INFORMATION SEEKING AND USE FOR ACADEMIC STRESS AND COPING STRATEGIES AMONG UNDERGRADUATE STUDENTS OF AHMADU BELLO UNIVERSITY, ZARIA

BY

GRACE TAKAI
(MLS/EDUC/37338/2012-2013)

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIAIN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER DEGREE IN LIBRARY SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.

AUGUST, 2017

DECLARATION

I declare that the work in this dissertation entitled "Information Seeking and Use for Academic Stress and Coping Strategies among Undergraduate Students of Ahmadu Bello University Zaria" has been carried out by me in the Department of Library and Information Science. The information derived from the literature was duly acknowledged in the text and lists of references were provided. No part of this work has been presented for another degree in any institution.

GRACE TAKAI **Date**

CERTIFICATION

This thesis entitled "Information Seeking and Use for Academic Stress and Coping Strategies Among Undergraduate Students of Ahmadu Bello University" by Grace Takai has met the requirements governing the award of degree of Master in Library Science of Ahmadu Bello University Zaria and was approved for its contribution to knowledge and literary presentation.

Prof. Mrs H. M. Daudu	**Signature**	**Date**
Chairman Supervisory Committee		
Dr.M.F. Mohammed	**Signature**	**Date**
Member Supervisory Committee		
Dr. Habibu Mohammed	**Signature**	**Date**
Head of Department		
Prof. Kabiru Bala	**Signature**	**Date**
Dean School of Postgraduate Studies Ahmdu Bello University, Zaria		

DEDICATION

This dissertation is dedicated to my father, late Mr. Augustine Takai, my brother, late ASP Josiah Takai and my late daughter who died just three days after her birth.

ACKNOWLEDGEMENTS

My deepest appreciation goes to my creator, the King of kings, the Almighty God, Alfa and Omega (beginning and the end) who bestowed all means and favours on me to complete this work successfully.

My profound gratitude goes to my supervisors, Prof. H. M. Daudu, Prof. I. I. Ekoja, and Dr. M.F. Mohammed, who in spite of their tight schedules went through the manuscript and made corrections that reshaped the work.

I will like to thank my lecturers in the Department of Library and Information science Ahmadu Bello University, Zaria for their support. They include: Dr. Habibu Mohammed (Head of Department), Prof. Tijjani Abubakar, Prof. Zakari Mohammed, Prof. Umar Ibrahim, Dr. Baba S. Aduku, Dr. Abdulahi I.Musa, Dr. Abu Yusufu, Dr. Ezra S.Gbaje, Dr. Babangida Umar Dangani, Dr. Lawal Umar, Dr. Aliyu Abdulkadir, Mathias G. Kasa, Hayatu M. Mohammed, Mrs. C.A. Adikwu, Aliyu Lawal and Jibrin Abdulrahman.

I use this opportunity to thank my husband Mr. Yakubu Sambo Godwin, for being there for me throughout the course of my studies and my daughter Gift N. Sambo for her patience and the corporation she gave me to complete my master programme. In the same vein, I also want to thank my mother Mrs. Alisabatu Takai for her support, encouragement and prayers throughout my study. And my siblings: Phinehas, Eunice and Yayock Takai for their support. Finally, mycourse mates and all my friends for their encouragements and advice during the period of my study.

ABSTRACT

This study focused on information seeking and use for academic stress and coping strategies among undergraduate students of Ahmadu Bello University, Zaria. In order to achieve this objective, Four (4) research questions and three (3) null hypotheses were formulated. The research sought to find out thecauses of academic stress in the information seeking among undergraduate students, coping strategies use by undergraduate students in managing the causes of academic stress , types of information sources that are utilized by the undergraduate students, and the information seeking behaviour that the undergraduate students exhibit when coping with academic stress. The research design adopted was cross sectional survey, quantitative method was used. The population of the study comprised the undergraduate students in ABU, Zaria from 2014/2015 session totaling 33,342. Due to the large population of study, proportionate random sampling technique was employed to select the sample. Four Faculties were selected randomly and 5% of the respondents from the four selected Faculties arriving at 321. Structured questionnaire containing closed-ended questions was administered to 321 undergraduate students and 301 (93.7%) copies of the questionnaire were returned. The data collected from the research questions were presented and analyzed using both descriptive statistics and inferential statistics. Frequency distribution tables, percentages, mean, and standard deviation were used for descriptive statistics while Person Product Moment Correlation (PPMC) was used to test Hypotheses. It was discovered that academic workload was one of the major causes of academic stress, relaxation was the major coping strategy used by them, online resources from the internet was the type of sources of information utilized among undergraduate students, the information seeking behaviour used by the undergraduate students was browsing the information from the internet. It was concluded that academic stress has effect on information seeking among

undergraduate students in A.B.U Zaria that comes to seek for information in the libraries. The study recommended amongst others that the undergraduate students should be encouraged to make use of the counseling services at the University in order to help them with the academic workload which they find more stressful and they should use other stress coping strategies such as seeking professional support.

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LIST OF ABBREVIATIONS

ABU: Ahmadu Bello University

Agric: Agriculture

Dr: Doctor

Env. Des: Environmental Design

F: Frequency

Med: Medicine

Prof: Professor

S/N: Serial Number

%: Percentage

Sig Significance

S.D Standard Deviation

VAR00001 Variable one

VAR00O02 Variable two

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Information seeking according to Kingrey, (2002) means different things in different contexts. In the simplest terms, information seeking involves the search, retrieval, recognition, and application of meaningful content. This search may be explicit or implicit, the retrieval may be the result of specific strategies or serendipity, the resulting information may be embraced or rejected, the entire experience may be carried through to a logical conclusion or aborted in midstream, and there may be a million other potential results.In another dimension, Ikoja-Odongo and Ocholla (2004) described information seeking as a process that requires an information seekers, or what might be called ‘’personal information structures’ ‘such as a person’s cognitive abilities, his or her knowledge, skills in relation to the problem or task domain, knowledge and skills specific to a system and knowledge and skills regarding information seeking.

Information plays a significant role in our professional and personal lives. Undergraduate students need information to study properly in their academic pursuit. They need to seek right and update information for their academic and research work. Seeking for information also involve how the information can be used by the seeker. According to Savolainen (2009), stated that, the use of information is a phenomenon which appears everywhere in the contexts of everyday life or, in fact, of all life. He also, sees information use as how people approach sources of information and adopt information available in them.

Stress in the modern world is unavoidable, adults, teenagers and even children experience it in different ways. Stress has become an important topic in academic circle as well as in the

society, just enough stress can retard from actualizing or overcoming a challenge and can have debilitating effects on good health, contributing to and agitating many problems including heart disease, high blood pressure, stroke, depression and sleep disorder (Ellis, 2008).

Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual (Wilks, 2008). Academic stress is an unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of Homework among others. Praubu, (2015) stated that academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education. There is studying, assignments, tests, among others. Academic stress is especially hard on students who are often living away from home for the first time.The experience of stress among undergraduate students is considered normal but "if stress is severe and prolonged, it can reduce academic performance; interfere with a student's ability to participate in and contribute to campus life; and increase the likelihood of substance abuse and other potentially damaging behaviors" (Richlin-Klonsky and Hoe, 2003). Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention (Baker 1994, Rees and Redfern, 2000; Ellision 2004).

The student of Ahmadu Bello University, Zariacomes from diverse ethnic, religious and social background. These students possess certain degree of liberality and freedom to associate with one another politically, academically and socially. Which when not moderated lead into academic stress. Stress is one of the serious issues that affect university student's life negatively and also reflected in students' social, academic, and mental health. This opinion was supported

by Shepard; Al'Absi; Whitsett; Passey and Lovallo (2000) who reported that stress produces physiological illnesses, and considered to numerous causes of illnesses.

In the library context, students do come to the library with their academic stress such as examination phobia, financial problem, too much of assignment amongst others. These stresses are believed to have effect on library user's concentration during information seeking. This is because for a library user to seek for the right information in order to solve his or her problem, that user needs a mind that is calm and free of worry for him or her to concentrate in his or her information seeking in the library. It is believed thatpart of the duties of librarians is to provide information, mentor, guide and counsel information seekers so as to get insight on information to solve their problems and to make sure that their minds are calm and having little worries. Stress occurs when individuals are confronted with situations that they perceive as overwhelming and cannot cope with. However, it may be that some students used some coping strategies to enable them reduce their academic stress.

Coping strategies are the reactions and behaviours one adopts to deal with difficult situation. Coping strategies come in many forms. Some are helpful and others are hurtful ((Hubpages Health, 2014).

