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***Exploring Factors Influencing Undergraduate Students’
Stress at Private Universities in Mogadishu-Somalia***

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Abstract

The aim of this study was to determine and explore the factors that influence stress levels among undergraduate students attending private universities in Mogadishu, Somalia. The survey was conducted using a questionnaire distributed to students across various faculties of private universities. A total of 1387 students were randomly selected to participate in the study, and critical analysis was carried out using descriptive analysis on the mean and standard deviations of the items, as well as ANOVA in SPSS to test hypotheses pre-stated by the researcher and determine the variance among respondents. The study found that both the

personal and security factors significantly contributed to students' stress levels. Additionally, the study investigated assumptions related to gender, age, and year, and found no statistically significant differences in students' perceptions of these characteristics.

Key Words: Factors, Undergraduate Students' Stress, Mogadishu, Privet Universities.

1.0 Introduction and Background of the study

Higher education is essential for increasing a nation's economy and equipping young students with the abilities, information, and attitudes necessary for the job of the twenty-first century. The educational systems of higher education are very different, and as a result, students must adjust to new types of relationships with faculty members and even with other students as well as new teaching techniques and academic standards (Edjah et al., 2020).

Furthermore, a university student's pursuit of a Higher education degree might be severely impacted by a variety of variables, Financial limitations, interpersonal and intrapersonal difficulties, academic under preparedness, and problems juggling a busy personal and academic life are only a few of these concerns.(Mason, 2017). According to that, there has been an increase in academic pressure, Exams, assignments, and numerous other activities must all be completed by students.

These demands put students under extreme pressure, which increases stress levels (Jain & Singhai, 2017).

The stress of undergraduate students may differ from one school year to another, Undergraduates have difficulties assimilating a massive amount of academic material in a short period. They are required to develop effective study techniques and habits to cope with the volume of material assigned to them (Auerbach & Gramling, 1998).

Stress is the insight of incompatibility between a person's ability to fulfil the burden from the environment. This implies that there is always an environmental or social demand which has to be fulfilled based on a persons' ability. One's inability to fulfil these demands makes them uncomfortable and this causes stress (Edjah et al., 2020).

Stress is a mental state in which an individual experiences problem with their surroundings and social well-being, which leads to a variety of disorders(Bhargava & Trivedi, 2018). According to Selye (1956) Stress is "any external event or any internal drive that threatens to upset the organism's equilibrium." (Stoddard Henry, 2017).

On other hand Lazarus & Folkman (1984) describes stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment (Aderibigbe, 2018).

Generally, Stress affects all human beings, it has been reported that every five visits by patients to the doctor, three are stress-related problems. In addition, the majority of people with stress have sleeping disorders (76%), suffer from headaches (58%), strained relations with family and friends (85%), and are short-tempered (70%) (Edjah et al., 2020).

Specifically, Stress is an issue that affects 20%-25% of students, with 50% feeling it in the form of anxiety and depression. Parents' expectations for their children can lead to stress, and university students often try to control their stress level through evading it (Chanda Antor et al., 2019).

Globally, Stress, In the United States, a study showed more than one in three undergraduate students reported depression so severe that it was difficult to function, and almost one in ten had seriously considered committing suicide in the past year (Stoddard Henry, 2017). A study on Australian university students reported that 53% students suffered from psychological distress. In a sample of university student in Turkey were found to have Depression (27.1%), anxiety (47.1%) and stress (27%) respectively. In addition, 30% undergraduate Students in Canada showed psychological issues (Asif et al., 2020b).

Study in Nigeria shown that Stress among students can result in defective judgment, absenteeism self-medication, and addiction to substances like smoking cigarettes, and alcohol drinking. Persistent susceptibility to stressful situations leads to

deterioration of academic performance, poor relationship with friends and family members, loss of memory, and severe health problems. To achieve an improved mental well-being, university decision makers should provide an enabling physiological, psychological, social, and academic environment coupled with counselling to reduce student's stress (Temitope Adedamola et al., 2022). While university students' stress levels are rising globally and becoming a major concern, no university-related materials have been released in Somalia.

