

Impact of Stress and Depression on the Mental Health of in-school Adolescents in Ondo State, Nigeria

Ojewola, Florence Olubunmi (Ph.D)¹, Tosin .E. AKINDUYO (Ph.D)², Makinwa, Victoria Idowu (Ph.D)³ & N.P.M. Mabaso⁴

^{1&3}Department of Guidance and Counselling Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria, ² & ⁴Department of Educational Psychology, University of Johannesburg, South Africa
Corresponding: takinduyo@uj.ac.za

ABSTRACT

This study therefore investigated the impact of stress and depression on the mental health of in-school adolescents in Ondo State, Nigeria. A total of 400 in-school adolescents were selected from public secondary schools using a multistage sampling technique. A self-designed questionnaire titled Assessment of the Impact of Stress and Depression on Mental Health of in-school Adolescents Scale (AISDMHAS) was used to elicit information from the respondents. The data collected were analyzed using descriptive and inferential statistics. The result showed that the adolescents had moderate levels of stress and depression which affected their mental health. There was a relationship between stress, depression, and mental health of the in-school adolescents. Based on the findings, it was recommended that school counselors and non-governmental organizations should organize seminars and programs to create adequate awareness on the issue of stress, and depression as it affect the mental health of adolescents.

Keywords: Stress: depression: mental health: in-school adolescents.

INTRODUCTION

Stress and depression seem to be major health issues that are affecting the mental health of Nigerian adolescents today. The current political, economic, and social challenges are making life very hard for many young people in the country. The high cost of living and insecurity of lives and properties are becoming rather very unbearable for many people within the communities this is equally affecting the young people negatively. This hardship tends to be adversely affecting many young people and some were made to drop out of school to become breadwinners at very tender ages. Whereas, those who are in school seem to be having difficulties and challenges with coping with the demands for some things like buying textbooks whose cost has risen beyond the reach of many students. School fees have greatly increased at all levels of educational programs both at the public and private schools, and the children of the poor are not finding it easy to access the educational program in the country. This seems to be having negative impact on the behaviour and conduct of the youths some are taking to drugs, cultism and many terrible vices to reduce and manage their stressful and depressive situations

Stress can be defined as any change that result in physical, emotional or psychological and spiritual strain (Edet, 2023). Stress can bring seen as the reaction of the body to anything that brings about mental tension caused by a difficult or challenging situations (Elizabeth, 2020). The issue that constitute stress to a person may not stress another person, thus adjustment and adaptation to stress is based on an individual personality make up (Fako, 2010; Aubabi-Arbabisarjou, et al, 2013). Stress is considered as any situation or circumstances that bring about tension and worry. Any issue can be a stressor as long as it becomes hazardous to those involved. Stress is something that one can not but experience at every stage of life, the age, gender, educational status or socio-economic status of the person

concerned notwithstanding. Thus, the issue of stress, depression and anxiety are relevant mental health problem that is affecting many secondary school students globally, thus those in Nigeria are not left out (Marthoenis, Meutia, Fathiariani & Sofyan, 2018). There is the need to note that certain level of stress is necessary for man to survive and make progress in life especially among secondary school students (Edet, 2023). It is observed that globally that 80% of university students experience stress after examination, paper problem sets and working on assignment (Scott, 2011). Stress could equally have positive and beneficial effects which makes more people to adequately prepare for deadlines, to manage situation with great confidence and hope (Shelton, 2014). The fear of failure makes students to prepare well for examination so as not to be confronted with failure, fear of becoming a failure in life make people to be hardworking, dedicated and committed to serious business in life (Ezepue, Chukwu, Ezepue & Ezepue, 2022).

