

Indicators of Psychological Stressors Among Students in Faculty of Education, Cross River University of Technology, Calabar, Nigeria

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ABSTRACT

The study centered on indicators of psychological stressors among students in faculty of education, Cross River University of Technology, Calabar, Nigeria. To carry out this study, three research questions and hypotheses were formulated to guide the study and the descriptive survey research design was employed using a population of 793 final year student. The simple and stratified random sampling techniques were used in selecting the subjects and a sample of 397 students representing (10%) were drawn in Faculty of Education UNICROSS. The study utilized a researcher's developed instrument entitled "Psycho-Social Indicators and Academic Stress Questionnaire. (PIASQCQ)". Which was face validated by in Measurement and Evaluation Unit of the Department of Educational Foundations and Childhood Education, Faculty of Education, UNICROSS. The reliability estimate was established with Cronbach Alpha reliability method and the hypotheses raised in the study were subjected to descriptive and inferential statistics. The findings revealed that; social activities, workload and anxiety does significantly predict academic stress among students in University of Cross River State, Nigeria. It was also found that there is also a significant predictive joint influence of social activities, work load and anxiety and academic stress among students in University of Cross River State, Nigeria. It was recommended among others that primary, secondary and even tertiary institutions in Cross River state should enforce social activities in form of recreational facilities to help teachers maintain a perfect balance with work and social activities.

Keywords: psycho-social, Indicators, Academic and Stress.

INTRODUCTION

In this global era, where technology has become the order of the day, education is regarded as a veritable tool for societal growth and development. This is because, for enhanced growth and technological advancement, education cannot and should not be left untapped. Evidence abound that most technological advanced nations are those that embrace high level of education. In the light of this, the Federal Republic of Nigeria (2013), informed that education it is an instrument "par excellence". This implies that for enhanced human and material resources, education should be taken as a priority. Thus, learning entails some degree of physical and mental efforts which is called stress

Stress is an inevitable aspect of every learners life which emanates as a result of the learner quest for academic excellence in most cases, stress emanates from the pressure to maintain high academic standards. When a student desire to succeed academically but could not

cope with life demands stress emanates. In the academic environment, stress is common to all learner. However, the degree varies which depend on various intra psychic and interpersonal factors. When it is control, it may help in leading a normal and healthy life. To this end, Lazarus and Folkman (1984, p. 19) viewed stress as “particular relationship between the person and his environment, that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing”. The authors also informed that a person with the developing mind (with high expectation) is more stress prone when he or she is in a middle track such as do’s or don’ts. In this situation, if the stressful situation persist, the health of the stressed person becomes in danger. Coffey and Appley, (1967) informed that psychological stress the individual is placed in a dilemma in which his wellbeing and academic survival is endangered and that he must devote his energies to its protection.

Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons. The reaction is based on your perception of an event or situation. If you view a situation negatively, you will likely feel distressed, overwhelmed, oppressed, or out of control.

According to Prabu (2015) stress is your body's reaction to sudden life changes. Stress is unavoidable, as it can be caused by various day-to-day things in your life when you fail to give yourself a moment's rest. Certain things can trigger it, and most of the time, stress can have serious health implications on your body. Even though stress can't be eliminated completely, there are some effective techniques through which stress can be managed. Causes of stress vary for each person, which is why it is essential to find out the root of the problem and learn to identify how stress can be managed. There are various roots of stress, known commonly as stressors, which act as trigger points to activate it in the body. For instance, a person can find him or herself stuck in a stressful situation during decision-making, a presentation, the death of someone or any health problem. The effect of stress on the body results in a lack of sleep, irritation, constant agitation and other health problems.

Academic pressure has increased over the past few years, there are examinations, assignments and many other activities that a student has to shuffle through. Not only the design but teachers and parents also burden the students with a lot of pressure of getting good grades. These expectations make the students work relentlessly and end up in creating more stress. With academics, the parents and the institutions want the students to participate in extracurricular activities too, the current expectations from the students is to be an all-rounder. Lack of proper channels for counseling leads to more confusion and the students are unable to choose a career for themselves even after rigorous studying patterns (Agolla&Ongori, 2009).