1.2 Statement of the Problem

On a daily basis, people deal with stressful events in both their personal and work environments including Universities. Being a freshman can make it even more difficult to handle stress as an undergraduate (Pfeiffer 2012).Clearly, unresolved stress is a problem in Nigeria, and students are not exempted from many of the stressors that the general publicface during their academic pursuit.

The library as a learning and research environment is there to assist students but it suffers neglect by undergraduate students who are supposed to explore and utilize the facilities subscribed and housed for their use. The library users need a calm mindwithout worry at all for them to concentrate in their information seeking. But unfortunately, observation coupled with informal interview with some of the students revealed that students in some Faculties of Ahmadu Bello University Zaria come to their faculty and departmental libraries with some kinds of stress. Could it be that the stress was related to worries over academic workload, examination phobia, financial problems, among other? This condition as reported by Pfeiffer (2012) can interfere with a student's preparation, concentration, and academic performance. This prompted the researcher to carry out this study focusing on information seeking and use for academic stress and coping strategies among undergraduate students of Ahmadu Bello University, Zaria.

1.3. Research Questions

This study was guided by the following questions:

1. What are the causes of academic stressin the information seeking amongundergraduate students in A.B.U Zaria?
2. What are the coping strategies use by undergraduate students in managing the causes of academic stress in A.B.U Zaria?
3. What types of informationsources are utilized by undergraduate students for coping with stress in A.B.U Zaria.?
4. What information seeking behaviour do undergraduate students exhibit when coping with academic stress in A.B.U Zaria?

1.4 Research Hypotheses

The following research hypotheses were tested:

1. HO_1: There is no significance relationship between causes of academic stress and information seeking among undergraduate students in Ahmadu Bello University, Zaria.
2. HO_2: There is no significance relationship between coping strategies and cause of academic stress among undergraduate students in Ahmadu Bello University, Zaria.
3. HO_3: There is no significance relationship between information seeking behaviour and coping strategies among undergraduate students in Ahmadu Bello University, Zaria.

1.5 Objectives of the Study

The objectives of this study are to:

1. To determine the causes of academic stress in the information seeking among undergraduate students in A.B.U Zaria.
2. Find out the coping strategies use by undergraduate students in managing the causes of academic stress in A.B.U Zaria.
3. To identify the types of sources of information utilized by undergraduate students for coping with stress in A.B.U Zaria.
4. Find out the information seeking behaviour that undergraduate students exhibit when coping with academic stress in A.B.U Zaria.

1.6 Significance of the Study

The significance of the study is based on its practical and theoretical contribution to the students, lecturers,and management of the university saddled with the responsibilities of student affairs and finally to librarians who facilitate teaching, learning and research. The practical implication is that the findings of this study will be useful to students on how to cope with stress in time of searching for information for their academic work.

The study will be of important to the lecturers in the University. This is because they are expected to use the recommendations of the study to encourage students on what to do to enable them reduce their stress.The study will be of help to students on how to cope with academic stress during information seeking.The findings will help librarians on how to tailor information to the specific needs of their clients in libraries to help them reduce stress.

Finally, the results of this study will assist universities and other higher institutions in identifying aspects of their programes that are likely to be stressful, and help them to cushion stress of their students.

1.7. Scopeof the Study

This study was conducted in Ahmadu Bello University Zaria and focusedonly on the undergraduate students.Academic stress and coping strategies for informationseeking are the content area. The researcher used monitoring and blunting theory proposed by Miller, S.M (1980). But the theory was only used to explain the stress faced by the students as they come to the library. More so, only one of the two constructs of the theory that is informationseeking is most appropriate in explaining the stress as the major issue of this research. So, the researcher only concentrated on this construct and was explained fully in chapter two.

1.8. Limitation of the study

This study used only a small sample of students, drawn from Ahmadu Bello University Zaria. This finding cannot be generalized for students in other University degree programs.

Another limitation was only undergraduate students were used which postgraduate students were not included. And also, lack of enough literature, lack of access to my respondents, and difficulty in getting the sample technique.

1.9. Operational Definition of Terms

The following terms are defined in the context in which they have been used in the study:

Academic Stress: This is the stress that comes from schooling and education.

Coping Strategies: This refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events.

Information Seeking: The process or activity of attempting to obtain information in both human and technological contexts.

Information source: This refers to a person, thing, or place from which information comes, arises, or is obtained.

Information Use: This refersto how people approach sources of information and adopt information available in them.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presented the literature relevant to this study. The chapter is reviewed under the following sub-headings:

2.2 Concept of Information seekingand use

2.3 Academic stress

2.4 Causes of academic stress

2.5 Signs and Symptoms of Stress

2.6 Coping Strategies

2.7 Theoretical framework

2.8 Previous Studies that have Adopted Miller's Theory of Monitoring and Blunting

2.9 Summary of the Review

2.2 Concept of Information Seeking and Use

Information seeking means different things in different contexts. In the simplest terms, information seeking involves the search, retrieval, recognition, and application of meaningful content. This search may be explicit or implicit, the retrieval may be the result of specific strategies or serendipity, the resulting information may be embraced or rejected, the entire experience may be carried through to a logical conclusion or aborted in midstream, and there may be a million other potential results (Kingrey 2002).

Information seeking is communication, and communication is more than the exchange of substantive data, it is a relationship in which participants share their ideas about themselves, their

cohorts, and others outside of the relationship (Wood,*Kakebeeke, Debowski and Frese,* 2000, Kuhlthau 1997).

Case, (2002) who cited Zerbinos, (1990), stated that information seeking takes place when a person has knowledge stored in long term memory that precipitates an interest in related information as well as the motivation to acquire it. It can also take place when a person recognizes a gap in their knowledge that may motivate that person to acquire new information. Ingwersen and Jarvelin (2005) stated that information seeking is a form of human behaviour that involves seeking for information by means of the active examination of information sources or information retrieval systems to satisfy the need, or to solve a problem. Information seeking is the process or activity of attempting to obtain information in both human and technological contexts (Wikipedia 2015). Information seeking has been viewed as a cognitive exercise, as a social and cultural exchange, as discrete strategies applied when confronting uncertainty, and as a basic condition of humanity in which all individuals exist. Seeking for information also involve how the information can be used by the seeker.

Information use is a fundamental concept, which includes the construction of new knowledge and new meanings, the transformative act of shaping decisions and influencing others, and the movement and exchange of information with colleague Chun, Wei Choo, Pierrette, B., Brian, D., and Lorna., H. (2008), information use come to mind when information acquired by a person to satisfy an information need is actually put into use.

According to Savolainen (2009), stated that, the use of information is a phenomenon which appears everywhere in the contexts of everyday life or, in fact, of all life. He also, sees information use as how people approach sources of information and adopt information available in them. In another dimension, Cole (2008) stated that information use is the interpretation and

coding of environment, stimuli, whereby the human organism creates new and adapted knowledge structures.

2.3 Academic Stress

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competition with other students, failures ,lack of pocket money , poor relationships with other students or lecturers, family or problems at home.

Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual (Wilks, 2008) Academic stress is an unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of Homework etc. Praubu, (2015) stated that academic stress is the anxiety and stress that comes from schooling and education.

Mani (2010) reveal that students perceive course load to be high in their first year of study, and that the perception of course load positively correlates with exam stress . Talib and Zai-ur-Rehman (2012) in their study, found out that majority of the students (53%) claimed that course load is the source of their stress which in turn affected their GPA. Further students report that the prospect of having to sit for examinations is stressful because of the pressure to review all the learned material within a given period of time (Mani, 2010). He further explains that it is not the examination itself that induces stress but the fact that the possibility of failing or passing the exam can shape the course of one's academic career and professional life. Nakalema and Ssenyonga(2013) in their study on Academic Stress: Its Causes and Results at a Ugandan University, showed that daily academic hassles were found to be the most stressful (M = 3.11; SD = 0.96) while personal problems were reported as the least stressful (M = 2.27; SD = 0.86).

First year students experienced greater academic stress from financial hardships ($\chi^2 = 10.71$; $p = .03$), academic overload/time ($\chi^2 = 10.23$; $p = .04$) and social expectations ($\chi^2 = 10.79$; $p = .01$) than the continuing students.

