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CHALLENGES OF UNDERGRADUATE STUDENTS IN NIGERIAN UNIVERSITIES

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ABSTRACT
The study investigated undergraduate students school related challenges/problems by sex in 2018/2019 academic session in the University of Benin. The study adopted a descriptive survey research design. Multistage random sampling technique was used to obtain the sample of 400 respondents from the Faculty of Education. Student problem questionnaire compiled by the researcher was used to obtain responses from the respondents. The study revealed sex disparity in the academic, emotional, and institution's related challenges of undergraduate students. It was equally revealed that most female students preferred to utilize the Dean's office in addressing their academic related problems, the counsellors and academic/course advisers for emotional and institution's related challenges/problems respectively. Based on the findings, it was recommended that the school administration should as a matter of urgency address some of the problems like provision of utility services, students' missing scores and delay in release of students' results. The researcher observed that the students preferred designated places for assistance were not appropriate for some of the challenges they sought help. Thus, it was recommended that the university counselling unit should periodically organize seminars, workshops, and symposia to enlighten and educate them on the appropriate places to seek assistance and on how to manage and cope with these different school related challenges.

Keywords: Students, challenges and sex difference**.**

Introduction

Education at all levels in the 21st century appears to be receiving prominent attention than ever. It has become a major competitive industry where Government and private individuals invest heavily in. In Nigeria for instance, there are 91 public owned universities (43 Federal and 48 State) and 79 private owned universities approved by National University Commission (NUC, 2021). Parents invest in their children's education in both public and private sectors. Besides, the 21st century has also witnessed an ever increasing number of adolescents in education programme. Statistics from Physical Planning of the University of Benin revealed an increase in undergraduate students' population admitted from 2016 to 2019. In 2016/2017 10,723students were admitted while 11,156 in 2017/2018; 11, 783 in 2018/2019 and 11, 105 in 2019/2020 academic sessions respectively. However, school facilities which consist of all types of buildings and equipment for academic and non- academic activities appear to be inadequate as structures and facilities are not built or established in the same proportion of students' population growth. Thus, Philip et al (2018) asserted that the numbers of students which seek admission into Nigerian universities are tremendously increasing on a yearly basis with no corresponding improvement in the physical facilities (hostel facilities) to accommodate the teeming population of students.

Physical facilities (hostel accommodation, classroom size, Library

facilities) have been predicated as part of students' challenges in Nigeria Universities. Although, the population of students who gained admission every year appears to be on the increase, there evidently exist inadequate provisions for physical facilities to meet the teeming students' population. Grebennikov and Skaines (2009) and Al-Hddad et al (2018) asserted that physical facilities (like library and classroom size) have significantly impact on students' disposition to learn and satisfaction, while Owolabi (2015) posited that hostel accommodation for instance enhances students' academic success, especially those from poor background.

Most recently, the issue of sex differences in educational setting and tertiary institutions in particular has surfaced more than ever. Specific attention is drawn to female students now outnumbered male students (Australian Bureau of Statistics, 2005); female students outperformed male students academically (Graf, 2005); female students choose fields of study they were previously under-represented as male students continue to make traditional choice (Ayalon, 2003); and female students place greater importance on both academic and non-academic aspects of education programme than do male students (Grebennikov & Skaines, 2009). There still exists sex gap in literature leading researchers to examine the common issues which students encounter in the course of schooling. Therefore, this study examines sex as predictor of undergraduate students' assessment of universities' facilities and the associated students' challenges in Nigerian Universities with University of Benin in focus.

The study of Amole (2012) in one of the Universities in Nigeria did not observe sex differences in students' attitude towards hostel accommodation in general. However, male and female students differ in their attitude towards some aspect of the physical facilities like the halls and bedroom facilities. Male students raised more negative feelings about the halls of residence. Besides, Amole (2012) posited no sex differences in students' preference of where to live (off-campus and on-campus) accommodation.