Excessive academic workloads and the feeling that you are constantly racing to meet another deadline can be daunting. Parental pressure on children to shine in their study and perform well in extracurricular activities is at remarkable high. Compelling need to excel in studies, often prone to abuse, does injure the morale and is one of the greatest causes of stress, failure and breakdown (Aihie&Ohanaka, 2010). Thus, the race amongst parents to prove that their child is an all-rounder makes them end up as victim rather than successful. Lack of support is major reasons for stress amongst students, lack of interaction with parents and teachers keep on building on doubts and confusions that a child might have eventually leading to stress. There is a lot that a child is expected to achieve, but due to lack of proper support, they feel lost at sea and are left directionless. It is on the basis of this backdrop that the study focused on Psycho-Social indicators and academic stress among students in University of Faculty of Education in university of Cross River State, Nigeria

Theoretical framework

Stress management theory by Selye H. (1979)

Selye was born in Vienna on 26 January, 1907. His father, Hugo Selye, was a surgeon colonel in the Austro-Hungarian Imperial Army who later started his own surgical clinic. His mother, who administrated the clinic, had a strong influence on the boy with her constant quest for excellence and intellectual sophistication. Selye had a warm relationship with his father and it seemed inevitable that he would one day work in his father's surgical clinic. Selye was the first scientist to identify 'stress' as underpinning the nonspecific signs and symptoms of illness. The stress concept re-entered Selye's life during his fellowship at McGill when Prof Collip placed him in charge of identifying various female sex hormones that were yet undiscovered. For this project, he collected cow ovaries for processing and examination, and injected various extracts into female rats and measured their responses. His autopsies yielded a triad of surprising findings: enlargement of the adrenal glands, atrophy of the lymphatic system including the thymus, and peptic ulcers of the stomach and duodenum.

It was not due to a hypothetical new hormone, as every injected noxious agent produced the same findings. He continued his experiments by placing the rats in various stressful situations, such as on the cold roof of the medical building, or the familiar revolving treadmill that required continuous running for the animals to stay upright. The findings in each experiment were the same: adrenal hyperactivity, lymphatic atrophy and peptic ulcers.

Selye's proposal stipulated that stress was present in an individual throughout the entire period of exposure to a nonspecific demand. He distinguished acute stress from the total response to chronically applied stressors, terming the latter condition 'general adaptation syndrome', which is also known in the literature as Selye's Syndrome. The syndrome divides the total response from stress into three phases: the alarm reaction, the stage of resistance and the stage of exhaustion.

The implication of the theory to the present study is that it will help individuals to understand that when they are exposed to a stressor, they are at first taken off guard, then attempt to maintain homeostasis by resisting the change, and eventually fall victim to exhaustion in countering the stressor. Stress is a choreographed state of events, not a mere psychological term, and is encountered by all individuals during a period of illness.

Statement of the Problem

Academic undertaking is a stressful exercise that requires mental power to think creatively and logically. This mean that for an individual to function effectively and efficiently in the academic environment there need to be some form of mental fatigue. Obviously, stress is a common phenomenon to every learner who must competitively survive academically. To this end, over stressing the body ham not be ideal for a learner who want to excel academically. The issue of academic stress among students in University of Cross River State, Nigeria has been a serious problem of recent times, as most of them tend to stress themselves in psychological and social activities at the expense of the academic endeavours. This is daunting to their health and their overall success academically. It is not gainsaying that stress has it negative impact as such should be totally discouraged among learners. Most students in University of Cross River State, Nigeria spend quality time fiddling the phones, engaging in other social activities at the expense of their academic endeavor. In most cases they deliberately refused to study their books waiting for examination to draw near. This has negatively affected their overall seriousness in their quest for learning. In most cases most tend to fatigues themselves especially when they know that examination is at hand. Others tend to use other unethical means like copying, impersonation so

as to cope with the “academic workload”. The problem has become a serious challenge to parents, teachers, stake holders and even the government on the possible reason behind students’ seriousness and poor learning outcome. One begins to wonder the possible reason for such high prolific stress students’ encounter in school. It is on the basis of this problem that the researcher posed the question: what are the psycho-social indicators and academic stress among students in University of Cross River State, Nigeria.