According to Rajesh (2011), College students, especially freshmen, are particularly prone to stress due to transitional nature of college life, for example many college students move away from home for the first time, which can necessitate leaving all previously learned support system such as parents, siblings and high school friends. Students may need to develop entirely new social contacts and are expected to take responsibility for their own needs. They may have difficulty in adjusting to more rigorous academic expectations and the need to learn to deal with individuals of different culture and belief. In addition, Busari; (2011) noted that frustrations, financial problems, conflicts, pressures, changes, and self-expectations are academic stressors. MacGeorge, Samter, and Gillihan, (2005) viewed academic stress, as a chronic stress due to the nature of academic demands; was associated with negative health outcomes of depression and physical illness. Admission procedures, high standards of parents, curriculum being highly concept laden, inappropriate school timings, high student-teacher ratio, non-conducive physical environment of classrooms, the absence of healthy teacher-student interaction, irrational rules of discipline, physical punishment, excessive or unbalanced school-work, teaching methodology, indifferent attitudes of teachers, overemphasis on weaknesses rather than strengths (Masih and Gulrez, 2006) . Additionally, the following were recognized to be associated to academic stress based on studies: Academic workload, attending lectures, inadequate learning materials (Agolla and Ongori, 2009; Shah, M., Hasan, S., Malik, S., and Sreeramareddy, C. T. 2010), performance in academic work, academic difficulties (Agolla and Ongori, 2009; Johnson, 2009), self-expectations (Misra and Castillo, 2004). According to Al-Dubai, S.A.R; Al-Naggar, R.A. ;

Alshagga,M.A and Rampal,K.G (2011), academic stressors include excessive homework, unclear assignment, lack of time management skills, uncomfortable classrooms, weekly tests and assignments, the pressure to earn good grades, and receiving a lower grade than expected.

According to Bamuhair, Samira.S.(2015) found out in her research that academic stress among the students were course work and interpersonal relationships. Academic stress identify by Oku, Owoaje, Oku, and Ikpeme (2015) in their research work found out that excessive work load (82.3%) inadequate holiday (76.4%), and insufficient time for recreation (76.2%).In addition, Yumba (2010) noted that course overloads and academic evaluation procedures were the academic stress among students. In another dimension, Marwan Bataineh, Z. (2014) stated that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation and high family expectations were moderately stress among student.

2.4. Causes of Academic Stress

The causes of academic stress are known as Stressors and there are literally hundreds of different types of stressors. Any event in life that a person finds threatening, difficult to cope with or causes excess pressure can be a potential cause of stress. It is important to bear in mind that stress is an individualistic, subjective experience and therefore what one person finds stressful another may not. Stressors can be broken down roughly into either external or internal (or a mixture of both.)

Internal stressors:

Internal stressors are self – generated. Most of the source of stress is rooted in the person's mind which makes it difficult to manage and would entail more work to get rid of. Oftentimes, people

suffering from internal stress subconsciously put themselves in stressful situations or feel stressed out about things that are not stressful to begin with. Some of them include negative self esteem, inability to accept uncertainty. Unrealistic expectations, perceived need to excel at all cost, lack of control or autonomy, perfectionism, lack of assertiveness, pessimism & many others.

External stressors:

These are factors which are located outside the body that cause stress. Everybody is exposed to these factors but they react differently to them. While some tolerate these stressors well, some tend to break down on exposure to these stressors. Some external stressors are heavy academic workload, time pressures and demands (Medicare Plan 2014).

In a study by Conner, *J., Pope, D., and Galloway* (2009), more than 70 percent of students were reported to often or always feel stressed by their schoolwork, and 56 percent were reported to often or always worry about such things as grades, tests, and college acceptance. Analyses of students' responses to the open-ended question, "Right now in your life, what causes you the most stress?" confirm that academics and schoolwork are major stressors for these youth. Other high frequency answers included the college admissions process, large projects and assignments, and standardized tests. Students highlighted these school-related factors as causing more stress than other life stressors, such as social issues or family life. Answers such as "family pressure," "divorce," and "parent/sibling illness" did not fall into the top 10 most frequent answers at any school. Students' responses demonstrated that many feel that schoolwork dominates their day. On average, students in their study reported spending 3.07 hours on homework each night. This does not include time spent online on social activities, such as chatting with friends, or browsing the Internet.

In practice, however, doing quality work and turning it on time is a challenge that can easily lead to stress, especially when unforeseen events occur. Lecturers expect work to be completed on time. Students may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work, or to travel to school. Missing deadlines, regardless of the reason, is stressful, especially because missing work leads to falling behind. Even well-prepared students will experience stress, especially if they spend a lot of time on assignments but do not receive the grade they expected. While many students will experience school-related stress, it is the ability to cope with the stress that matters. Some consequences of stress are mild, such as occasionally losing a few hours of sleep or skipping a meal while trying to meet a deadline. Serious negative consequences can also occur, however. Stress lowers immunity. It can cause insomnia, especially when sleep is interrupted, inconsistent, or too short. Some students try to relieve stress with drinking alcohol or taking drugs (Singh, 2011). Too much stress can interfere with a student's preparation, concentration, and performance (Pfeiffer, 2012). Fisher, (1994), stated thatone of the main causes to academic stress is test anxiety. Most graduate and undergraduate students seem to be more emotionally vulnerable due to examinations. Increased anxiety from tests has a debilitating effect on their performance. When information generated by worrying about the test reduces the capacity available for performing the task, the result is that performance breaks down and the result becomes self-confirming (Fisher, 1994). After completing an examination, there is a period of depression when students reflect on their performance and compare it to how their colleagues did. Poor confidence and a perception of poor performance can be an important reason for depression that occurs after examination and no further changes are possible. More emphasis is needed on understanding the impact of examinations on students, on identifying vulnerable individuals, and on the

appropriateness of the current examination process (Fisher, 1994). Course overload can also cause students a great deal of stress. Having too many courses in a given semester, that are difficult to do well in, is partly due to rushing through to achieve a goal. Many students will take extra courses so they can graduate early. This can cause students to suffer psychologically, physically, socially, and educationally.

A report by McNeil and Baker (2011) focused on how stress negatively affects academic performance and enrollment. They were inspired by the fact that nearly 25% of students polled in the National College Health Assessment said that they experienced poor grades or unrolled from classes as a result of stress. Each university examined different factors in their participants. Baker (2011) a researcher at San Diego, said that much of the stress reported by her group was a result of socioeconomic status. Overall, 75 percent of students at Columbia reported experiencing stress, and over one third of those said it had a negative impact on their academic abilities. Surprisingly, the students reported that some of the biggest stressors they experienced were "university administrative processes," cramped housing, and the lack of healthy food choices at the universities.

According to Mazo, (2015) identify causes of academic stress by students as thesis writing, research school requirement, and projects were the most common causes of stress. Omigbodun, Odukogbe, and Omigbodun (2006) found out in their research work among the student that excessive school work, congested classrooms, strikes by Faculty, and lack of laboratory equipment were identified as a causes of academic stress. Bataineh, (2014) found out the major causes of academic stress among the student is fear of failure.

2.5.Information Source

Information can come from virtually anywhere such as personal experiences, books, articles, expert opinions, encyclopedias, the Web. The type of information needed will change depending on its application. Individuals generate information on a daily basis as they go about their work. In academic institutions students consult various sources of information. The choice of the source to consult is usually determined by the type of information sought. There are three types of information sources which are:

- **Primary**
- **Secondary**
- **Tertiary**

Primary Sources

Primary sources are original materials on which other research studies are based. Primary sources report a discovery or share new information; they present first-hand accounts and information relevant to an event. They present information in its original form, not interpreted or condensed or evaluated by other writers. They are usually evidence or accounts of the events, practices, or conditions being researched and created by a person who directly experienced that event. Primary sources are the first formal appearance of results in print or electronic formats . Examples of primary sources are: eyewitness accounts, journalistic reports, financial reports, government documents, archeological and biological evidence, court records, ephemerals (posters, handbills), literary manuscript and minutes of meetings among others.

Secondary Source

Secondary source of information is one that was created by someone who *did not* have first-hand experience or did not participate in the events or conditions being researched . They are generally accounts written after the fact with the benefit of hindsight. Secondary sources describe, analyze, interpret, evaluate, comment on and discuss the evidence provided by primary sources. Secondary sources are works that are one step removed from the original event or experience that provide criticism, interpretation or evaluation of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. A secondary data is one that has been collected by individuals or agencies for purposes other than those of a particular research study. Other examples of secondary sources are:

- Bibliographies (also considered tertiary);
- Biographical works
- Commentaries
- Criticisms
- Dictionaries
- Histories
- Journal articles (depending on the discipline, these can be primary)
- Magazine and newspaper articles (this distinction varies by discipline)
- Monographs, other than fiction and autobiography
- Textbooks (also considered tertiary)
- Websites (also considered primary)

Tertiary sources

Tertiary sources consist of information which is a distillation and collection of primary and secondary sources. Generally, tertiary sources are not considered to be acceptable material on which to base academic research. Tertiary sources are usually not credited to a particular author. They are intended only to provide an overview of what the topic includes, its basic terminology, and often references for further reading. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. Examples of tertiary sources include dictionaries and encyclopedias, *Wikipedia* and similar user-contributed online 'encyclopedias' and reference materials, as well as various digests (including the *Reader's Digest*) and schoolbooks.(University of Illinois Library 2003).