Studies in Malaysia showed that 41% of the respondents suffered from psychological stress that is connected with depressive symptoms while 84% of the respondents were found to be in condition of serious stress which is related to academic stress (Salam, Song, Mazian, Hassin & Abdullah, 2012). Another study in Ghana found that 37 female students that were within the age range of 18-19 years 46% of them and those within the age range of 19-20 years 19% were experiencing depression and those that were 20- above years 3%, it was found that 97% of them had moderate stress while 3% of them had severe stress. The factors enhancing their stress include environmental factor 40%, intrapersonal factor 30%, academic factor 19% and interpersonal factor was 11%. There was an indication that 78% of the respondents indicated that the absence of a calm and quiet environment were issue inducing stress (O'Rourke, Hammond, Flynn & Boylan, 2010). Waghachavare et al, (2013) found that on a large sample of 1200, there were indications that college students experienced some kind of stress which includes healthy life style and academic related factors.

Depression is a very common form of emotional problem which adolescents often experience. Those people who are depressed could often have the feeling of guilt or regret, worthlessness, hopelessness and they become very confused about life (Peterson & Compass, 1993; WHO, 2008). Depression is a very common mental health issue globally with over 264 million people of all ages being affected, it is a global issue relating to mental health disorder (WHO, 2020; Ezepue, Chukwu, Ezepue, & Ezepue, 2022). There are many secondary students that are grossly affected by depression which invariably is affecting their academic performance. There are many students who do not have any interest in their academic due to what they are passing through daily, thus, they become truant, bullying, they develop feeling of hopelessness, decrease in class activity, pessimism, sadness which often make them to experience suicidal tendencies (Lyer & Khan, 2012).

A research was conducted by Leyla et al (2013) on the level of depression and things associated with depression among males and females young people in Jordan. The study was a cross-sectional survey among national sample of 14-25 years old youths that were students in an institution in Jordan, the population comprised of 8,129 students. It was found that most respondents that frequently experience feelings of sadness (66%), loss of joy (49%) and loss of hope in living (43%). According to Agwu (2022) he examined the impact of stress and depression on the wellbeing of students, it was found that female students indicated that they

experience more stress and depression than the male students. This is also in line with other research efforts reported by Adewuya, Ola, Aloba, Mapayi, & Oginni (2006) in Nigeria, it was shown that that the female students are more depressed than the male students. This is also supported by a study reported in a Taiwan University that equally found that more female students are more likely to seek professional psychological help than the male students. This is an attestation to the fact that more females experience depressive symptoms. There was an argument that this is probably because of the vulnerability of the female gender to mental health problem which is related to their genetic make-up. Whereas, others observed that women over report many of the medical symptoms that they experience than men (Salam, 2010; Abdel-Khalek & AL-Ansar, 2004). In Kenya urban community setting Khaskhala, Ndeti, Mutiso & Mathai (2012) indicated that 26.4% within the month reported the prevalence of depression among 1276 adolescents in Kenya. Whereas, in Nigeria according to Omigbodun, Esan, Bakare et al (2004) reported 2.6% of prevalence of depressive tendencies among rural adolescents in Southwest, Nigeria. Traumatic experience events is regarded as one predictor of depression among the adolescent this is associated with the issues of sexual assault or physical abuse.

Mental health is regarded as the cognitive, behavioural and the emotional state of wellbeing of an individual. It is the functioning of an individual's mind, emotions, and behaviours this also include psychological wellbeing of people. It is a state of wellbeing when an individual can effectively utilize their mental abilities, cope with everyday life stress and be productive while working be able to contribute meaningfully to their society (WHO, 2006). Mental health does not only connote the absence of sickness, mental illness, disorder nor disabilities but being able to keep and maintain a good health and wellness so as to maintain steady lifestyle of happiness. An individual mental health can affect his/her daily living, academic, relationships and the physical and psychological health of people.

There tends to be a significant relationship between depression among adolescents and their mental health in adulthood (WHO, 2020; Mc Laughing, 2011; Rice & Rawal, 2011). The negative effect of depression on the adolescents' social life and their relationship towards other people could lead to poor academic performance this could increase the risk of suicide (Mc Laughing, 2011; Rice & Rawal, 2011). The issue of mental health literacy is very important for the maintenance of good health care system, since they may need to seek for information among their peers (Kutcher, Wei, Coniglio, 2016; Laughlin, 2011). Mental illness therefore, is one of the highest concerns of all disease and a major factor causing low academic achievement and school dropout among the adolescents in Nigeria. Currently, about 80 percent of students in Nigeria do not receive treatment that would reduce impairment due to their mental health. It is observe that about 99 percent of the adolescents' lack awareness of their mental health (Eaton, Nwefoh, Okafor, Onyeoro, Nwaubani & Henderson, 2017). This research therefore, seeks to assess the impact of stress and depression on the mental health of in-school adolescents in Ondo State.

