

***COUNSELORS' INTERVENTION MEASURES AND COPING WITH ACADEMIC  
STRESS AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KANO METROPOLIS***

***BY***

**MARYAM MUHAMMAD ASHIR**

**SPS/11/MED/00074**

**JUNE, 2015**

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**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF  
POSTGRADUATE STUDIES THROUGH THE DEPARTMENT OF EDUCATION  
BAYERO UNIVERSITY, KANO, IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENT OF THE AWARD OF M.ED GUIDANCE AND COUNSELING**

**SUPERVISOR**

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**JUNE, 2015**

### **CERTIFICATION**

I certify that this research work was conducted and compiled by me. I also certify that to the best of my knowledge this work has never been presented wholly or partially for the award of any degree or publication elsewhere.

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### APPROVAL PAGE

This research has been read and approved as meeting the requirement for the award of Master of Education degree (M.ED) with specialization in guidance and counseling.

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## **DEDICATION**

This work is dedicated to my parents, and my husband who supported me in any possible way with patience and endurance.

## **ACKNOWLEDGEMENTS**

In the name of Allah the most beneficent the most merciful, salutation and blessing of Allah are upon our beloved Prophet Muhammad Sallallahu Alaihi Wasallam, his household and companions, and those who follow their guidance till the Day of Judgement.

I would like to extend my sincere gratitude and appreciation to my father Alh. Muhammad Ashir who took extreme care of me right from childhood to my Adulthood, May Allah grant him Jannatul Firdausi Aala Ameen and also my mother Mrs Kaltuma Audu Bako who guided and helped me in my life.

I also want to extend my deepest admiration, gratitude, love and respect to my husband Alh. Abdulkadir M. Ahmad, who stood by me with patience, endurance, love, respect, and supported me in any possible way, I really thank you from the bottom of my heart. May Allah give you the best in this world and the best in the hereafter.

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Finally I would like to thank my dear children who helped me through the duration of my schooling love you all.

## ABSTRACT

*This research assessed the counselors' intervention measures and coping with academic stress among junior secondary school students in Kano metropolis. Some of the objectives of the study include: To explore the major causes of academic stress among junior secondary schools students in Kano Metropolis, to explore how counselors' intervention measures influence coping with academic stress and to find out whether there is gender difference in the influence of counselors' intervention measures towards coping with academic stress among junior secondary school students in Kano metropolitan.. The research adopted descriptive survey design. The population of this research comprised of all school counselors of public junior secondary schools in Kano Metropolis which are up to four hundred and twenty six (426) and out of these a total number of one hundred and thirty two (132) school/teacher counselor were selected as a sample of the study from the entire population. A stratified random sampling technique was used to draw a sample schools from the population because the population consist of a given strata, i.e. Male and Female secondary schools level. The instrument employed in collecting data for the study was one set of self design questionnaires To analyze the data which was obtained from this research frequency count and percentage was used to answer research question one, standard deviation was used to answer research questions two and three while independent T-test was used to test the two hypotheses. Results revealed that the major causes of academic stress among J.S.S students in Kano metropolis are family problems and financial problems, counselors' intervention measures in J.S.S students of Kano metropolis is significantly influence students' coping with academic stress and lastly the result identified that there is no significant gender difference in the influenced of counselors intervention measure towards coping with academic stress among J.S.S students of Kano metropolis. Base on these findings, discussion and conclusions made in the present study, the following recommendation were considered relevant: that school counselors should give emphasis on the two major causes of academic stress among J.S.S. students in Kano metropolis as shown in the study i.e. family problems and financial problems in the programming of their counseling programmes in the school.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

A sound educational system is geared towards the harmonious development of individual physically, socially, emotionally and spiritually. Secondary education in Nigeria according to the National policy on Education (2004) in section 5(20) is the education children receive after primary education and before the tertiary stage of education. The broad goals of this level of education is preparing individuals for useful living within the society; and higher education. In specific terms, subsection 22 (a and g) states that secondary education shall provide all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background; and raise a generation of people who can think for themselves, respect views and feelings of others, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens. Education at secondary level in Nigeria is categorized into junior and senior secondary education, each spanning three years. The junior secondary education shall be pre-vocational and academic and teach basic subjects which will enable pupils to acquire further knowledge and skills (FGN, 2004: 24a).

To strengthen junior secondary education, the Federal Government of Nigeria transferred junior secondary schools to the Universal Basic Education (UBE) and merged it with primary education. The major components of UBE under the new dispensation are compulsory primary education for all children between ages 6 and 12 years and junior secondary school 1-3. The UBE programme is designed to give educational access to all children in the first 15 years of life covering primary education to junior secondary education.

Central to the aim of UBE is the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning (Bamanjo, 2000). With this arrangement, there is now a nine-year free and compulsory education for Nigerian children beginning from primary to junior secondary school level. For UBE to achieve its laudable objectives, instructions at both primary and junior secondary school level should be directed towards inculcating into students, academic excellence and meaningful adjustment. In doing so, any factor or factors that

could impede successful teaching and learning under the programme should be adequately addressed.

Learning difficulties at junior secondary school level as observed by the researchers include poor background, truancy, child labor, poor facilities and overpopulation that lead to academic stress. Pupils hardly learn where class sizes are too large as they have their attention fixed to the happenings and distractions that such environment provides.

There are certain learner variables that either accelerate or impede academic performance and social emotional dispositions at junior secondary school level. Most studies centered mainly on factors that affect achievement in junior secondary schools as different levels of intelligence, maturation, motivation, exceptionalities, language and needs. Mental ability of students cannot stand on its own to ensure success but to some extent on varying affective factors such as stress. The total and harmonious development of students at schools must including self -factors in order to minimize poor academic performance. The most common learner characteristics that affect academic performance are study behaviors (habits), interest, motivation and readiness of the child.

However, the factors which are related to the achievement and adjustment of students' cognitive and behavioral adjustment are as a result of learner variables such as family size, maternal education, poverty, home environment, family unity and gender which if they are not normal may lead them to experience anxiety, tension, stress and nervousness which have significant influence on their level of academic performances. Moreover, it is expected that junior secondary school students under the new dispensation have problems with learning and adjusting to new environment on leaving their parents for secondary education.

The period of junior secondary school duration is marked as an adolescent period. Adolescence is a period of transition between childhood and adulthood, during which significant social, biological, psychological, emotional and spiritual changes occur. It is a period of growth to maturity; it begins at puberty and extends to the late teens (12-18) years (Egbuchukwu, 2008). Adolescence period is characterized as a period of transition with change in Biological development from the commencement of teenage years to full sexual and reproductive maternity of adulthood; Psychological development from the cognitive and emotional patterns of childhood

to adulthood, and Changes in autonomy and dependency, from socio-economic dependence to more comparative independence.

The junior secondary school student's life consists of multitude of emotional peaks and valleys, ranging from exculpatory to depressing lows. This has had some of them to highly destructive period characterized by rebellion, perpetual turmoil and stormy periods. Academic stress is a pattern of cognitive appraisal, physiological responses and behavioral tendencies that occur in a response to a perceived imbalance between situations demands and the resources needed to cope with them. That as the characteristics of junior secondary school (adolescent) which is been characterize with confusing overwhelmed them to cope with the academic activities in the school. In most cases attending their class lessons, abide by the rule and regulations, examination ethics, attention and interest at one side and their interest, desire, confusion feeling and physiological changes, make them not to be able to adjust efficiently.

The above increase the need of professional counselor' intervention measures in junior secondary school. Academic counseling is a helping relationship which concerned with skillful and methodological way and manner of helping an individuals have a better and more meaningful perception of their concerned with a view to self-solving them. Counseling helps the individuals not only to solve their problems but also to be equipped with the necessary self-understanding and skills required effective problem solving in future as the need arises.

The counselling intervention should be in terms of prevention, development or remediation through direct service, consultations, and training or through media, in such a way that all conflict resulting from academic programmes that lead to stress were being prevented or treated as well. It is against this background that this research assessed counselor's intervention measures towards coping with academic stress among junior secondary schools students in Kano metropolitan.

## **1.2 Statement of the Problem**

The major concern of this study was to make an investigation on the counselors' intervention measures on coping with Academic stress among junior secondary school students in Kano Metropolis. Many junior secondary school students experience academic stress nowadays as they combine by lives, and the demands of their academic environment, while trying to save time for friends and family. For some of them stress become almost a way of life like getting ready for a major examination, completing an importance class assignment, getting ready for parent assignment, watching football matches, game e.t.c. but the problem is that most of the teachers and school counselors are not aware of the causes and consequences of their students' or clients' academic stress.

However, we can know that a prolonged period of academic stress can have increase certain health risk, and tear the relationship and general wellbeing. The students stress is the process that builds. It is more effective to intervene early in the process rather than letter. And it should by the intervention of professional counselor who can easily detect the signs of the stress and offer professional counseling interventions.

Academic stress can activate the sympathetic division of the autonomic nervous system and divert blood from the internal organs and skins to the brain and muscles. The stress response also affects the hypothalamus and the pituitary gland, which regulate hormones, particularly the stress hormone.

Therefore, a better understanding of the cause and nature of the stress through professional counseling intervention for academic stress and related disorder is very important towards comprehensive development of individual especially junior secondary school students.

Counselors intervention as professional towards stress try to a built circuit negative emotions by taking some action to modify, avoid or minimize the threatening situation.

It is against this background that this study evaluated the counselors' intervention measures towards coping with academic stress among the junior secondary schools students in Kano metropolitan.

### **1.3 Objective of the Study**

The research designed to achieve the following objectives:

1. To explore the major causes of academic stress among junior secondary schools students in Kano Metropolis.
2. To explore how counselors' intervention measures influence coping with academic stress among junior secondary school students in Kano Metropolis.
3. To find out whether there is gender difference in the influence of counselors' intervention measures towards coping with academic stress among junior secondary school students in Kano metropolitan.

