Effects of conflict and stressful situation on academic performance of students of University of Jos

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Abstract

Considering the rates of conflicts that happened and is still happening in the country, this study examined the way conflict and stressful situations affects academic performance of undergraduate students. Going with the 7th September 2001 Jos crisis up to 2010 Christmas Eve Bombing that causes the loss of many lives including Students, Teachers/Lecturers, supporting academic staff and many others, which brings the breaks down of the good relationship between people in the city of Jos and the country at large, it is among the objectives of this study to find out the remote causes of conflict and stress, looks for ways that it affects academics, inform people on its effects on academic performance and possible ways of reducing, resolving and preventing it in our daily endeavors. Survey method of data gathering was used, in which participants were approach with questionnaires and their consent was seeks to respond and they are assured of confidentiality of any information given. One hundred and eighty nine (189) participants were randomly sampled from University of Jos, Nigeria, considering Jos is in the center of the Country and has been faced with different conflicts. The findings revealed that conflict and stress have negative effects on academic performance, in which it indicates that whenever there is conflict can easily create stress, which can cause academic activities to stop by either fight or flight of people in the area, which lecturers and students are not exempted. The study recommends that each and every person should look for ways in which peace will prevails and a sense of resilience, tolerance, patience and forgiveness should be created as bases for reconciliation and peace building which will give way to management and control of conflict and stress in all our areas.

Keywords: Conflict, Stress, Situation, Academic, Performance

1. Introduction

When Nigeria got independence in 1960, was given the motto "***Peace, Unity and Progress***". All the relationship of the citizens symbolizes to one another and the country continue to progress. But over years, things drastically changed with the country witnessing many conflicts. Nigeria being a multi-ethnic state is contemporarily bedeviled with so many crises that range from political and religious to socio-ethnic issues. Religious conflict involving adherents of Christians and Muslims faiths in the country have occurred in greater regularity since 7th September 2001. The virtue of peace, love, unity, tolerance and forgiveness which both Christianity and

Islam preaching seems to have been greatly eroded and easily forgotten as soon as there is tension. Stress in academic becomes a pervasive problem that goes across ethnic groups, cultures and even countries. The happenings of conflicts here and there may easily cause stressful situations. The study looks at how these variables (Conflict and Stress) affect academic performance and possible ways to manage it.

In both developed and developing societies, the rights to life and universal basic education for all citizens have been acknowledged. Similarly Federal Republic of Nigerian constitution of 1989 hitherto stressed that *"Every person has a right to*

life, and no one shall be deprived intentionally of his life" (IV.32.A85). But today in Nigeria and some other parts of the world, this right has been deprived.

In any situation where conflict and stress become destructive hinders the development of that society, which academic is also affected. Once conflict happened it directly courses the closure of schools and institutions of higher learning in the affected areas and also create more stress to both the students and lecturers which can cause either fight or flight, this is leading to de-developing. According to Faleti (2009), in situation where conflict is destructive, it hinders progress in the society, encourage individual to resort to unfriendly behaviour, encourage attitude where emotion take precedence over reason, lead to the disintegration of groups and the scuttling of national development projects. Stress become part of students' academic life due to various internal and external expectations placed upon their shoulders, academic stress continues to be a devastating problem affecting students' mental health and well-being (Reddy, Menon & Thattil, 2018). According to Masih & Gulrez (2006), Stress is now understood as a lifestyle crisis affecting any individuals regardless of their developmental stage. Therefore, peace contributed a lot toward promoting Nigerian's Education, business and even international relation since before colonial region. Conflict and stress are recognized nationally and internationally as negative in terms of development and academic performance. This paper investigated the ways these variables affect academic performance in Nigeria a case study of University of Jos.