1.1 Problem Statement

University students commonly experience high levels of stress due to academic, social, and personal pressures. This stress can negatively impact their mental health, academic performance, and overall wellbeing. However, there is a lack of research on the factors that contribute to stress levels among undergraduate students attending private universities in Mogadishu, Somalia. Therefore, there is a need to explore these factors to better understand the sources of stress for this population and develop effective interventions to manage stress.

1.2 Significance of the Study:

The significance of this study lies in the importance of understanding the factors that contribute to stress levels among undergraduate students attending private universities in Mogadishu, Somalia. By identifying these factors, appropriate interventions can be developed to manage stress and improve the

wellbeing of students. This study also contributes to the limited body of literature on stress among university students in Somalia and provides a foundation for future research in this area.

1.3 Objectives of the Study

- Main objectives: main objective of the study is to explore students' Perceptions of Factors influencing undergraduate Students' stress at Mogadishu private universities

The specific objectives of this study are to:

1. To investigate the extent to which environmental, academic, personal, and security factors influence stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on their perceptions.
2. To assess whether there are statistically significant differences in the perceptions of stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on gender, age, faculty, and education level, at a significance level of 0.05.

1.4 Research Questions

- The Central Question of the study is to what extent of students' Perceptions of Factors influencing undergraduate Students' stress at Mogadishu private universities?

Sub-Questions: this study sought to answer the following questions:

1. How do environmental, academic, personal, and security factors contribute to stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on their perceptions?
2. Is there a statistically significant difference in the perceptions of stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on gender?
3. Is there a statistically significant difference in the perceptions of stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on age?
4. Is there a statistically significant difference in the perceptions of stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on faculty?
5. Is there a statistically significant difference in the perceptions of stress levels among undergraduate students attending private universities in Mogadishu, Somalia, based on education level?

1.5 Hypothesis of the Study

The main hypothesis states that there is no statistically significant difference, at a significance level of 0.05, among undergraduate students at private universities in Mogadishu, Somalia, with respect to their gender, age, faculties, and academic year regarding the factors that contribute to their stress.

2.0. Literature Review

Factors that Influence Students' Stress

In the past ten years, there has been an increase in interest in researching the causes of stress and its effects on university students' wellbeing. students stress occur as a result of the new tertiary educational system's significant differences in its teaching methodologies, academic requirements, and the nature of relationships between faculties, and even relationships between students themselves (Yikealo et al., 2018).

2.1 Academic Factors and Students' Stress

Student stress is a widespread problem that affects many students at different phases of their academic careers. Academic pressure, societal expectations, financial concerns, and personal issues are all variables that can contribute to student stress.

Academic stress is generated by an increase in the amount of work required for classes, a lower-than-expected position, the expectation of graduating, according to Lee and Larson (2000) the Academic pressure, conflict, discontent, and anxiety are all seen as more intense components of academic stress (Yikealo et al., 2018).

According to Jayakumar and Sulthan (2013), common academic stress factors include improper teaching, a lack of information to learn, competition for grades, frequent examinations, long hours of academic work, communication

barriers, a heavy workload, insufficient resources, irregular attendance, a dilemma in choosing a discipline, and insufficient library facilities (Thuraiselvam & Thang, 2015).

According to Fisher (1994), anxiety linked with tests or exams is one of the main sources of school stress, and most students appear to be more emotionally vulnerable to the exam, and studies demonstrate that students suffer stress-related to academic stress. Several studies have indicated that the most commonly cited stressors are (Soomro et al., 2019)

In addition, Students are likely to experience what can be described as academic stress. This may be related to frequent examinations and evaluations. It may also include financial difficulties that have an impact on the quality of study, family issues or any other situation that students may experience on their patch (Fernández et al., 2015).