### **1.4 Research Questions**

This research designed to answer the following questions:

1. What are the major causes of academic stress among junior secondary school students in Kano Metropolis?
2. To what extent does counselors' intervention measures influence coping with academic stress among the junior secondary school Students in Kano Metropolis?
3. Is there any gender difference in the influence of counselors' intervention measures towards coping with academic stress among junior secondary schools students in Kano Metropolis?

### **1.5 Research Hypothesis**

This research was also designed to test the following hypothesis:

- 1 There is no significant relationship between counselors' intervention measures and coping with academic stress among junior secondary schools students in Kano Metropolis.
- 2 There is no significant gender difference in the counselors' intervention measures towards coping with academic stress among junior secondary schools students in Kano Metropolis.

### **1.6 Significance of the study**

This study geared towards enabling school counselors in junior secondary school to adopt appropriate counseling intervention measures toward coping with academic stress among the junior secondary schools students in Kano metropolis.

The study therefore tries ascertained the academic stressor and how school counselor could mount a counseling intervention to help them cope and adjust to an academic situation in junior secondary schools. So, this research is very useful to students.

The finding of this research will be a bold step in the search for ways of enhancing academic achievement in Kano metropolitans. This is because the establishment of effective counseling intervention measures in school needs a comprehensive knowledge of various guidance and counseling services in schools base on the peculiarity of each school. So the significant of this study is to provide a workable blue print and counseling intervention models to school counselors, teacher counselors and school administrators.

Consequently, this research is most significant to the appointed teacher counselor and school administrators at junior secondary schools by providing them with initiative and creative knowledge on counseling intervention strategies towards coping with academic stress and also it may serve as an evaluation tool of their services.

Meanwhile the assessment of counselor's intervention measures towards the coping with academic stress among junior secondary school students will reveal the current situation to parents so as to know where their attention is being needed. It is also believed that the use of this study can bring about positive changes in the learner and more importantly solve some of the prevailing problems bedeviling the growth and development of academic performance and achievement among junior secondary schools in Kano metropolitans.

The finding of the study is useful to the policy makers as it provides evidence empirically regarding academic stressors, differences among gender and influence of intervention measure. Therefore, the study provides a ground for policy measures in order to reduce the stressors among students for better school outputs.



### **1.7 Scope and Delimitation of the Study**

In this research assessment in the counselors' intervention measures towards coping with academic stress among the junior secondary schools students in Kano metropolitan was conducted.

However, this research is delimited to the influence of counselors' intervention measures towards coping with academic stress among the junior secondary students in public schools under SUBEB in Kano metropolitan only with the exception of private school and all senior and junior secondary schools under science and Technical Schools Board. Because the schools under science and Technical Board even though they are not private schools but they are govern by different Board, different policies, different infrastructure and even receive different attention and incentive from government.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter review the related literature on academic stress, causes of academic stress, biological mechanisms of stress, environmental causes of academic stress, counseling intervention, stress management, diagnosis of stress, common responses to stress, how can academic stress be cured, theories related to academic stress, psychotherapy and academic stress, the role of the counselor in reducing academic stress and empirical studies on different counseling interventions were reviewed.

#### **2.2 Theoretical Framework**

The term academic stress has enjoyed popularity in the behavior and psychotherapeutic sciences. That is why counselors have been able to devise several theoretical positions based on several theoretical stances. This study is delimited primary to the impact of counseling intervention on academic stress among junior secondary school students. The review of the theories on job stress is the theories presumed to be relevant to the study. Therefore the theoretical framework was derived from the following Transactional Model of Stress and Coping theory developed in the field of work-related stress:

##### **Transactional Model of Stress and Coping**

Glanz, Rimer and Lewis (2005) opined that stress is the result of a dynamic, transactional relationship between the person and the environment from which stressors arise. They maintained that Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance. Therefore stress was considered to be a transactional phenomenon dependant on the meaning of the stimulus to the perceiver. The Transactional Model of Stress and Coping is a framework for evaluating the processes of coping with stressful events. Stressful experiences are construed as person-environment transactions. These transactions depend on the impact of the external stressor. This is mediated by firstly the person's appraisal of the stressor and secondly on the social and cultural resources at his/her disposal.

Lazarus in Lehrer, David and Robert (2007) explained that the environment acts upon the individual who feels stress, appraises the situation and responds with a coping activity which in turn may change the environment and how it acts in consequence again on the person. In other words, we are always transacting or interacting with the world around us to cope with the constant stresses on living. They perceived transactional influence into two i.e. classic and relational transactions.

The classic transaction is an agreement for some kind of exchange in which stress-oriented transactions; the environment and the person act and react in a form of conversation. While in a relational transaction the conversation may reach across time, and not just blind transaction. Such a transaction may involve negotiation. The transactional view seems to imply a conscious appraisal of the stressor and a deliberate choice of how to cope with it. When faced with a stressor, a person evaluates the potential threat (primary appraisal). Primary appraisal is a person's judgment about the significance of an event as stressful, positive, controllable, challenging or irrelevant. Facing a stressor, the second appraisal follows, which is an assessment of people's coping resources and options. Secondary appraisals address what one can do about the situation. Actual coping efforts aimed at regulation of the problem give rise to outcomes of the coping process. In the table below the key constructs of the Transaction Model of Stress and Coping are summarized (Glanz et al, 2005):

Concept	Definition
Primary Appraisal	Evaluation of the significance of a stressor or threatening event.
Secondary Appraisal	Evaluation of the controllability of the stressor and a person's coping resources.
Coping efforts	Actual strategies used to mediate primary and secondary appraisals.
Problem management	Strategies directed at changing a stressful situation.
Emotional regulation	Strategies aimed at changing the way one thinks or feels about a stressful situation.
Meaning-based coping	Coping processes that induce positive emotion, which in turn sustains the coping process by allowing reenactment of problem- or emotion focused coping.

Outcomes of coping	Emotional well-being, functional status, health behaviors.
Dispositional coping styles	Generalized ways of behaving that can affect a person's emotional or functional reaction to a stressor; relatively stable across time and situations.
Optimism	Tendency to have generalized positive expectancies for outcomes.
Information Seeking	Attentional styles that are vigilant (monitoring) versus those that involve avoidance (blunting)

Source: Glanz et al (2002) p. 214.

### 2.2.1 Major Assumptions of Transactional Model of Stress and Coping

The core assumptions of Transactional Model of Stress and Coping according to Lazarus and Cohen as cited in Glanz, Rimer and Lewis (2005) are:

- a. Transactional model of stress and coping assumed that transaction (interaction) occurs between a person and the environment.
- b. Stress results from an imbalance between demands and resources. Thus one become stressed when demands (pressure) exceeds his resources (ability to cope and mediate stress). Thus the interpretation of the stressful event was more important than the event itself.
- c. When a person is faced with a stressor that person evaluates the potential threat (primary appraisal) and a judgment is made as to whether this event is stressful, positive, controllable, challenging, irrelevant, etc. For example if someone is required to make a speech, one person may enjoy the opportunity and find it a positive challenge while another may see it as a fate worse than death.
- d. The secondary appraisal is where/ the person evaluates how controllable the stressor is and determines what his coping resources are. If one person has lost his job and has no good options and no family or loved ones to lean on for support, he will see this as a much greater stressor than someone who has many new job prospects and a very supportive group of people around him.
- e. Essentially the model is a guideline for how one should view conflict and stress with emphasis on modifying how one views challenges.

- f. Biofeedback, relaxation techniques, visual imagery, problem-focused coping, emotion-based coping, and meaning-based coping are examples of how a counselor will try to modify individuals coping skills and their initial view of a situation.
- g. Primary Appraisal is consider whether the person has a personal stake in encounter (are their goals thwarted) and Evaluates the significance of the encounter – which either has no significance for person, is a benign-positive encounter (desirable) or harmful/ threatening/ Primary appraisal – challenging concerns relevance to our well-being.
- h. Primary Appraisal is stressful situations which can appraised as involving in harm/ loss - that has occurred, threats – i.e. potential future harm and challenges i.e. how can one learn/ gain confidence from this experience.
- i. Secondary Appraisal involved an individual can best work out how deal with situation and concerns with coping options, change undesirable conditions, evaluate internal/ external coping options as well as more specifically resources to create a more positive environment. Example, Internal options like will power, inner strength, or external options like peers, professional health, counselor and alike.
- j. Problem based-coping is used when we feel we have control of the situation, thus can manage the source of the problem. Thus our possible strategies could include: defining the problem, generating and evaluating alternative solutions, learning new skills to manage stressor Problem based-coping, and Reappraising by attempts to change reducing our ego negative emotions/ stress involvement.
- k. Emotional based-coping is used when we feel we have little control of the situation, thus we cannot manage the source of the problem. Therefore it involves gaining strategies for regulating emotional stress. Seeking emotional support from Emotion based-coping as your partner, Selective attention attempts to reduce negative emotional state appraisal or venting anger demands.

### **2.2.2 Relevance of Transactional Model Stress and Coping Theory as Counseling Measure towards Coping with Academic Stress among Students**

Transactional model of stress and coping is a useful theory that helps school counselors to understand determinants of lifestyle of students who most of them are suffering from academic stress and show variety of treatments or counseling measures which are needed. This

treatment contains both primary and secondary appraisals and specific coping strategies. Primary appraisals in this example are perceptions of risk of failing in examination, inability to pay school fees, bullying from colleagues, abide by the school rules and regulations and so on. Secondary appraisal can be self-efficacy in adopting study skills, social skills and healthy behaviors. Specific coping strategies such as problem-focused coping, emotion-focused coping and meaning-based coping could be used to reduce academic stress.