Besides, academic learning environment and facilities are highly associated with students' disposition and performance. Peretomode and Ugbomeh (2013), found mean difference in male and female undergraduate students' problems as the mean of female (3.53, SD of 0.53) was slightly higher than the male students' mean of 3.12, SD of 0.63. Naz et al (2013) findings revealed that female students rated highly the lack of library facilities and inadequate laboratory equipment as part of the challenges. Conversely, Rasanjalee-perera (2013) posited that female students utilize the library facilities more than the male students. Thus, statistical difference exists among sex in the use of library facilities.

Students are known to defer significantly in their emotional disposition towards the school environment. The study of Kozikoglu and Aslan (2018) revealed sex differences in undergraduates adjustment difficulties as the female students' mean of 3.16, SD of 1.17 was higher than male students' mean of 2.53, SD of 1.08 respectively. Similarly, female students were found to express general emotional disposition of loneliness with the mean of 3.71, SD of .70 and the mean of 3.20, SD of .80 for male students respectively. Suleyiman and Zewdu (2018) found a mean difference in stressful experience among students as female students' mean of 82.09 was higher than the male mean of 74.28. These implied sex differences in their emotional disposition of undergraduate students.

Moreso, Grebennivok et al (2009) study revealed sex differences in their experiences of academic related issues with the mean of female 4.00 higher than the mean of male students 3.74 on academic workload. Similarly, on admission procedure and accurate information about

courses, female students were found to have a higher mean of 4.56 and 4.61, while male students had 4.39 and 4.46 respectively. Thus, presenting female students seem to present more challenges than male students in these areas. Adubale and Aluede (2019) revealed that students had more academic and emotional related problems with 2,750 (43.86%) and 1,750 (27.91%) respectively from the population of 6,270 students.

The year of study has been closely associated with students' experiences and thus predicated as one of the major factors that can impact on their university challenges. Previous studies have shown that fear of academic failure, lack of motivation and personal relationship are part of the most stressful emotional experiences undergraduate students have. Suleyiman and Zewdu (2018) posited that 1st year students 120 (35.0%) in the studied sample had more emotional problems, closely followed by 3rd year students, 84 (24.5%) and 2nd year students 69 (20.1%). Moreso, they opined that female students 190 (55.4%) had more emotional problems than male students, 153 (44.6%). Considering the level of stressful experiences across class levels or years of study, Suleyiman et al (2018) found a statistically significant mean difference as 1st year students' mean of 93.76, SD of 15.84 was higher than 2nd year students' mean of 77.63, SD of 17.13, 4th year students' mean of 76.48, SD of 15.67, while 3rd year students' mean was 72.30, SD of 19.67. Similarly, Wangari et al (2012) posited that 1st year students experience transitional challenges in all areas of their lives (adjustment to academic problems, accessing administrative support services and social relationships) than other students.

Students employ different sources of assistance in addressing their school related challenges. Mei-Chin et al (2015) posited that many students seem to go astray and suffer either alcohol or substance abuse, some emotional breakdown, internet addiction and other health related issues in an attempt to overcome school related challenges. Hashem et al (2014) noted disparity in students' approaches of attending to their problems as female (61%) preferred to talk to their friends than male (49%) who use the same approach. Besides, only 22% of male students were found to utilize the school counsellors' office with no female record, while 20% male and 39% female preferred to use other means to address their emotional problems. Similarly, Mei-Chin et al (2015) posited sex differences in emotional/stress coping issues as female mean of 2.52; SD of 0.86 was lower compare to male mean of 3.12, SD of 0.84. The study of Wangari et al (2012) revealed that male students 36.70% access university support services more than the female students (33.30%) of the 1st year students. However, Adubale and Aluede (2019) posited that male undergraduate students (3,743) utilized the counselling center more than the female students (2,527) from the population of 6,270 students for academic and emotional related issues.

Problem Statement

The university education is the highest in the educational sector with the sole purpose of preparing and developing the in-school adolescent for a productive and efficient life in the labour market. The realization of this purpose is a factor of educational institutions and individual student's effort. Studies revealed that undergraduate students experience a relatively high level of personal distress with adverse consequences on academic performance, competency, professionalism and health (Abdulghani et al, 2014). The study of students' challenges is considered as one of the major issues related to the internal efficiency of the university and its quality. The enormity of the challenges varies in students as the resultant effects could be high in their attitudes, thus experiencing emotional, academics and personal social related issues. If the aim of education as

enshrined in the National Policy on Education (FRN, 2013 revised) must be achieved, the overall wellbeing (physical and psychological) of students must be put into consideration. Thus, a study of this kind offers opportunity to examine the extent to which accessing the university facilities can hinder or enhance the purpose of education as enshrine n the National Policy on Education.