Since 2001, violence has erupted in Jos city of Plateau state, middle belt region of Nigeria, where brutal killings and destruction of properties were witnessed which resulted to the close down of all institutions as well as posed serious threats to peace and love of one another that had prevail in all the city and state in general. Worse still, the way and manner in which brothers and sisters who belongs to different religion raised arms against one another under the guise of religion, many schools burned and students killed. It also led to the creation of what is called "No go area" within the city.

Considering these crises that occurred and is still occurring in the country, have motivated the researcher to search into the effect of conflict and stressful situation on academic performance. Reference is made to Jos crisis in order to look into the historical perfectives. In doing so the researcher tries not to go into details of the unfortunate happening so as not whip up sentiment or to worsen memories, rather it is made only to identify how the situation affect the performance of academics in Jos, Plateau state and Nigeria as a whole, in order to caution people on the consequence of crises and stressful situation.

The researcher chose this topic for research work in order to conduct an investigation and to keep a documented record on the effect that academic is facing during conflict and stressful situations. Since the religious conflict of 7th September 2001 in Jos, up to 2010 Christmas Eve bombing, which causes the loss of lives of many people including students, Teachers/Lecturers, supporting academic staff and many others. Unquantifiable properties vandalized that led to break down of the good relationship that exist between adherent of the two strongest religions (Christians and Muslims), that are the majority in the city of Jos.

Regard to these and many more that happened and is still happening in the state and the country at large, the researcher tries to investigate and provide information on the following.

    i.   Find out the remote causes of conflict and stressful situation in Jos

    ii.   Look at ways which these variables affect academics

performance of students in University of Jos

iii. Inform people on the effect of conflict and stressful situation on academic performance of students.

iv. Possible ways of reducing and resolving conflict and stressful situation in Jos

v. Search for ways of preventing future occurrences of conflict and stress in Jos and the country at large.

2. Review of Related Literature

In reviewing the literature, thematic approach was employed to gather the information as below.

Stress

Ademu, (2004), Sees stress as harmful, it could lead to ill health an inability to effectively coordinate activities by individuals that suffer from it. It could lead to death of individuals if not properly manage, and it could lead to individuals indulging in bad habits like drunkenness, consumption of hard drugs like cocaine and heroin, among others. The overall consequence of this is that the destruction of part of the human resources that would have made positive contribution to the development of the country. Despite stress is harmful which can put someone into bad behaviour and even death, but can be manage and the individual become important to the community. Also, Oguntimehin, (2006), sees Stress as the complex and dynamic, it is a source of frustration, and can arise by a number of interrelated influences on behaviour. He further said that, stress leads to divided mind, non-unity of thoughts or actions. When there is stress, you express a conflict of purpose leading to unstable judgments and decisions, division of feelings causing emotion to become uneven and volatile. Therefore, Stress is a normal physical response to events that makes one feel threatened or upset one's balance in some

way. When we sense danger whether it's real or imagined the body defenses kick in to high gear in a rapid, automatic process known as the "**fight or flight**" reaction, or the stress response. Stress is seen as a complex and dynamic, it is a source of tension and frustration that arise by a number of interrelated influences on behaviour and if properly manage and control, person and things will be as expected.

Conflict

Balogun (2005), observed that when people are asked to define conflict, they stated their definitions without necessary needing to crack their brains. They also see conflict from the position of negativity i.e. defining conflict from negative point of views. She went to defined conflict as period of change, it helps to revealed the inadequacy of a current situation, exposing weaknesses of communication process or system provide an opportunity for clarification of the need for greater sense of unity and positive change leading to peaceful co-existence and good governance in the state and the entire nation. The effect of the negative conflict have always been destructive in human terms that result into loss of life and properties, saturation, tension, demographic shift and even population movement or migration, abandonment, displacement, looting, human abuse and their likes. This indicates that conflict can be seen in a positive direction in which it may lead to certain development despite its seen in a negative face, as Jos crisis make some people to enter schools and to look for possible ways to become self-reliance, this can be seen in positivity of conflict.

