

Global Journal of Arts Humanity and Social Sciences
ISSN: 2583-2034
Abbreviated key title: Glob.J.Arts.Humanit.Soc.Sci
Frequency: Monthly
Published By GSAR Publishers
Journal Homepage Link: <https://gsarpublishers.com/journal-gjahss-home/>

Volume - 4 | Issue - 10 | Oct 2024 | Total pages 771-777 | DOI: 10.5281/zenodo.13879954

Beyond the Pandemic: Addressing the Mental Health Needs of Nigerian Students in Post-COVID-19

BY

Dr (Mrs) Juliet Ohenokobosare Esieboma¹, Oghenefejiro Mercy Esieboma²

¹Department of Sociology and Criminology & Security Studies College of Social and Management Sciences, Western Delta University, Oghara, Delta State.

²Department of Physiology, School of Basic Medical Sciences College of Medical Sciences University of Benin, Edo State, Nigeria.



Abstract

The COVID-19 pandemic outbreak had many important consequences for human beings worldwide; this includes the mental health of everyone. The global covid-19 pandemic has had a significant effect on students' mental health and general wellbeing. As the world moves beyond the pandemic, it is essential to address the lingering mental health needs of Nigerian students. This paper explores the mental health challenges faced by students post-covid-19, including anxiety, depression, and trauma. We examine the factors contributing to these challenges, such as social isolation, academic pressure, and uncertainty about the future. This research paper analyzes the manner in which COVID-19 has affected Nigeria's psychological wellness, particularly that of students. The limitations put in place to stop the virus's spread, like lockdowns and social distancing policies, have impacted people's daily routines and social support networks, leading to unanticipated changes that have brought about a lot of challenges and anxiety, stress, and depression.

Keywords: Mental Health, Covid-19, Students, Nigeria, Post Pandemic

Article History

Received: 01-09-2024
Accepted: 30-09-2024
Published: 01-10-2024

Corresponding author
**Dr (Mrs) Juliet
Ohenokobosare
Esieboma**

INTRODUCTION

A few years ago, the world experienced a pandemic called COVID-19, that brought about unprecedented changes in the way things were done. The pandemic did not only disrupt the traditional modes of ways of life for formal and informal workers, and even students. They were also exposed to a range of stressors such as social isolation, academic uncertainties, financial constraints, and fears about the future.

The academic shutdown and the transition to remote learning have left many students feeling disconnected from their peers, teachers, and support systems. This dearth of social interaction and care, the fear of falling behind academically, and the inability to keep up with the pace of online classes have resulted in feelings of inadequacy and self-doubt among many students. All these can have detrimental effects on their mental well-being (Adewale et al.,

2021). Additionally, the economic hardships faced by many families in the wake of the pandemic have further exacerbated the stress and anxiety levels among students. According to recent studies, the effects of the pandemic on students' mental health are far-reaching and demand immediate attention (Montagni et al, 2020).

Following the COVID-19 pandemic, countries around the world, including Nigeria, have been grappling with a multitude of challenges, with one significant concern being the mental health of students. Students' lives have been reshaped by the COVID-19 epidemic worldwide, leading to hitherto unheard-of levels of stress, worry, and uncertainty (Li, et al., 2021). It is critical to recognize pupils' ongoing mental health needs as the world moves past the pandemic. Studies indicate that the pandemic has led to a rise in anxiety and depressive symptoms among students (Cao et al., 2022). Furthermore, mental health issues have been made worse



by social isolation, academic pressure, and future uncertainty (Wang et al., 2023). After COVID-19, students' mental health needs must be met, and this calls for the development of evidence-based support networks and an exhaustive understanding of the difficulties they encounter.

As a result, it is crucial to examine the influence of the post-COVID-19 era on the mental health of students in Nigeria. The objective of this paper is to illuminate the mental health challenges faced by students in Nigeria in the post-COVID-19 era. By examining current research to provide insight into the specific issues affecting students' mental well-being, as well as potential strategies and interventions that can support students and ensure their mental health needs are essential.