Some previous studies focused on students' personal problems while others concentrated on institutional problems to the exclusion of gender disparity. However, this study examines sex assessment of institution's facilities in relations to their academic and emotional disposition together with the means they utilize in resolving or addressing their challenges in 2018/2019 in the University of Benin. This is the gap in literature this study intends to fill. In view of the above, the following research questions were raised and a hypothesis was formulated.

Research questions

1. What are the major challenges of undergraduate students by sex?
2. What are the major challenges of undergraduate students by year of study?
3. What are the major sources of undergraduate students' help by sex?

Hypothesis

1. Undergraduate students' challenges do not significantly differ by their years of study.

Research Method

Multistage sampling procedure was employed to obtain the respondents of the study. The first stage was to identify the different Faculties in the University of Benin. Thereafter, the Faculty of Education was randomly selected through balloting. The different Departments and their corresponding students' population in the Faculty were identified. From the population of four thousand (4,000) students in the Faculty, 2019/2020 academic session, 10% which was four hundred (400) formed sample size. Fifty (50) students were randomly selected from each Department, making a total of 400 respondents. At the end, there was attrition of forty five as three hundred and fifty five (355) respondents' questionnaire were successfully analysed. The instrument for the study was titled; student problem questionnaire compiled by the researcher. It had two sections; section A and section B. Section A had the demographic variables, while section B had two scales of 30 items each which assessed student problem areas and their sources of help respectively. It was a four point scale of; not a problem (1 mark), simple problem (2marks), a medium problem (3 marks) and a big problem (4marks). The second scale assessed where students seek assistance (academic/course advisor, counsellor, family member and Dean of the Faculty) for their various challenges. The instrument was content validated by three professors in counselling psychology who have worked with undergraduates students for some years. The reliability of the instrument was established using Cronbach Alpha statistics and the coefficient value of .91 and .86 were obtained for both scales respectively. The researcher sought and got the approval of the Dean of the Faculty of Education and the Heads of Department to meet with the students and obtain their consent for the purpose of this study. Anonymity and confidentiality were assured and faithfully adhered to for all research participants. Copies of the questionnaire were personally administered and with the assistance of two colleagues to the students in their respective classrooms. Completed copies of the questionnaire were retrieved from the students at the end of the first lecture hour the next day. A total of 355 copies of the questionnaire were retrieved and analysed using descriptive statistics of mean, standard deviation, ANOVA and regression for the hypothesis.

Presentation of Results

Research question 1: What are the major problem/challenges of undergraduate students by sex?

Table 1: Descriptive statistics of mean and standard deviation of students' challenges by sex.