Jos crisis has similarities with other parts of the world crises as regard to it causes, i.e. it is very complex to state the causes of those conflicts which range from religion, land issue, political and even economic hardship of the people. As Koko (2011), stated the most causes of the conflicts in the North

Kivu are as complex as the conflict itself. They may be located as in such divers' factors as the dual acquisition and tenure system, (Customary and common laws), the unwillingness and/or inability of the state (both colonial and post-colonial) to scrutinized Rwandans and Burundians, migration and settlement in the region, the crises of citizenship, demographic pressure, the political manipulation of identity as well as the impact of crises in neighboring countries especially Rwanda. Poverty, unemployment and underdevelopment can be considered as accelerating conditions of the conflicts in almost every place that it happened.

Since 2001, violence has erupted in Jos city capital of Plateau state, in Nigeria's Middle Belt Region. The ostensible dispute is over the 'Rights' of the indigene, Berom, Anaguta and Afizere (BAA) groups and the riyal claims of the Hausa-Fulani settlers to the land power and resources. Indigene-Settler conflicts are not new in Nigeria but the country is currently experiencing widespread inter-communal strife which particularly affects the Middle Belt, (Dakar/Brussel, 2012). Kaigama (2005), Jos the capital of Plateau state known as the "Home of Peace and Tourism", was the center of an ugly religious crisis. The immediate causes were said to be two (2): A Christian lady allegedly passed too close to a group of Muslims who were praying; The native of Jos were angered that a Muslim with a root elsewhere was appointed to head the poverty alleviation program in Plateau state, a crisis erupted and human beings were killed or displaced. Whatever is the cause of the conflict in Jos, can it be seen in positive or negative point? So many death and loss of riches affected every person living in the area during the happening. Conflict simply refers to struggle over values and claims to score status, power and resources in which the aims of the opponent are to neutralize, injure or eliminate their rivals, which arises from the pursuit of divergent interests, goals and aspirations by individuals or groups in defined social and physical environments. The effects of the negative conflict have been devastating and destructive in human terms which result into loss of life and property.

Looking into these two independent variables that is Stress and Conflict, have similarities as to ways it manifests in human life. As Garret (2011), said stress is a common element in the lives of every individuals regardless of race or cultural background. Also, Mwantu (2012), said conflict is inextricable and inevitable in human's life. This indicated that once man exists there is bound to have some conflicts and stressful situations. Therefore, people should look for ways of dealing with it in a positive manner, as Balogun (2005), defined conflict as period of change, it helps to revels the inadequacy of a current situation, exposing weakness of communication process/system, provides an opportunity for clarification of need for greater sense of unity and positive change leading to positive co-existence and good governance in a state and entire nation as a whole.

Academic Performance

Academic achievement or performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examination or continues assessment, but there is no general agreement on how it is based tested or which aspect are most important procedural knowledge such as skills or declarative knowledge such as facts. Melissa (2011) said, in educational institutions success is measured by academic performance, or how well a student meets standards set out by Local Government and the Institution itself. Also, Scottk (2011), is of the view that most people know that academic performance generally refers to how well a student is accomplishing his/her task and studies, but

there are quite a number of factors that determine the level and quality of student's academic performance; including Attendance, Standardized Test, Grades, extra-curricular activities and Behaviour. According to Abiola (2012), it is however true that your academic performance tells your skills, your skill tells your ability and your ability determine your success. Academic performance can be measured through so many ways assigned by the academic environment.

