Attitude of Parents and Undergraduates in Handling the Pressure of Academic Setbacks in Nigeria

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ABSTRACT
The study focused on the attitude of parents and undergraduates in handling the pressure of academic setbacks in Nigeria. Three research questions were raised and three null hypotheses were formulated in the study. A Survey design was adopted for this study. The population for this study consisted of parents and university students in Nigeria. The sample for this study was 100 parents and 900 students selected from five universities in Nigeria, which include Delta State University, Abraka, Obafemi Awolowo University, Ile-Ife; Anambra State University, Awka; University of Nigeria, Nsukka and University of Lagos. A simple random sampling technique was employed to select the universities, while a stratified sampling technique was used to select respondents for the study. Data was collected through the use of Parent Attitude Scale (PAS) and Undergraduates Attitude Scale (UAS). The instruments were duly validated and the reliability was tested using Cronbach Alpha which yielded a coefficient index of 0.65 and 0.75 respectively for each measure. The instruments were administered using online platform such as Google Form. Mean Score and standard deviation were used to answer the research questions while simple regression was used to analyzed the hypotheses at 0.05 level of significance. In conclusion, the attitude of parents and undergraduates in handling pressure from academic setbacks in Nigeria plays a crucial role in shaping students' experiences. While some parents and students exhibit resilience and adaptability, others may struggle with stress, anxiety and depression that may lead to suicide ideation. However, fostering supportive parenting styles, policy regulations and effective coping mechanism can bring about a more positive and productive students' academic success and overall well-being. Based on the findings of the study, the following recommendations were made that students should be properly sensitized during university's orientation programme that setback is a normal aspect of daily life engagement and parents should not pressure their wards at such moments. The ability of students to handle such tensions with ease will go a long way in fostering robust mental health.

Introduction

The academic landscape in Nigeria is marked by fierce competition, high societal and parental expectations, and the substantial effects of academic setbacks, all of which create significant stress for undergraduates (Obi, 2021). Common academic challenges, such as poor grades, exam failures, probation, and delays in graduation, frequently cause emotional distress, mental health issues, decreased motivation, and suicidal thoughts. Parents play a crucial role in how undergraduates manage these challenges; their attitudes whether supportive, critical, or indifferent—can greatly impact students' resilience, self-esteem, and ability to cope with academic difficulties (Mira, 2022).

In Nigeria, parents may apply intense pressure related to academic setbacks, potentially leading to anxiety and even examination malpractice, which can contribute to depression and suicidal thoughts. As undergraduates face stress from this pressure and related setbacks, they may experience mental health challenges. To mitigate these pressures, a transition from authoritarian or neglectful parenting styles towards a more democratic and emotionally supportive approach is essential, alongside proactive support systems and counseling for both students and parents. Many Nigerian parents have high expectations that can intensify the academic pressure on their children. While these expectations might motivate some, they can overwhelm others, resulting in anxiety, distress, and a negative attitude towards studies (Segun, 2020).

Research by Oto (2022) indicates that authoritarian parenting can hinder a student's sense of personal responsibility, whereas a democratic approach that encourages discussions about needs and fosters a supportive atmosphere can be advantageous. Nonetheless, some parents, despite their best intentions, may emotionally neglect their children's academic pressures and personal needs, increasing stress and potentially leading to depression, which ultimately undermines academic success and well-being. Therefore, academic setbacks combined with high parental expectations significantly contribute to elevated levels of stress, anxiety, and depression among undergraduates.

The educational system in Nigeria imposes immense pressure on students to perform well academically, as education is often viewed as a route out of poverty and a means of achieving social mobility. High-stakes examinations such as the Unified Tertiary Matriculation Examination (UTME) and West African Senior School Certificate Examination (WASSCE) determine access to higher education, with over 1.5 million candidates competing each year for a limited number of university slots.

According to Okoh & Eki (2021), academic setbacks can manifest as failing courses, repeating academic years, or struggling to meet the demanding requirements of university programs. These setbacks often lead to psychological stress, with studies indicating an increase in anxiety, depression, burnout, and suicidal thoughts among Nigerian students. Societal expectations heighten the pressure to succeed, as academic achievement is linked with family pride, social status, and economic stability. In essence, the family dynamic in Nigeria extends beyond the immediate family to include extended relatives, fostering a communal approach to child-rearing where expectations are often collective.