	Items/Phrases	MALE			FEMALE		
		N	Mean	Std deviation	N	Mean	Std deviation
1	The delay in release of results	127	3.456	.915	228	3.469	.921
2	Having missing scores	,,	3.606	.788	,,	3.662	.851
3	Having lecture hours at odd time (7am)	,,	2.716	1.140	,,	2.684	1.163
4	Poor academic performance	,,	3.094	1.042	,,	3.070	1.108
5	Having difficulties in concentration	,,	2.629	1.074	,,	2.592	1.116
6	Lack of self confidence	,,	2.393	1.148	,,	2.526	1.158
7	Fear of failure	,,	2.977	1.187	,,	3.008	1.074
8	Feeling of anxiety in social situation	,,	2.220	1.015	,,	2.377	1.040
9	Having low self esteem	,,	2.417	1.094	,,	2.364	1.185
10	Feeling of loneliness	,,	2.007	.979	,,	2.210	1.133
11	Suicidal thoughts or feeling	,,	2.543	1.343	,,	2.583	1.403
12	Sadness on the death of a dear person	,,	2.826	1.120	,,	2.864	1.185
13	Difficulties in setting valuable goals	,,	2.551	1.110	,,	2.390	1.078
14	Problems in relating with colleagues	,,	2.094	1.049	,,	1.973	1.014
15	Difficulties in making friends with others	,,	1.952	.958	,,	1.913	.980
16	Having difficulties with friends	,,	1.968	.925	,,	1.929	.959
17	Difficulties in personal relationship	,,	2.165	1.013	,,	2.201	1.139
18	Inadequate classroom space/seats	,,	3.157	1.003	,,	3.157	1.083
19	Inadequate relevant and current facilities/books in the libraries	,,	3.000	1.091	,,	3.258	1.014
20	Inadequate seats in the libraries	,,	2.929	1.092	,,	3.201	.999
21	Lack of constant water supply	,,	3.464	.941	,,	3.631	.788
22	Lack of electricity supply	,,	3.480	.862	,,	3.671	.690
23	Accommodation problem	,,	2.960	1.108	,,	3.280	1.015
24	Adjustment to the University environment	,,	2.448	1.021	,,	2.557	1.153
25	Procedure for payment of school charges/fees	,,	2.338	1.025	,,	2.596	1.143
26	Inconvenient registration process	,,	2.755	1.021	,,	2.881	1.078
27	Onerous screening process	,,	2.700	1.056	,,	2.872	.996
28	Difficulties in regulating time	,,	2.543	1.044	,,	2.500	1.100
29	Delay in completing my assignment	,,	2.204	1.018	,,	2.083	1.052
30	Inability to make decision	,,	2.362	1.117	,,	2.236	1.101

The Table 1 showed the mean and standard deviation of male and female students in the different aspects of their school challenges. From the table; items 1-5 are on academic problems, 6-13 are on emotional (anxiety and depression) problems, 14-17 are on inter-personal problems, 18-23 on institutional facilities, 24-27 on institutional procedures and 28-30 on personal problems (time management). The table revealed both male and female students expressed high concern of academic related problems with mean of 3.606, SD.788 and mean of 3.662, SD.851 for male and female students on missing scores and the mean of 3.456, SD .915 and mean of 3.469 with SD of .921 on delay in release of examination results for male and female students respectively. The mean of female students on the two academic challenges are slightly higher than the male students mean. This implies that female students are more worried about these challenges than their male colleagues. The institution's facilities closely followed the academic

challenges with the mean and standard deviation (SD) of 3.464, SD 941 for male and 3.631, SD .788 for female on water supply problem, closely accompanied by poor electricity supply with mean of 3.480, SD of .862 for male and mean of 3.671, SD of .690 for female students and inadequate library facilities with the mean of 2.929, SD of 1.092 for male and mean of 3.201, SD of .999 for female students respectively. Again, the female students mean was slightly higher than their male colleagues' mean. This suggests that the male students were less troubled by these problems than their female colleagues. The table revealed interpersonal problems as the least of students' challenges with mean of 1.952, SD of.958 and mean of 1.913 with SD of .980 respectively for male and female students on difficulties in making friends with others.

Research question 2: What are the major challenges of undergraduate students by year of study?

Table 2a: Description of undergraduate students' major challenges/problems by year of studies (100-200levels).