The adolescents in Nigeria do not pay any serious attention to their mental health. Excessive exposure to stressful life styles could be detrimental to them this sometimes could lead to depression or suicide or untimely death. The adolescents are confronted on daily basis with different kinds of stressful life challenges such as

poor academic performance, health problems, financial difficulties and many other related issues which they encounter daily. The physical, physiological and emotional changes that accompany their growth could also be major source of stress and depression which often adversely affect their mental health.

Adolescents should be aware of all these changes and development that is occurring in their lives so that appropriate coping strategies can be put in place to manage all these life challenges. There are many adolescents that are coping and getting along with life challenges whereas, many of them are not being able to cope and adjust to these changes. This is why many adolescents are facing the problem of stress and depression, while some are ready to commit suicide and involve in terrible crimes. If the trend is allowed to continue the mental health of most adolescents in the country will be greatly affected. This why this researchers seek to examine the impact of stress and depression on the mental health of in-school adolescents in Ondo State.

This study sought to explore the mental health of in-school adolescents by addressing several key research questions: the levels of stress, depression, and overall mental health among this group. To further investigate these aspects, three hypotheses were proposed and tested at a significance level of 0.05. The first hypothesis posited that stress and depression would not significantly predict the mental health of in-school adolescents in Ondo State. The second hypothesis examined whether there is a significant relationship between stress and mental health, while the third explored the potential relationship between depression and mental health among these adolescents. Together, these questions and hypotheses aim to deepen the understanding of factors influencing adolescent mental health within the school environment.

METHOD

Descriptive research design of the survey type was used for the study. This was considered because of the variables that is being considered for the study and the population being used. The population for the study consisted of all in-school adolescents in Ondo State including all males and females in public secondary schools in the state. The sample of the study consisted of 400 secondary school students. Multi-stage sampling technique was used for the selection of the respondents. The first stage involve the use of stratified random sampling technique to choose four local government from the eighteen local government areas in Ondo State. The second stage involves the selection of four schools from the four local government areas. Then one hundred adolescents each were chosen from each of the four schools, thus a total of four hundred in-school adolescents were used for this research.

A self-designed questionnaire titled Assessment of Impact of Stress and Depression on Mental Health of in-school Adolescents Scale (AISDMHS) was used to elicit information from the respondents. The questionnaire consisted of four sub-sections, ABCD. Section A contained information on the demographic characteristics of the respondents such as the gender, age etc. Section B contains ten questions to elicit information on the impact of stress on the in-school adolescents, while section C contains ten questions to elicit information on the impact of depression on the in-school adolescents. Section D equally contains information on the impact of mental health on the in-school adolescents. Each of the statement is a 4 point Likert type

response of Strongly Agree-4, Agree-3, Disagree-2 and Strongly Disagree-1. The instrument was subjected to face, content and construct validities. The reliability of the instrument was established using test re-test method and the reliability coefficient of 0.76, 0.78 and 0.80 were found to be significant at 0.05 level.

The instrument was administered to 400 respondents by the researcher and two trained research assistance. The data generated was analysed using descriptive and inferential statistics. The descriptive statistics which include the mean, the hypotheses were tested using regression analysis and hypotheses 2 and 3 were tested using Pearson Product Moment Correlation. All the hypotheses were tested at 0.05 level of significance.

Results And Discussion

Research Question 1: What is the level of stress among in- school adolescents?