Virginia Technic University Libraries (2015) stated eight types of information sourcesas:

- Academic Journal
- Database
- Magazine
- Newspaper
- Addison (A Library Catalog)
- Books
- Encyclopedia
- Website

2.6 Signs and Symptoms of Stress

Smith, *M., Segal, R., and Segal, J.* (2014) in their work stated the following as signs and symptoms of stress:

COGNITIVE SYMPTOMS	PHYSICAL SYMPTOMS	EMOTIONAL SYMPTOMS	BEHAVIORAL SYMPTOMS
• Memory problems • Inability to concentrate • Poor judgment • Seeing only the negative • Anxious or racing thoughts • Constant worrying	• Aches and pains • Diarrhea or constipation • Nausea, dizziness • Chest pain, rapid heart beat • Loss of sex drive • Frequent colds	• Moodiness • Irritability or short temper • Agitation, inability to relax • Feeling overwhelmed • Sense of loneliness and isolation • Depression or general unhappiness	• Eating more or less • Sleeping too much or less • Isolating yourself from others • Procrastinating or neglecting responsibilities • Using of alcohol, cigarettes, or drugs to relax • Nervous habits(nail biting pacing)

American Institute of Stress (2015) came out with 50 common signs and symptoms of stress which are Frequent headaches, jaw clenching or pain, Gritting, grinding teeth, Stuttering or stammering, Tremors, trembling of lips, hands, Neck ache, back pain, muscle spasms, Light headedness, faintness, dizziness, Ringing, buzzing or "popping sounds, Frequent blushing, sweating, Cold or sweaty hands, feet, Dry mouth, problems swallowing, Frequent colds, infections, herpes sores, Rashes, itching, hives, Unexplained or frequent "allergy" attacks, Heartburn, stomach pain, nausea,Excess belching, flatulence, Constipation, diarrhea, loss of control, Difficulty breathing, frequent sighing, Sudden attacks of life threatening panic, Chest pain, palpitations, rapid pulse, Frequent urination, Diminished sexual desire or performance,

Excess anxiety, worry, guilt, nervousness, Increased anger, frustration, hostility, Depression, frequent or wild mood swings, Increased or decreased appetite, Insomnia, nightmares, disturbing dreams, Difficulty concentrating, racing thoughts, Trouble learning new information, Forgetfulness, disorganization, confusion, Difficulty in making decisions, Feeling overloaded or overwhelmed, Frequent crying spells or suicidal thoughts, Feelings of loneliness or worthlessness,Little interest in appearance, punctuality, Nervous habits, fidgeting, feet tapping, Increased frustration, irritability, edginess, Overreaction to petty annoyances, Increased number of minor accidents, Excess anxiety, worry, guilt, nervousness, Reduced work efficiency or productivity,Lies or excuses to cover up poor work, Rapid or mumbled speech, Excessive defensiveness or suspiciousness, Problems in communication, sharing, Social withdrawal and isolation, Constant tiredness, weakness, fatigue, Frequent use of over-the-counter drugs, Weight gain or loss without diet, Increased smoking, alcohol or drug use, Excessive gambling or impulse buying.

Researchers (Malach-Pines and Keinan, 2007; Ongori, 2007; Ongori and Agolla, 2008; Agolla, 2009) have long identified stress symptoms as lack of energy, taking over the counter medication, high blood pressure, feeling depressed, increase in appetite, trouble concentrating, restlessness, tensions and anxiety among others. According to Wolfenden (2011) in her research work on physical symptoms of stress in college student, she found out that gastrointestinal issues, aches and pains, changes in weight, sleep issues, compromised immune system and heart issues are the physical symptoms of stress of the students.

According to Duque (2007), identified some common symptoms of stress such as insomnia, headaches, backaches, constipation, diarrhea, high blood pressure, heart disease, depression and alcohol, tobacco or drug use. In addition, Oku, Owoaje, Oku, and Ikpeme (2015)

found out the common signs and symptoms of academic stress reported by the students were, feeling depressed, sleeping problems, and anxiety.

2.7 Coping Strategies

Coping strategies are the behaviors, thoughts, and emotions that students use to adjust to the changes that occur in their life. Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies and emotion-focused coping strategies. Problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Research indicates that people use both types of strategies to combat most stressful events (Folkman & Lazarus, 1980). An additional distinction that is often made in the coping literature is between active and avoidant coping strategies. Active coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant coping strategies lead people into activities (such as alcohol use) or mental states (such as withdrawal) that keep them from directly addressing stressful events. (Holahan and Moos, 1987).

Higgins and Endler (1995) grouped coping strategies into three main classes: task-oriented, emotion-oriented, and avoidance-oriented. The task-oriented strategy is problem-focused. It involves taking direct action to alter the situation itself to reduce the amount of stress it evokes. In the emotion-oriented strategy, efforts are directed at altering emotional responses to stressors. It also includes attempts to reframe the problem in such a way that it no longer evokes a negative emotional response and elicits less stress (Mattlin, 1990). Finally, avoidance –oriented

coping includes strategies such as avoiding the situation, denying its existence, or losing hope (Lazarus and Folkman, 1984).

Research has shown that students do not have a specific coping strategies they adopt a general response to enable them to cope with specific academic situation. A survey on Psychological Morbidity Sources of Stress and Coping Strategies among Undergraduate Medical Students of Nepal reported that, the coping strategies used by the students were positive reframing, planning, acceptance, active coping, self-distraction and emotional support (Sreeramareddy, C. J, Shankar, P.R, Binu,V.S , Mukhopadhyay, C.,Ray, B.and Meneze,R.G. 2007). In another study by Kausar, (2010) on perceive stress, academic workload and use of coping strategies by university students , found out that active practical coping strategies were used the most followed by avoidance focus coping, religious coping and distracting coping by the student.

According to Salvacion (2004) found out the coping strategies among students were crying, praying, talking, watching movies, and listening to music. Oku, Owoaje, Oku, and Ikpeme (2015) in their research found out the coping strategies adopted by the students were mainly positive coping method. In addition, Bamuhair, Farhan, Althubaiti, Agha, Rahman, and Ibrahim (2015) in their research found out the coping strategies among undergraduate students were blaming oneself and being self-critical, seeking advice and help from others, and finding comfort in religion.

2.8. Theoretical Framework

Miller, (1980), a psychologist, developed her monitoring and blunting theory through her research on stress and information behavior, which was developed to explain people's information seeking behavior during stressful or aversive situations. The theory posits that, when

faced with an aversive event, people differ in their preference for information. Monitors are people who want to know all of the current information because it will alleviate their stress and uncertainty. Blunters are people who do not seek to alleviate uncertainty and prefer a state of ignorance if there is a risk of undesirable information.

Monitoring and blunting theory constitutes two principles which are seeking and avoidance. Each of the principle play a vital role in information seeking behavior during stressful situation. It acknowledges that each person is unique in his or her desire for information. Information about possible threats creates tensions in the minds of an individuals, who must in turn find some way to resolve the tension. Information seeking styles were characterized as either "monitoring" or "blunting". Information scientists, while studying information seeking behavior, found that people who are stressed may not seek information actively, and in some cases they may avoid all forms of information (Case, 2005).

2.9 Previous Studies That Adopted Miller's Theory of Monitoring and Blunting

The theory of monitoring and blunting has generated scholarly discussions and research efforts. Scholars, like Baker (1994) used the theory to study the information needs and information seeking patterns of women coping with and adjusting to multiple sclerosis. The research question for the study was "what are the information needs and information – seeking patterns of women with multiple sclerosis at three different time periods of the disease process?" In order to determine if the information needs and seeking patterns of women with Multiple Sclerosis changed throughout the course of the disease, three distinct time periods were chosen: the newly diagnosed period, two years post- diagnosis; and the "acclimated". The general question was made more specific by addressing its components; Are there women in the population of people with Multiple Sclerosis who can be identified as monitors or blunters?

What is the nature or content of the information sought at these different time period? Will the content of this information reflect the women's stage in the coping and adjusting process? What patterns of information seeking emerge? What depth information (general or specific) do women want in the early coping and adjusting period? The results obtained indicate that there are differences between blunters and monitors in their interest in and desire for more information about Multiple Sclerosis. The differences seem to depend, to some degree, on the particular topic as well as the phase of the disease with monitors preferring more information than blunters at earlier phases of the disease. Blunters, on the other hand, seem to become interested in and want more information later on in the disease process. The results revealed the need for information on different topics to be available in more than one format. Finally, more monitors than blunters found both the pamphlet, whether general or specific, to be relevant to their needs.