This model is also significant in providing useful information about appraisals that facilitate lifestyle practices. Such information would be useful for interventions such as motivational messages and coping skills training techniques. It uses therapeutically techniques such as biofeedback, relaxation and visual imagery in reducing work related stress and it can be used relatively in reducing academic stress. Biofeedback aims to develop awareness and control of responses to stressors. Furthermore, biofeedback reduces stress and tension in response to everyday situations. Relaxation techniques use a constant mental stimulus, passive attitude and a quiet environment. Visual imagery is a technique used for improving the mood of a person and improving coping skills.

More to that, it considers Cognitive approaches which is a dynamic model. Also it caters for individual differences, since the manner in which students appraise and cope with academic stress varies enormously. Lastly the assumptions of the theory helps in identify alternative methods for managing psychological responses to academic stress.

### **2.3 The concept of stress**

Stress is defined as a response to a demand that is placed upon somebody. Stress is a normal reaction when the brain recognizes a threat. When the threat is perceived, the body releases hormones that activate one “fight or flight” response. This fight or flight response is not limited to perceiving a threat, but in less severe cases, is triggered when we encounter unexpected events. Lazarus in Davis, Elizabeth and Matthew (2000) described stress as a condition or feeling that a person experiences when they perceive that the demands exceed the personal and social resources the individual is able to mobilize.

The term stress is used for four aspects as follows; stress stimuli, stress experience-the non-specific, general stress response, and experience of the stress response. The stress response is a general alarm in a homeostatic system, producing general and unspecific neurophysiologic activation from one level of arousal to more arousal. The stress response occurs whenever there is something missing, for instance a homeostatic imbalance, or a threat to homeostasis and life of the organism. Formally, the alarm occurs when there is discrepancy between what should be and what is between the values; a variable should have Set Value (SV) and the real value Actual Value (AV) of the same variable. The stress response therefore, is an essential and necessary physiological response. The unpleasantness of the alarm is no health threat. However, if sustained, the response may lead to illness and disease through established pathophysiological processes (allostatic load). The alarm elicits specific behaviors to cope with the situation. The level of alarm depends on expectancy of the outcome of stimuli and the specific responses available for coping. Psychological defense is defined as a distortion of stimulus expectancies. Response outcome expectancies are defined as positive, negative, or none, to the available responses. This offers formal definitions of coping, hopelessness, and helplessness that are easy to put into operation in man and animals. It is an essential element of CATS that only when coping is defined as positive outcome expectancy does the concept predicts relations to health and disease (Ursin and Eriksen, 2004)

In psychology, stress is a feeling of strain and pressure. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress however, may lead to many problems in the body that could be harmful. Stress can be external and related to the environment, but may also be created by internal perceptions that cause an individual to have anxiety or other negative emotions surrounding a situation, such as pressure, discomfort, etc., which they then deem stressful. Humans experience stress, or perceive things as threatening, when they do not believe that their resources for coping with obstacles (stimuli, people, situations, etc.) are enough for what the circumstances demand. When we think the demands being placed on us exceed our ability to cope, we then perceive stress (Fiona, Jim and Angela, 2001).

Stress is a normal physical response to events that make one feel threatened or upset in some way. When one senses danger whether it is real or imagined, the body's defenses kick into high gear in a rapid, automatic process known as the “fight-or-flight-or-freeze” reaction, or the stress response. The stress response is the body’s way of protecting self. When working properly, it helps you stay focused, energetic, and alert. In emergency situations, stress can save your life giving you extra strength to defend yourself. The stress response also helps rise to meet challenges. Stress is what keeps somebody on their toes during a presentation at work, sharpens his/her concentration when attempting the game-winning free throw, or drives to study for an examination. But beyond a certain point, stress stops being helpful and starts causing major damage to our health, mood, productivity, relationships, and quality of life. Stress is thus the physical, mental and emotional human response to a particular stimulus, otherwise called as ‘stressor’. It is the adaption/coping-response that helps the body to prepare for challenging situations. Stress can be either negative or positive, depending on the stressor (Bufka, Barlow and David, 2008).

When one perceives a threat, his/her nervous system responds by releasing a flood of stress hormones, including adrenaline and cortisol. These hormones rouse the body for emergency action. The heart pounds faster, muscles tighten, blood pressure rises, breath quickens, and senses become sharper. These physical changes increase strength and stamina, speed reaction time, and enhance ones focus preparing to either fight or flee from the danger at hand. Stress is often defined as the body’s response to the demands of life. Stress really includes the mind and emotions as well. Stress is the internal, conditioned reaction of a person to perceived external pressures. Stress is experienced as thoughts and feelings, as well as physical processes (Journal of Health, University of Georgia, 2005).

In other words, stress involves reacting mentally and physically to a specific experience in our daily life, such as moving away from home, final examinations, or lack of money to pay bills that month. After taking action or the stress passes, a normal mood returns. Even positive events such as winning an award or getting married can be temporarily stressful. It is important to recognize that not all stress is bad. A good type of stress, called eustress, keeps people motivated and excited about life. It can enhance an individual's performance in studying for an



academic examination, or competing in an athletic event, or dealing with a difficult interpersonal situation.

Strictly defined, stress is the physical, mental and emotional human response to a particular stimulus, otherwise called as 'stressor'. For instance, if you are to start with making your thesis, the thesis itself is not the stimulus, rather it is the deadline, the depth of the subject, the extent of research to be done, and even your partners in your research group are just some of the many potential stimuli that can influence your response. The way you respond to these stimuli is exactly what stress is. Stress is the mismatch between the perceived obstacle and the perceived resources for coping with the demands of the obstacle. The stress response may be thought of as the general component common in all emotions, general adaption syndrome, where the strength of the response predetermines the strength of the emotion. Actually this also applies to positive feelings (Sarah, 2012).

Stress can be negative or positive, depending on the level of our response to the stressors we encounter. Apparently, most of us only think about the bad sides of stress. Negative stress is actually about stress that is beyond ones control. This bad impact of severe stress is often manifesting in physical and mental signs and symptoms. However, when we are only exposed to mild or moderate stress, we are actually able to experience the good side of stress, which include improved creativity, learning, efficiency at work and, eventually, a higher level of self-esteem that could lead us to be able to withstand a higher stress levels in the future (Sarah, 2012).

## **2.4 Causes of Stress**

The situations and pressures that cause stress are known as stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion. Of course, not all stress is caused by external factors. Stress can also be self-generated, for example, when you worry excessively about something that may or may not happen, or have irrational, pessimistic thoughts about life.

The difference between stress and a stressor is that a stressor is an agent or stimulus that causes stress. Stress is the feeling we have when under pressure while stressors are the things we respond to in our environment. For instance stressors are noises, unpleasant people, a speeding car, or even going out on a first date. What causes stress depends, at least in part, on your perception of it. Something that's stressful to you may not faze someone else; they may even enjoy it. For example, your morning commute may make you anxious and tense because you worry that traffic will make you late. Others, however, may find the trip relaxing because they allow enough time and enjoy listening to music while they drive.

#### **2.4.1 Common Causes of Stress**

We all react differently to stressful situations. What one person finds stressful another may not at all. Almost anything can cause stress and it has different triggers. For some people, instances such as thinking about something or several small things that accumulate can cause stress. According to Manjula and Vijayalaxmi (2012), the followings are some of the most common causes of stress; Bereavement, Family problems, financial matters, illness, job issues, lack of time, moving home, relationships including divorce, abortion, becoming a mother or a father, conflicts in the workplace, driving in bad traffic, fear of crime, losing your job, miscarriage, noisy neighbors, overcrowding, pollution, pregnancy, retirement, uncertainty (awaiting laboratory test results, exam results, job interview results) etc.

It is possible that a person feels stressed and no clear cause is identified. A feeling of frustration, anxiety and depression can make some people feel stressed more easily than others. The following are some common external causes of stress as enumerated in Laura (2014):

- a. Major life challenges
- b. Work or School
- c. Relationship difficulties
- d. Financial problems
- e. Family problems

And the following are some of the common internal causes of stress in Laura (2014):

- a. Chronic worry
- b. Pessimism
- c. Negative self talk
- d. Unrealistic expectations
- e. Rigid thinking/Lack of flexibility

Stressors as anything that cause or increase stress, below are the few examples of causes of academic stress:

- a. Academics – Perhaps the biggest stressor for college students: the pressure of not failing.
- b. Dating – relationship problems may add to the pressure/stress of academics.
- c. Environment – certain environments can bring about stress such as discussing/viewing heated topics, slow moving traffic, trying to find a parking spot, etc.
- d. Extracurricular – some students may feel pressured to make extracurricular activities a part of their daily routine to the point where every hour of the day is accounted for.
- e. Peers – peer pressure is a major stressor, especially pressure that is negatively influenced.
- f. Time Management – one of the biggest stressors does not know how to plan and execute daily activities such as class, work, study time, extracurricular activities, and time alone.
- g. Money – some student find themselves thinking more about money than they do anything else. Money is a huge stressor that college students face.
- h. Parents –Pressure from parents to succeed is a great stressor.

There are obvious causes of chronic stress such as living situations that include violence or abuse, but newer studies have discovered that chronic stress doesn't have to be the result of an extreme situation. Chronic stress can result from "household chaos" and even a parent's own stress levels. Everything in our environment affects us. Whether it's a scary situation, or something as simple as the tension and stress a child's parent is exhibiting.

## **Health and Psychological Issues Caused by Stress:**

Few people will deny being stressed at least once in their lifetime, but for many, stress can be ongoing and unbearable. Chronic stress can contribute to a myriad of mental health and physical health issues. Research has linked high stress levels to:

- a. Insomnia or hypersomnia
- b. Reduced or increased appetite
- c. Self-medicating with drugs or alcohol
- d. Diminished physical health
- e. Decreased productivity and enjoyment at work
- f. Decreased intimacy
- g. Migraine headaches and other physical complaints
- h. Depression
- i. Ulcer, heart attack, stroke

### **2.4.2 Stress Management**

Stress management refers to a wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning. It involves controlling and reducing the tension that occurs in stressful situations by making emotional and physical changes (Fiona, Jim, and Angela (2001). What is stressful for one person may not be the same for another that is why the causes of stress are diverse and individualized. The most common stressors, though, include hectic work schedule, heavy work load, family and relationship problems, and financial problems. While these popular stressors are often pointed as the culprits for stress, do you know that even positive life moments, like getting married, may also act as stressors (Sarah, 2012)?