REVIEW OF LITERATURE

Nigerian Students and Mental Health

An increasing number of individuals are experiencing mental illness; WHO research states that one in four people may experience a mental disease at some point in their lives, making mental illnesses one of the primary causes of illness. Nigerian students' general wellbeing and mental health have been significantly impacted by the COVID-19 pandemic. For many students, the abrupt switch to online instruction, social distancing protocols, and the unpredictability of the epidemic have combined to produce a perfect storm of stress, anxiety, and trauma. According to Jekayinfa et al. (2021), Nigerian students experienced increased symptoms of anxiety and depression during the pandemic. The Association of Psychiatric Nurses reported that 60% of students were feeling more anxious or depressed during the pandemic.

The pandemic disrupted the social support networks of Nigerian students, leaving many feeling isolated and disconnected from their peers and community (Afolabi 2020). The closure of universities and the shift to online learning, which has limited opportunities for social interaction and support was, worsened social isolation among Nigerian students (Adebayo et al; (2024).

In Nigeria, in recent years there has been rising identification of the need to address students' mental health issues, as the occurrence of anxiety, depression, and stress-related disorders has continued to increase. Since the mental health of students directly affects their academic performance, overall well-being, and future prospects.

According to the World Health Organization (WHO), mental health encompasses emotional, psychological, and social well-being that affects pupils' perception, cognition, and conduct. This makes it possible for each student to see their own potential and learn how to manage everyday stressors, enabling them to contribute positively to society and work effectively. This influences a student's ability to manage stress, form relationships with others, and make decisions. The absence of the above means there is social disorder, a situation in which an individual's capacity to feel, think, and act in ways to achieve a better quality of life while respecting personal, social, and cultural boundaries is temper with (Manwell, Barbic Roberts, Durisko Lee Ware, and

McKenzie 2015). Furthermore, Ojo, & Onwuegbuzie (2020). Additionally, the pandemic has significantly increased uncertainty and fear about the future among Nigerian students. Which has created concerns that have increased mental health challenges among students due to their worries about their financial security; and academic performance (Folarin et al., 2020).

Again, Goldman et al, (2009) say mental disorders are any health conditions that affect and alter cognitive functioning, emotional responses, and behavior associated with distress and/or impaired proper functioning of the individual. The implication is that mental health is connected with lifestyle factors such as diet, exercise, stress, drug abuse, social connection and interactions (Regier, Kuhl, & Kupfer 2013).

Some Common Types of Mental illnesses

Based on the International Classification of Diseases (ICD) system, known as the Diagnostic and Statistical Manual of Mental Disorders (DSM) (ICD). Mental illness, or, mental health condition is a pattern of behavior or mental function that substantially hinders personal functioning or produces significant discomfort that is also known as a mental disorder, also referred to as a psychiatric problem (Bolton, 2003). There are so many mental health challenges that any individual could face, ranging from mild mental health challenge to very serious mental health challenges.

Biological, genetic, life events (such as psychological trauma or abuse), and a family history of mental health disorders are some of the elements that might lead to mental health issues. "Mental illness" encompasses a wide range of disorders, some of which have symptoms that affect an individual's thoughts, feelings, perceptions, or behavior. Managing relationships, a job, and other obligations like education can be difficult for someone who suffers from a mental illness. Mental illness can be broadly classified into the following categories:

- 1) Anxiety Disorders: These types of mental illness also common among students, it has a prevalence of 31.2% among students that experience anxiety (APA, 2017). The symptoms are as follows: excessive worry, fear, panic attacks. It can greatly impact or impaired academic performance of students. The effects can social withdrawal, and decreased motivation, to mention a few. Anxiety disorders manifest in the following ways:
 - i. Angst: A feeling of intense anxiety or fear, worry, or anxiety that interferes with daily life. It can also including generalized anxiety, panic disorder, and social anxiety disorder.
 - ii. Phobia: An excessive or irrational fear of something.
 - iii. Panic Attack: A sudden episode of intense fear or discomfort.
 - iv. Hyper-vigilance: A state of increased alertness or watchfulness.
 - v. Trepidation: A feeling of fear or apprehension.
 - vi. Apprehension: A feeling of anxiety or fear about the future.
 - vii. Dread: A feeling of intense fear or apprehension.

- 2) Mood Disorders: Reiss; & Price (1996), says mood disorder is a kind of mental disease that was formerly known as "manic depression. It is also very common among students with a prevalence rate of 20.5%. As it is said to impaired academic motivation, social interactions, and overall well-being. Depression is a type of mood disorder marked by poor state of mind, reduced energy, and lack of interest and enjoyment. The symptoms are:
 - i. Persistent feelings of sadness, hopelessness, or irritability, including depression and bipolar disorder.

