reported higher level of academic stress than men. Bhagat and Sharma (2022) conducted a cross- sectional survey design. This findings sharply contrasts with the study because the research study showed that there is no significant relationship between gender and academic stress and according to the works of Bhagat and Sharma there was a relationship and the female experienced higher levels of stress than the male students. Glenn (2011) conducted a research using systematic random sampling. The result showed that female experienced higher levels of academic stress than male and this is in disagreement with the study. Based on this, the second hypothesis that stated that gender will significantly correlate with academic stress was rejected.

The third hypothesis states that geopolitical zone of abode will positively and significantly correlates with academic stress. Based on the work of Adekale et al (2022) it was shown that ethnicity has a significant relationship with academic stress. Odwaiye et al (2017) examined the relationship between level of stress and students performance in University of Kwara State. The result showed that there is a significant relationship between environmental stress and academic stress and this was not in agreement with the study, as the study showed no significant relationship between Geopolitical zone of abode and academic stress.

Limitations of the study
The limitation of this study is the issue associated most times with all survey research that does not allow for causal inferences.

Implications of the study
The result of the present study has a few implications to students, academic institutions and educators. Since academic stress has been seen to have a significant relationship with personality, non- significant relationship with gender and geopolitical zone of abode, it mean that there should be need for more research in this area and not only personality, gender and geopoitical zone should be focused on, families, academic environment of the students should also be an area of focus and resilience, established guide and rules need to be created to reduce the negative impact of academic stress to learning. When this is achieved the students level of academic stress may be decreased and will help them to be extremely focused and engaged with their academics.

Recommendations
Based on the findings of this study, the researchers recommend:
i) that psychologists, counsellors, parents/guardians should help students considering the relationship among personality, gender, geopolitical zone of abode and academic stress in order to promote healthy life styles and achieve psychological well beings and overall academic success among the students.

ii) that parents/guardian, teachers and counsellors help students by impacting them on ways to develop resilient spirits that will help them cope and adjust fast with academic works in order to perform as students

Conclusion

In conclusion, based on the outcome of the study, the results showed that four personality traits aside Consciousness correlated positively and significantly with academic stress but, gender and geopolitical zones of abode did not. Therefore, future studies should explore other variables that could aggravate academic stress among the students putting gender, and geopolitical zones of abode in perspectives. Moreso, this study provides valuable insights into the potential factors that contribute to academic stress among undergraduates and with the efforts of the staff, parents/guardians, and the university administration, students will be taught on how to develop resilience that could help them cope with the environmental factors (internal and external) that can trigger stress such as personality traits or factors in order to reduce it to the barest minimum.

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APPENDIX I

Demographics
Gender: male ( ) female( )
Age: 16 - 25(   ) 26 - 35 (   ) 36 - 45(   )
Geopolitical zone: North East( ) North west( ) South south( ) south west( ) South east( ) North Central ( )
Religion: Christian( ) muslim( ) other( )
Department: Level:
Marital status: single ( ) married( )
Institution:

PAS scale

NB: please rate your Perception about the following statements in contributing to academic stresses.

1 = strongly disagree ,2= disagree, 3= neutral, 4=agree, 5= strongly agree

	1	2	3	4	5
My teachers are critical of my academic performance					
I fear failing courses this year					
I think that my worry about examination is weakness of character					
Teachers have unrealistic expectations of me					
The size of the curriculum (workload) is excessive					
I believe that the amount of work assignment is too much					
Am unable to catch up if getting behind the work					
The unrealistic expectations of my parents stresses me out					
Competition with my peers for grades is quite intense					
The examination questions are usually difficult					
Examination time is short to complete the answers					
Examination times are very stressful to me					
Even if I pass my exams,am worried about getting a job					

Ten Item Personality Inventory (TIPI)

Instruction: You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other. Answer each item as carefully and accurately as you can by ticking the box that measures the accurate measurements of you personality.

1 = Disagree strongly   2 = Disagree moderately   3 = Disagree a little   4 = Neither agree nor disagree   5 = Agree a little   6 = Agree moderately   7 = Agree strongly

Items	1	2	3	4	5	6	7
I see myself as extraverted, enthusiastic							
I see myself as critical, quarrelsome							
I see myself as dependable,self-disciplined							
I see myself as anxious, easily upset							
I see myself as open to new experiences,complex							
I see myself as reserved,quiet							
I see myself as sympathetic ,warm							
I see myself as disorganised ,careless							
I see myself as calm, emotionally stable							
I see myself as conventional ,uncreative							