Scholars, like Slaughter (2004) applied the theory to study a framework for capturing the interactions between laypersons understanding of disease, information gathering behaviours, and actions taken during an epidemic. Their work provides a description of a methodological framework designed to capture the inter-relationships between the lay Publics' understanding of health- related processes, information gathering behaviours, and actions taken during on outbreak. The frame work is an adaptation of narrative analysis, a qualitative method that is used to investigate a phenomenon through interpretation of the stories people tell about their experiences. In their research questions, they asked why participants take certain actions and how their actions are linked to: Their understanding of epidemic/Severe Acute Respiratory Syndrome infection, they asked about the action of seeking information and connected this with the participant's current information needs. "What questions did you have about Severe Acute Respiratory Syndrome and what caused you to look for information about Severe Acute

Respiratory Syndrome? Their findings are as follows: They found that there were several primary types of influences on expression (or realization) of an information need, they also realized there was a lack of an understanding of internal bodily processes. This became apparent as participants expressed their information needs. They found that as concern increased, participants became more aware of information until they felt the need to move beyond scanning to searching databases for information (passive viewing switched to active as fear increased). They found out in terms of information seeking as the person's concern (perceived degree of threat) increases during an epidemic, so does information seeking. However, they did not find any intentional avoidance of information that occurs in patients with a serious illness. In epidemic situation, lack of information seeking was only observed when these was a perceived need to make a quick decision.

Another study conducted by Yunfei (2010) investigated the information seeking and avoidance behavior in school library distance learning. Library science students in school librarianship were surveyed to determine their information seeking and avoidance behaviors in Web-based online environments. Two coping styles were identified among students. They are identified as monitors (seekers) and blunters (avoiders). The research questions asked in this study were, how can you identify collaborators in an online learning environment using a coping behavior scale? To what extent will different coping styles affect school library students' tendencies to collaborate, whether the collaboration is required or optional? The methodology used in the study was quantitative and qualitative, a survey was used as research method. The findings indicated that more of the students were monitors than blunters. They tend to pay attention to the deadlines of asynchronous online learning. They were willing to take the lead when some group members do not contribute sufficiently.

Bruggink (2010) carried out a research on improving preoperative education in breast cancer patients: the influence of monitoring and blunting coping style. The methodology used in the study was quantitative, study design was used as research method. The research questions were, how do breast cancer patients experience the conventional oral preoperative consultation?, to what extent do level of information needs, satisfaction with medical care and mamma care, knowledge, psychological distress, preoperative anxiety and perceived control differ during preoperative?, to what extent is monitoring and blunting coping style in breast cancer patients related to Scio- demographic characteristics? how do monitoring and blunting coping style relate to satisfaction with the preoperative consultation, medical care, mamma care and surgery?, how do monitoring and blunting styles relate to information seeking behavior and preoperative information needs during preoperative care?. The result of the findings stated that in regard to informational needs, significant differences are found in patients, with high informational need and active information seeking for high monitors compared to low monitors and high and low blunters. Patient satisfaction was high in all groups and preoperative anxiety and perceived control with respect to coping style were found to be respectively lower and higher in high blunters compared to low blunters.

Hooper (2013) carried out a research on influence of coping styles on emotional state, illness perception, and information sources of men with prostate cancer. The methodology used in this research was qualitative, the research method used was a cross-sectional survey. The research finding has indicatedthat men are less likely to seek help for medical and psychological illnesses. Fearof the unknown and anxiety deter men from seeking advice about health issues, andmen are less likely to express fear or emotional distress. These men have been observed to need and seek information in order to make sense of their illness and to guide them in making

treatment decisions. The tendency to monitor, search for, and exaggerate threatening information could cause Prostate cancermonitors to experience high levels of anxiety and stress, which may interfere witheffective problem solving and coping. Prostate cancer blunters, on the other hand, would have a tendency to show less anxiety and greater problem solving ability when compared detrimental health effects such as rapid cancer progression should the Prostate cancer return and follow-up for annual screening be ignored.

2.9Summary of the Review

The purpose of the literature review in this study was to identify gaps to be further address in this study. The chapter reviewed literature that discussed information seeking as searching, retrieval and analyzing the information resources to acquire the needed information. It also, explain information use as how people approach sources of information and adopt information available in them, information use is seen as a fundamental concept, which includes the construction of new knowledge and new meanings, the transformative act of shaping decisions and influencing others, and the movement and exchange of information with colleague,

This chapter discussedacademic stress has the anxiety and stress that comes from schooling and education, causes of academic stress which include excess workload, financial problem among others. It explained coping strategies of academic stress such as problem solving strategies, emotion- focused coping strategies, task – oriented strategies, avoidance – oriented strategies among others.

However, most of the literaturereviewed concerning this research looked at academic stress from different angles which none of the angles that this research focused on. For example, many of these literature studied academic and environmental stress among undergraduate and graduate college students, some studied academic stress and its effect, academic stress among

adolescent and demographical factors, some studied it in relation to the performance of the students. Also, some studied it in relation to the gender of thestudents, some studied academic stress in relation to role and responsibilities of parents, some studied it in relation to the adjustment among other studies. None of these studies looked at academic stress in relation to the information seeking the students carry out in the libraries which this study focused on. So, this shows that the perspective of this research is different from those of the previous studies.

Finally, this research bridged the gap of academic stress in relation to information seeking by students unlike other previous studies.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology adopted. It was discussed under the following sub-headings:

3.2 Research method adopted for the study

3.2.1Research Design Adopted for the Study

3.3 Population of the study

3.4 Sampling Technique and Sample Size

3.5 Instrument for data collection

3.6 Validity and reliability of the instrument

3.7 Procedure for data collection

3.8 Procedure for data analysis

3.2 Research Method Adopted for the Study

The research methodology adopted wasquantitative method. The reason why the researcher used quantitative method was because, it is used to quantify the problem by way of generating numerical data. And also, it is used to quantify attitude, opinions, behaviours, and other defined variables and generalize results from a large sample population (Wyse,2011).

3.2.1 Research Design Adopted for the Study

Survey design was adopted. Survey research allows the researcher to get insight into the thoughts and opinions of the respondents under study.According to Kerlinger (2000) and Baileg (2008) stated that, survey research attempts to determine the incidence, distribution and inter-relatedness

among sociological variables and usually focus on vital facts, beliefs, opinions, attitudes, motivations and behaviours of people. This study was carried out to establish the issue of stress as it relates to students which has to do with people and behaviours. And the type of Survey design adopted was cross sectional survey. Cross sectional survey was found to be the most appropriate because the study measured the information seeking and use for academic stress and coping strategies among undergraduate students of A.B.U.Zaria. at a specified time frame. According to Gyette (1983) Cross sectional research is used to examine one variable in a defined population at a particular point in time.

3.3 Population of the Study

The population comprisedof undergraduate students of Ahmadu Bello University Zaria. The University has 12 faculties and the students' population of the 12 faculties were thirty-three thousand three hundred and forty-two (33,342). The students' population was obtained from Management Information System (MIS) Unit of Ahmadu Bello University (2015). The Table 3.1 gives the population of the undergraduate students of Ahmadu Bello University by Faculties.

Table 3.1: Population of Study

Faculty	Students population
Administration	3442
Agriculture	490
Arts	2786
Education	5495
Engineering	3902
Environmental Design	2581
Law	1452
Medicine	1878
Pharmaceutical Sciences	820
Sciences	6704
Social Sciences	3196
Veterinary Medicine	596
Total	33342

Source: Management Information System (MIS) Unit as at 2014/2015 Session

3.4 Sampling Techniqueand Sample Size

The choice of sampling technique depends on the characteristics and nature of the population. A study sample is generally known as a part or proportion or ratio representation of a population. Kumbo and Troup (2006), stated that sampling technique is a procedure used by a researcher in selecting a proportion representing a chosen population in the study elements and characteristics. The researcher used 35% of the population of the 12 Faculties as established by Kalmanas cited in Umar (2013) who said that if the population of the study is large exceeding

1000, the researcher can use35% to 42% of the population. To select the four Faculties, the researcher used raffle draw method. Which the name of the 12 Faculties were written in separate paper and twisted then put in a container. The researcher closed her eyes and selected four papers containing the name of the Faculties out of 12 papers in the container. The Faculties chosen were Agriculture, Environmental Design, Law and Medicine.

In choosing the subjects of the study, proportionate random sampling technique was used in which the researcher used 5% of the respondents from the four selected Faculties arriving at three hundred and twenty one subjects (321). The 5% was used because Mohammed (2015) established that, if the population of the research is large, 5% of that population can be used. The researcher used 5% sample to generate the data and on this premise the summary of the sample was given in the Table 3.2.