In a number of researchers discovered that heavy course loads, a lack of physical exercise, and lengthy exams were the most often mentioned causes of stress and anxiety during exam times (Mofatteh, 2021). While Bean and Hammer (2006) studied how stressed out students were about their academic workload. 55% of students said they had to ignore one subject to prepare for another and 42.5% of students reported moderate stress, while 27% reported high stress (Kausar, 2010)

There are many studies like: Rawson, Bloomer, and Kendall (1999) discovered that students experienced high levels of

academic stress at predictable points throughout each semester, such as when learning a sizable portion of the syllabus in a relatively short period of time, preparing for and taking exams, and ranking of examination positions (Edjah et al., 2020)

There are another studies like Britz and Pappas (2010) investigated the causes and consequences of stress in a group of 124 James Madison University freshmen. The findings demonstrated a large degree and frequency of stress among the participants, with more than half displaying high levels of stress. Key drivers of stress were identified as time management, social expectations, and academic pressure. Participants who are stressed are more prone to engage in risky behaviors such as poor diet quality and smoking (Yahya et al., 2013)

Language is another component that has a significant impact on a student's life and is another source of academic stress. Because language is the only way for students to freely communicate, having difficulty understanding the language used in the academic process becomes a significant barrier for them, and they will soon begin to be concerned. People become angry and upset when this happens, even if they have communicated, hurting their long-term performance (Essel & Owusu, n.d.)

2.2 Environmental Factor and Student's Stress

Factors in the environment that contribute to student stress are environmental variables: The physical environment, social environment, familial environment, school culture, and

technology use. A number of potential stressors in university life have been identified. Higher academic expectations, higher time constraints, financial duties, and less free time have all been reported to make the move from a familiar school setting to a university environment challenging (Ahmed, 2016)

A different study defines environmental stress as the cognitive, emotional, and behavioral responses to an environmental stimulus or stressor. A study of university students in Australia indicated that 53% of them were experiencing psychological distress. Depression, anxiety, and stress impacted 27.1%, 47.1%, and 27% of Turkish university students, respectively (Asif et al., 2020a)

People's living situations are a component that contributes to student stress since it plays a significant effect in students' feelings and thoughts. When students are unable to afford basic necessities of life, they are very unhappy, and this impacts practically every area of their lives. As a result, when people begin to think about these difficulties, they become anxious and lose focus (Essel & Owusu, n.d.).

Major life-changing events or occurrences can be extremely stressful for everyone, particularly students. Unpleasant occurrences, such as parent divorce, cause students to be less than themselves since they become victims of shattered households. Divorce takes away students' happiness, and once that happiness

is gone, they forget themselves and concentrate on the past, which stresses them out in the long run (Essel & Owusu, n.d.).

2.3 Personal Factor and Student's Stress

Changes in our lives, such as education, marriage, job changes, or illness, are major sources of stress. Keep in mind that changes that cause stress can also be beneficial. Moving away from home to attend college, for example, provides us with new opportunities for personal development—new challenges, friends, and living situations (Tummers, 2020)

Personal variables can generate more stress than we can think, and they also have a significant effect in many aspects of a student's life. These characteristics differ from person to person, resulting in a unique combination of perceptions, attitudes, and behaviors. Personal issues can manifest themselves in a variety of ways, all of which have an impact on student performance and stress. (Essel & Owusu, n.d.).

Many research has indicated that personal factors influence student stress, such as the study of (Folkman and Lazarus, 1984), which revealed that tension produced in the mind of a related person as a result of cognitive assessment of various positions, as well as it will have effects on the surroundings. Stress might exist whenever the stressor perceives anything to be stressful; otherwise, nothing causes him stress if he believes there is nothing that causes him stress (Soomro et al., 2019)

Another source of personal stress is that many students work part-time or on a temporary basis while pursuing their degree. Some do it to gain experience for the future, while others do it to financially support their studies and themselves. Working while in school is extremely beneficial to a student, but it also causes a great deal of stress, which may be too much for them to endure. Students will have little time to study for quizzes or exams, and some will even miss many classes since they will be weary or sleepy when they return from work. When students mix work and academics, they run into a slew of issues (Essel & Owusu, n.d.)