Table 1: Level of stress among in- school adolescents

S/N	Items	SA	A	D	SD	Mean
1	I always feel tensed up	154	110	98	38	2.95
2	I always feel discouraged	98	140	107	55	2.70
3	I often experience feelings of frustration	80	132	129	59	2.58
4	I am confronted with many things that bothers my mind	92	152	104	52	2.71
5	I am often under pressure	110	102	110	78	2.61
6	I often experience discouragement	85	142	117	56	2.71
7	I am worried about life	85	161	96	58	2.68
8	I feel irritable	93	125	119	63	2.72
9	I always feel isolated	96	131	122	51	2.68
10	I am afraid of what the future holds	103	131	110	56	2.70
Grand mean=2.70						

Low (<2.5 Grand Mean) Moderate 2.5 – 3.5 Grand Mean) High (Above 3.5 Grand Mean)

The results indicated that in-school adolescents experience a moderate level of stress, with a grand mean score of 2.70 across various stress-related experiences. The most prevalent stressors include feeling tense, discouraged, and burdened by many worrying thoughts, as evidenced by the higher mean scores on these items. Other stress-related experiences, such as feeling under pressure and afraid of the future, were relatively less common. This suggests that while the adolescents face a range of stress-inducing challenges, certain emotional and psychological stressors, like feelings of tension and discouragement, are more pronounced in their daily lives.

Research Question 2: What is the level of depression among in- school adolescents?

Table 2: Level of depression among in- school adolescents

S/N	Items	SA	A	D	SD	Mean
11	I always have little interest in doing things	120	144	93	41	2.86
12	I often feel let down especially in the school	69	135	132	64	2.53
13	I always experience feeling hopelessness	89	110	145	56	2.41
14	I have trouble falling asleep	66	109	147	78	2.59
15	I feel tired without necessarily doing any serious work	84	139	105	72	2.58
16	I feel that I do not have to do things	74	145	119	62	2.50
17	I feel bad about myself	94	97	125	84	2.40
18	I feel that I am a failure	63	120	130	87	2.52
19	I feel that I am letting my family down	86	108	133	73	2.53
20	I have a feeling of persistent sadness	79	131	113	77	2.84
Grand mean=2.58						

Low (<2.5 Grand Mean) Moderate (2.5 – 3.5 Grand Mean) High (Above 3.5 Grand Mean)

The results revealed a moderate level of depression among in-school adolescents, with a grand mean score of 2.58. The most prevalent depressive symptoms include a lack of interest in doing things, feelings of tiredness without exertion, and persistent sadness, as indicated by the relatively higher mean scores on these items. Other depressive experiences, such as feelings of hopelessness, low self-worth, and a sense of failure or letting down one's family, were also present but to a lesser degree. The findings suggest that while the adolescents grapple with various depressive symptoms, certain emotional and behavioral manifestations, like disinterest and fatigue, are more commonly reported.

Research Question 3: What is the level of mental health among in- school adolescents?

Table 3: What is level of mental health among in- school adolescents?

S/N	Items	SA	A	D	SD	Mean
21	I am not satisfied with my experience in the school	136	116	96	52	2.84
22	I am not sure of living a purposeful life	60	137	131	72	2.46
23	I am not hopeful of a bright future	94	92	114	100	2.45
24	Life does not seems to have meaning to me	73	96	107	124	2.30
25	I do not actively contribute to the happiness and wellbeing of others	94	85	128	93	2.45
26	I am not careful about the way that I act, even if it is affecting others	67	132	121	80	2.47
27	I am a very carefree person	99	132	104	65	2.66
28	I do not feel responsible about the way that I act	76	134	121	69	2.54
29	I do engage myself in interesting activities	103	140	98	59	2.72
30	other people often complain about my negative behaviour	78	113	120	89	2.45
						Grand mean=2.53

Low (<2.5 Grand Mean) Moderate (2.5 – 3.5 Grand Mean) High (Above 3.5 Grand Mean)

The survey results indicate a moderately positive level of mental health among the in-school adolescents, with a grand mean score of 2.53. The respondents reported relatively higher levels of dissatisfaction with their school experiences and a sense of uncertainty about living a purposeful life, as well as a lack of hopefulness for a bright future. However, they also exhibited some positive mental health characteristics, such as feeling responsible for their actions, engaging in interesting activities, and not being overly carefree. The findings suggest a mixed picture, where the adolescents grapple with challenges related to their sense of purpose, future outlook, and social interactions, while also demonstrating some level of self-awareness and engagement in meaningful activities.