Table 3.2: Sample of the Study

Faculties	**Population**	**(5%) of the population**
Agriculture	490	25
Environmental Design	2581	129
Law	1452	73
Medicine	1878	94
Total	**6401**	**321**

3.5 Instrument for Data Collection

This study used questionnaire as its instrument for data collection. The choice of questionnaire was based on the fact that it facilitates collection of data in a uniform manner from a large number of respondents, spread over large area within a short period of time which can then be interpreted comparatively (Radhakrishina, 2001). A closed - ended questionnaire was used. Closed-ended questionnaire contains questions that include all possible answers/prewritten response categories, and respondents were asked to choose among them (Ibrahim, 2013).

The questionnaire was divided into five sections: Section A. Bio-data information about the respondents, Section B. Research questions on causes of academic stress, Section C, Research question on coping strategies used by students. D, Question on sources of information, and Section E .Question on information seeking behaviour.

3.6. Validity and Reliability of the Instrument

In order to ensure that the instrument provided the data required for this study, the instrument was subjected to face and content validation.Mcleod (2013) stated that face validity has to do with asking individuals (supervisors, senior colleagues, other researchers etc.) to rate the instrument as it appears to them on the face value. While content validity has to do with subjecting the research instrument to supervisors, senior colleagues, other researchers in order to make sure that the contents of the instrument match the research questions and the research problem. This is in line with Kerlinger (1973) remarked that validation by others (experts in the field) is an effective method of validation of a research instrument. A draft of the questionnaire was given to experts and supervisors for necessary input, corrections, and amendment to be in cooperated in order to ensure that the questionnaire is capable of producing the required responses and information from the respondents. The decision by the researcher to adopt content

validity is based on the remark by Ibrahim (2013) that validation by others is an effective method of measuring the accuracy of the instrument and for determining if an instrument provides adequate coverage of a topic.

On the part of reliability of the instrument, a pilot study was conducted at Faculty of SciencesKaduna State University to determine the reliability of the instrument. Ten (10) copies of questionnaire were administered to the students of the faculty. Pelium (1995) Stated that small sample are also adequate for testing the instrument to determine its reliability. Split-half reliability test was used. In this case, the researcher divided the instruments into odd and even numbers where Pearson Product Moment Correlation (PPMC) was used. After this, the researcher used Spearman Brown formula wherethe reliability index of 0.64 was obtained. Maaruf (2013) established that any reliability index that falls within the range of 0.6 – 0.9, is reliable. This implies that the instrument tested was reliable and it could be used for the main study.

3.7. Procedure for Data Collection

The questionnaire was meticulously administered using research assistants (appointed among the library staff of each faculty). The questionnaire was administered to student respondents and after two weeks of completion, they returned them to the research assistants who in turn gave to the researcher for analysis and interpretation.

3.8. Procedure for Data Analysis

The researcher made use of descriptive statistics for presentation and analysis of data. The analysis was done using frequency, percentage,mean, and standard deviation. The cut-off mark for accepting the response was taken by using the highest mean of the respondents. It was

obtained by taking the 50% of the total number of instruments returned. This is because the acceptance region should be from 50% or above the total responses. After that, the mean of the 50% of the returned instruments was computed where 37.6 mean as a benchmark was used. In the case of the responses for a particular research question obtained below the 50% of the total responses, the variable with the highest response was used for the discussion. However, the response rate, gender and level of study were analysed using frequency and percentage. For the three hypotheses formulated, Pearson Product Moment Correlation (PPMC) was used in testing the hypotheses. This is because all the hypotheses were formulated to find the significant relationship between two variables.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented the data collected for the study. It wasanalyzed and discussed in relation to the research questions and hypotheses tested.Thechapterwas presented under the following sub-headings:

4.2. Response Rate of Respondents

4.3. Demographic Analysis of the Respondents

4.4. Descriptive Statistical Analysis

4.5. Inferential Statistical Analysis

4.2 Response Rate 0f Undergraduate Students

A total of three hundred and twenty-one (321) copies of questionnaire were distributed to the undergraduatestudentsin Ahmadu Bello University, Zaria, out of which 301 (93.7%) of the copies of the questionnaire were duly completed, returned, examined and found useful for analysis. This response rate was achieved due to the fact that the researcher gave adequate time to complete the filling of the questionnaire. Table 4.1 presented the distribution of the response rate.

Table 4.1: Response Rate of the Respondents

S/N	Faculties	Number of Questionnaire Distributed	Number of Questionnaire Returned	% of Questionnaire Returned
1	Agric.	25	24	7.5
2	Env. Des.	129	121	37.7
3	Law	73	65	20.2
4	Med.	94	91	28.3
Total		**321**	**301**	**93.7**

Questionnaire Distributed = 321 **Questionnaire Returned = 301**

Table 4.1 revealed that Environmental Design has the highest response rate of 121 (37.7 %); while Agriculture has the least response rate 24 (7.5%). Therefore, it is clear from the table that EnvironmentalDesign Faculty has more population than the other Faculties.

4.3 Demographic Analysis of the Respondent

This section presented the demographic information of the respondents. This included the gender of the respondents and their levels of study.

4.3.1 Gender Distribution of the Respondents

The respondents in this study comprised of both male and female students of Ahmadu Bello University, Zaria. The inclusion of gender as a variable in this study is very important because it will make the study free from gender bias. The distribution of the gender of the respondents was presented in table 4.2

Table 4.2: Gender of the Respondents

S/N	Gender of the Respondents	Faculties									
		Agric.		Env. Des.		Law		Med.		Total	
		F	%	F	%	F	%	F	%	F	%
1.	Male	17	5.6	73	24.3	39	13.0	56	18.6	185	61.5
2.	Female	7	2.3	48	16.0	26	8.6	35	11.6	116	38.5
Total		**24**	**8.0**	**121**	**40.2**	**65**	**21.6**	**91**	**30.2**	**301**	**100**

Table 4.2 revealed, more than half that 185(61.5%) of the respondents were male, and 116 (38.5 %) were female. This show that male undergraduate students in their study are more in number than their female counterpart. The findings of the study is in line with other research like Prabu (2015) found out that male students are more in number with 136 (96.82%) than the female counterpart with 114 (94.24%). On the other hand Busari (2012) found out in his research female respondents score the highest with 1,452 (57.62%) than the male counterpart with 1068 (42.38%). In line with Busari, Wilsey and Lyke (2015) found out female respondents score the highest with 181 (77%) than the male with 55 (23%).

Table 4.3: Levels of the students

S/N	Faculties	Levels of Undergraduate Students									
		100		200		300		400	500		
		F	%	F	%	F	%	F	%	F	%
1.	Agric	8	2.7	1	0.3	9	3.0	6	2.0	0	0.0
2.	Env. Des	52	17.3	17	5.6	34	11.3	18	6.0	0	0.0
3.	Law	20	6.6	19	6.3	2	0.7	12	4.0	12	4.0
4.	Med	39	13.0	20	6.6	9	3.0	20	6.6	3	1.0
	Total	119	39.5	57	19.0	54	17.9	56	18.6	15	5.0

Table 4.3 revealed that 119 (39.5%) of 100 level has the highest respondents for the four Faculties, while 15 (5.0%) 500 level has the lowest respondents. The reason for the higher percentage of 100 level students was because they patronage the library often.

4.4 Descriptive Statistical Analysis

This section presented the data collected and analysed using descriptive statistics. The data analysed in this section was collected using the four (4) research questions which guided this study. frequency, Percentage, mean, and standard deviation were used in the computation of the data collected and analysed in this section.

4.4.1 Causes of Academic Stress in the Information Seeking among Undergraduate Students in A.B.U, Zaria.

This research question was raised to find out causes of academic stress among studentsthat come to the library of Ahmadu Bello University Zaria. In order to answer this research question, a list of causes of academic stress was provided for the respondents to tick as many causes as possible. Table 4.4presented the data collected and analysed.

Table 4.4: Causes of Academic Stress in the Information Seeking among Undergraduate Students in A.B.U, Zaria.

S/N	Causes of Academic Stress	Undergraduate Students			
		F	%	Mean	S.D
1.	Academic workload	194	64.5	48.5	27.3
2.	Inadequate time for the submission of assignment	27	9.0	6.8	5.2
3.	Too much assignment within a semester/course	76	25.2	19.0	7.3
4.	Studying for exam	79	26.2	19.8	6.6
5.	Financial problem	104	34.6	26.0	11.3
6.	Peer group pressure	45	15.0	11.3	9.9

Table 4.4 presented the causes of academic stress among undergraduate students. From the table, it was discovered that majority of the respondents with mean score of 48.5 showed that academic workload was the cause of academic stress. This is in line with the finding of Robotham (2008) and Pfeiffer (2012) who reported that academic stress could be attributed to too much of course work and also this finding is in close agreement with Ongori and Agolla (2008) who reported

that 181% of the students agreed with the statement that academic workload is stressful. The implication of this finding is that excessive workload may eventually lead to poor academic performance because the student may likely not concentrate and their grade may dropwhich could lead to the consequences such as withdrawal from the programme or delay in graduation. However, the least mean score of 6.8 of the respondents indicated that inadequate time for the submission of assignment is the cause of academic stress.