There are individual differences that influence academic performance as well as environmental conditions or the element of the environment like weather, peace or crisis/violent situations. Academic performance is used to measure the success of an institution or how well a student is accomplishing his/her task and studies. Also, in non-academic life, if you insist that academic performance is not a best indicator of success try ignorance

Research Theory
The social identity theory forms the bases for this discussion, which was developed by Tajfel and Turner in 1979. It was developed to understand the psychological basis of intergroup discrimination. According to Annon (2009), social identity theory proposes that membership to social group forms an important part of a social individuals' identity. Tajfel and Turner (1985), argued that people tend to classify themselves and others into various categories, such as organizational membership, religious affiliation, gender and age cohort. Therefore, in this research there are two independent variables (conflict and stress), that are employed to test its effect on the dependent variable (Academic performance). Therefore, for the purpose of this investigation, reference to Shedrack, (2009), defined crisis as a degenerated state of conflict, and Hornby, (2006), sees conflict as violence situation or period of fighting between two countries. So it indicate that both the two concepts

(conflict and crisis), are situations that puts an individuals or group of individuals in to danger, violence difficulty or confusion, a situation that lead to fighting, injuries, displacement of people and possible death. So the two concepts may be use interchangeable.

According to Ijaiya, (2002), opined that stress is an environmental problem manifested by a state of equilibrium in an individual as he responds to demand made on him. Regard to these, the researcher feels these situations will have an effect to academic development of people living in it. Threre it is the researchers' hope that the findings of this study will give an insight in to the psychological and physical effect of conflict and stressful situations in academic. It is also meant to caution people about the danger of conflict and to shun rumors which may causes stress and also contribute a lot in crisis. This research take look at the higher institutions of learning in Jos city, particularly University of Jos, on the effect of conflict and stressful situation in Academic performance of university students, to find a lasting solution to the issue of conflict in Jos North local government, Plateau state and Nigeria as a whole, for the positive development of education.

3. Methodology
Research method or methodology describes the research design, population, participants, instrument, technique and the procedure involved in carrying out the research.

The design of this research is a non-experimental survey method. The study also employs cross sectional method in which the participants were classified in terms of social strata, age and other demographics variables. In conduct of this study one hundred and eighty nine (189) undergraduate students of different departments of University of Jos were sampled as participants and questionnaire was administered to them in various places

within the environment of the University. There are two independents variables (IV) in this research which are Conflict and Stressful situation, while Academic performance is the dependent variable (DV). In which conflict and stressful situation is measured on academic performance and observe if there is any effect that will exist.

The target population of this study is University students, particularly undergraduate students of University of Jos, Nigeria. This institution is among the seven Universities that the then Military Government established in the year 1975, which was before this time a campus of University of Ibadan since November, 1971. The University undergone enormous progress, in which it runs programs from pre degree, undergraduate up to post graduate and other consultancy services.

The participants of this study were drawn from four (4) faculties of the University, which are Art, Education, Management Sciences and Social Sciences. These participants were randomly and incidentally selected from the undergraduate students of the University without knowing their Departments or Faculties, until when the researcher is doing coding then it was found that students participated in the study were from the above faculties. As it is known research cannot be done on each and every student of the University, therefore, one hundred and eighty nine (189) undergraduate students were sampled out of the whole number of the undergraduate students of the University of Jos, which comprises 119 males' students and 70 female students. The age range of the participants was 18 years – 35 years. All subjects used in the study were in the institution for at least a semester and above, they are sought to have an idea or perceived the University environment. The participants were conveniently selected using the probability sampling method were any student found in the University environment and agree to

participate is given the questionnaire to fill and return it. Every participant in the study sample completed and returned the questionnaire which was hand to hand delivered. This is hope that the outcome of the study will be generalize.

The instruments used for data collection in this research were adopted with a focus on the scientific thrust of the topic. Two (2) Instruments were used: University Environment Scale (UES) which was constructed with information from an existing scale developed in 1996 by Gloria and Kurpius, it is a 14 items scale designed to measure University student's perception of the University environment, out of the 14 items, 10 items were selected as relevant to this study, and stressful situation questionnaire (SSQ), this instrument was constructed by Hodges and Felling, in 1970 called stressful situation questionnaire to measure apprehension and concern in stressful situations. This is a-40 items instrument originally developed to test hypothesis regarding stress in trait anxious subjects. Twenty 20 items were used that are relevant to this research hypotheses.