Although the precise cause is uncertain, a hereditary tendency has been amply demonstrated. Episodes of this mental disease can also be brought on by environmental factors (NIMH, 2020).

- 3) Trauma and Stressor-Related Disorders: according to American Psychological Association. (2017), this disorder has to do with emotional and psychological responses to traumatic events, including post-traumatic stress disorder (PTSD). The Prevalence rate is that 25.1% of students experience trauma (APA, 2017).some common symptoms are:
 - i. flashbacks,
 - ii. nightmares,
 - iii. avoidance behaviors

The influence be noticed with students having difficulty with emotional regulation, academic focus, and relationships.

- 4) Personality Disorders: American Psychological Association. (2017) says, it has to do with patterns of thoughts, feelings, and behaviors that deviate from cultural norms, including borderline, narcissistic, and obsessive-compulsive personality disorders. Symptoms: impulsivity, emotional deregulation, and relationship difficulties. Its prevalence rate is 10.5% of students experience personality disorders (APA, 2017). This type of health illness

Causes academic struggles for students, social conflicts, and emotional distress.

Depression is a type of mood disorder marked by a poor state of mind, reduced energy, and a lack of interest and enjoyment.

- 5) **Psychotic Disorders:** Loss of touch with reality, including schizophrenia and schizoaffective disorder.
- 6) **Eating Disorders:** Distorted body image and unhealthy eating patterns, such as binge eating disorder, bulimia nervosa, and anorexia nervosa.
- 7) **Substance Use Disorders or Substance-Related and Addictive Disorder:** these are addiction to substances like drugs or alcohol, leading to negative consequences.

This type of disorder has occurrence rate is 35.4% of students that engage in binge drinking (SAMHSA, 2020) the symptoms are substance dependence, and withdrawal. According to the Substance Abuse and Mental Health Services Administration.

(2020), the consequences are academic decline for such students, social problems, and health risks

- 8) **Attention Deficit Hyperactivity Disorder (ADHD):** This mental illness can also be referred to as Neurodevelopmental Disorder, it has to do with difficulty paying attention, staying focused, and controlling impulses. Prevalence rate is 11.8% among students ADHD (CDC, 2020). Common symptoms:
 - i. attention deficits,
 - ii. learning difficulties,
 - iii. social challenges

Centers for Disease Control and Prevention (2020) says this type of mental illness cause students it struggles with academic, have difficulties in socializing, and emotional dysregulation.

- 9) **Autism Spectrum Disorder (ASD):** Difficulty with social interaction, communication, and repetitive behaviors.
- 10) **Sleep Disorders:** The American Academy of Sleep Medicine. (2015) says disturbances in sleep patterns, including insomnia, sleep apnea, and restless leg syndrome, is very common among students, the occurrence rate is 24.2% of students experiencing sleep disturbances (AASM, 2015). Symptoms are insomnia, daytime fatigue, and difficulty concentrating. These impaired cognitive function, mood disturbances, and academic performance of students.

Factors Contributing to Sleep Disorders:

- i. Academic pressure and stress
- ii. Irregular sleep schedules
- iii. Caffeine and nicotine consumption
- iv. Screen time (e.g., smartphones, tablets, laptops)
- v. Social media and online activities
- vi. Late-night study sessions
- vii. Early morning classes or exams
- 11) Cognitive disorders: impairments in thinking, memory, and problem-solving, including Alzheimer's disease and dementia.
- 12) Dissociative Disorders: According to the International Society for the Study of Trauma and Dissociation. (2020), this type of health illness is also common among university students; its prevalence is 10.6% among them. Some of its Symptoms are
 - i. disconnection from thoughts, feelings, or experiences. Furthermore it can make one have:
 - ii. Difficulty with emotional regulation, relationships, and academic focus.
 - iii. Disconnection from thoughts, feelings, or identity, including dissociative amnesia and dissociative identity disorder.