As long as something demands for your efforts or pushes you to work on it, it can be called a stressor. Choosing a university to go to, getting married, selecting a car, and other great life events can be stressful for you. With all these stressors around you, you need to learn about stress management techniques in order to maintain the balance in your life (Sarah, 2012). It is important to learn how to recognize when your stress levels are out of control. The most

dangerous thing about stress is how easily it can creep up on you, you get used to it. It starts to feel familiar, even normal. You do not notice how much it is affecting you, even as it takes a heavy toll. The signs and symptoms of stress overload can be almost anything. It affects the mind, body, and behavior in many ways, and everyone experiences stress differently. Not only can overwhelming stress lead to serious mental and physical health problems, it can also take a toll on your relationships at home, work, and school. Connie (2011) uses a driving analogy to describe the three most common ways people respond when they are overwhelmed by stress:

- a. Foot on the gas – An angry, agitated, or “fight” stress response. You’re heated, keyed up, overly emotional, and unable to sit still.
- b. Foot on the brake – A withdrawn, depressed, or “flight” stress response. You shut down, pull away, space out, and show very little energy or emotion.
- c. Foot on both – A tense or “freeze” stress response. You become frozen under pressure and can’t do anything. You look paralyzed, but under the surface you’re extremely agitated.

## **2.5 How to Make Quick Stress Relief a Habit**

It is not easy to remember to use our senses in the middle of a mini or not so mini crisis. At first, it will feel easier to just give into pressure and tense up. The truth is that quick stress relief takes practice, practice, and more practice. According to Sarah (2014) calling upon your senses will become second nature and to make it habitual, she itemized some steps as follows:

- a. Start small. Instead of testing your quick stress relief tools on a source of major stress, start with a predictable low-level source of stress, like cooking dinner at the end of the day or sitting down to balance your checkbook.
- b. Identify and target. Think of just one low-level stressor that you know will occur several times a week, such as commuting. Vow to target that particular stressor with quick stress relief every time. After a few weeks, target a second stressor. After a few weeks more, target a third stressor and so on.

- c. Test-drive sensory input. Experiment with as much sensory input as possible. If you are practicing quick stress relief on your commute to work, bring a scented handkerchief with you one day, try music another day, and try a movement the next day.
- d. Make “have fun” your motto. If something doesn’t work, don’t force it. Move on until you find your best fit.
- e. Talk about it. Verbalizing your quick stress relief work will help integrate it into your life.

### **2.5.1 Quick acting stress-busting tips**

The best part of quick stress relief is the awareness that you have control over your surroundings. Even if you share a work area, you can personalize your space to serve as a stress prevention zone or to put quick stress relief within arm's reach. We all have our stress hotspots. Antonovsky in Lindstrom and Eriksson (2006) enumerated some of the Quick stress relief techniques as follows:

- a. Entertaining prevents pre-party jitters by playing lively music and lightening candles flicker and scent and will stimulate your senses.
- b. Kitchen cools the commotion by breathing in the scent of every ingredient you use even if you are just opening cans.
- c. Children and relationships would help prevent losing your cool during a spousal spat by breathing and squeezing the tips of your thumb and forefinger together. When your toddler has a tantrum, rub lotion into your hands then breathe in the scent.
- d. Sleep decreases stress and cools the nerve for optimum relaxation.
- e. Creating a sanctuary by spending time each day to tidy and organize. Painting the walls with a fresh coat of your favorite calming color and display photos and images that make you feel happy.
- f. Meetings during stressful sessions must not stray you from your breath.
- g. On a phone conversation, inhale something energizing and stand up to pace back and forth to burn off excess energy.
- h. During lunch breaks, take a walk around the block or in the parking lot. One can also listen to soothing music while eating.

- i. Your workspace should have family photos on your desk and display images and mementos that remind you of your life outside the office.

### **2.5.2 Diagnosis and Symptoms of Stress**

The diagnosis of stress depends on many factors. Manjulag and Vijayalaxmi (2012) say a wide range of approaches to stress diagnosis have been used by health care professionals, psychologists or counselors such as the use of questionnaires, biochemical measures, and physiological techniques as well as some psychological assessment techniques. Experts say that the majority of these methods are subject to experimental error and should be viewed with caution. The most practicable way to diagnose stress and its effects on a person is through a comprehensive, stress-oriented, face-to-face interview by a professional counselor. This could lead to identifying those symptoms that are believed to be the common symptoms of stress. The more signs and symptoms you notice in yourself, the closer you may be to stress overload. These are:

- a. Cognitive Symptoms: These are symptoms that affect the cognitive style of the individual and thus hinder his/her ability to benefit from normal class interactions. They are memory problems, inability to concentrate, poor judgment, seeing only the negative, anxious or racing thoughts and constant worrying.
- b. Emotional Symptoms: These symptoms affect the emotional wellbeing of the individual and cause negative reaction toward social emotion of the affected person. They are such symptoms as moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation and depression or general unhappiness.
- c. Physical Symptoms: These consist of symptoms that cause strain in an individual and make him fall to sickness. These are aches and pains, diarrhea or constipation, nausea, dizziness, chest pain, rapid heartbeat, loss of sex drive, frequent colds.
- d. Behavioral Symptoms: These symptoms of stress are those exhibited by the individual depicting his/her behavior as regards everyday life activities. They are eating much or less, sleeping too much or too little, isolating oneself from others, procrastinating or neglecting responsibilities, using alcohol, cigarettes or drugs, nervous habits (e.g. nail biting, pacing).

## **2.6 How Anxiety and Depression affects Academic Stress**

The American Institute of Stress (2014) says achievement anxiety is one of the most common causes of academic stress in individuals. It claims that stress in moderation may actually be beneficial, claiming that managing stress rather than eliminating it all together may be healthier for students overall mental well-being. When stress is associated with a physiological response, the stress reaction may actually help increase a person's adrenaline so that they may meet daily challenges efficiently.

Anxiety and stress in academic situations pose a great danger to the individual in which without consistent rest periods while under stress, irregular habits may begin to surface. Diet changes, sleeping patterns, fatigue and anxiety are common occurrences among college students who mishandle stress. Stress may also take physical form and cause weakness, digestive problems and immune system vulnerability. Stress may take an emotional toll and cause irritability, confusion and even cause panic attacks from an increase in anxiety.

According to the Anxiety and Depression Association of America (2012) severe anxiety can be attributed to years of uncontrolled and inconsistent stress levels. Inefficiently managing stress is just one factor that allows the appropriation of anxiety levels in one's mindset to increase, potentially causing one to become emotionally unstable. In 2011, the ADAA's national survey found more than 62 percent of students who withdrew from college with mental health problems did so because of an anxiety disorder. Counseling interventions ultimately help students with stress, depression and anxiety to lengthen their academic career successfully. Through helping strategies stressful students can be able to pinpoint healthy habits and strategies like practicing mindfulness and eating healthy, time management, and keeping a balance with fun versus study time.

### **2.6.1 Counseling Intervention for Academic Stress**

Counseling intervention is an occasion by which a person with an addiction or other behavioral problem is confronted by a group of friends or family members in an attempt to persuade them to address the issue. Through it a care is provided to improve situation especially psychotherapeutic procedures or applications that are intended to relieve illness or injury.



Academic stress takes many forms and can affect students in different ways. Procrastination is a common stumbling block for many personality types. Research shows that poor prioritization and time management often sabotage undergrads, mentally, physically and academically. Putting off reading, paper writing, and other studying until the last minute has a two-pronged effect. It increases your chances of doing poorly. And it can stir up feelings of stress and anxiety that are easily avoidable.

Counseling intervention is an orchestrated attempt by one or many people – usually family and friends to get someone to seek professional help with an addiction or some kind of traumatic event or crisis, or other serious problem. The term intervention is most often used when the traumatic event involves addiction to drugs or other items, depression, stress and alike. Intervention can also refer to the act of using counseling techniques within a therapy session. Counseling Interventions have been used to address serious personal problems, including, but not limited to alcoholism, compulsive gambling, drug abuse, compulsive eating and other eating disorders, self harm and being the victim of abuse including academic stress (American Journal of Drug and Alcohol Abuse, 2009).

Numerous studies prove that there is a strong correlation between time management and academic performance. Keeping tight control overtime - or even feeling in control of time - leads to high levels of life satisfaction. This type of person typically has a positive view of self, performs better on exams, and generally feels less stressed. Despite the evidence, some people insist that they work better under pressure. Experts suggest the truth behind this argument is that some people only work under pressure. By never tackling anything ahead of schedule, there is no real grasp of what could be accomplished under different circumstances. Mapping out a reasonable schedule and staying on top of important benchmarks can help minimize wasted time and maximize success.

Although squandering valuable time often leads to anxiety, some students experience an entirely different type of academic stress. Developing anxiety over exams, presentations, or other course milestones can trip up even the best time managers. To battle these demons, simply planning ahead and following a schedule may not be enough. Studying effectively and knowing the material certainly helps ease some test-related stress. Practicing in front of friends can also

make speaking in public a little less scary, but what if stress persists. This is when it really pays to be proactive. It is important to remember that a small dose of anxiety can make you buckle down and put on your game face. Cramming for an exam is bad, but not caring enough to study at all is probably worse. Stressing just enough to feel more motivated, determined, and focused can be a real plus. But it is important to take action when stress starts to disrupt other parts of your life or hinder studying. Learning to balance stress and use it to your advantage will help turn academic stress into academic success.