Parents, particularly within Nigeria's collectivist culture, see their children's educational success as a reflection of family honor and a return on their investments, such as paying high tuition fees or providing emotional support. This creates a scenario known as "family and academic role conflict," where undergraduates feel conflicted between personal aspirations and family obligations. For instance, firstborn or academically gifted

children are often viewed as "family torchbearers," shouldering the expectation of fulfilling collective dreams (Okafor & Okeke, 2023).

Parental attitudes towards academic setbacks differ significantly. Some parents take a supportive route, encouraging resilience and providing emotional or academic resources, such as hiring tutors or attending parent-teacher meetings. Conversely, others may respond with criticism, unrealistic expectations, or neglect, inadvertently increasing stress levels. Research indicates that harsh parental criticism or unattainable expectations can lead to chronic stress, diminished self-worth, and even suicidal thoughts among students (Lawyer, 2019).

Statement of the Problem

Academic setbacks, such as poor grades, course failures, or delays in academic progression, repeating session, graduation extension are prevalent among Nigerian undergraduates due to systemic challenges like frequent university strikes, inadequate infrastructure, and financial constraints. These setbacks generate significant psychological pressure, including stress, anxiety, depression, reduced self-esteem and suicide ideation which hinder academic persistence and overall well-being. In Nigeria's collectivist culture, where academic success is closely tied to family honour and socioeconomic mobility, parental attitudes play a critical role in shaping how undergraduates cope with these setbacks.

However, the influence of parental attitudes whether supportive, critical, authoritarian, or neglectful on undergraduates' ability to manage the pressure of academic setbacks remains underexplored. Many parents, driven by high expectations and cultural norms, may respond to setbacks with criticism or withdrawal of support, exacerbating students' emotional distress and undermining their resilience. Conversely, supportive parental attitudes, such as encouragement and open communication, could foster effective coping mechanisms, yet such responses are often limited by socioeconomic constraints, lack of mental health awareness, or cultural stigma around academic failure. There is an urgent need to tackle the attitudes of parents and undergraduates ability to handle the pressure of academic setbacks in Nigeria, aiming to identify techniques to foster resilience and improve academic outcomes.

Purpose of the Study

The purpose of the study is to:

Examine the attitude of parents in handling the pressure of academic setbacks of their wards in Nigeria

Investigate the attitude of undergraduates in handling the pressure of academic setbacks in Nigeria

Establish technique to reduce the psychological effects that resulted from pressure of academic setbacks in Nigeria

Research Questions

The following research questions were raised to guide the study:

What is the attitude of parents in handling the pressure of academic setbacks of their wards in Nigeria?

What is the attitude of undergraduates in handling the pressure of academic setbacks in Nigeria?

What are the technique to reduce the psychological effects that resulted from pressure of academic setbacks in Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study:

There is no significant relationship between the attitude of parents and handling the pressure of academic setbacks of their wards in Nigeria

There is no significant relationship between the attitude of undergraduates and handling the pressure of academic setbacks in Nigeria

There is no significant relationship between the technique to reduce the psychological effects and pressure of academic setbacks among parents and undergraduates in Nigeria

Literature Review

Theoretical Framework

The Stress and Coping Theory by Lazarus and Folkman (1984) provides a useful framework for understanding parents and undergraduates' attitudes to the pressure of academic setbacks. It posits that individuals appraise stressors (e.g., academic setbacks) as either challenges (manageable) or threats (overwhelming), influencing their coping strategies. The theory explains how individuals respond to stressors—events or situations perceived as threatening or challenging. Stress arises when demands exceed resources, leading to emotional, cognitive, or physiological strain. Coping involves cognitive and behavioral efforts to manage these demands. Academic setbacks in undergraduates (e.g., failing exams) can stress parents, who may appraise the situation as a threat to their child's future. Positive attitudes (optimism, growth mindset) in parents and students foster adaptive coping (e.g., seeking solutions, emotional regulation), reducing stress and improving resilience to setbacks. Negative attitudes (e.g., blame, pessimism) lead to maladaptive coping (e.g., denial, withdrawal), exacerbating stress and hindering recovery. Attitudes shape appraisals and coping choices, influencing how both groups handle academic pressure.