Some of the causes are Lifestyle Factors such as Irregular sleep schedule due to reading, Consuming caffeine to avoid sleep and read for long hours, engaging in stimulating activities before bedtime e.g., using electronic devices such as phone or laptop

The Effects of COVID-19 on Nigerian Students

Students in Nigeria encounter a multitude of obstacles that impact their academic performance, overall growth, and well-being. These difficulties are caused by a number of structural problems and socioeconomic variables, most recently the COVID-19 epidemic. The COVID-19 epidemic has had a profound effect on many facets of society, including global education systems, Nigerian students, and education systems generally. Here focus on the academic, psychological, and socioeconomic consequences of it on students will be look at some of those challenges are as follows:

Academic Impact:

- a) School closures: The closure of educational institutions in Nigeria was a necessary measure to contain the virus, but it disrupted students' access to formal education (Yusuf, 2020). This disruption of regular academic activities affected many students education. For example, lack of access to remote learning opportunities, exacerbates existing educational inequalities (Aminu, 2020). All these activities, led to a loss of valuable classroom instruction time, thereby hindering the learning progress of many students.
- b) Limited access to remote learning: The shift to remote learning also posed challenges for many students in Nigeria due to limited access to internet connectivity and devices necessary for online learning. This has created inequalities among students, with those from disadvantaged backgrounds being disproportionately affected (Ogundele et al, 2020).
- c) According to Uleanya (2012), e-learning is a very bad form of teaching and learning for students in Nigerian. This arises from the fact, most students were most likely unable to use it correctly and effectively, as it was the very first time many were using it. Also, the inequities in our educational institutions, range from the lack of access to broadband and computers essential for online learning to the lack of supportive environments required for concentration, which was mostly experienced during the COVID 19 era. Furthermore, poor/unequal access to educational opportunities was also claimed as a serious hindrance to education and learning. Examples were lack of infrastructure, including technical devices, electricity, and network troubles, to mention a few. Furthermore, remote learning posed challenges for students in Nigeria due to limited access to internet connectivity and devices necessary for online learning. And created inequalities among students from disadvantaged backgrounds as they were disproportionately affected.
- d) Mental health and psychological distress: According to Omigbodun (2021), the pandemic marks an increased in anxiety, stress, and mental health issues among students in Nigeria. This was due to the uncertainty of the future surrounding experienced by all, in which the students were not left out. The lack of social interaction, during the era; and difficulties in adapting to online learning

have contributed negatively to the mental and psychological distress of students. The COVID-19 pandemic disrupted every aspect of life worldwide, including the education sector. In Nigeria, students were faced with challenges in adapting to the new normal of remote learning, social isolation, and uncertainty.

e) Increased Stress and Anxiety:

The sudden shift to remote learning and uncertainty surrounding examination schedules has placed immense stress and anxiety on students in Nigeria. A study conducted by Esan and Ogunro (2021) found that students experienced heightened levels of anxiety, worrying about their academic performance, future prospects, and the risks associated with the viral pandemic.

2). Reduced social interactions and loneliness

COVID-19 restrictions imposed to curb the spread have drastically impacted students' social interactions, which led to increased feelings of loneliness and isolation (Adetiba 2021). Reduced socialization among students in Nigeria can be the increase in the rates of loneliness.

3). Psychological Distress and Depression:

The rise in psychological distress, including symptoms of depression, among students in Nigeria has been linked to the COVID-19 pandemic. This means that the disruption of students' social lives, contributed to an increase in depressive symptoms.

4. Academic Challenges and Burnout:

The unexpected shift to online learning in Nigeria came with distinctive challenges for students that led to academic burnout (Oyeleye, 2021). Furthermore, Izard et al., (2020) say that the uncertainty surrounding the pandemic has its impact on education which resulted in increased anxiety and stress levels among Nigerian students.

- 5). Learning loss: Previous research during the Ebola outbreak demonstrated that, long disruptions academic programme has negative outcomes for students (Adejumo et al., 2021).

Theoretical Framework

Stress Process Model is by LI Pearlin, EG Menaghan, MA Lieberman, and JT Mullan in 1981. According to this sociological model, human beings interact in several social circumstances that necessitate communication with one another, such as with friends, family, school, and jobs, which can result in stress. This lack of consonance in the interaction between persons and their surroundings is what is referred to as stressor, Aneshensel (1996). Stressors undermine an individual's capacity for adaptation, which leads to demanding experiences that harm an individual's mental, physical, behavioral, and/or social qualities. So, stress is the result of internalizing this pressure, and it may be quantified by examining the psychological, physical, and behavioral effects it has on an individual (PEARLIN 1989).