### **2.6.2 The Roles of School Counselors in Reducing Academic Stress**

The roles of school counselors have obviously changed over time. At the turn of the 20th century, school counselors did not exist rather teachers were using a few minutes of their day to provide students with vocational guidance. In the early 1900s, an influx of various types of students in the public schools occurred as a result of the Industrial Revolution, initiating the development of the school guidance movement. At this time, the purpose of the guidance counselor was to avoid problem behaviors, relate vocational interests to curriculum subjects, and develop character including reducing academic stress among others. Nowadays, school counselors serve as leaders, effective team members, and an integral part of a student's educational program. School counselors have switched their emphasis from service-centered for some of the students to program-centered for every student (Bowers & Hatch, 2002).

School counselors address the needs of students through individual and group counseling, large group guidance, consultation, and coordination. They help students to resolve or cope with developmental concerns. Employed in elementary, middle/junior high, and high schools, a school counselor's work differentiates according to the developmental stages of their student population. Students in elementary school are developing their understanding of the self, peers, family, and school. They are beginning to gain communication and decision-making skills as well as character values. Elementary school counselors focus on peer relationships, effective social skills, family issues, self-image, self-esteem, and multicultural awareness.

In addition, school counselors assist students in developing interests regarding the world of work to increase students' career awareness. When describing middle school, the word transition is often used. During the middle school years, physical and psychological changes

occur. Middle school students are searching for their own unique identity, and they look more toward their peers than to their parents for acceptance and affirmation. Middle school counselors teach students skills to help them through this changing time. To ease the transition, school counselors assist students in working to connect school with home life and they emphasize the importance of peer and adult relationships (Bowers and Hatch, 2002).

In high school, students are evaluating their skills, strengths, and abilities as they begin to plan for their future. High school is a time of both excitement and frustration. School counselors help to ease students' decision-making process with regards to their future by providing them with support, encouragement, and career guidance. Counselors at the high school level network with post-secondary schools and maintain a library of career and post-secondary options. It is important that students receive accurate information as well as concrete experiences in order to be productive and successful (Bowers and Hatch, 2002).

Association of School Counselors of America (2009) says school counselors have many duties and responsibilities. They are most often the only individuals in the school who have formal training in both mental health and education. School counselors are team players, and they understand the importance of sharing responsibilities within the school system, but they cannot be fully effective when they are taken away from vital counseling tasks to perform non counseling functions. For instance, in many schools, the school counselor, rather than an administrator, is in charge of developing the master school schedule. This large responsibility diminishes the school counselor's ability to provide direct services to students. Additionally, school counselors are often the individuals in charge of testing. In high school, a school counselor may take on the sole responsibility of being the testing coordinator for the Advanced Placement exams. As a result, this counselor becomes too busy with test coordination to assist his or her students.

In addition to creating the master school schedule and fulfilling the role of test coordinator, school counselors are also asked to serve as the principal when he or she is absent. This may alter students' perception of the school counselor's role. Rather than seeing the school counselor as someone who is in the school to provide supportive services, students may view the school counselor as a disciplinarian. School counselors are not disciplinarians. They provide counseling to students before and/or after discipline, and they help students to better their behavior to prevent discipline in the future. Lastly, school counselors are often in charge of

registration and scheduling. It is appropriate for school counselors to help a student choose his or her classes in order to ensure that the student's classes coincide with their interests and ability level. However, it is a misuse of a counselor's time to enter students' classes into the computer scheduling system. Counselors spend hours and hours working on students' schedules. Often, counselors close their doors or go to another office so that they can spend time entering data into the computer to ensure that schedules are completed on time (ASCA, 2009).

## **2.7 Psychotherapy and Academic Stress**

Psychotherapy is a form of treatment for emotional and psychological problems where a person talks with a mental health professional such as a psychiatrist, psychologist or counselor. The following are some of the different types of psychotherapy on the treatment of academic stress:

a. Psychoanalytic and Psychodynamic approaches attempt to uncover childhood memories of the roots of Stress. They explore the stressful anxiety provoking fantasist as they occur in the patient's present life as well as in his or her transference to the therapist.

b. Interpersonal Therapy places the focus of therapy on anxiety. They describe the treatment goal a potential freedom from fear, anxiety, and the entanglement of greed, envy, and jealousy. This goal will also be actualized by the development of the capacity for self-realization, the ability to form durable relationship of intimacy with others, and the ability to give and accept matured time management. Person who is reasonably free from anxiety, greed, envy, and jealousy and who is able to experience interpersonal intimacy will be capable of expressing this interns of satisfactory sexual activities”.

c. Cognitive Behavioral Therapy note that in stress the dominant theme is danger and that the persons with stress simply minimizes their social interaction in order to protect self-esteem. In Cognitive Behavior Therapy the therapist elicits the automatic thoughts that appear in difficult inter personal situations, than challenges those thoughts, particularly the ones related to the patients' conviction that they are viewed as socially inept and undesirable by people they are persuaded are superior to them, think critically of them, and are bound to reject them as they get to know them better.

Benjamin in Kantor (2003) suggests that the therapist should help individuals with block maladaptive patterns with desensitization. She recommends group therapy for some avoidant noting that new skills can be developed in the group and normal social development can follow. The Quality Assurance Project in Kantor (2003) essentially agreeing with Benjamin note that sometimes social skills training can lead to areas of increased social activities with decreased associated anxiety, a lessening of social isolation with diminished depression, and the loss of many irrational social beliefs.

**Eclectic Therapy:** It is a psychotherapeutic counseling approach that adopts the key points of doctrines, findings and techniques selected from different theoretical systems (Akinade, 2005). Oldham and Morris in Akinade (2005) suggest an eclectic approach in the following context:

- a. Desensitizing the stressed students' anxiety.
- b. Helping stressed students learn social skills.
- c. Helping stressed students consciously change some of their self-destructive thinking patterns.
- d. Using insight psychotherapy, which is highly beneficial for the stressed students who have the courage to face instead of running away from his or her problems.

Eclectic schema for treating stress involves multitasking using individual behavioral, interpersonal, and cognitive, self-image (self-worth-enhancing), intrapsychic, and pharmacological therapy. They also advocate the following group and family eclectic approaches when dealing specifically with stressed students:

- a. Understand their stress developmentally and dynamically.
- b. Focus on increasing pleasure.
- c. Increase contact to acquire critical social skills.
- d. Learn to understand others.
- e. Learn to differentiate between real, incidental, and imagined threats.
- f. Develop internal (and internalized) realistic reference points by which to judge their behavior.
- g. Use cognitive corrections and rework aversive schemas cognitively and behaviorally.
- h. Use distraction methods, such as positive social interaction.
- i. Improve self-image.

- j. Learn to control fretful-expressive behavior while simultaneously establishing and improving friendships and time management strategies.
- k. Try new experiences which can help both directly and indirectly by maintaining motivation, and providing the opportunity to monitor behavior and correct maladaptive, automatic thoughts and irrational beliefs.

## **2.8 Review of Empirical Studies**

In a study conducted by Kisellea (2004) on anxiety reduction, Stress Inoculation Training of Meichenbaum was used alongside trait anxiety inventory. Eight session preventive intervention with self-reported anxiety was conducted. Participants learnt about the process of anxiety arousal and cognitive palliative emotion regulation coping skills. Guidance classes were organized. Participants constitute 13 boys and 11 girls, total of 24. Overall participants on the SIT interaction scored significantly higher in the control group than the experimental group. Result indicated that SIT was successful in reducing self reported anxiety and stress.

Also in a study conducted on School related stress in early adolescence and academic performance three years later: the conditional influence of self expectations (Journal of Social Psychology of Education, 2005). The hypothesis was tested that educational expectations of junior high school students in interaction with school-related stress during early adolescence would adversely affect grades during high school. Multiple regression analyses of data from home interviews of 1034 students during junior high school and 3 years later during high school supported the hypothesis that early adolescent school-related stress both independently and in interaction with high academic expectations negatively affected academic performance 3 years later. These results suggest that for students in high stress school environments, an increase in academic expectations may serve to increase their school-related stress and impede their academic performance.

In another study by Zeyad (2009) who evaluated the sources of stress among students in the dental school environment in Saudi Arabia, their perceived levels of stress and effective coping strategies. The overall findings substantiated with multiple regression indicate that, out of

20 factors of the two instruments, six factors were significantly and independently related to perceived stress scores ( $F = 34.638$ ;  $p < 0.0001$ ). Especially, the factors family disturbances, financial, self-efficacy and workload, behavioral disengagement, denial, positive reframing and venting of BC were positively and independently related to perceived stress scores.

In a study conducted by Conrado (2008) on the relationship between academic achievement and coping with stress among public junior high school adolescents. The purpose of the study was to determine the influence of academic achievement and gender in the use and in the assessment of helpfulness of different types of coping with stress strategies by junior high school students. The study included 608 students: 311 high academic achievers (with math and reading scores above the 75 percentile), and 297 low academic achievers (with math and/or reading scores below the 35 percentile). The sample included males (44.2%) and females (55.8%). Students were asked to report the frequency of use and the assessment of helpfulness of four types of coping strategies (direct-active, direct-inactive, indirect-active, and indirect-inactive) on the Coping with Stress Inventory. Results of the study indicate a significant degree of association between lower academic achievement and both more frequent use and high assessment of direct-inactive, indirect-active, and indirect-inactive types of coping strategies; and also between lower academic achievement and high assessment of direct-active coping strategies. Findings regarding gender indicated only one significant difference in the use of types of coping strategies by males and females: direct-active strategies were used by a significantly larger number of females. No significant difference was found in the assessment of helpfulness of coping strategies made by males or females. The interaction of academic achievement by gender was not associated with any significant difference neither in the use nor in the assessment of any type of coping strategy.