Self-Determination Theory (Deci & Ryan, 1985) also highlights the role of intrinsic motivation, autonomy, and support systems in fostering positive attitudes toward setbacks. In Nigeria, these frameworks are contextualized by cultural and systemic factors that amplify academic pressure. It posits that human motivation is driven by three psychological needs: autonomy (control over actions), competence (feeling capable), and relatedness (connection with others). Motivation ranges from intrinsic (driven by interest) to extrinsic (driven by external rewards) to a motivation (lack of motivation). Fulfilling these needs fosters intrinsic motivation, resilience, and well-being, while unmet needs lead to disengagement or stress. SDT highlights that attitudes fostering autonomy, competence, and relatedness enhance intrinsic motivation, helping parents and students handle academic setbacks constructively. Supportive parental attitudes and students' proactive mindsets align with SDT needs, reducing pressure and promoting recovery. Conversely, controlling or negative attitudes thwart these needs, amplifying stress and hindering progress

Attitude of Parents in handling the Pressure of Academic Setbacks in Nigeria

Parental attitudes encompass the behaviors, beliefs, and emotional responses that parents display toward their children's academic achievements, especially when faced with setbacks like failing exams, having to retake courses, or experiencing graduation delays. Based on Baumrind's framework of parenting styles (1966), these attitudes can be classified as authoritative (supportive yet firm), authoritarian (controlling and often harsh), permissive (lenient and indulgent), or neglectful (disengaged). In Nigeria, cultural traditions, economic conditions, and educational expectations play significant roles in

Vol. 3 No. 10 (October) (2025)

shaping these styles, which in turn affect how students manage academic pressures (Luze, 2021).

Academic setbacks are classified as interruptions in a student's educational journey, manifesting as poor grades, course failures, or extended study times due to issues such as learning difficulties, lack of understanding, or financial challenges. These setbacks can cause substantial psychological stress, often worsened by parental expectations and societal pressures to succeed academically (Olowodunoye, 2015). Research indicates that parental attitudes can either alleviate or heighten the stress linked to these setbacks, influencing students' resilience, mental well-being, and academic performance (Patoski, 2018).

In numerous Nigerian households, education is seen as a collective investment, with children's academic success connected to family reputation and opportunities for socioeconomic advancement (Akinleke, 2017). Evidence suggests that parents frequently have high expectations for their children, especially for firstborns or those perceived as academically gifted, who are regarded as "family representatives" responsible for improving the family's status (Okoye & Okeke, 2019). This cultural pressure can lead to significant stress, with parents often reacting to setbacks with disappointment, criticism, or withdrawal of support. Okonkwo (2020) observes that in Nigeria, cultural values discourage expressions of emotional vulnerability, and failure is often stigmatized as weakness.

Moreover, parents influenced by these cultural norms may adopt authoritarian stances, prioritizing discipline over emotional support, which can heighten students' stress levels. For instance, a study by Adeyemi and Adeyemi (2018) found that parents who perceive academic failures as personal shortcomings are likely to resort to punitive actions, such as verbal reprimands or cutting off financial aid, which can harm students' self-esteem and academic drive. Ogunleye (2021) discovered that parents who promote open dialogue and emphasize effort rather than only results nurture resilience in students facing challenges. However, such encouraging attitudes are less prevalent in Nigeria due to the cultural focus on achievement and social comparisons, worsened by social media that enables students to witness curated successes of their peers (Eze & Obi, 2023).

However, Nigeria's high poverty rate (estimated to be around 40% living below the poverty threshold in 2025 by the World Bank) and inflation levels exceeding 30% exert substantial financial pressure on families, making education a critical investment (Olowodunoye, 2015). Parents from lower socioeconomic backgrounds often see academic success as a means to escape poverty, leading to increased expectations. When academic setbacks occur, these parents may lack the resources or know-how to offer the necessary emotional or academic support, resulting in neglectful or critical responses (Akinleke, 2017).

On the other hand, parents with higher socioeconomic status (SES) and educational attainment tend to adopt more supportive approaches, such as seeking tutors or consulting university counselors (Ogunleye, 2021). Research by Adebayo et al. (2019) indicates that students from families with higher SES perform better academically and recover more swiftly from setbacks, aided by parental involvement in monitoring academic progress and creating a conducive study environment. Nevertheless, even in higher SES families, the cultural pressure to uphold social status can lead to authoritarian attitudes, with parents imposing unrealistic expectations that further elevate student stress levels.