	Items/Phrases	100 Level			200 Level		
		N	Mean	Std deviation	N	Mean	Std deviation
1	The delay in release of results	125	3.240	.987	99	3.505	.962
2	Having missing scores		3.472	1.020		3.657	.810
3	Having lecture hours at odd time (7am)		2.440	1.207		2.909	1.170
4	Poor academic performance		2.920	1.168		3.071	1.003
5	Having difficulties in concentration		2.504	1.126		2.748	1.014
6	Lack of self confidence		2.440	.978		2.545	1.171
7	Fear of failure		2.776	1.170		3.071	1.023
8	Felling of anxiety in social situation		2.240	.978		2.354	1.082
9	Having low self esteem		2.360	1.160		2.444	1.180
10	Feeling of loneliness		2.120	1.112		2.081	1.066
11	Suicidal thoughts or feeling		2.552	1.405		2.626	1.375
12	Sadness on the death of a dear person		2.840	1.194		2.768	1.168
13	Difficulties in setting valuable goals		2.288	1.053		2.455	1.081
14	Problems in relating with colleagues		1.880	1.013		2.121	1.062
15	Difficulties in making friends with others		1.672	.800		2.181	1.063
16	Having difficulties with friends		1.824	.925		2.131	1.0167
17	Difficulties in personal relationship		2.008	1.028		2.303	1.147
18	Inadequate classroom space/seats		3.048	1.156		3.283	.969
19	Inadequate relevant and current facilities/books in the libraries		3.088	1.129		3.253	.983
20	Inadequate seats in the libraries		2.928	1.108		3.081	1.066
21	Lack of constant water supply		3.544	.911		3.596	.807
22	Lack of electricity supply		3.624	.726		3.586	.783
23	Accommodation problem		2.960	1.153		3.303	1.005
24	Adjustment to the University environment		2.296	1.063		2.7418	1.110
25	Procedure for payment of school charges/fees		2.456	1.028		2.687	1.149
26	Inconvenient registration process		2.872	1.032		2.879	1.109
27	Onerous screening process		2.808	1.037		2.960	.979
28	Difficulties in regulating time		2.384	1.038		2.616	1.057
29	Delay in completing my assignment		1.904	.987		2.091	.980
30	Inability to make decision		2.240	1.103		2.253	1.101

Table 2a showed the mean and standard deviation of 100 and 200 level students on their expressed major challenges in the university. The Table reveals the mean of 200level students on academic related problems higher than the mean of 100level

students as expressed in items 1-4. In the same vein, on institution's facilities related challenges/problems, the mean of 200level students is found to be higher than the mean of 100level students as expressed in items 18-23 except item 22. This suggests the fact that 200level students appear to be more worried in these areas than their 100level colleagues.

Table 2b: Description of undergraduate students' challenges/problems by year of studies (300-400levels).

	Items/Phrases	300 level			400 level		
		N	Mean	Std deviation	N	Mean	Std deviation
1	The delay in release of results	36	3.833	.378	95	3.579	.858
2	Having missing scores		3.889	.319		3.758	.664
3	Having lecture hours at odd time (7am)		2.556	1.054		2.863	1.038
4	Poor academic performance		3.361	.867		3.190	1.104
5	Having difficulties in concentration		2.833	1.000		2.505	1.175
6	Lack of self confidence		2.722	1.162		2.368	1.121
7	Fear of failure		3.111	1.166		2.768	1.134
8	Felling of anxiety in social situation		2.417	1.025		2.358	1.061
9	Having low self esteem		2.583	1.105		2.274	1.134
10	Feeling of loneliness		2.361	1.099		2.137	1.068
11	Suicidal thoughts or feeling		3.139	1.268		2.316	1.347
12	Sadness on the death of a dear person		3.306	.951		2.778	1.159
13	Difficulties in setting valuable goals		3.000	1.014		2.442	1.127
14	Problems in relating with colleagues		2.278	.944		1.989	1.026
15	Difficulties in making friends with others		2.028	.971		1.958	1.009
16	Having difficulties with friends		1.917	.770		1.916	.941
17	Difficulties in personal relationship		2.306	1.091		2.263	1.112
18	Inadequate classroom space/seats		3.417	.874		3.073	1.044
19	Inadequate relevant and current facilities/books in the libraries		3.278	1.058		3.137	1.0069
20	Inadequate seats in the libraries		3.278	.974		3.295	.909
21	Lack of constant water supply		3.750	.649		3.516	.873
22	Lack of electricity supply		3.722	.701		3.547	.809
23	Accommodation problem		3.306	.980		3.242	.986
24	Adjustment to the University environment		2.361	1.125		2.632	1.111
25	Procedure for payment of school charges/fees		2.472	1.183		2.390	1.132
26	Inconvenient registration process		2.889	.979		2.726	1.076
27	Onerous screening process		2.861	1.046		2.642	1.020
28	Difficulties in regulating time		2.611	1.103		2.547	1.146
29	Delay in completing my assignment		2.611	1.050		2.273	1.095
30	Inability to make decision		2.528	1.108		2.273	1.124