These two (2) questionnaires gave the researcher chance to form "Conflict and stressful situation questionnaire CSSQ". The entire instrument was divided into three (3) sections. Section A; covers personal information, section B; information about student's perception of University environment and section C; Apprehension and concern in stressful and conflict situation.

Procedures

The survey method of gathering data was used for this study. The participants were approach with the questionnaire in their resting places, prayer places, and even some were given the questionnaire in classes before or after the lectures. Then the researcher introduces himself and seeks their consent to kindly and honestly response to his questionnaire and participation is not compulsory. Then the researcher gives orientation on how to go

about answering the questionnaire. Participants were assured of confidentiality of any information they might give and also informed of their right to turn down participations, or withdraw at any point during the entire exercise if they felt any threat, discomfort or had any other reason. At the same time however the important of their participation was emphasized. Also, they were encouraged to feel free to ask any question they might have during filling the questionnaire. Respondent were allowed to fill the questionnaire at their convenience. However, a space to indicate time taken to fill the questionnaire was created and filled accordingly by the respondents. From the gathered responses on time taken, it took an average of 7 minutes to complete a set of questionnaires.

Two hundred questionnaires were administered to respective participants found in the environment of the permanent site of the University of Jos, and they were expected to fill and submit it to the researcher immediately. When it comes to the collection of the completed questionnaires, the researcher was able to retrieved only 189. Thus 11 questionnaires were missing and this brought the actual size of sample participants to One Hundred and Eighty Nine (189). The researcher administered and retrieved the questionnaires in 2 days.

The systematic collection and cording of the questionnaires revealed the specific departments of individual participants. These departments include: Economic (n=72), Business Administration (n=14), Educational Foundation (n=3), Foreign Languages (n=2), Geography Education (n=2), Management Science (n=7), Political Science (n=4), Psychology (n=56), Religion and Philosophy (n=19), Social Science Education (n=2), Sociology (n=4) and Theater art (n=4). All the participants used in the study were in the institution for at least a semester and more, therefore, regard to this they are sought to have an idea or perceived the University environment.

The statistical analyses for the data obtained through the use of questionnaires administered to the subject were administered and also analyzed using descriptive statistics and univariate analysis of variance. Having coded the collected data in this study, the statistical analysis was done using the statistical package for social science (SPSS), in order to ease the computation and generation of results.

4. Results and Discussion

The analysis of the data collected in the study was carried out using statistical package for social science (SPSS). The 0.05 significance level was adopted for hypothesis testing in the study. Both the descriptive and inferential results are presented.

Below is frequency table that shows the percentage distribution of participants across different Gender, Age group, Religion and various Departments.

Descriptive Results

Table 4.1 Frequencies and Percentage of Variables

		Frequency	Percentage %
Age category (Years)	18-22	32	16.9
	23-27	108	57.1
	28-32	33	17.5
	33years & Above	16	8.5
Gender	Male	119	63
	Female	70	37
Religion	Christianity	115	60.8

	Islam	69	36.6
	Others	5	2.6
Stress	l ow	80	42.3
	High	109	57.7
Conflict	low	86	45.5
	High	103	54.5

The table above shows that participants between the age group of 18-22 years accounted for 16.9% of the total of participants, 57.1% were between 23-27 years, 17.5% were between 28-32 years old and 8.5% were 33 years and above. Furthermore, 63% of the participants were males and 37% were females, 60.8% were Christians, 36.6% were Muslims and 2.6% were practitioners of other religions. Based on the scores, 42.3% of the participants had low stress compared with 57.7% with high stress, also 45.5% experienced low conflict compared with 54.5% that experienced a high level of conflict.