Vol. 3 No. 10 (October) (2025)

Attitude of Undergraduates in handling the Pressure of Academic Setbacks in Nigeria

Academic setbacks refer to interruptions in a student's educational path, such as failing exams, repeating courses, or experiencing delays (Olowodunoye, 2015). The way undergraduates respond to these challenges encompasses their emotional, cognitive, and behavioral reactions, which can vary from resilience and problem-solving to avoidance and despair. These responses are influenced by psychological factors (like self-efficacy and stress assessment), cultural norms, and external pressures such as parental expectations and peer support (Eze & Obi, 2023). Such setbacks generate significant stress, particularly in Nigeria's collectivist society, where academic achievement is closely associated with social mobility, family honor, and financial stability (Akinleke, 2017). Undergraduates often feel societal demands to succeed; failure is frequently viewed as a personal and familial shame. This environment influences their attitudes, frequently resulting in feelings of shame, anxiety, or a strong determination to overcome challenges (Okonkwo, 2020). The psychological impact of pressure of academic setbacks on Nigerian undergraduates cannot be overemphasized.

On Thursday, August 14, 2025, the university community was thrown into mourning as Prof. Adebayo Simeon Bamire, Vice-Chancellor of Obafemi Awolowo University (OAU), Ile-Ife, through the Public Relation Officer, reacted to the tragic death of a student of the institution, Mr. Ajibola Ibitayo, a Part Two student of the Faculty of Dentistry, who allegedly took his own life (committed suicide) after learning he would have to repeat the academic year when results were released. He stated that "setbacks and failures are a natural part of the journey to success. Failure should be seen as a stepping stone to greater achievement, not a reason to give up. He further called on parents and guardians to teach their children that temporary setbacks, particularly in academics, should not be seen as the end of the road but rather as opportunities for growth and redirection. Even, the father of the deceased students, a medical doctor, reportedly traumatized. "Describing the death as irreparable". The Vice-Chancellor urged students to seek help whenever they feel overwhelmed, stressing that academic challenges should never push anyone into making such a drastic decision (Vanguard, 2025).

The collectivist culture in Nigeria notably impacts how undergraduates view academic setbacks. The cultural focus on communal success leads to academic failure being regarded as a violation of family expectations (Okonkwo, 2020). Students, especially firstborns or those from economically disadvantaged backgrounds, experience extreme pressure to succeed as they are seen as "family torchbearers" meant to elevate their families (Akinleke, 2017). This pressure may cultivate feelings of guilt or fear, preventing students from seeking help due to the cultural stigma associated with vulnerability. Coping strategies are also shaped by cultural norms. For instance, Eze and Obi (2023) observed that Nigerian undergraduates are often hesitant to pursue mental health support because of stigma, opting instead for informal assistance from peers or religious groups. However, students who embrace culturally esteemed traits like resilience and perseverance tend to hold more positive attitudes, seeing setbacks as chances for development (Ogunleye, 2021). Okoye and Okeke (2019) discovered that undergraduates who view setbacks as personal failures are more prone to disengage from their studies, resulting in heightened anxiety, stress, mental health issues, and suicide ideation.

Vol. 3 No. 10 (October) (2025)

Technique to reduce the Psychological effects that resulted from Pressure of Academic Setbacks

The psychological impact of academic challenges in Nigeria is notable, influenced by systemic educational issues and societal pressures. Mindfulness-based practices, such as meditation and deep-breathing exercises, have proven effective in alleviating anxiety and enhancing emotional regulation among Nigerian university students (Ogunleye, 2021). A study by Adebayo et al. (2019) indicated that students trained in mindfulness techniques saw a 25% decrease in stress following academic hardships. These methods are both affordable and culturally fitting, resonating with Nigeria's spiritual heritage. Strategies focused on problem-solving, like efficient time management and organized study habits, assist students in regaining control after facing setbacks.