Table 2b shows the mean and standard deviation of 300 and 400level students' mean and standard deviation on the different aspect of their challenges. On academic related problems, the Table showed the mean of 300level students as higher than the mean of 400level students as expressed in items 1-6 except item 3. In the same vein, the mean of 300level student is equally higher than the mean of 400level students on emotional related problems as indicated in items 6-13. The same is observed on institutional facilities as expressed in items 18-23. This implies that the 400level students appear to be more worried on these issues than their colleagues in the 300level.

Research question 3: What are the major sources of undergraduate students' help by sex?

Table 3: Description of undergraduate students' sources of help by sex

	Items/Phrases	Academic/course advisor				Counsellor				Family member				Dean of the faculty			
		M	%	F	%	M	%	F	%	M	%	F	%	M	%	F	%
1	The delay in release of results	30	23.6	55	24.1	5	3.9	26	11.4	4.1	3.1	3	1.3	88	69.3	144	63.3
2	Having missing scores	15	11.8	38	16.7	6	4.7	26	11.4	10	7.9	6	2.6	96	75.6	158	69.3
3	Having lecture hours at odd time (7am)	15	24.4	79	34.6	24	18.9	51	22.4	16	12.6	16	7.0	5.6	44	102	36.0
4	Poor academic performance	31	5.5	20	8.8	37	29.1	83	36.4	42	33.1	66	28.9	41	32.3	59	25.9
5	Having difficulties in concentration	7	4.7	10	4.4	39	30.7	88	36.6	58.6	45.7	10.3	45.3	24	18.9	27	11.8
6	Lack of self confidence	6	3.1	8	3.5	43	33.9	99	43.4	61	48.0	10.7	46.9	19	15.0	14	6.1
7	Fear of failure	4	3.1	10	4.4	44	34.6	94	41.2	53	41.7	99	43.4	26	20.5	25	11.0
8	Felling of anxiety in social situation	4	3.9	6	2.6	54	42.5	95	41.9	54	42.5	11.7	51.3	14	11.0	10	4.4
9	Having low self esteem	5	4.7	5	2.2	54	42.5	97	42.5	51	40.2	114	50.0	16	12.6	12	5.3
10	Feeling of loneliness	6	3.1	5	2.2	68	53.5	120	52.6	47	37.0	93	40.8	8	6.3	10	4.4
11	Suicidal thoughts or feeling	4	3.1	11	4.8	57	44.9	101	44.3	55	43.3	10.3	45.2	11	8.7	13	5.7
12	Sadness on the death of a dear person	4	6.3	11	4.8	69	54.3	138	60.5	40	31.5	69	30.3	10	7.9	10	4.4
13	Difficulties in setting valuable goals	8	5.5	10	4.4	58	45.7	87	38.2	48	37.8	111	48.7	14	11.0	20	8.8
14	Problems in relating with colleagues	7	4.7	6	2.6	49	38.6	95	41.7	50	39.4	99	43.4	22	17.3	28	12.3
15	Difficulties in making friends with others	6	4.7	10	4.4	50	39.4	106	46.5	56	14.1	93	40.8	15	11.8	19	8.3