2.4 Security Factor and Student's Stress

As a result of the country's security concerns, the education system in Somalia was not provided after the central government failed in 1991 (Abubakar Sheikh Ahmed, 2018). So Security and safety of staff and Students is increasingly becoming a concern for school communities, which most schools are addressing through increased security (Kpee & Osiobe, 2014). Generally, Civil instability has devastated Somalia's fundamental social services. As a result, university Students are a distinct group of people who are emerging from the most critical era of their lives, during which they have experienced numerous stressful occurrences aside from security. As their education improves Students experience more stressful situations as their education progresses, such as more difficult syllabus, challenging job

assignments, and projects. Such difficulties require proper response (Asif et al., 2020a)

There are several security factors that can contribute to student stress, including:

- 1- Academic pressure: Many students feel stressed due to the academic demands of their coursework. This can include pressure to maintain high grades, meet deadlines, and perform well on exams.
- 2- Financial concerns: Financial stress is a common issue for many students, especially those who are paying for their education themselves. Students may worry about the cost of tuition, textbooks, housing, and other expenses.
- 3- Campus safety: Students may feel stressed if they do not feel safe on campus. This can include concerns about crime, sexual assault, or physical harm (Opinion | College Students Shouldn't Have to Pay for Textbooks | Opinion | Breezejmu.Org, n.d.).
- 4- Cyber security: As students increasingly rely on technology for their coursework, cybersecurity has become a growing concern. Students may worry about the safety of their personal information and data, such as their grades, financial aid information, and personal identity (Cyber security Tips for Students: Protecting Your Privacy and Data | AdmissionSight, n.d.).

- 5- Social pressures: Students may feel pressure to fit in and make friends, especially if they are attending a new school or living away from home for the first time.
- 6- Health concerns: Students may experience stress related to their physical or mental health. This can include concerns about illness, injury, or mental health disorders such as anxiety or depression.

Overall, universities and other educational institutions have a responsibility to prioritize the safety and well-being of their students. By addressing these security factors and providing resources to help students manage stress, universities can create a more supportive and healthy learning environment.

3.0 Methodology

This study was mainly a quantitative research method employed to explore factors influencing undergraduate students' stress at private universities in Mogadishu-Somalia, from private university faculties in Mogadishu namely: Faculty of Medicine, Health Science, Economics and management sciences, Sharia and law, Education, Computer Science, and information technology, political sciences, and public administration, Agriculture and the Faculty of Dentistry who were present on the data collection.

The survey tool for the study was questionnaire, the questionnaire was the research instrument used for data collection. The

variables of the questionnaire were guided by research questions and based on the five -points rating: scale of Extreme Stress (5), High Stress (4) Moderate Stress (3) low Stress (2), and (1) Very low Stress.

The instrument was divided into, demographic characteristics, including age, gender, faculty, year of study and questioner were collected using a 23 items survey instrument the items or questionnaire was developed by using previously validated measurable items. The items included four independent variables namely: Academic, Environment, personal, and Security factors.

The weight mean of the responses from research questions were computed using means values intervals as options of; Extreme Stress (E S) = 4.20-5.00 points; High Stress (H S) = 3.40-4.19 points; Moderate Stress (M S) = 2.60-3.39 points; Low stress (L S) = 1.80-2.59 points and Very low stress (VLS) =1.00-1.79 points.

The reliability of the tool was evaluated using Cronbach's alpha, and the value of (0.882) was found to be indicative of internal consistency. If the Cronbach's alpha coefficient is 0.7 or higher, the questionnaire has a satisfactory reliability and we can be sure of the internal correlation of the questions. For the data analysis, a descriptive analysis was carried out built on the mean and standard deviations of the items as well as ANOVA in SPSS to determine the variance among respondents by testing hypotheses pre-stated by the researcher.