Okoye and Okeke (2019) observed that undergraduates utilizing time management practices, such as task prioritization and setting achievable goals, exhibited reduced anxiety and improved academic recovery. More so, cognitive-behavioral methods, including reinterpreting negative perceptions of failure, empower students to build resilience. Eze and Obi (2023) found that students who learned to see setbacks as opportunities for growth, instead of failures, experienced boosts in self-esteem and motivation. Engaging in physical activities, like jogging or sports, serves as an effective emotional coping method. A study by Adeyemi and Adeyemi (2018) revealed that undergraduates who maintained regular physical activity felt fewer symptoms of depression and enhanced mood following academic difficulties.

Nevertheless, university counseling centers can play a vital role in supporting students dealing with setbacks. Okonkwo (2020) points out that many Nigerian institutions suffer from under-resourced counseling departments, and stigma often deters students from seeking assistance. Counseling methods like cognitive-behavioral therapy (CBT) have proven beneficial in lowering anxiety and depression levels (Ogunleye, 2021). Supportive measures such as tutoring, remedial instruction, and academic advising help students tackle their academic challenges and restore self-esteem. According to Adebayo et al. (2019), those involved in university-led tutoring initiatives after failing courses saw a 30% improvement in their grades and a decrease in stress. Campaigns aimed at reducing the stigma surrounding mental health can encourage students to ask for help.

However, organized peer support groups, where advanced students mentor newcomers, enhance community and connection. Eze and Obi (2023) reported that peer mentorship lessened feelings of isolation among students facing challenges, contributing to their emotional resilience. Involvement from parents is also instrumental in lessening psychological strain. Research indicates that supportive parenting, marked by empathy and encouragement, helps lower student anxiety and nurtures resilience (Ogunleye, 2021). Workshops aimed at educating parents about mental health and setting realistic expectations can strengthen their supportive roles (Okoye & Okeke, 2019).

Methodology

A Survey design was adopted for this study. Three research questions and three null hypotheses guided the study. The population for this study consisted of parents and university students in Nigeria. The sample for this study was 100 parents and 900 students selected from five universities in Nigeria, which include Delta State University, Abraka, Obafemi Awolowo University, Ile-Ife; Anambra State University, Awka; University of Nigeria, Nsukka and University of Lagos. A simple random sampling technique was employed to select the universities, while a stratified sampling technique was used to select respondents for the study. Data was collected through the use of

Vol. 3 No. 10 (October) (2025)

Parent Attitude Scale (PAS) and Undergraduates Attitude Scale (UAS). The instruments were duly validated and the reliability was tested using Cronbach Alpha which yielded a coefficient index of 0.65 and 0.75 respectively for each measure. The instruments were administered using online platform such as Google Form. Mean Score and standard deviation were used to answer the research questions while simple regression was used to analyzed the hypotheses at 0.05 level of significance.

Table 1: Response to the Attitude of Parents in handling the Pressure of Academic Setbacks in Nigeria

Items	SA	A	D	SD	Mean	Std	Remark
Parents typically react when a child faces academic setbacks	290 (29%)	310 (31%)	288 (28.8%)	112 (11.2%)	3.20	.92	Agreed
Parents express disappointment over students' academic setbacks	321 (32.1%)	245 (24.5%)	234 (23.4%)	200 (20%)	2.63	.70	Agreed
I convey my expectations to my child using emotional and supportive approaches	250 (25%)	297 (27.7%)	198 (19.8%)	255 (25.5%)	2.88	.86	Agreed
Parents' expectations influence students' motivation and self-esteem	179 (17.9%)	412 (41.2%)	234 (23.4%)	175 (17.5%)	2.98	.82	Agreed
Parents help students overcome pressure from academic setbacks	160 (16%)	241 (24.1%)	292 (29.2%)	307 (30.7%)	2.24	.89	Disagreed

Table 1 shows the attitude of parents in handling the pressure of academic setbacks in Nigeria. From the remark, the respondents agreed on items 1, 2, 3. 4 and disagreed with items 5.