16	Having difficulties with friends	6	4.7	13	5.7	46	36.2	104	45.6	59	46.5	93	40.8	16	12.6	18	7.9
17	Difficulties in personal relationship	6	12.6	34	14.9	49	39.6	101	44.3	49	36.2	16	38.3	16	12.6	17	7.5
18	Inadequate classroom space/seats	16	47.2	126	55.3	22	17.3	41	18.0	15	11.8	14	6.1	30	23.6	47	20.6
19	Inadequate relevant and current facilities/books in the libraries	60	54.2	139	61.0	15	11.8	40	17.5	16	12.6	17	7.5	27	21.3	32	14.0
20	Inadequate seats in the libraries	69	59.8	145	63.0	14	11.0	39	17.1	10	7.9	15	6.6	27	213	29	12.7
21	Lack of constant water supply	76	62.2	131	57.5	23	18.1	60	26.3	8	6.3	12	5.3	17	13.4	25	11.0
22	Lack of electricity supply	79	62.2	136	59.6	27	21.3	63	27.6	6	4.7	14	6.1	15	11.8	15	6.6
23	Accommodation problem	79	41.7	102	44.7	45	35.4	92	40.4	11	8.7	20	8.8	18	14.2	14	6.1
24	Adjustment to the University environment	53	25.2	69	30.3	38	29.9	78	34.2	30	23.6	45	19.7	27	213	36	15.8
25	Procedure for payment of school charges/fees	32	29.9	92	50.4	31	24.4	60	26.3	14	11.0	21	9.2	44	34.6	55	24.1
26	Inconvenient registration process	38	34.6	98	43.0	18	14.2	47	20.6	13	10.2	4	6.1	52	40.2	58	25.6
27	Onerous screening process	44	33.1	89	39.0	20	15.7	56	21.0	14	15.4	25	9.4	24	27.3	85	31.8
28	Difficulties in regulating time	42	15.0	46	20.2	24	18.9	66	24.7	21	23.9	65	24.3	22	25.0	81	30.3
29	Delay in completing my assignment	19	3.9	23	10.1	30	23.6	87	32.6	19	21.6	77	28.8	26	29.5	82	30.7
30	Inability to make decision	5	7.9	15	6.6	49	38.6	115	43.1	28	31.8	102	38.2	11	12.5	30	11.2

The Table 3 showed where undergraduate students seek assistance for their different challenges in the University. For academic related problems regarding the delay in release of results 144, (63.3%) of female and 88 (69.3%) of male students preferred to seek help from the Dean's office and 158 (69.3%) of female with 96 (75.6%) of male students seek assistance from the Dean's office for missing results. For emotional related problems as expressed in feeling of loneliness and sadness on the death of a dear person 120 (52.6%) and 138 (60.5%) of the female students preferred to seek the counsellors' assistance. On institution's facilities as expressed in inadequate seats and relevant/current books in the libraries and lack of electricity supply 69 (59.8%) male and 145 (63.0%) female students, 60 (54.2%) male students and 139 (61.0%) female students and 79 (62.2%) male with 136 (59.6%) female students respectively preferred to seek the assistance of the academic/course advisor. For emotional problems both sexes preferred to utilize the assistance of the counselors. While for inter-personal, institution's

procedures and time management related problems the students (Both male and female) preferred to seek the assistance of family members, academic/course advisor and counselors respectively.

Hypothesis 1: Undergraduate students' challenges do not significantly differ by their year of study.

Table 4: ANOVA Table of undergraduate students' challenges by year of study

	Sum of Squares	df	Mean Square	F	Sig.
B/w group	3047.674	3	1015.891	4.263	.006
Within group	83874.315	352	238.279		
Total	86921.989	355			

The data in Table 4 showed df of 3; 352, the F value of 4.263 and the P value of .006 which is lesser than the alpha value of .05. This implies that undergraduate students differ significantly in their challenges/problems by their year of study. So, the hypothesis that says undergraduate students' challenges do not significantly differ by their year of study is rejected and the alternate is accepted.

Table 5: Multiple regression table of students' challenges by year of study.

(1) Year	(J) year	Mean dis(I-J)	Std Error	Sig
Year 1	Year 2	-5.59503	2.07976	.008
	Year 3	-8.99422	2.92393	.002
	Year 4	-3.02989	2.10405	.151
Year 2	Year 1	5.57503	2.07976	.008
	Year 3	-3.41919	3.00856	.257
	Year 4	2.54514	2.22015	.252
Year 3	Year 1	8.99422	2.92393	.002
	Year 2	3.41919	3.00856	.257
	Year 4	5.96433	3.02541	.049

The Table 5 showed where the difference in undergraduate students' challenges lies by their years of study. The Table revealed that the difference lies between 100 and 200, 100 and 300, and between 300 and 400 level students.