Testing of Hypotheses

Hypothesis 1: Stress and depression will not significantly predict the mental health of the in-school adolescents in Ondo State.

Table 1: Summary of Regression Analysis

R = .683^a

R Square = .467

Adjusted R Square = .464

Model		Sum of Squares	df	Mean Square	F	Sig.
S1	Regression	7742.193	2	3871.097	173.752	.000 ^b
	Residual	8844.917	397	22.279		
	Total	16587.110	399			

a. Dependent Variable: Mental Health

b. Predictors: (Constant) Stress, Depression

The results of the regression analysis (R = .683, R Square = .467, Adjusted R Square = .464, F(2, 397) = 173.752, p < .001) indicate that stress and depression significantly predict the mental health of in-school adolescents in Ondo State. The multiple correlation coefficient (R) of 0.683 and the coefficient of determination (R Square) of 0.467 suggest that stress and depression account for 46.7% of the variance in the mental health of the adolescents. The F-statistic of 173.752, which is statistically significant at the p < 0.05 level, means that the regression model is a good fit for the data. Therefore, the null hypothesis that stress and depression will not significantly predict the mental health of in-school adolescents in Ondo State is rejected.

Hypothesis 2: There is no significant relationship between stress and mental health among in-school adolescents.

Table 2: Showing the relationship between Stress and Mental Health of in-school Adolescents

Variable	N	r	P _{value}
Stress	400		
		.520	0.000
Mental Health	400		

The results of the correlation analysis (N = 400, r = .520, p < .001) reveal a significant positive relationship between stress and mental health among in-school adolescents. This indicates that as the level of stress experienced by the adolescents' increases, their mental health also tends to be impacted negatively. The p-value of 0.000 suggests that the observed relationship is statistically significant at the p < 0.05 level. Therefore, the null hypothesis that there is no significant relationship between stress and mental health among in-school adolescents is rejected.

Hypothesis 3: There is no significant relationship between depression and mental health among in-school adolescents.

Table 3: Showing the relationship between depression and Mental Health of In-school Adolescents

Variable	N	R	P _{value}
Depression	400		
		.674	0.000
Mental Health	400		

The results of the correlation analysis ($N = 400$, $r = .674$, $p < .001$) reveal a significant positive relationship between depression and mental health among in-school adolescents. This indicates that as the level of depression experienced by the adolescents' increases, their mental health tends to be negatively impacted. The p -value of 0.000 suggests that the observed relationship is statistically significant at the $p < 0.05$ level. Therefore, the null hypothesis that there is no significant relationship between depression and mental health among in-school adolescents is rejected.

Discussion

The result of findings indicated that there is moderate level of stress and depression among in-school adolescents in Ondo State. This a serious call for close intervention that the mental health of the adolescents should not be taken for granted. The health of the adolescents is very important and there must be creation of awareness on the issues that is related to their mental health. The issues of stress and depression are not often given serious consideration most especially among the adolescents but this result is an eye opener that this issue must be given serious attention. This assertion is equally supported by Marthoenis et al, 2018 that stress, depression and anxiety are mental health issues that constitute great challenges to the adolescents.

Moderate level of mental health was also found among in-school adolescents in Ondo State. The state of wellness is very important for people to function well. But when people's health is adversely affected the individual may not be able to perform well in any endeavour he/she finds himself/herself that is why every individual must be able to guide and protect themselves against any form of ill-health. There is need to create awareness among the youths on the importance of healthy living and that they should be encouraged to prioritise the issue of the health. They should run away from anything that will adversely affect their health negatively through what they eat, drink and the many bad habits that these young people develop which may be detrimental to their lives and future. This is supported by the assertion by Animba (2020) that observed that mental illness is one the highest concerns of all disease a major issue that brings about low academics achievement and school drop-out.