4.0 Results

4.1 Demographic Profile of the Students

The characteristics of the sample respondents were categorized into Gender, Age, Type of faculty, year of study

Table (1) Gender

Gender	Frequency	Percent
Male	752	54.2
Female	635	45.8
Total	1387	100.0

Table (1) shows that the male students in the study represent 752 (54.2%) while the female stands for 635 (45.8%). However, this means the number of female students in universities generally is less than the number of males from data collected from the respondents.

Table (2) Age

Age	Frequency	Percent
18-22	1113	80.2
23-27	248	17.9
28-32	16	1.2
33 above	10	.7
Total	1387	100

Table (2) summarizes the age of students. 18-22 of respondents represent (80.2%) while 23-27 stands for (17.9%),

and 28-32 represent (1.2%) and 33 above (.7%). So the heights ages of respondents are 18-22 and the lowest ages are 33 and above.

Table (3) Type of Faculty

Faculty	Frequency	Percent
Economics and management	312	22.5
Medicine	115	8.3
health science	316	22.8
computer science and it	268	19.3
Sharia and law	145	10.5
Education And Humanities	143	10.3
Political science	42	3.0
Dentistry	11	.8
Agriculture	35	2.5
Total	1387	100.0

Table (3) summarizes the type of faculty of students. 316 of respondents represent (22.8 %) for faculty of health science while 312 stands for (22.5%) for faculty of Economics and management, and 268 from computer science represent (19.3%) are the heights, while Agriculture, Dentistry, and education and sharia and law are the lowest number.

Table (4) Year of Study

Year	Frequency	Percent
year one	500	36.0
Year Two	377	27.2
year three	248	17.9
Year Fourth	222	16.0
Year Fifth	18	1.3
Year Sixth	22	1.6
Total	1387	100.0

Table (4) states that the above data has respondents with year of study happen to have received the highest number of respondents with 500 First year seems to have highest percentage of respondents with 36.0% while the lowest one is year six with percentage 1.6%, so it's natural that first year students to become more then the other years.

4.2 Study Factors Results

Table (5) Academic Factor

Items	Statement	Mean	Std. Deviation	Decision
1.	Many hours of studies	1.93	1.256	L S
2.	Frustration due to misunderstanding lectures	1.81	1.204	L S
3.	Unable to complete the assignment in time	1.82	1.184	L S

Items	Statement	Mean	Std. Deviation	Decision
4.	Increased class workload (assignments)	1.75	1.138	VLS
5.	The examination syllabus is too heavy in some subjects	2.48	1.365	LS
Grand mean		1.95		LS

Extreme Stress (E S) = 4.20-5.00 points; High Stress (H S) = 3.40-4.19 points; Moderate Stress (M S) = 2.60-3.39 points; Low stress (L S) = 1.80-2.59 points and Very low stress (Vl) = 1.00-1.79 points.

The findings presented in Table 5 indicate that the academic factor obtained a grand mean score of 1.95 with a standard deviation of 1.22. Specifically, the first item received a mean score of 1.93 with a standard deviation of 1.256, indicating low stress. Similarly, the second item obtained a mean score of 1.81 with a standard deviation of 1.204, suggesting low stress. The third statement had a mean score of 1.82 with a standard deviation of 1.181, indicating low stress. Furthermore, the fourth statement received a mean score of 1.75 with a standard deviation of 1.135, indicating very low stress. The fifth question showed low stress with a mean score of 2.48 and a standard deviation of 1.365. The overall mean for the five elements of the academic factor was calculated as 1.95. Based on these results, students at the surveyed private universities in Mogadishu perceive the academic factor to have a low effect on stress levels.