According to this interpretation, the COVID-19 epidemic has an impact on the mental health of Nigerian students. Due to social isolation, financial strain, and disturbances in the classroom.

For instance, "Mental health issues among Nigerian students have increased as a result of the COVID-19 pandemic exacerbating pre-existing stressors" (Shitandi, et al., 2021). Due to pandemic-related restrictions, Nigerian students' mental health is further affected as a result of their inability to receive social support. According to Cohen et al. (2015), social support has the relevance of social support networks in alleviating mental health difficulties in persons.

A psychological theory known as the Diathesis-Stress Model (DSM) describes how biological and environmental variables interact to cause mental health problems such as depression, anxiety, and disorders associated with traumatic experiences for people (Monroe & Simons, 1991). There is a component in humans called diathesis that describes a person's susceptibility to the onset of a mental illness. This can involve personality, neurological, or genetic components. There are also stressors in humans such as psychological or environmental stressors, that either cause or worsen symptoms related to mental health. According to the DSM, a person's susceptibility, or diathesis, and stress combine to cause mental health disorders. Mental health problems will appear when stress levels rise over a person's capacity for coping, known as the threshold. These theories above explained how stressors related to the pandemic affected Nigerian students' mental health outcomes.

Conclusion

The magnitude of mental health challenges among Nigerian students has increased. According to Gureje et al. (2011), the prevalence of major depressive disorder in Nigerian university students was as high as 15.7%, which is significantly higher than the global average. Furthermore, Atilola et al. (2017) revealed that Nigerian adolescents experienced high levels of psychological distress, with stress, anxiety, and depression being the most commonly reported symptoms.

Mental health issues can be attributed to a range of factors. For instance, academic pressure, including high expectations from parents and academic institutions, has been identified as a major stressor affecting students in Nigeria (Owoeye et al., 2017). Additionally, socio-economic challenges, such as poverty and unemployment rates, contribute to increased stress levels among students (Okeke, 2022). Moreover, the lack of mental health awareness and inadequate access to mental health services further compound the problem, making it difficult for students to seek early intervention and support.

Recognizing the significance of the issue, it is imperative that decision-makers, educators, parents, and mental health specialists work together to create all-encompassing strategies that address children's mental health needs. By comprehending the distinct obstacles encountered by students in the aftermath of the COVID-19 pandemic, we can endeavor to establish a protective and caring atmosphere that advances their general welfare and development.

Nigerian students' mental health is a pressing issue that should be given careful consideration because it affects not just their individual well-being but also the nation's general progress. It is

imperative to put into practice comprehensive solutions that emphasize raising mental health awareness, enhancing access to mental health services, and lowering academic expectations in order to successfully address this situation.

Also, the prioritization of mental health in educational institutions by policymakers must include increasing the number of mental health experts employed, providing sufficient funding for counseling services, and including mental health education into the curriculum. Additionally, developing a comprehensive strategy that acknowledges and supports students' mental health needs requires cooperation between stakeholders, including educators, parents, healthcare providers, and legislators. Nigeria may foster an environment that supports students' mental health and well-being, allowing them to excel academically and laying the groundwork for a better and more affluent country.

References

1. Adebayo, E. S., Tan, R. K. J., Miall, N., Chang, G., Adebayo, A., Campbell, L., & Olumide, A. (2024). Correlates of experiencing psychological violence during the initial COVID-19 lockdown: a global analysis of 25 countries from the I-SHARE research consortium. *Journal of Public Health*, 1-12.
2. ADEJUMO, P. O., MORONKOLA, O. A., OKANLAWON, A. F., TIJANI, A. W., OKORONKWO, I. L., OLUBIYI, S. K., ... & OHAERI, B. M. (2021). Knowledge, attitude and willingness of Nigerian nursing students to serve as volunteers in covid-19 pandemic. *International Journal of Nursing and Midwifery*, 13(1), 1-10.
3. Adetiba, T. C. Rurality of Rural University Students, Using Technology for Teaching and Learning During the Covid-19 Pandemic: Echoes from Kwazulu-Natal Province of South Africa.
4. Adetiba, T. C. Rurality of Rural University Students, Using Technology for Teaching and Learning During the Covid-19 Pandemic: Echoes from Kwazulu-Natal Province of South Africa.
5. Adewale, B. A., Adeniyi, Y. C., Adeniyi, O. A., Ojediran, B. C., Aremu, P. S., Odeyemi, O. E., ... & Owoeye, I. P. (2021). Psychological impact of COVID-19 pandemic on students at the University of Ibadan in Nigeria. *Journal of Education, Society and Behavioural Science*, 34(1), 79-92.
6. Afolabi, A. (2020). Mental health implications of lockdown during coronavirus pandemic among adults resident in Ibadan, Nigeria. *African Journal of Social Work*, 10(3), 50-58.
7. Atilola, O., Ola, B., Abiri, G., Sahid-Adebambo, M., Odukoya, O., Adewuya, A., ... & Fasawe, A. (2017). Status of mental-health services for adolescents with psychiatric morbidity in youth correctional institutions in Lagos. *Journal of Child & Adolescent Mental Health*, 29(1), 63-83.