Discussion of findings

The finding of the study revealed that both male and female students are faced with academic related challenges. The mean of female students on missing scores and delay in release of results were slightly higher than the mean of the male students. This implies that the female students were more worry by these challenges than their male colleagues. This finding confirms the assertion of Grebennivok et al (2009); Peretomode and Ugbomeh (2013) that female students mean is higher than male students' on academic related issues. This finding can be attributed to the female students' susceptibility to different types of abuses and extortions from academic staff members which their male colleagues would not be exposed to. It could be adduced to their feeling of set back as good

number of them would like to finish school on time and settle for family life immediately. Thus, missing scores and delay in release of results could be a great threat to the female students.

The study equally revealed disparity in students' sex challenges towards institution's facilities. It showed the mean of female students slightly higher than the mean of male students on water and electricity supply respectively. This finding corroborates the assertion of Naz et al (2013) that female students rated highly lack of institution's facilities (library facilities) than their male colleagues. Although water supply is an essential necessity of life, the female students appear to be more worried because of its urgency to them by nature. The supply of water would assist them to maintain a healthy hygiene which the male students can manage and cope with under the same situation.

The finding revealed that both male and female students preferred to utilize the office of the Dean of the Faculty in addressing their academic related problems. The finding revealed that 69.3% of the female students utilized the Dean's office that was slightly higher than the male students' percentage (63.3%). This confirms the assertion of Hashem et al (2014) that disparity exists between male and female students' means of addressing the school related problems. This finding can be adduced to their confidence in the Dean's office to effectively address their academic related issues as the Dean coordinates all academic programmes in the Faculty through the different head of departments, course advisers, examination officers and even the course lecturers.

The study revealed that both male and female students seek the assistance of the counsellors for emotional related problems. Disparity exists in the emotional disposition of male and female students. The finding corroborates the assertion of Kozikoglu and Aslan (2018) that male and female students expressed concern on emotion related issue differently. However, the mean of the male students was slightly higher than the mean of female students on feeling of loneliness. This can be attributed to the type of family support system as most male students enjoy less assistance and attention from their parents unlike their female siblings have. The common but unacceptable reason for such disposition is that female students are weaker and more susceptible to abuses than the male who are termed stronger.

The study revealed a significant difference in students' challenges by year of study. The difference lies between the 200 level and 100 level students on academic related and institution's facilities related challenges as the mean of the 200 level students on those items were higher than the mean of 100 level students. Similarly, 300 level students were found to differ from 400 level students as their mean on academic, emotional and institution's facilities related challenges were higher than the 400 level students. This finding can be attributed to the intense desire of 200 and 300 level students who could be under internal pressure for better scores and stable emotional disposition. The 100 and 400 level students could be out of such pressure as they would have used the first year to settle down and get adjusted to the university environment and system and 400 level students focusing principally on exiting from school and preparing for other issues in life.

Conclusion

Based on the findings of the study, it was concluded that undergraduate students' indeed faced challenges which differ by sex and year of study and that they utilize different available sources to address their school related problems. It was therefore suggested that the University administration should urgently address the institution's related problems. The University's counselling unit should periodically organize seminars, workshop and symposia to create awareness on how manage and cope with the

school related problems and the proper sources of help appropriate for their different school related challenges.

Recommendations

Sequel to the findings of this study the following recommendations were made.

1. Appropriate modern technology was highly suggested to be employed in processing students' results so as to eradicate or at least minimize the academic related problems of missing result scores and delay in release of examination results.
2. Adequate and enduring partnership could be initiated by the University administration with the major provider of electricity or obtain an independent electricity source for the University in order to address the utility services of electricity and water supply for the students.
3. Periodic orientation, seminars, and symposia could be organized for the 200 and300 level students on how to cope and successfully manage some academic related problems.
4. The University counselling unit was highly encouraged device a means of engaging the 300 level students through seminars on some therapeutic interventions techniques which will assist them to handle their emotional related problems successfully.
5. The designated places where most students seek assistance were considered not very appropriate, it was therefore recommended that the university counselling unit could periodically organize seminars, workshops, and symposia to enlighten and create awareness on the appropriate places to seek assistance on the different school related challenges.

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