Table (6) Environmental Factor

Items	Statement	Mean	Std. Deviation	Decision
6.	Health Problems	1.52	1.029	V L S
7.	Change in Living environment	1.58	1.096	V L S
8.	Using drugs	1.28	.907	V L S
9.	Lack of self-confidence	1.52	1.062	V L S
10.	Bad living conditions	1.62	1.119	V L S
11.	Divorce between parents	1.59	1.226	V L
Grand mean		1.51		V L

xtreme Stress (E S) = 4.20-5.00 points; High Stress (H S) = 3.40-4.19 points; Moderate Stress (M S) = 2.60-3.39 points; Low stress (L S) = 1.80-2.59 points and Very low stress (VLS) =1.00-1.79 points.

Based on the results presented in Table 6, the analysis of the environmental factor reveals that it obtained a grand mean score of $M=1.51$ ($SD\ 1.0731$). Specifically, the 6th item received a mean score of $M=1.52$ ($SD=1.029$), indicating very low stress. Similarly, the 7th item obtained a mean score of $M=1.58$ ($SD\ 1.096$), suggesting very low stress. The 8th statement had a mean score of $M=1.28$ ($SD=0.907$), indicating very low stress. Furthermore, the 9th statement received a mean score of $M=1.52$ ($SD=1.062$), also indicating very low stress. The 10th question showed very low stress with a mean score of $M=1.62$ ($SD=1.119$), and the 11th question demonstrated very low stress with a mean score of $M=1.59$ ($SD\ 1.226$). Overall, the mean score

for the six elements of the environmental variable was calculated as 1.51. These results suggest that, based on the perceptions of students at the surveyed private universities in Mogadishu, the environmental factor has a very low effect.

Table (7) Personal Factor

Items	Statement	Mean	Std. Deviation	Decision
12.	worry about results after examinations	2.64	1.434	Moderate
13.	Lack of social contacts	1.82	1.219	LS
14.	worry about future	2.43	1.455	LS
15.	Unrealistic expectations	2.10	1.34	LS
Grand mean		2.25		LS

Extreme Stress (E S) = 4.20-5.00 points; High Stress (H S) = 3.40-4.19 points; Moderate Stress (M S) = 2.60-3.39 points; Low stress (L S) = 1.80-2.59 points and Very low stress (VLS) = 1.00-1.79 points.

The findings presented in Table 7 reveal that the personal factor among students in private universities in Mogadishu had an overall mean score of 2.25 (SD 1.362). Specifically, the 12th question received a mean score of 2.64 (SD 1.434), indicating a moderate level of stress. On the other hand, the 13th question obtained a mean score of 1.82 (SD 1.219), suggesting a low level of stress. Similarly, the 14th question scored a mean of 2.43 (SD 1.455), indicating low stress, and the 15th question received a mean score of 2.10 (SD 1.34), also indicating low stress. These results suggest that, in general, the personal factor has a low level

of stress among students in private universities, except for the 12th question, which indicates a moderate level of stress.

Table (8) Security Factor

Items	Statement	Mean	Std. Deviation	Decision
16.	I worry about security issues	2.70	1.432	M S
17.	I worry about Roads closed	2.79	1.286	MS
Grand mean		2.74		MS

Extreme Stress (E S) = 4.20-5.00 points; High Stress (H S) = 3.40-4.19 points; Moderate Stress (M S) = 2.60-3.39 points; Low stress (L S) = 1.80-2.59 points and Very low stress (VLS) = 1.00-1.79 points.

The findings presented in Table 8 indicate that item 16 of the Security factor obtained a mean score of 2.79 (SD=1.286), while item 17 received a mean score of 2.70 (SD=1.432). These scores suggest a moderate level of stress. Consequently, the security factor has a moderate impact on students attending private universities in Mogadishu, as reflected by their stress levels.