Hypothesis Testing

Results of hypotheses are presented:

Hypothesis one: Conflict will significantly affect academic performance of students. Results showed that there was a significant effect of conflict on academic performance of students F. (1.185), p|- 0.002 (p<05), with academic performance mean scores of 32.784 and 36.254 for participant with low and high conflict experience respectively. The hypothesis was supported. The mean summary is shown in table below

Table 4.2 Estimated Marginal Mean across level of conflict experience

Conflict	Mean	Std. Error	95% confidence interval	
			Lower Bound	Upper Bound
Low	32.784	.824	31.159	34.409
High	36.254	.775	34.725	37.783

Hypothesis Two: Stressful situation will have significant effect on academic performance. Result indicated that Stressful situation had no significant effect on academic performance of students. F (1.185) =2.610, p =0.108, (p>.05) with academic performance mean score of 33.605 and 35.433 with low and high stress level respectively. The hypothesis was not supported. The table below shows the mean summary

Table 4.3 Estimated Marginal Mean across stress levels

Stress	Mean	Std. Error	95% confidence interval	
			Lower Bound	Upper Bound
Low	33.605	.853	31.922	35.289
high	35.433	.741	33.968	36.897

Hypothesis three: the mediating effect of conflict and stressful situation are significant in academic performance.

Result indicated that the mediating effect of conflict and stressful situation was significant on academic performance F (1, 145) = 6.849, p = 0.010 (p <.05). The hypothesis was supported; below table shows the mean summary.

Table 4.4 Estimated Marginal Mean across conflict and stress level intersection

Conflict	Stress	Mean	Std. Error	95% confidence interval	
				Lower Bound	Upper Bound
Low	Low	30.390	1.182	28.039	32.742
	High	35.178	1.138	32.953	37.422
High	Low	36.821	1.222	34.410	39.231
	High	35.688	954	33.806	37.569

Discussion of Findings

There are many factors or variables that can affect Academic Performance, like; Age, Economic Status, Home Background, to mention only a few. This Research tries to observe how Conflict and Stressful situations can have an effect on academic Performance among undergraduate students of the University. In this study three [3] hypotheses were tested, the results obtained from various tests form the basis for the discussion, and it also gives an insight into how conflict and stress affect academics, especially on students of the higher institutions of learning as most if not all of them reach maturity age.

Hypothesis One: Conflict will significantly affect academic performance of students.

This hypothesis was tested and the finding was supported. The result showed that conflict significantly Affect Academic Performance of students with $F (1.185) = 9.411$. $p= 0.002$ $(p<.05)$, with Academic Performance of participants low as 32.784 and those with high conflict experience mean score of 36.254. This indicated that conflict has a negative effect on academic performance of students. As Balogun (2005), put it, the effect of negative conflict have always been devastating and destructive in human terms that result into loss of life and properties, saturation (survival of the fittest), tension, demographic shift and even population movement or migration, abandonment, looting, human abuse and their likes.

Hypothesis Two: Stressful situation will have a significant effect on academic performance of students.

This finding did not support the hypothesis stated, in which the analysis conducted showed no Significant effect of stress on academic performance of students with $F(1,185)=2.610$, $p=0.108$ $(P>.O5)$, and the academic performance mean scores of 33.605 and 35.433 for participants with low and high stress levels respectively. This goes contrary to what Madeline (2008), found in a study conducted at the University of Minnesota Boynton Health services that surveyed 9,931 students. 69.9 percent of students reported they were stressed, 32.9 percent said that stress was hurting their academic performance. In fact, those who reported more emotional stresses had average GPA of 2.72, while who reported no significance stress had an average GPA of 3.3. But Ademu, (2004), observed that stress makes the body defenses kick into high gear in a rapid automatic response known as Fight or Flight reaction or stress response. It is also believed that stress is common element in the life of every individual regardless of race or cultural background (Garret, 2011). So, this indicated that every student has a choice in dealing with stress in his/her life. So also, if things can be occurring several times, people can look at ways to cope with it, due to the nature of the country, students now are able to cope with the situation as it comes.