4.4.2. Common Symptoms of Academic Stress amongUndergraduate Students in A.B.U, Zaria

This section is a follow up question to the previous research question and it sought to find out the common symptoms of stress among students that come to the library. Table 4.5 presented the data collected and analyzed with regards to the symptoms of stress the respondents experienced.

Table 4.5: Common Symptoms of Academic Stress among Undergraduate Students in A.B.U, Zaria

S/N	Common Symptoms of Stress	Undergraduate Students			
		F	%	Mean	S.D
1.	Inability to concentrate	145	48.2	36.3	24.3
2.	Aches and pains	14	4.7	3.5	5.2
3.	Constant worrying	91	30.2	22.8	16.2
4.	Depression	57	19.0	14.3	10.6
5.	Difficulty in communication with people	18	6.0	4.5	3.7

Table 4.5 revealed that majority of the respondents with mean score of 36.3 experiences inability to concentrate.This shows that undergraduate students are not able to concentrate well

when they are stressful. The implication of this finding is that, inability to concentrate can lead to poor study and poor academic performance by the student because their minds are not settled.This finding conformed with that of Pfeiffer (2012) who discovered that too much stress can interfere with a student's preparation, concentration, and performance. While Busari (2011) in his research reported that majority of students explained they have trouble concentrating on what they are doing because they are worrying about other things.The table also indicated that the least mean score of 3.5 of the respondents normally had aches and pain when they are stressful.

4.4.3Coping Strategies Used by Undergraduate Students in Managing the Causes of Academic Stress

This section was set to find out the coping strategies used by the respondents. Table 4.6 presented the data collected and analyzed.

Table 4.6: Coping Strategies Used by Undergraduate Students in Managing the Causes of Academic Stress

S/N	Coping Strategies	Undergraduate Students			
		F	%	Mean	S.D
1.	Self-reliance	2.7	9.0	6.8	4.8
2.	Seeking professional support	17	5.6	4.3	3.8
3.	Relax during the period of stress	123	40.9	30.8	26.5
4.	Self-distraction	34	11.3	8.5	10.9

Table 4.6 showed that majority of the respondents for the four faculties with mean score of 30.8 relax during the period when they are stressful. This shows that undergraduate students relax

during the period of stress. The implication of this finding is that if students relax during period of stress, it will be of help to them because it will make them to concentrate well in their academic work.This is in line with the findings of Tafreshi and Hagani (2007) on their research on experienced stressors and coping strategies among Iranian nursing students, majority of the students used relaxing strategy to cope with stress. While the least mean score of 4.3 indicated that the respondents seek professional support as coping strategies.

4.4.4Sources of Information that are Utilized by Undergraduate Students

This section was set to find out the types of sources of information that are utilized by the Undergraduate Students Ahmadu Bello University Zaria. And their responses are captured in the table.4.7:

Table 4.7: Sources of Information that are Utilized by Undergraduate Students

S/N	Sources of Information	Undergraduate Students			
		F	%	Mean	S.D
1.	Data bases	36	2.0	9.0	7.7
2.	Academic journals	9	3.0	2.3	2.6
3.	Online resources	172	57.1	43.0	35.9
4.	Books	102	33.9	25.5	17.9
5.	Magazines and News papers	18	6.0	4.5	3.7

Table 4.7 presented the types of sources of information that are utilized by undergraduatestudents of Ahmadu Bello University, Zaria. From the table, it was discovered that majority of the respondents with mean score of 43.0 get their source of information from online resources. This shows that the undergraduates students make used of online resources more than

print resources ((books). This findingis in linewith that of Chikezie, Ossai-onah and Emuchay (2012) who reported that majority of students made use of online resources as it becoming a predominant feature in academic environment in contemporary society. However, the least mean score of 2.3 indicated that the respondents get their source of information from the academic journals.

4.4.5, Information Seeking Behaviour of Undergraduate Students whenCoping with Academic Stress.

This section sought to find out the information seeking behaviour of students when coping with academic stress. Table 4.8 presented the data collected and analysed .

Table 4.8: Information Seeking Behaviour of the Undergraduate Students when Coping with Academic Stress.

S/N	Information Seeking Behaviour	Undergraduate Students			
		F	%	Mean	S.D
1.	By reading the textbook in the library	37	12.3	9.3	1.7
2.	By snapping the information from the textbook in the library	7	2.3	1.6	2.4
3.	By asking the librarian through verbal interaction	16	5.3	4.0	4.3
4.	By browsing the information from the internet	167	55.5	41.8	21.8

Table 4.8 revealed that majority of the respondents sought for information for their academic work during stressful situation by browsing the information from the internet in the library represented by 41.8 mean score. This shows that undergraduate students prefer to browse the internet when seeking for information for their academic work. However, there is need for the students to involve themselves in verbal interaction with the librarians to ease their stressful level because the librarians can help them get the rightful information that they need at that particular time (Public Libraries connect 2016).While the least mean score of 1.6 of the respondents indicated that they sought for information by snapping the information from the textbook in the library.

4.5 Inferential Statistical Analysis

This section presented the result of the hypotheses formulated. The result presented in this section is for the three hypotheses used. Pearson Product Moment Correlation (PPMC) was the statistical test used. The following are the results of the hypotheses used:

HO_1: There is no significance relationship between causes of academic stress and information seeking among undergraduate students in Ahmadu Bello University, Zaria.

Table 4.9: Summary of the Significance Relationship between Causes of Academic Stress and Information Seeking

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	-.250
	Sig. (2-tailed)		.486
	N	10	10
VAR00002	Pearson Correlation	-.250	1
	Sig. (2-tailed)	.486	
	N	10	10

Key: VAR00001= Causes of Academic Stress

VAR00002= Information Seeking

From table 4.9, it was seen that the relationship between causes of academic stress and information seeking was computed. From the computation, the Pearson Correlation obtained was -0.250, the calculated value was 0.486, the alpha used was 0.05. The comparison between the calculated and alpha values indicated that the calculated value is greater than the alpha value. This means that the null hypothesis one which stated that there is no significance relationship between causes of academic stress and information seeking among undergraduate students in Ahmadu Bello University, Zaria was retained. This implies that causes of academic stress have no relationship with information seeking among undergraduate students of the University.

HO_2: There is no significance relationship between coping strategies and causes of academic stress among undergraduate students in Ahmadu Bello University, Zaria.

Table 4.10: Summary of the Significance Relationship between Coping Strategies and Causes of Academic Stress

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	-.112
	Sig. (2-tailed)		.888
	N	4	4
VAR00002	Pearson Correlation	-.112	1
	Sig. (2-tailed)	.888	
	N	4	6

Key: VAR00001= Coping Strategies

VAR00002= Causes of Academic Stress

From table 4.10, it was seen that the relation between coping strategies and causes of academic stress was computed. From the computation, the Pearson Correlation obtained was -0.112, the calculated value was 0.888, the alpha used was 0.05. The comparison between the calculated and alpha values indicated that the calculated value is greater than the alpha value. This means that the null hypothesis two which stated that there is no significance relationship between coping strategies and causes of academic stress among undergraduate students in Ahmadu Bello University, Zaria was retained. This implies that coping strategies have no relationship with causes of academic stress among undergraduate students of the University.

HO_3: There is no significance relationship between information seeking behaviour and coping strategies among undergraduate students in Ahmadu Bello University, Zaria.

Table 4.11: Summary of the Significance Relationship between Information Seeking Behaviour and Coping Strategies

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	-.059
	Sig. (2-tailed)		.889
	N	8	8
VAR00002	Pearson Correlation	-.059	1
	Sig. (2-tailed)	.889	
	N	8	8

Key: VAR00001=Information Seeking Behaviour

VAR00002= Coping Strategies

From table 4.11, it was seen that the relationship between information seeking behaviour and coping strategies was computed. From the computation, the Pearson Correlation obtained was -0.059, the calculated value was 0.889, the alpha used was 0.05. The comparison between

the calculated and alpha values indicated that the calculated value is greater than the alpha value. This means that the null hypothesis three which stated that there is no significance relationship between information seeking behaviour and coping strategies among undergraduate students in Ahmadu Bello University, Zaria was retained. This implies that information seeking behaviour have no relationship with coping strategies among undergraduate students of the University.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the entire research, it provide the conclusion and recommendations based on the research findings. It also advanced suggestion for further research.