Research Questions

To guide the study, the following research questions were posed:

1. What is the predictive influence of social activities and academic stress among students in University of Cross River State, Nigeria?
2. To what extent does relationship between work load and academic stress among students in University of Cross River State, Nigeria?

Statement of hypotheses

To guide the study, the following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant predictive influence of social activities and academic stress among students in University of Cross River State, Nigeria.
2. Work load does not significantly predict academic stress among students in University of Cross River State, Nigeria.

LITERATURE REVIEW

2.1 Social activities and academic stress among students

Social activities are those that relates with the social well-being of the individual. The social life of a student can have a significant influence on academic activities. In as much as social life is relevant to the overall growth of the individual’s life. To this end, over indulgence in social activities among students can trigger stress. There is a saying that all work without play makes jack a dull boy. Thus, the saying has failed to quantify the extent of play that Jack needs not to a dull boy. In as much as play (social activities) is vital, over play can further aggravate stressor which may affect the academic performance of the students. Stress has been regarded as a major challenge to workers. This is due to the difficult nature of individual workers activities in the office. An individuals’ ability to cope with the series of demands in the office constitutes to the major reason for stress.

This has made Agolla (2009) the stress occurs when the body is put to physical and mental pressure. This implies that when the body is put in a stressful condition there is bound to be breakdown in the body system. In an empirical study by Koawo, Ankomah, Domey and Ekow (2013) on stress and its impact on the academic and social life among students of a university in Ghana. The study adopted the descriptive cross-sectional survey design was employed. Using the stratified and simple random (random numbers) sampling methods, 500 regular undergraduate students were engaged in the study. A questionnaire made up of Perceived Stress Scale and Students’ Life Satisfaction Scale was used to gather data for the study. Frequencies, percentages, means and standard deviation, and Structural Equation Modeling (SEM), with AMOS were used for the analyses. It was found that majority of the students were moderately stressed. Paramount among the stressors were academic stressors, followed by institutional stressors, and external stressors. Stress had a significant positive impact on the academic and social life of students. It was concluded that undergraduate students, in one way or the other, go through some kind of stress during the course of their study. It was recommended

that the university, through its Students' Affairs, and Counselling Sections, continue to empower students on how to manage and deal with stress in order to enhance their academic life.

In another empirical study by Prabu (2015) who sought to find out the level of academic stress among higher secondary students. The present study consists of 250 XI standard students studying in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The sample was selected by using simple random sampling technique. The present study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student's academic stress is higher than female students. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student. The science subject student's academic stress is higher than arts student. The students whose parent's education as literate level academic stress is higher than their counter part

Again, Agolla and Ongori (2009) investigated the stressors, symptoms and effects that are likely to be experienced by the undergraduate students in higher institutions (Universities). Stressors related to time, academic pressure, and academic environments were explored. A total of 320 students participated in this study. Data was collected through self-administered questionnaires that were randomly distributed to the students during lecture time. Data obtained was analysed using descriptive statistics and Tables. The open ended question was thematically analysed and the result presented in Table 5. It was found out that, academic workload, inadequate resources, low motivation, overcrowded lecture halls, and uncertainty of getting job after graduating from the university lead to stress among students. It is hoped that, these findings will help the individual students, lecturers, career and counselling centres, and the university administrators to put in place mechanisms that mitigate the effects of stress at the University. In addition, the finding will also spur a scholarly debate on academic stress among students in higher institutions. We therefore suggest that, other researchers should consider using triangulation method. The limitation of our study was the sample size and lack of geographical coverage since our study only concentrated on one university. Therefore, the findings of this study cannot be generalised and as such the researchers suggest replication of this study using larger samples from other parts of the world to validate our findings.