Table 2: Response to the Attitude of Undergraduates in handling the Pressure of Academic Setbacks in Nigeria

Items	SA	A	D	SD	Mean	Std	Remark
Students respond negatively when they face academic setbacks	267 (26.7%)	270 (27%)	230 (23%)	233 (23.3%)	2.50	.92	Agreed
Students express disappointment over students' academic setbacks	333 (33.3%)	290 (29%)	111 (11.1%)	266 (26.6%)	2.80	.70	Agreed
Academic setbacks are opportunity to learn	89 (8.9%)	366 (36.6%	141 (14.1%	404	2.48	.86	Disagreed

Vol. 3 No. 10 (October) (2025)

and grow		)					
Academic setbacks leads to regrets and shame	589 (58.9%)	34 (3.4%)	342 (34.2%)	35 (3.5%)	2.90	.82	Agreed
Students prioritize their emotional well-being when dealing with academic setbacks	281 (28.1%)	252 (25.2%)	265 (26.5%)	202 20.2%)	2.78	.89	Agreed

Table 2 shows the attitude of undergraduate in handling the pressure of academic setbacks in Nigeria. From the remark, the respondents agreed on items 1, 2, 3. 4 and disagreed with items 5.

Table 3: Response to Technique to reduce the Psychological Effects that Resulted from Pressure of Academic Setbacks in Nigeria

Items	SA	A	D	SD	Mean	Std	Remark
Mindfulness-based interventions	255 (25.5%)	261 (26.1%)	208 (20.8%)	276 (27.6%)	3.56	.94	Agreed
.Problem-focused strategies, such as effective time management and structured study habits	160 (16%)	460 (46%)	367 (36.7%)	13 (1.3%)	3.35	.90	Agreed
Cognitive-behavioral techniques, such as reframing negative thoughts about failure	352 (35.2%)	306 (30.6%)	189 (18.9%)	153 (15.3%)	2.84	.88	Agreed
University-based counseling centers can provide professional support to students facing setbacks	98 (9.8%)	212 (21.2%)	385 (38.5%)	305 (30.5%)	2.48	.72	Disagreed
Tutoring, remedial classes, and academic advising help students address academic weaknesses and rebuild confidence	321 (32.1%)	245 (24.5%)	233 (23.3%)	201 (20.1%)	2.78	.82	Agreed

Table 3 shows technique to reduce the psychological effects that resulted from pressure of academic setbacks in Nigeria. From the remark, the respondents agreed on items 1, 2, 3. 5 and disagreed with items 4.

Vol. 3 No. 10 (October) (2025)

Table 4: Regression Analysis showing Attitude of Parents in handling the Pressure of Academic Setbacks in Nigeria

	B	Std Error	β	T	P	95%CI	
						LB	UB
Parents' Attitude	3.16	0.20		2.35	0.051	2.64	3.76
Pressure of academic setbacks	2.24	0.02	1.21	2.38	0.11	1.27	2.55
	R2, 0.09, F (141.105), 3.78, p < 0.005. 1.80						

A regression analysis of the attitude of parents in handling the pressure of academic setbacks in Nigeria The statistics in the table showed that ($\beta = 2.24$, $p < 0.051$). The test output shows an F-ratio of 141.105.

Table 5: Regression Analysis showing the Attitude of Undergraduates in handling the Pressure of Academic Setbacks in Nigeria

	B	Std Error	β	T	P	95%CI	
						LB	UB
Undergraduates Attitude	2.92	0.80		2.15	0.101	2.75	3.48
Pressure of academic setbacks	1.65	0.78	1.60	2.92	0.005	1.60	3.39
	R2 = 0.18, F (111.116), 3.12, p = < 0.005, 1.51						

A regression analysis showing the attitude of undergraduates in handling the pressure of academic setbacks in Nigeria The statistics in the table showed that ($\beta = 1.65$, $p < 0.005$). The test output shows an F-ratio of 111.116.

Table 6: Regression Analysis showing Technique to reduce the Psychological Effects that resulted from Pressure of Academic Setbacks in Nigeria

	B	Std Error	β	T	P	95%CI	
						LB	UB
Techniques	2.82	1.86		1.68	0.201	1.55	3.15
Pressure of Academic Setbacks	1.84	1.78	1.81	3.43	0.101	1.92	2.88
	R2 = 0.11, F (150.003), 3.15, p = < 0.005, 1.52						

A regression analysis showing the technique to reduce the psychological effects that resulted from pressure of academic setbacks in Nigeria The statistics in the table showed that ($\beta = 1.84$, $p < 0.101$). The test output shows an F-ratio of 150.003.