In another study by Laura (2014) on the Impact of Stress Factors on College Students' Academic Performance concluded that Stress can have an impact on a student's academic performance. Knowing that, is there is a correlation between a student's amount of perceived stress in a given semester and that same semester's GPA? Twenty-five college students participated in the study. The students were asked to complete a survey, including the perceived stress scale. Along with this test the students were asked to complete a demographic data sheet, which asked questions such as age and gender, and also their classes and grades the prior

semester. Finally the students were asked to read a list of possible stress factors, for example not getting enough sleep, and rank them in order of importance. The present study was unable to find a correlation between the score on the perceived stress scale, and GPA. Still the stress factors that most contributed to the student's GPA, mainly sleep and social, activities were consistent with other research. A much larger survey would need to be conducted in order to provide an appropriate sample size.

According to the American College Health Association's 2006 survey of college students, the one greatest health obstacle to college students' academic performance was academic stress. Of the 97,357 college students who participated in the survey, 32 percent reported that academic stress had resulted in either incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper. The key to avoid becoming a drop-out, as a result of academic stress, is to identify and treat its source.

Also, according to a 2008 mental health study by the Associated Press maintain that, eight in 10 college students have sometimes or frequently experienced stress in their daily lives over the past three months. This is an increase of 20% from a survey five years ago by the American Institute of Stress (<http://www.stress.org/college-students/>, 2014).

## **2.9 Summary and Uniqueness of the Study**

This chapter has explained various views on stress, its causes and the damaging effect on academic achievement. It has done this by focusing on academic stress and looking at various concepts of stress such as psychological, physiological and cognitive of appraisal of stress. Transactional Model of Stress and Coping theory was reviewed and it's relevant to the academic stress also examined. Transactional Model of Stress and Coping theory maintained that Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance. Therefore stress was considered to be a transactional phenomenon dependant on the meaning of the stimulus to the perceiver. Transactional model of stress and coping is very relevant and useful theory that helps school counselors to understanding determinants of lifestyle of students who most of them are suffering from academic stress and show variety of treatments or counseling measures which are needed.



Stress is a normal physical response to events that make one feel threatened or upset balance in some way. When one sense danger whether it's real or imagined the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or-flight-or-freeze" reaction, or the stress response. Stress is the physical, mental and emotional human response to a particular stimulus, otherwise called as 'stressor'. In other words Stress involves reacting mentally and physically to a specific experience in our daily life, such as moving away from home, final examinations, or lack of money to pay bills that month.

The review discusses the situations and pressures that cause stress which are known as stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. This includes positive events such as getting married, buying a house, going to college, or receiving a promotion. Of course, not all stress is caused by external factors. Stress can also be self-generated, for example, when you worry excessively about something that may or may not happen, or have irrational, pessimistic thoughts about life. In the review the following most common causes of academic stress include: lack of time, moving home, relationships (including divorce), abortion, becoming a mother or a father, conflicts in the workplace, driving in bad traffic, fear of crime, losing your job, miscarriage, noisy neighbors, overcrowding, pollution, pregnancy, retirement, too much noise, uncertainty, academic exam results, job interview results, etc.

Symptoms of stress overload have been discussed including Cognitive Symptoms, Emotional Symptoms, Physical Symptoms, and Behavioral Symptoms. Some factors associated with students academic stress such as financial problems, marital Problems, chronic Illness, death/loss of a loved one, poverty, parents or siblings or the child with physical/mental disabilities, drug or alcohol abuse by a family member, bullying and displacement from ones home were elaborated in the chapter.

Counseling interventions help ultimately students with stress, depression and anxiety to lengthen their academic career successfully. Through helping strategies stressful students can be able to pinpoint healthy habits and strategies like practicing mindfulness and eating healthy, time management, and keeping a balance with fun versus study time. For these reasons the chapter

reviewed the following three things that one can start doing today to help stress school child overcome chronic stress: Physical exercise, Improving home life (The emotional stability of the home is the single greatest predictor of academic success) and Keep your own stress in check.

The major Counseling Intervention for Academic Stress reviewed in this chapter include: Direct and Indirect Counseling Interventions which Involve a confrontational meeting with individual in question, or indirect, involving work with a co-dependent family to encourage them to be more effective in helping the individual, Group counseling which is viewed as a small group intervention that uses therapeutic factors and specific interventions to address personal and interpersonal problems and to promote personal and interpersonal growth and development, Group therapy which is also a small group intervention that uses therapeutic factors and specific interventions to address personal and interpersonal problems and to remediate perceptual and cognitive distortions or repetitive patterns of dysfunctional behavior, Psycho educational and guidance groups which is viewed as a small group intervention that uses group dynamics and principles to teach skills in a preventive way, Task and work groups as a small group activity that uses organizational and community dynamics to facilitate the goals of a group and lastly a Therapeutic factors which is an element of group therapy that contributes to improvement in a patient's condition and is a function of the actions of the group therapist, the other group members, and the client himself or herself.

Although most of the empirical studies reviewed in this chapter are foreign but their usefulness and relevancies were proved in Nigeria and they focused on assessing the effects of using one or more counseling technique in reducing academic stress. This study is unique in such a way that, it will focus on the examination of the impact of counseling intervention measures taking by the school counselors on junior secondary school students on academic stress.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter will discuss the research design, population and sample, sampling technique, data collection instrument, validation of data collection instruments, data collection procedure, and data analysis procedure.

#### **3.2 Research Design**

In order to provide the structure and strategy that control the work, this research adopts descriptive design. In descriptive design, the researcher observed the behavior of one or more variables all at once. The explanatory descriptive design is also geared towards selecting data to answer research questions or explain the relationship among variables. Descriptive statistics enable researchers to organize, summarize and describe observations (Ary, Jacobs & Razavieh, 2002) thus this study will observe and identify the impact of counseling intervention on academic stress among junior secondary schools students in Kano State.

#### **3.3 Population and Sample**

##### **3.3.1 Population of the Study**

The population of this research comprised of all school counselors in public junior secondary schools in Kano Metropolis which are up to Four hundred and Twenty Six (426). It is expected that all schools to have at least one school or teacher counselor appointed for Guidance and Counseling services in the schools. The number of schools in the population i.e. Four hundred and Twenty Six (426) equals the number of teacher/school counselors in the schools. But the population does not include those schools under science and technical schools board and private schools. Kano State metropolis consists of eight local government areas which include Gwale, Dala, Fagge, Municipal, Nassarawa, Tarauni, Kumbotso and Ungogo local government areas.

The population therefore consists of the all teacher/school counselors in junior secondary schools in Kano State, because they are in the best position to explain the impact of counseling intervention they are using on academic stress among junior secondary school students. Source: Kano State Ministry of Education, planning and statistic Department (2014).

### 3.3.2 Sample Size

The population of the research consists of Four hundred and Twenty Six (426) appointed school/teacher counselors of Junior Secondary Schools of Kano Metropolis. Out of these a total number of one hundred and thirty two (132) school/teacher counselors were selected as a sample of the study from the entire population as proposed by Morgan and Krejcie (1971). They are divided into male and female Junior Secondary Schools. Based on this a total of Fifty Seven (57) female Junior Secondary Schools and Seventy Five (75) male Junior Secondary Schools were selected. The schools were randomly selected and every school selected, the school/teacher counselor of that school is automatically selected as a sample of the study.

**Table: 3.3.2.1 Table of sample Size**

The following is the table of sample size of the study:

S/N	Gender	N	S	Percentage
1	Male Counselors	243	75	57%
2	Female Counselors	183	57	43%
	Total	426	132	100%

Source: Fieldwork, 2015

The above table contained a Proportionate sampling in which a total number of samples were drawn from the entire population according to the proportion size of the population.

### 3.3.3 Sampling Technique

A Proportionate sampling technique was used to draw sample schools from the population of the schools because the population consist Male and Female secondary

schools. The researcher drew a specified number of schools from according to the proportion size of the population.

Purposive sampling technique was used to draw teacher/school counselors sample from the population schools. Thus any school fall in to the sample deliberately the teacher or school counselor of that school fall into the sample. The researcher divided the teacher/counselors according to their schools i.e. senior and junior secondary schools, and name of sampled schools were randomly selected out of the total number of schools in accordance with the total number of population so as to have adequate representations.

#### **3.4.1 Data Collection Instrument**

The instrument employed in collecting data for the study was one set of self designed questionnaire tagged Questionnaire for the Assessment of the Impact of Counseling Intervention on Academic Performance among Junior Secondary Schools in Kano State (QICIAP). The questionnaire consists of two sections i.e. section A and B. Section A of the questionnaire seeks to find out personal data about the respondents such as gender, qualification and years of counseling experience. While section B of the questionnaire consists of statements/questions to be responded by the subjects. The samples responded by ticking the appropriate columns among the options.

#### **3.4.2 Validation of Data Collection Instrument**

To achieve the set goals of the research, a set of structural questionnaire designed by the researcher was used. The content validation of the instrument was done with the assistance of the supervisor. The useful suggestions and advice received were effected in drafting the final instrument with a view to eliminate ambiguities, irrelevant items to ensure a well structured instrument.

#### **3.4.3 Reliability**

The reliability of the instrument used for the research study was established through pilot study by using the test-re-test method. Some teachers or school counselors were sampled to conduct a pilot study. The instrument was administered to them for the first time

and second time with an interval of three weeks. Pearson Product Moment Correlation Co-efficient was used in computing the  $r$  value of the instrument.

### **3.5 Data Collection Procedure**

The data collection tool for this study was questionnaire. The researcher collected a formal letter of introduction from the Department of Education Bayero University, Kano and attached them with the questionnaire for distribution to various teacher/school counselors in the sample. Then the questionnaires were personally administered to secondary schools through zonal education officers and teachers across the state and booked an appointment of three weeks for collection after all questionnaires were filled and returned by teacher or school counselors to their zonal offices.