The finding for the first hypothesis that stress and depression predicted the mental health of the adolescents in Ondo State. When students' go through stress and depression it will definitely affect their mental health. This is why it is very important for the adolescents to learn how to control stress and depression in their daily lives so that it will not result in mental illness which may become difficult to handle on the long run. Prevention is always better than cure, whatsoever, it will take the adolescents, their parents, guardians and teachers to help them to maintain good health it must be done for the wellbeing of these adolescents. Since it has been observed that there seems to be relationship between stress, depression and mental health (WHO, 2020; Mc Laughlin, 2011; Rawal, 2011). It is then necessary to maintain good connection between these variables and mental health.

The result also showed that there is relationship between stress and mental health of in-school adolescents. Stress is inevitable in life because there are some level of stress that are required if one will make progress in life especially for students as it motivates and encourages them to improve their academic pursuit (Edet, 2023). But if the stress is too much it can then lead to mental illness which could be detrimental to the wellbeing of the adolescents. According to the findings of Song, et al, 2012, 41% of Malaysian participants in their study suffered psychological

stress that is related to depressive symptoms while 84% of the respondents were under serious stress this is related to academic stress.

The result of the findings also indicated that there is relationship between depression and mental health. The adolescents' mental health must not be taken for granted since many of them could equally experience depression more than ever before. This findings also corroborate the research efforts of Leyla et al, 2013, on the level of depression and factors associated with depression among males and females young people in Jordan. The research is a cross sectional survey among a national sample of 14-25 years old students in institutions in Jordan with a population of 8,129, most responded that they frequently experience feelings of sadness (66%), loss of joy (49%) and loss of hope (43%). The result indicated that there was high level of depressive symptoms among females youths exposed to violence. Whereas, among the males the depressive symptoms include poor economic status, low assertiveness, with the usage of alcohol and smoking.

CONCLUSION

The findings of this study conclude that there is a moderate level of stress, depression, and mental health challenges among in-school adolescents in Ondo State. The analysis further reveals that stress and depression significantly predict the mental health of these adolescents. Additionally, a significant relationship exists between stress and mental health, as well as between depression and mental health, among the in-school adolescents. This study underscores the importance of addressing these psychological factors to improve adolescent well-being within the educational environment.

Recommendations

- a. The school counsellors and school authorities should organize programmes to create awareness for the adolescents about the importance and need to effectively manage their stress, depression and mental health.
- b. Adolescents should learn to open up and discuss their challenges with their parents and counsellors. Counsellors must ensure that they maintain good rapport with their clients'. The home environment should be attractive and warm for the adolescents.

References

- Abdel-Khalek, A & ALAnsar, W. (2004). Gender differences in anxiety among undergraduates from Arab countries. *Journal of Social Behaviour and Personality*, 32 (7), 649-656.
- Adewuya, A. O.; Ola, B. A.; Aloba, O.O.; Mapayi, B.M. & Oginni, O.O. (2006). Depression amongst Nigerian university students. *Journal of Social Psychiatry and Psychiatry Epidemiology* 41: 674-678.
- Agwu, E. M. (2021). To explore hoe stress and depression associates with wellbeing of university students in Eastern Nigeria by gender. *World Journal of Advanced Research and Review* 10(01), 312-322.
- Animba, I. E. & Obiaka, U. A. (2020). Influence of depression on academic performance among secondary school students in Enugu State, Nigeria. *International Journal of Management, Social Science, Peace and Conflict Studies (IJMSSPCS)*, 3(3), 49-63.