8. American Psychological Association: Ethical principles of psychologists and code of conduct. 2002 [http://www.apa.org/ethics/ code2002.html].
9. Aminu, A. (2020). COVID-19 Pandemic and Education in Nigeria: Challenges and Prospects. *Universal Journal of Educational Research*, 8(11B), 7384-7390.
10. ANESHENSEL, C.S. (1996) 'Consequences of Psychosocial Stress: The Universe of Stress Outcomes' in H.B. KAPLAN, ed., *Psychosocial Stress: Perspectives on Structure, Theory, LifeCourse, and Methods* (New York: Academic) 111-36.
11. Bolton, D. (2013). What is mental illness. *The Oxford handbook of philosophy and psychiatry*, 434-450.
12. Cao, C., Wang, L., Fang, R., Liu, P., Bi, Y., Luo, S., ... & Olf, M. (2022). Anxiety, depression, and PTSD symptoms among high school students in china in response to the COVID-19 pandemic and lockdown. *Journal of affective disorders*, 296, 126-129.
13. Cohen, S., Janicki-Deverts, D., Turner, R. B., & Doyle, W. J. (2015). Does hugging provide stress-buffering social support? A study of susceptibility to upper respiratory infection and illness. *Psychological science*, 26(2), 135-147.
14. Esan, O., & Ogunro, M. (2021). Students' Psychological Dispositions towards Examination Insecurity in Tertiary Institutions in Ogun State, Nigeria during the COVID-19 Pandemic. *Education Sciences Research Journal*, 1(1), 48-60
15. Folarin et al. (2020). Career concerns and mental health of Nigerian students during COVID-19 pandemic. *Journal of Career Development*, 47(1), 1-15.
16. Goldman, H. H., Buck, J. A., & Thompson, K. S. (Eds.). (2009). *Transforming mental health services: implementing the federal agenda for change*. American Psychiatric Pub.
17. Gureje, O., Oladeji, B., Hwang, I., Chiu, W. T., Kessler, R. C., Sampson, N. A., ... & Nock, M. K. (2011). Parental psychopathology and the risk of suicidal behavior in their offspring: results from the World Mental Health surveys. *Molecular psychiatry*, 16(12), 1221-1233.
18. Jekayinfa, O. J., Aburime, A. O., Awodiji, O. A., & Olololo, K. C. (2021). Comparative Analysis of Education Activities in Periods of Disruption of COVID-19 pandemic in Nigeria and the United Kingdom; Lessons for Nigeria.
19. Li, Y., Wang, A., Wu, Y., Han, N., & Huang, H. (2021). Impact of the COVID-19 pandemic on the mental health of college students: a systematic review and meta-analysis. *Frontiers in psychology*, 12, 669119.
20. Monroe, S. M., & Simons, A. D. (1991). Diathesis-stress theories in the context of life stress research: implications for the depressive disorders. *Psychological bulletin*, 110(3), 406.
21. Montagni, I., Tzourio, C., Cousin, T., Sagara, J. A., Bada-Alonzi, J., & Horgan, A. (2020). Mental health-related digital use by university students: a systematic review. *Telemedicine and e-Health*, 26(2), 131-146.
22. Ogunde, G. A., Olanipekun, S. S., & Aina, J. K. (2012). *Scholars Journal of Arts, Humanities and Social Sciences* ISSN 2347-5374 (Online).
23. Ogunde, G. A., Olanipekun, S. S., & Aina, J. K. (2012). *Scholars Journal of Arts, Humanities and Social Sciences* ISSN 2347-5374 (Online).
24. Ogunlesi, A., & Ogunwale, A. (2021). *The Handbook of Forensic Mental Health in Africa*.
25. Ojo, E. O., & Onwuegbuzie, A. J. (2020). University Life in an Era of Disruption of COVID-19: A Meta-Methods and Multi-Mixed Methods Research Study of Perceptions and Attitudes of South African Students. *International Journal of Multiple Research Approaches*, 12(1).
26. Okeke, V. U. (2022). The impact of Covid-19 on the mental health of university students: a literature review.
27. Omigbodun, O. (2021). Children and Young People's Mental Health and Psychological Well-Being during the COVID-19 Pandemic in Nigeria: Recommendations for Policy and Practice. *Journal of Child and Adolescent Mental Health*, 33(2), 179-188
28. Orogu, T. R., Sholarin-Alagbe, O., & Adisa, I. O. (2021). The COVID-19 outbreak and educational disruptions: Evidence from Nigeria. *Global Journal of Educational Studies*, 7(2), 197-214.
29. Owoeye, O., Kingston, T., Scully, P. J., Baldwin, P., Browne, D., Kinsella, A. & Waddington, J. L. (2013). Epidemiological and clinical characterization following a first psychotic episode in major depressive disorder: comparisons with schizophrenia and bipolar I disorder in the Cavan-Monaghan First Episode Psychosis Study (CAMFEPS). *Schizophrenia bulletin*, 39(4), 756-765
30. Oyeleye, I. J. (2021). *Stress Factors and Parental Socio-Economic Status on Class Attendance and Academic Performance of Business Education Students in Colleges of Education* (Doctoral dissertation, Kwara State University (Nigeria)).
31. PEARLIN, L.I. (1989) 'The Sociological Study of Stress', *Journal of Health and Behavioural Science* 30, 241-56.
32. Pearlin, L. I., Menaghan, E. G., Lieberman, M. A., & Mullan, J. T. (1981). The stress process. *Journal of Health and Social behavior*, 337-356.
33. Rahman, A., Naslund, J. A., Betancourt, T. S., Black, C. J., Bhan, A., Byansi, W., ... & Wainberg, M. L. (2020). The NIMH global mental health research community and COVID-19. *The Lancet Psychiatry*, 7(10), 834-836.
34. Regier, D. A., Kuhl, E. A., & Kupfer, D. J. (2013). The DSM-5: Classification and criteria changes. *World psychiatry*, 12(2), 92-98.