### **3.6 Data Analysis Procedure**

To analyze the data which was obtained from the research frequency count and percentage was used to answer research question one, standard deviation was used to answer research questions two and three while independent t-test was used to test the two hypotheses.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents the analysis of the data collected in the process of this study. The chapter contains summary of data, data presentation and analysis, summary of research findings and the discussion of the findings.

The samples selected for the study were teachers/school counselor's junior secondary schools in Kano metropolis. It is bound to have at least a teacher counselor at each school and there are four hundred and twenty six (426) teacher/school counselors across Kano metropolitan. A total of one hundred and thirty two (132) teacher/school counselors were drawn as a sample of the study.

However, one set of questionnaire used to collect the data from the teacher/school counselors namely questionnaire for the assessment of the impact of counseling intervention measures on academic performance among Junior Secondary School student in Kano metropolis (QCIMAP). And also a frequency count and percentage was used to analyze the data for research question one standard deviation was used to analyze the data for research question two and three while independent T-test was used to test the two hypothesis.

#### 4.2 General Information

##### 4.2.1 Table of General Information of the Respondent

	<b>Gender</b>	<b>Male sch.</b>	57
		<b>Female sch.</b>	75
	Years of counseling experience	0-5 years	56
		6-10years	51
		10-And above	25

### 4.3 Data Presentation and Analysis

For clarity and vivid presentation and analysis of data, the data would be presented by using tabular form base on the research questions and hypothesis

#### 4.3.1 Research Question One:

What are the major causes of academic stress among Junior Secondary School Students in Kano Metropolis?

Table 4.3.1. Showing the major causes of academic stress among junior secondary school students in Kano metropolis

S/N	Causes	Frequency	Percentage
1	Family Problems	38	29%
2	Financial Problems	33	25%
3	Illness	03	2%
4	Lack of enough time	10	8%
5	Conflicts in the school	05	4%
6	Love of relationship	12	9%
7	Fear to crime	05	4%
8	Noisy neighbors	06	5%
9	Over crowding	15	11%
10	Uncertainty	03	2%
11	Extra curricular	02	1%
	<b>TOTAL</b>	<b>132</b>	<b>100%</b>

The table above shows major causes of academic stress among Junior Secondary school student in Kano metropolitan. From the above table it is clear that family problems is the major causes of academic stress with 29% followed by financial problems with 25% than overcrowdings in classroom with 11%, then love and relationship with 9%, then lack of enough time with 8%, then noisy neighbors with 5%, then fear of crime and conflicts in the school with 4%, then illness and uncertainty with 2%, and then lastly extracurricular activities with 1%. Therefore this finding



shows that family problems are the major causes of academic stress among junior secondary school students.

#### **4.3.2 Research Questions Two:**

To what extent does counselors' intervention measure influence coping with academic stress among Junior Secondary school students in Kano Metropolis?

In order to answer the research question, descriptive statistics using mean and standard deviation (SD) of the variables involved (counselling intervention and academic stress) were computed and presented in the table 4.3.2 below.

**Table 4.3.2** showing Means and SD of Intervention Measures and Academic Stress

	<b>Mean</b>	<b>Std Deviation</b>
Intervention Measure	29.9394	2.50117
Academic stress	31.6439	4.81273

Table 4.3.2 above reveals that the means scores of the variables differ with counselling intervention measures having 29.9394 whereas academic stress with a mean score of 31.6431 indicating that the means score of Counselling intervention measure is higher than that of academic stress.

However, in order to find the extent to which intervention measures influence academic stress, simple regression analysis was carried out and presented in the table 4.3.3.

The result of the simple regression analysis shows that a significant regression model was found, in which  $F = 18.01$ ,  $p < .05$ , demonstrating that counselling intervention measure significant influence academic stress.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.728	.125	13.826	.000
	Intervention	.252	.059	4.244	.000

a. Dependent Variable: Academic\_Stress

### 4.3.3 Research Question Three.

Is there any gender difference in the influence of counselor's intervention measures toward coping with academic stress among junior secondary schools students in Kano metropolis?

Table 4.3.3 showing gender difference in the influence of counselor's intervention measures toward coping with academic stress among junior secondary schools student in Kano metropolis.

Table 4.3.3 above shows that, there is no significant gender difference in the influence of counselors' intervention measures towards coping with academic stress among junior secondary schools students in Kano metropolis because the difference between the mean score of male 20.55 and that of female 21.49 at 0.05 level of significant was very minimum. This result showed that there is no statistical significant gender difference in the influence of counselor's intervention measures toward coping with academic stress among junior secondary schools students in Kano metropolis.

### 4.3.4 Research Hypothesis One

There is no significant gender different in the counselors' intervention measures towards coping with academic stress among junior secondary schools students in Kano metropolis.

**Table 4.3.4** Showing gender difference in the counselors' intervention measures toward coping with academic stress among junior secondary school students in Kano metropolis.

	Gender	N	Mean	SD	DF	Cal-t	P-0.05
Intervention	Male	77	20.55	2.251	130	-2.171	1.96
	Female	55	21.49	2.741			

In table 4.3.5 above, it was observed that at 0.05 level of significant and 130 df, the calculated t (-2.171) is less than the critical t (1.96). Therefore the null hypothesis was accepted that there is no significant difference in the counselors' intervention measures towards coping with academic stress among Junior Secondary schools students in Kano metropolis

#### **4.4 Summary of Major Findings**

The following are the major findings of the study:

1. That the major causes of academic stress among junior secondary school students in Kano metropolis are family problems and financial problems.
2. Counselors' intervention measure for junior secondary school students in Kano metropolis significantly influence students coping with academic stress.
3. There is no significance gender difference in the influence of counselors' intervention measures towards coping with academic stress among junior secondary school students of Kano metropolis.

#### **4.5 Discussion of Results**

The results of the research question one answered in this study indicated that family problems and financial problems are major causes of academic stress. Family is a social unit that affects the life of individual especial academic performance. Some of the family problems as explain in (life hacker.com, 2014) include: Being far from your family, being too close to your family, pressure of demand from the family members, un organized family members, lack of enough accommodation, poor communication, unnecessary arguments, parenting decisions balancing school and home life, etc are some of the family problem stress-out the student and affect his academic performance.

The second major causes of academic stress as indicated in this research is financial problems only second to family problems with the frequency of 33 (25%). Financial problems known as financial pressure is a situations where money worries are causing stress, many people are facing

hard financial times and its impact on mental health could be significant (<https://www.lifeline.org.au> 2004).

The impact of financial problems on academic stress may manifest in the following symptoms as explain in <https://www.lifeline.org.au> (2014):

- i- Let school fees payments or often seeking extension
- ii- Minimum or missed payment on instructional equipment like textbooks, hand-outs etc
- iii- Spending less money on necessities e.g food hostels etc
- v- Fear of eviction by being behind in rent or loan
- v- Lack of enough money to cover required spending.

There the major theme of counseling measures to reduce academic stress should be assisting clients to resolve their financial problems and empower them to manage their financial situations in the future.

This research is in line with the finding of Zeyad (2009) who evaluated the sources of stress among students in the dental school environment Saudi Arabia, their perceived levels of stress and effective coping strategies. The overall findings substantiated with multiple regression indicate that, out of 20 factors of the two instruments, six factors were significantly and independently related to perceived stress scores ( $F = 34.638$ ;  $p < 0.0001$ ). Especially, the factors family disturbances, financial, self-efficacy and workload, behavioral disengagement, denial, positive reframing and venting of BC were positively and independently related to perceived stress scores

The second finding of the study is that counselors' intervention measures in junior secondary school students of Kano metropolis is significantly influence students' coping with academic stress. Counseling intervention measures is an assistance program that helps students acquire more effective and efficient study skills. Counselors in schools conduct group workshops throughout the semester and weekly individualized sessions that focus on many skills including avoiding stress (<http://www.com.edu>).

Counseling intervention measures are program designed to help students who are having academic difficulty such as academic stress in order to improve their study skills. It was explained in [elife.about.com/od/academiclife](http://elife.about.com/od/academiclife) (Retrieved March, 2015) that the most appropriate way to reduce academic stress is to encourage students to utilize their counselors as resources. Counselor can be one of the students' best assets when it comes to reducing the stress they feel in a particular course. While it may at first be intimidating to try to know that their counsellors can help them figure out what material to focus on, instead of feeling overwhelmed by thinking they have to learn everything in class Counselor can also work with students if they really struggling with a concept or with how to best prepare for an upcoming examination.

Stress can be caused by almost anything both negative and positive life experience. Chronic stress can contribute to a myriad of mental health and physical health issues. Many research linked high stress level to hypersomnia, reduce or increase appetite, self-medicating with drugs or alcohol, diminished physical health, decreased productivity and enjoyment at work, decreased intimacy, migraine headaches, and other physical complaints, depression ulcer heat attack, strike etc and all these could not only effect academic achievement but the entire development of the students.

Through counseling intervention programme counselor are expected to listing in a non-judgment and caring manner and offer information analysis of options, negotiations, mediation and referrals to the clients to enable them resolve their family and financial problems and empower them to manage their stressors in the future. “coping behaviour and social support structures moderate the effects of academic stress and anxiety on the individual (Allan &Hiebert 1991).

The result finding also show that there is no significant gender difference in the influence of counselor's intervention measures towards coping with academic stress among secondary school students of Kano metropolis. This research is against the finding of Manjulang & Vijayalaxmi (2012) in which they indicate that gender difference exist between male and female students in stress and coping. In their research the result indicated that women scored significantly higher than the men in chronic stress and minor daily stressors.

The present study rejected the initial hypotheses that which indicated there is no significant relationship between counselors' intervention measure and coping with academic stress among

junior secondary schools students in Kano metropolis. The result indicate the perception of J.S students on counselors' intervention measure and coping with academic stress that the reaction of students who received counseling is emotionally between to stressors than those who did not attend any counseling session. This difference could result simply from observations of students mostly during their moment of stress in the school.