- Aubabi-Arbabisarjou, A., Ajdari, Z., Omeidi, K. & Jalalinejad, R. (2013). The relationship between job stress and performance among hospital nurses. *World of Science Journal*, **2**, 181-188
- Eaton, J.; Nwefoh, E.; Okafor, G.; Onyeonoro, U.; Nwaubani, K. & Henderson, C. (2017). Intervention to increase use of services, mental health awareness in Nigeria. *Mental Health Syst.* **11**(66), 2-6.
- Edet, N.E. (2023). Depression and suicide among Nigerian youth: A critical interrogation of mental health counselling practice in Nigeria.
- Elizabeth, S. (2020). What is stress? Accessed: <http://www.verywellmind.com/stress-and-health-3145086> 2020
- Ezepue, E.C. Chukwu, C. J. Ezepue, U.F. (2022). Causes of undergraduates stress in Enugu State Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS)*, **5**(4), 108-116
- Fako, T.T. (2010). Occupational stress among university employees in Botswana. *European Journal of Social Sciences*, **15**(3), 313-326
- Khasakhala, L.I.; Ndeti, D.M.; Mutiso, V. & Mathai, M. (2012). The prevalence of depressive symptoms among adolescents in Nairobi public secondary schools association with perceived maladjustive parental behaviour. *African Journal of Psychology*, **15**, 106-113.
- Kutcher, S.; Wei, Y. & Coniglio, C. (2016). Mental health literacy: Past, present and future. *Can.J. Psychiatry*, **61**: 154-158.
- Leyla, I.; Hamoud, S.O. Esra, A.; Stacey, S. & Nabila, E. B. (2012). Depressive symptoms among Jordanian youth: Result of national survey. *Community Mental Health Journal*, **49**, 133-140.
- Lyer, K. & Khan, Z. A. (2012). *Depression: A review school of bioscience and technology*, Vellore Institute of Technology, Vellore
- Marthoenis, M.I., Fathiarani, L. & Sofyan, H. (2018). Prevalence of depression and anxiety among college students living in a disaster –prone region. Alexandria. *Journal of Medicine* doi:<https://doi.org/10.1016/j.ajme>. 2018. 07.00
- Mc Laughlin, K. A. (2011). The public health impact of major depression. A call for interdisciplinary prevention efforts. *Prev. Sci.* **12**, 361-371.
- Omigbodun, O.O.; Esan, O & Bakare, K. (2004). *Depression and suicidal symptoms among adolescents in rural southwest Nigeria*. (16th World congress of the International Association of child and adolescents Psychiatry and Allied Professions (IACAPAP), Berlin, 22-26.
- O'Rourke, M.; Hammond, S.; O'Flynn, S. & Boylan, G. (2010). The medical student stress profile: A tool for stress audit in medical training. *Medical Education*, **44**(10), 1027-1037.
- Peterson, A.C.; Compass, B.E.; Brooks-Gun, J.; Stemmler, M.; Ey, S. & Grant, K. E. (1993). Depression in adolescence. *American Journal of Psychology* **48**, 155-168.
- Rice, F & Rewal, A. (2011). Can basic research help in the prevention of childhood and adolescent depression? Examining a cognitive and emotional regulation approach. *Depress. Res. Treat* **2011**:2011:871245 doi 1155/871245.
- Scott, E. (2011). Stress in college common causes of stress in college. *Health Promotion International Journal*, **2**(6), 215-232.
- Salami, C.O.; Song, N. F.; Mazina, H.; Hassain, L.S. & Abdullah, M.H. (2012). Professionalism of future medical professionals in Universiti Kebangsaan

- Malaysia (UKM) Medical centre. *International Medical Journal*, 19 (3), 224-228.
- Salami, S.O. (2010). Occupational stress and wellbeing: Emotional intelligence, self-efficacy, coping negative affectivity and social support as a moderators. *Journal of International Social Research*, 3(12), 387-398.
- Shelton, R. (2014). *5 weird ways stress can actually be good for you*. Time Magazine. Available at <https://time.com/5weirdways>.
- Waghachavare, V.B.;Kadam, Y. R.; Gore, A.D. & Dhumale, G. (2012). A study of stress among students of professional college from urban area in India. *Sultan Qaboos University Medicine Journal* 13(3), 429-436.
- WHO and Ministry of Health (2006). WHO. AIMS report on mental health system in Nigeria WHO and Ministry of Health Ibadan, Nigeria. Available at: <https://www.who.int/mentalHealth/evidence/Nigeria>.
- WHO (2020). World Health Organisation. Depression 2020 available from <https://www.who.int/news-room/fact-sheets/detail/depression> (last accessed on the 2020 May 27).