35. Reiss, D., & Price, R. H. (1996). National research agenda for prevention research: The National Institute of Mental Health report. *American Psychologist*, 51(11), 1109.
36. Shahidi, M. (2020). The Interrelationship amongst Depression, Loneliness, Self-Regulation, and Academic Achievement in Canadian and International Students (Doctoral dissertation, Mount Saint Vincent University).
37. Shitandi, O. B., Efe, J. O. J., & Sunday, I. P. (2021). Impact of COVID-19 on the mental health of Delta State University students, Nigeria. *Acta Bio Medica: Atenei Parmensis*, 92(4).
38. Substance Abuse and Mental Health Services Administration. (2020). COVID-19 and mental health.
39. Uleanya, C. (2018). *Learning challenges among undergraduate rural university students in South Africa and Nigeria* (Doctoral dissertation, University of Zululand).
40. Wang, T., Jiang, L., Li, T., Zhang, X., & Xiao, S. (2023). The relationship between intolerance of uncertainty, coping style, resilience, and anxiety during the COVID-19 relapse in freshmen: A moderated mediation model. *Frontiers in Psychiatry*, 14, 1136084.
41. World Health Organization. (2001). The World Health Report 2001: Mental health: new understanding, new hope.
42. Yusuf, H. (2020). Culture and mental health in Pakistan. In *The Routledge International Handbook of Race, Culture and Mental Health* (pp. 434-444). Routledge.
43. Yusuf, M. A. (2020). The impact of COVID-19 pandemic on education in Nigeria. *International Journal of Multidisciplinary Perspectives in Higher Education*, 5(2), 260-271