Hypothesis Three: The mediating effect of conflict and stressful situations is significant on academic performance.

From this hypothesis, the calculated level of significance is shown to be $F_{(1,145)}=6,849$, $p=0.010$ ($p<.05$), it shows that the hypothesis was supported. The result indicated that the mediating effect of conflict and stressful situation was significant in academic performance. The implication of this result is that even though stress in itself in this study did not have any significant effect on academic, but when combine with conflict which in itself produces significant result on academic performance. This mediating effect suggested that there was a significant interaction effect of conflict and stress on academic performance. This is backed up with Oguntimehin, (2006), stress led to divided mind, non-unity of thought or actions. When there is stress, you express a conflict of purpose leading to unstable judgment and decisions, division of feelings, causing emotion to become uneven and volatile. The reason for this outcome is not forfeited from the ones given on stressful situation. However, this result implies that conflict combined with stress have the potential to significantly affect the academic performance of students.

5. Conclusion and Recommendations
Conclusion
The main goal of this research was to study the impact of conflict and stressful situation on academic performance. Based on the result obtained in hypothesis three, the estimated marginal means across conflict and stress level interaction was $F=6.849$, $p=0.010$ ($p<05$). Therefore, the research concluded that the hypothesis is significant. Hence conflict and stress has a negative relationship with academic performance, that is whenever there is conflict and stress, the academic performance falls below expectation, because there will be no Lectures in schools within where the conflicts takes place, and at the same time this conflict will create stress that can lead to fight or flight to the people living in the area. Oguntimehin (2006), in a paper presentation on managing stress in the teaching profession said that "stressful nature of teaching invariably affect teaching/learning process, causing linear relationship between stress and teacher's poor performance". So this can affect student's academic performance. Also stress can affect the physical and Psychological disposition of both the lecturers and the students. Likewise, conflict may lead to displacement of people (Students and Lecturers), to vacate their learning institutions, to some this may be the end of their studies. Also look at the loss of many lives, (which students or lecturers are not exempted), and properties worth billions of Naira vandalized.

Recommendations
Considering the collection, analysis and interpretation of the result of this research, the study therefore, recommended that, regard to result of hypothesis one, each and every person should look for ways of which peace will prevail in all our endeavors and a sense of resilience, Tolerance, Patience and Forgiveness should be develop, encourage and promoted as a basis of genuine reconciliation and peace building, broke the cycle of violence and reprisal. When peace is in every place then academic performance will be achieved better. So also the mediating effect of the two (2) independent variables (Conflict and Stress), indicated that both conflict and stress should properly be manage, on which things like developing a sense of humor help to minimize stress, and to also employ other stress management strategy, like wise referring the matter to a professional for a major intervention and necessary action. Then finally shun away from any violence.

Limitation and Suggestions for Future Research

Due to so many issues in research, this study is limited in a number of key areas:

  i. The study was conducted using a limited number of participants (n=189).
  ii. The sampling method was a convenience random sampling, which means that participants may use too much discretion in responding to items.
  iii. The research used only four (4) Faculties of the University of Jos, which participants not equally balance across departments, which is grossly inadequate to warrant a generalization of result obtained.
  iv. Most participants showed apathy or indifferences toward the research and therefore their responses.

Also, in the conclusion the study suggested the following for future studies.

  i. A more controlled sampling technique should be adopted in case of any future study. Participants will be able to ask questions and receive clarification at the same time.
  ii. Larger number of participants should be use in future studies.
  iii. Participants should be sampled equally from all departments of any institution; this will be a more representative of the entire department's population and enhances generalization of result.
  iv. The researcher suggested the replication of this research to cover the entire departments of the University of Jos and also similar research should be conducted among secondary schools' students.

Finally, Lecturers/Teachers should also be included in any future relevant studies as they too are faced with conflict and stress and without them academic performance cannot be achieved.

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