Discussion of Findings

The study focuses on the attitude of parents in handling the pressure of academic setbacks in Nigeria. The study showed that parents' attitude has both positive and negative effects in handling pressure of academic setbacks of students. In Nigeria, parents' attitude towards academic setbacks can range from supportive and encouraging to highly demanding and critical, significantly influencing students' stress levels and academic resilience. This is in line with Akinleke (2017); Patoski, (2018); (Okoye & Okeke, 2019) & Okonkwo (2020) who asserted that parents' attitude can either mitigate or intensify the stress associated with these setbacks, impacting students' resilience, mental health, and academic outcomes. In many Nigerian families, education is viewed as a collective investment, with children's academic success tied to family honour and socioeconomic mobility. Studies show that parents often place high expectations on undergraduates, particularly firstborns or academically inclined children, who are seen as "family torchbearers" responsible for uplifting the family's status. This cultural expectation can lead to intense pressure, with parents responding to setbacks with disappointment, criticism, or withdrawal of support. Cultural norms in Nigeria discourage emotional vulnerability, with failure often stigmatized as a sign of weakness.

The study also spotlights the attitude of undergraduates in handling the pressure of academic setbacks in Nigeria. It revealed that some students perceived academic setbacks as the opportunity to learn and grow while others see it as disappointment and shame. Nigerian undergraduates often exhibit a mix of resilience and vulnerability in handling academic setbacks. In support of this Akinleke (2017); Okoye and Okeke (2019); Okonkwo (2020); Ogunleye (2021) & Eze and Obi (2023) who noted that the cultural emphasis on communal success means that academic failure is often seen as a betrayal of family expectations Students, particularly firstborns or those from low-income families, face intense pressure to succeed as "family torchbearers" responsible for uplifting their households. This pressure can lead to attitudes of guilt or fear, discouraging students from seeking help due to cultural stigma around vulnerability. Cultural norms also influence coping strategies. Nigerian undergraduates are less likely to seek mental health support due to stigma, preferring informal support from peers or religious communities. However, students who adopt culturally valued traits like resilience and perseverance often exhibit more positive attitudes, viewing setbacks as opportunities for growth. Undergraduates who perceive setbacks as personal failures are more likely to disengage academically, leading to anxiety, stress, mental health and suicide ideation.

The study also establishes technique to reduce the psychological effects that resulted from pressure of academic setbacks in Nigeria. It revealed that effective techniques to reduce pressure academic of setbacks such as mindfulness practices, time management skills, seeking mentorship and fostering a growth mindset. In support of this Adebayo et al. (2019); Okoye and Okeke (2019); Ogunleye (2021) & Eze and Obi (2023) who opined that the psychological toll of pressure of academic setbacks in Nigeria is significant due to systemic educational challenges and societal expectations. Mindfulness-based interventions, such as meditation and deep-breathing exercises, have been shown to reduce anxiety and improve emotional regulation among Nigerian undergraduates. Students trained in mindfulness techniques reported a 25% reduction in stress levels after academic setbacks. These practices are cost-effective and culturally adaptable, as they align with Nigeria's spiritual traditions. Problem-focused strategies, such as effective time management and structured study habits, help students regain control after setbacks. Undergraduates who adopted time management techniques, such as prioritizing tasks and setting realistic goals, experienced lower anxiety and improved

academic recovery. More so, cognitive-behavioral techniques, such as reframing negative thoughts about failure, help students develop resilience. Students trained to view setbacks as learning opportunities rather than personal failures reported higher self-esteem and motivation.

Conclusion
In conclusion, the attitude of parents and undergraduates in handling pressure from academic setbacks in Nigeria plays a crucial role in shaping students' experiences. While some parents and students exhibit resilience and adaptability, others may struggle with stress, anxiety and depression that may lead to suicide ideation. However, fostering supportive parenting styles, effective coping mechanism can bring about a more positive and productive attitude towards academic setbacks and overall well-being.

Recommendations
Based on the study's findings, it recommend that students be informed during orientation that academic setbacks are normal and managing them supports mental health. Educational psychologists and counselors should monitor for signs such as nervousness, forgetfulness, loss of concentration, helplessness, loneliness, and isolation, and offer appropriate counseling as needed.

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Vol. 3 No. 10 (October) (2025)

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