Therefore counselors should develop ways of improving academic and social efficiency of students. Full understanding of students' academic stress will help them to practice techniques and adopt attitudes essential to assist and mentor them to cope with academic stress more effectively.

The second null hypothesis was also rejected in the course of the study. The finding of the study indicates that counseling intervention measure towards coping with academic stress varied across gender among junior secondary school students. This could possibly explain high behavioral, emotional and physiological reaction to academic stress between boys and girls students. Therefore counseling intervention measures programmes in the school should include: solving, training especially for female students since they score low in their coping with academic stress.

The gender difference found for stressors and reactions to stressors among students should rejected the second hypothesis and affirmed the result of other studies. Female students reported experiencing more stressors and reacting to stressors than did male students. This probably reflects not an actual inequality in number of stressor by gender, but possibly indicates females rating their experience as more stressful.

Also this study affirm the finding of Bhosale (2014) on the study of academic stress and gender differences when found that there is significant differences between boys and girls in terms of their academic frustration, academic pressure, and academic anxiety level. Bhosale (2014) discovered that boys have high academic frustration than girls but girls have high academic pressure, and academic anxiety level than boys.

In line with the findings in this study the conclusion drawn is that academic stress among junior secondary school should not be treated with levity but with all the seriousness it deserved. Therefore a comprehensive counseling measures should be well organize in the school which should give emphasis to academic stress bearing in mind gender disparity in academic stress.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This study investigated counselors' intervention measures and coping with academic stress among junior secondary school students in Kano metropolis. The study was a result of the prevalent and adverse effect of academic stress on the academic achievement of the students. The focus of the study are counselors of junior secondary school students who are suffering counseling students with academic stress. Academic stress have been acknowledged to be a wide-world phenomenon which devaluating teaching and learning process, most especial among junior secondary schools students due to their physiological and psychological changes.

In chapter one the nature of academic stress, characteristics of junior secondary school students, factors contributing to academic stress was expressed in the background of the study and statements of the problem. The objectives of this study was to explore the major causes of academic stress, how counselor's intervention measures influences coping with academic stress among JSS students and to find out whether there is gender difference in the influence of counselors' intervention measures towards coping with academic stress among JSS students in Kano metropolis. Base on these objectives three research questions and two hypotheses were formulated. The significance, scope and delimitations of the study were also presented.

The second chapter reviewed some literature related to the study. Literature review explained various views on stress, its causes and effect on academic achievement. It focused on academic stress especially concepts of stress such as psychological, physiological and cognitive of appraisal of stress counseling intervention measures implication to academic stress and various guidance and counseling programme available in curbing academic stress were also reviewed in the chapter. Some theories on stress that are relevant to the study were reviewed such as transactional model of stress and coping theory.

Chapter three presented the research design in order to provide the structure and strategy that control the work, the research adopted descriptive design. The population of the research comprised of all school counselors of public junior secondary schools in Kano metropolis which are up to four hundred and twenty six (426), from this population, a sample size of one hundred

and thirty two (132) school/teacher counselor were selected as a sample of the study. The research instrument used was one set of self design questionnaire of the impact of counseling intervention on academic stress among J.S.S students. The reliability of the instrument was obtained using test retest methods, person product moment correlation co-efficient used to compute the correlation co-efficient of the instrument.

Chapter four discussed the statistical analysis of data collected for the study. Results revealed that the major causes of academic stress among J.S.S students in Kano metropolis are family problems and financial problems, counselors' intervention measures in J.S.S students of Kano metropolis is significantly influence students' coping with academic stress and lastly the result identified that there is no significant gender difference in the influenced of counselors intervention measure towards coping with academic stress among J.S.S students of Kano metropolis. While lastly chapter five presents the summary, conclusion and recommendations both for practice and for further research.

## **5.2 Conclusion**

From the findings of this study it is conducted that counseling interventions measures taken by school counselors have positive impact on students' academic stress. Counseling intervention measures also assists students to overcome negative impact on school achievements. They should offer social support to adolescents irrespective of family type.

It is also concluded that students in junior secondary school identified with academic stress needs adequate guidance and counseling interventions and the counseling interventions should be provided by professionally qualified counselors. It was concluded that there is a strong association of family problems and financials problems and academic stress among junior secondary school students in Kano metropolis.

The parenting styles affect student's social competence on the basis of the findings of this study, we can conclude that gender difference does not exist in counseling intervention measures among junior secondary school students but counselors should consider some unique responsibilities between girls and boys in the design of counseling intervention programme.



In view of the foregoing, this study alerted school counselors to the need to be conscious of academic stress in the learning communities especially in junior secondary school which may mitigate some of process that constitutes effective teaching and learning process. In view of this teacher and other non-academic staff of the junior secondary school should be given an extensive training that may help them to understand the unique stressor they have that may actually serve as source of discouraging students from participating into academic activities.

Acquiring accurate skills and information about coping and tolerance of academic stress can help prevent and deal effectively with academic stress impact on academic performance. Some coping strategies like network support, control of sense, attitude ability to deal with emotions can help.

Schools counselor plays a major role in assisting students to build good academic self image necessary for achievement. Students therefore need some form of stimulus to activate, provide direction for, and encourage persistence in their study and learning effort. Counselors should present learning tasks in such a way that students will be aroused, energized and directed towards achieving success, this would help them develop interest in learning activities and they would not wish to be distracted by any academic stressor.

In short counseling measures with application of many coping strategies for dealing with academic stress as presented in this work would serve as a tool for effecting teaching and learning process.

### **5.3 Recommendations**

Recommendation for further practice and for further research is provided as follows:

#### **5.3.1 Recommendation for Further Practice**

Base on the findings, discussion and conclusions made in the present study, the following recommendation were considered relevant:

1. That counselors should give emphasis on the two major causes of academic stress among J.S.S.S in Kano metropolis as shown in the study i.e family problems and financial problems in the programming of their counseling programmes in the school.

2. Teachers in school should refer students suspected with academic stress to school counselors so that they can use their professional skills to freely discuss with them without hindrance. This will reduce truant behavior and help in them to adopt to problem of academic stress and also to problems of academic stress and also develop the ability to use the coping mechanism, which they learn to manage academic stress.
3. School counselors should be trained in modern counseling strategies in counseling truant behavior among J.S.S. student
4. School authorities' parents and teachers should collaborate together in providing conducive environment for teaching and learning process in provisions of adequate instructional materials, school feeling, reducing school fees, and good teacher-students relationship e.t.c

#### 5.4 Recommendation for further studies

The following recommendation have been made for further research

- 1- The effects of rational self-analyze in coping with academic stress
- 2- The present research used general counseling intervention measures in curbing academic stress; further research should investigate effects of various counseling techniques on academic stress.
- 3- The present study used Junior Secondary School student, further research should be use in senior secondary school students.

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## APPENDIX -A

### **QUESTIONNAIRE FOR THE ASSESSMENT OF THE IMPACT OF COUNSELING INTERVENTION MEASURES ON ACADEMIC PERFORMANCE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KANO METROPOLIS (OICIMAP)**

This Questionnaire set to assess the impact of counseling intervention measures on academic performance among junior secondary schools students in Kano metropolis. Please fill in section 'A' accordingly, and tick the remaining section. The information you give would only be use for the research purpose

#### **SECTION (A) PERSONAL INFORMATION**

1- Qualification:

Diploma, ☐ B.A, B.A ☐ ☐ ☐  
M.A. ☐ M E.d, ☐ others

2- Years of Counseling experience:

0 - 5 years ☐ 6 - 10 years ☐  
11 - 15 years ☐ 16 and above ☐

#### **SECTION (B) TICK THE APPROPRIATE**

<b><i>S/NO</i></b>	<b><i>QUESTIONNAIRE ITEMS</i></b>	<b><i>SA</i></b>	<b><i>A</i></b>	<b><i>D</i></b>	<b><i>SD</i></b>
1	The counseling interventions measures taking to influence coping with academic stress in our schools are adequate.				
2	The counseling intervention measures taking by counselors in our schools help students to cope with academic stress				
3	Most of the counselors in our schools have adequate knowledge about counseling theories that help their students to cope with academic stress.				
4	Family problems is one of major causes of academic stress among junior secondary schools students.				
5	Financial problems are one of the major causes of academic stress among junior secondary schools students.				
6	Illness is one of the major causes of academic stress among junior secondary schools students.				
7	Lack of enough time is one of the major causes of academic stress among junior secondary schools students.				
8	Love and relationships are one of the major causes of academic stress among junior secondary schools students.				

9	Conflicts in the schools are one of the major causes of academic stress among junior secondary schools students.				
10	Fear of crime is one of the major causes of academic stress among junior secondary schools students				
11	Noisy neighbors are one of the major causes of academic stress among junior secondary schools students.				
12	Overcrowding classroom is one of the major causes of academic stress among junior secondary schools students.				
13	Uncertainty in academic examination, test, continuous assessment results, etc. is one of the major causes of academic stress among junior secondary schools students.				
14	Extracurricular activities are one of the major causes of academic stress among junior secondary schools students.				
15	Counselors' intervention measures towards coping with academic stress influence male junior secondary school students more than female students.				
16	Counselors' intervention measures towards coping with academic stress influence female junior secondary school students more than male students.				
17	Lack of adequate equipments are the major constraints to counselors' intervention measures towards coping with academic stress among junior secondary schools students.				
18	Over population of students are the major constraints to counselors' intervention measures towards coping with academic stress among junior secondary schools students.				
19	Lack of relevant knowledge from schools' counselors are the major constraints to counselors' intervention measures towards coping with academic stress among junior secondary schools students.				
20	The attitude of school administrators is positive towards influencing school counselors in helping junior secondary schools students to cope with academic stress.				
21	Students' family socio-economic backgrounds make them not respond to coping strategies taught by school counselors effectively.				