Table (9) Comparative Statistics among Grand Means of Study Factors

Factors	Grand Mean	Decision
Academic	1.95	LS
Environment	1.5166	V LS
Security	2.74	MS
Personal	2.2507	LS
Grand Mean	2.11	LS

Extreme Stress (E S) = 4.20-5.00 points; High Stress (H S) = 3.40-4.19 points; Moderate Stress (M S) = 2.60-3.39 points; Low stress (L S) = 1.80-2.59 points and Very low stress (VLS) =1.00-1.79 points.

According to Table 9, the factors evaluated (Academic, Environmental, Personal) obtained scores ranging from M=1.95 to 2.25, indicating a low level of stress. However, the 'Security' factor obtained a mean score of 2.74, suggesting a moderate level of stress. Therefore, among private students in Mogadishu, Somalia, the security factor has the most significant impact, although its effect is considered moderate.

4.3 Testing Hypothesis

The researcher demonstrates below testing the hypothesis pre-stated:

The main hypothesis states that there is no statistically significant difference, at a significance level of 0.05, among undergraduate students at private universities in Mogadishu, Somalia, with respect to their gender, age, faculties, and academic year regarding the factors that contribute to their stress.

Table 10. Summary of One-Way ANOVA of Factors Affecting Students' Stress According to Gender Group

ANOVA							Decision
Gender Groups		Sum of Squares	DF	Mean Square	F	Sig.	
Environmental	Between Groups	.009	1	.009	.018	.892	HA was Rejected
	Within Groups	711.831	1385	.514			
	Total	711.841	1386				
Personal	Between Groups	7.867	1	7.867	8.388	.004	HA was accepted
	Within Groups	1299.008	1385	.938			
	Total	1306.874	1386				
Security	Between Groups	2.952	1	2.952	1.786	.182	HA was Rejected
	Within Groups	2289.711	1385	1.653			
	Total	2292.664	1386				
Academic	Between Groups	7.469	1	7.469	10.230	.001	HA was accepted
	Within Groups	1011.213	1385	.730			
	Total	1018.682	1386				

According to the findings presented in Table 10, the results suggest that there is no significant disparity in perception between male and female students with regard to the Environmental Factor (P-value = .892) and the security factor (P-value = .182). Both of these P-values are higher than the predetermined threshold of significance ($\alpha=0.05$). Consequently, it can be concluded that there is no statistically significant difference, at a

significance level of 0.05, among undergraduate students at private universities in Mogadishu, Somalia, in terms of their perception of these factors.

On the other hand, the Personal factor (p-value = .004) and the academic factor (p-value = .001) have P-values that are lower than the threshold of significance ($\alpha=0.05$). Therefore, a statistically significant difference exists, at a significance level of 0.05, among undergraduate students at private universities in Mogadishu, Somalia, concerning their perception of these factors.

Table 11. Summary of One-Way ANOVA of Factors Affecting Students' Stress According to Age Group.

ANOVA							Decision
Gender Groups		Sum of Squares	DF	Mean Square	F	Sig.	
Environmental	Between Groups	6.724	3	2.241	4.396	.004	HA was accepted
	Within Groups	705.116	1383	.510			
	Total	711.841	1386				
Personal	Between Groups	1.896	3	.632	.670	.571	HA was rejected
	Within Groups	1304.978	1383	.944			
	Total	1306.874	1386				
Security	Between Groups	10.711	3	3.570	2.164	.090	HA was rejected
	Within Groups	2281.952	1383	1.650			
	Total	2292.664	1386				

ANOVA							Decision
Gender Groups		Sum of Squares	DF	Mean Square	F	Sig.	
Academic	Between Groups	2.209	3	.736	1.002	.391	HA was rejected
	Within Groups	1016.473	1383	.735			
	Total	1018.682	1386				

The summary of the results presented in Table 11 examines the P-values of the different age groups in the study, except for the environmental factor. It is observed that these P-values are greater than the predetermined threshold of significance ($\alpha=0.05$). As a result, it can be concluded that there is no statistically significant difference, at a significance level of 0.05, among undergraduate students at private universities in Mogadishu, Somalia, based on their age.