5.2 Summary of the Study

This study focused oninformation seekingand use for academic stress and coping strategies among undergraduate students of Ahmadu Bello University, Zaria. In order to carry out this study, four (4) research questions and three (3) null hypotheses were formulated. The research questions sought to find outcauses of academic stress in the information seeking among undergraduate students inA.B.U Zaria, coping strategies useby undergraduate students in managing causes of academic stress in A.B.U Zaria, types of sources ofinformation utilize by undergraduate students inA.B.U Zaria ; and what information seeking behaviour do undergraduate students exhibit when coping with academic stress in A.B.U Zaria.

The literatures reviewed were organized under the following subheading: Concept of information seeking and use, academic stress, causes of academic stress, signs and symptoms of stress, coping strategies, theoretical framework using Miller's theory of monitoring and blunting and also, previous studies that adopted the theory.

The research method adopted was survey. The population of this study comprised the undergraduate student of Ahmadu Bello University, Zaria admitted from 2014/2015 session. The total number of the students was thirty- three thousand, three hundred and forty- two(33,342). Proportionate random sampling technique was employed and four Faculties were selected, which

are Faculty of Agriculture, Environmental Design, Law and Medicine giving the total number of three hundred and twenty – one (321).

The instrument used for data collection was questionnaire; the data collected for the study were organized and analysed using descriptive statistics for the research questions and inferential statistics for hypotheses. Frequencies, percentages, mean and standard deviation were used for the descriptive analysiswhile Pearson Product Moment Correlation (PPMC) was used in testing the hypotheses.

5.3 Summary of the Major Findings

The following were the major findings of the study based on the data collected and analysed:

1. The major cause of Academic stress among undergraduate students in Ahmadu Bello University, Zaria is Academic workload.
2. The coping strategies used by most undergraduate students in managing the causes of academic stress in Ahmadu Bello UniversityZaria,was to relax during the period of stress.
3. The major types of sources of information that were utilized by undergraduate students for coping with stress in Ahmadu Bello University, Zaria wereonline resources from the internet.
4. The information seeking behaviour of undergraduate studentswhen coping with academic stressis by browsing the information from the internet.
5. There is no significance relationship between causes of academic stress and information seeking among undergraduate students in Ahmadu Bello University, Zaria.
6. There is no significance relationship between coping strategies and causes of academic stress among undergraduate students in Ahmadu Bello University, Zaria.

7. There is no significance relationship between information seeking behaviour and coping strategies among undergraduate students in Ahmadu Bello University, Zaria.

5.4 Contribution to Knowledge

1. This study established that Academic workload was the cause of academic stress in the information seeking among undergraduate students in A.B.U with mean score of 48.5.
2. The coping strategies used by undergraduate students in managing the causes of academic stress in A.B.U was relaxing during the period they are stressed(mean score 30.8).

5.5 Conclusion

From the analysis and summary of the findings of this study, it was concluded that academic stress has effect onundergraduate students of Ahmadu Bello University, Zaria. Because, academic workload was found to be the causes of academic stress among them, this could lead to poor performance which could lead to withdrawal of that students and also, delay in graduation. The stress coping strategy used by them was to relax during the period of stress. Which shows that majority of the students preferred to relax during the period of stress than seeking for professional support, self-reliance, and self-distraction. The types of sources of information utilized by undergraduate students for coping with academic stress is online-resources from the internet,this shows that majority of the students preferred to used online-resources from the internet than using other sources of information when they are stressful.

The information seeking behaviour that undergraduate students exhibit when coping with academic stress was through browsing the information from the internet. That is, majority

of them preferred to browse the information from theinternet than asking the librarian through verbal interaction.

5.6 Recommendations

In line with the findings of this study, the following recommendations were made:

1. The undergraduate students should be encouraged to make use of the counseling services unit at the University in order to help them with the Academicworkload which they find more stressful.
2. The undergraduate students in Ahmadu Bello University Zaria should use other stress coping strategies such as seeking professional support, among others in order to help them manage the academic stress.
3. The undergraduate students in Ahmadu Bello University Zaria are advised to utilizeother types ofsources of information such asacademic journals, databases among others in order to complement the major source of information they utilized.
4. Apart from browsingthe information from internet by undergraduate students of Ahmadu Bello University, Zaria when coping with academic stress, there is need for the students to involve themselves in verbal interaction with the librarians to ease their stressful level because the librarians can help them get the rightful information that they need at that particular time.

Suggestion for Further Research

Based on the findings and conclusion of this study, the following area was suggested for further researches:

1. Information Seeking and Use for Academic Stress and Coping Strategies among Postgraduate Students of Ahmadu Bello University, Zaria.

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APPENDIX I

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice-Chancellor: **Professor Abdullahi Mustapha,** *B.Sc. (Hons) Pharm. (A.B.U), Ph.D. (London), FPSN*
Head of Department: **Abdullahi Ibrahim Musa,** *Ph.D (Emporia, USA), MBA, MLS, PGDPA, PGDM, BA (LS)*
e-mail: lis@abu.edu.ng
Tel: 08174568401/09033706447

MLS/EDUC/37338/2012-2013 20th March, 2015

The Head,

Management Information Unit (MIS),

Ahmadu Bello University.

Zaria

Dear Sir,

LETTER OF INTRODUCTION: GRACE TAKAI

I write to introduce the bearer of this letter GRACE TAKAI a postgraduate student of the Department of Library and Information Science, Faculty of Education, Ahmadu Bello University, Zaria, with registration No. MLS/EDUC/37338/2012-2013. She is conducting her research on "Assessment of Academic Stress on Coping Strategies on Information Seeking among Students in Ahmadu Bello University, Zaria". Kindly assist her.

Thank you.

Yours Faithfully,

Mrs. A. O. Kaluma-Eke (Mrs.)

For: Head of Department.

Appendix II
Questionnaire

Department of Library and Information Science,

Faculty of Education,

Ahmadu Bello University,

Zaria.

30th October, 2015.

Dear Respondent,

I am a student of the above named Institution carrying out a research work on the topic "Academic Stress and Coping Strategies for Information Seeking among Undergraduate Students in Ahmadu Bello University, Zaria" as a requirement for the award of Master's Degree in Library and Information Science.

The outlined questions below are for you to accurately and sincerely answer them as required, as this will enable me to efficiently carry out this research as expected. All responses are strictly for this research work and remain highly confidential.

Thanks for your cooperation.

Yours Sincerely,

Grace Takai

INSTRUCTION: Please choose as many answers as possible

Part A: BIODATA OF THE RESPONDENTS

1. Name of faculty…….....
2. Level of the Students……
3. Gender: M……..... F……

PART B: CAUSES OF ACADEMIC STRESS AMONG UNDERGRADUATE STUDENTS IN A.B.U. ZARIA.

4. What are the causes of academic stressin the information seeking among undergraduatestudents in A.B.U. Zaria?

A. Academic workload [ ]

B.Inadequate time for the submission of assignment [ ]

C.Too much assignment within a semester/course [ ]

D.Studying for exam [ ]

E. Financial problem [ ]

F.Peer group pressure [ ]

5. What are the common symptoms of stress among undergraduate students in A.B.U Zaria?

A. Inability to concentrate [ ]
B. Aches and pains [ ]
C. Constant worrying [ ]
D. Depression [ ]
E. Difficulty in communication with people [ ]

PART C: COPING STRATEGIES USE BY UNDERGRADUATE STUDENTS IN MANAGING THE CAUSES ACADEMIC STRESS IN A.B.U ZARIA.

6. What coping strategies use by undergraduate students in managing the causes ofacademic stress in A.B.U Zaria?

A. Self – reliance [ ]
B. Seeking professional support [ ]
C. Relax during the period of stress [ ]
D. Self – distraction [ ]
E. Others Specify…….

PART D: TYPES OF SOURCES OF INFORMATION THAT ARE UTILIZED BY UNDERGRADUATE STUDENTS FOR COPING WITH STRESS IN A.B.U ZARIA.

7. What are the types of sources of information utilized by undergraduate students for coping with stress in A.B.U Zaria?

A. Databases [ ]
B. Academic Journals [ ]
C. Online resources [ ]
D. Books [ ]
E. Magazines & Newspapers [ ]
F. Others Specify……

PART E: INFORMATION SEEKING BEHAVIOUR OF UNDERGRADUATE STUDENTS WHEN COPING WITH ACADEMIC STRESS.

8. What information seeking behaviour do undergraduate students exhibit when coping with academic stress?

A. By reading the textbook in the library [ ]
B. By snapping the information from the textbook in the library [ ]
C. By asking the librarian through verbal interaction [ ]
D. By browsing the information from the internet [ ]
E. Others Specify……