Table 12. Summary of One-Way ANOVA of Factors Affecting Students' Stress According to the Faculty.

ANOVA							Decision
Gender Groups		Sum of Squares	DF	Mean Square	F	Sig.	
Environmental	Between Groups	14.040	8	1.755	3.466	<.001	HA was accepted
	Within Groups	697.801	1378	.506			
	Total	711.841	1386				
Personal	Between Groups	11.908	8	1.489	1.584	.125	HA was rejected
	Within Groups	1294.966	1378	.940			
	Total	1306.874	1386				

ANOVA							Decision
Gender Groups		Sum of Squares	DF	Mean Square	F	Sig.	
Security	Between Groups	56.289	8	7.036	4.335	<.001	HA was accepted
	Within Groups	2236.375	1378	1.623			
	Total	2292.664	1386				
Academic	Between Groups	18.083	8	2.260	3.113	.002	HA was accepted
	Within Groups	1000.599	1378	.726			
	Total	1018.682	1386				

The findings presented in Table 12 indicate that, with the exception of the personal factor, there is a statistically significant difference in perceptions of stress levels among students based on their faculties, as evidenced by all p-values being less than 0.05. Therefore, the alternative hypothesis was accepted. However, the p-value of the personal factor was found to be 0.125, which is greater than 0.05. As a result, the alternative hypothesis was rejected, and the null hypothesis was supported.

Table 13. Summary of One-Way ANOVA of Factors Affecting Students' Stress According to the Academic Year.

ANOVA							Decision
Gender Groups		Sum of Squares	DF	Mean Square	F	Sig.	
Environmental	Between Groups	6.634	5	1.327	2.598	.024	HA was accepted
	Within Groups	705.207	1381	.511			
	Total	711.841	1386				
Personal	Between Groups	5.241	5	1.048	1.112	.352	HA was rejected
	Within Groups	1301.633	1381	.943			
	Total	1306.874	1386				
Security	Between Groups	27.124	5	5.425	3.307	.006	HA was accepted
	Within Groups	2265.540	1381	1.641			
	Total	2292.664	1386				
Academic	Between Groups	6.395	5	1.279	1.745	.121	HA was rejected
	Within Groups	1012.287	1381	.733			
	Total	1018.682	1386				

The results presented in Table 13 indicate with exceptional of for the security factor, there is no significant difference in perceptions of stress levels among students based on their academic year of study at private universities in Mogadishu, Somalia. All p-values were found to be greater than 0.05, leading

to the rejection of the null hypothesis. However, the p-value for the security factor was found to be 0.006, which is less than 0.05. Therefore, the alternative hypothesis was accepted.

5. Conclusion and Recommendations

In conclusion, this study aimed to explore the factors that contribute to stress levels among undergraduate students attending private universities in Mogadishu, Somalia. The findings indicated that academic stress had a slight impact on students, with the highest scoring item being related to heavy examination syllabi in some subjects. In contrast, environmental and personal factors had little to no impact on students' stress levels, as indicated by the low mean scores. The security factor was found to have a moderate impact on students' stress levels.

6. Recommendations

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

1. Universities should address the issue of heavy examination syllabi in some subjects to alleviate academic stress among undergraduate students. This could include revising the curriculum or providing additional support for students in challenging subjects.
2. Universities should ensure a safe and secure environment for students to reduce the impact of security-related stress. This could involve improving campus security measures or

providing counseling services to support students who have experienced security-related incidents.

3. While environmental and personal factors were found to have little impact on stress levels among students, additional research in these areas is recommended to better understand their influence on students' wellbeing.
4. Universities should provide stress management resources and support services to help students cope with stress. This could include counseling services, stress management workshops, or wellness programs.
5. It is important for universities to regularly assess and monitor stress levels among students to identify areas of concern and implement appropriate interventions.
6. Further research should be conducted to explore other potential factors affecting stress levels among undergraduate students in Mogadishu, Somalia, to inform the development of targeted interventions and support services.

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