Aihie and Ohanaka (2012) investigate the levels of perceived academic stress among undergraduate students in a University in Nigeria. Purposive sampling was used to select three Faculties from the fourteen Faculties in the University. Simple random sampling was used to select 427 undergraduate students from the three Faculties to participate in the study. Data on perceived academic stress were collected with the aid of the Perceived Academic Stress Scale (PASS) which was adapted from Bedewy and Gabriel (2015) and re-validated for the study. Data collected for the study were analysed with descriptive and inferential statistics. The perceived academic stress levels of the respondents were compared on the basis of sex, age, level /year of study and Faculty /course of study. The hypotheses formulated for the study were tested at 0.05 level of significance. The findings revealed that male undergraduate students reported higher academic stress level than the females. Undergraduate students in the Faculty of Physical Sciences reported significantly higher academic stress levels than students in the Faculties of Education and Social Sciences. Final year students also reported higher academic stress than students in the first and middle years of study. There was no difference in perceived academic stress levels based on the age of the students. It was concluded that sex of student, level of study

and course of study influence perception of academic stress among undergraduate students. Implications for Students' counselling were discussed.

2.2 Work load and academic stress among students

Work is a very useful variable for enhance performance. This is because when students get committed to their studies, there is the likelihood that performance will be foster. Workload occur when an individual decides to put in more effort in accomplishing a task which ordinarily cannot be done by the individual (Ammar, 2006). This implies that workload originates as a result of pressure in terms of time to get a tasks accomplished. Lal (2014) sees workload as the perceived relationship between the amount of mental processing and capability or resources and amount required by the task. This means that the extent of energy exerted to get a work done has an effect of the individual stress level. To this end, in an empirical study by Bataine (2013) study investigated the academic stressors experienced by the students at university. A total sample of 232 subjects participated in this study were obtained from faculty of education at KSU. Data were collected through self- administered questionnaire which was randomly distributed to the students during lecture time. Data obtained were analyzed using descriptive statistics, correlation, and analysis of variance (ANOVA). The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there were positive correlation between religiosity sources and academic stress ($r= .300^{**}$, $p=.00$). Lastly, the study found that there were no significant differences in academic stress among students with different, level of study and specializations.

Yakubu (2013) conducted a study on the relationship among academic stress, motivation and academic achievement of NCE students of FCT College of Education in Abuja. Related literature were reviewed to address conceptual and theoretical framework as well as empirical studies. Correlational design was adopted in the study. A total sample of 313 students were proportionately selected for the study. Mean and Standard Deviation were used to answer the research questions while Pearson Product Moment Correlation was used to test the null hypotheses at 0.05 level of significance. Result of the study revealed that significant relationship exist between academic stress and intrinsic motivation among NCE students ($r=-0.763$, $P=0.001$). Academic stress was found to have significant relationship with extrinsic motivation ($r=-0.631$, $P=0.002$). Significant relationship was found between academic stress and academic achievement ($r=-0.954$, $P=0.000$). Significant relationship exist between intrinsic motivation and academic achievement ($r=-0.945$, $P=0.011$). Finally, significant relationship was found between extrinsic motivation and academic achievement among NCE students ($r=0.996$, $P=0.000$).

Kausar (2010). Study was to examine perceived stress, academic workloads, and coping strategies used by the students studying under the semester system. It was hypothesized that: there is a positive relationship between academic workload and perceived stress among students; academic workload and perceived stress would predict the type of coping strategies used by the students. The sample included 150 masters' level science students. Perceived stress scale, a self designed academic workload scale and coping strategies questionnaire (CSQ, Kausar, 2005) were used for assessment. Students completed assessment measures in the presence of researcher. Correlation and regression analyses were used to analyze the data. Positive relationship was found between academic workloads and perceived stress. Academic workload showed positive relationship with active practical coping strategies and negative relationship with active distractive and avoidance coping. Perceived stress had negative relationship with

practical coping and negative relationship with avoidance coping. Academic workloads predicted perceived stress among students. The findings have important implications for students in higher education and highlight the importance of counseling in the higher education institutions which in turn may help improve their academic performance.

Olope, Lasiele, Chiaka and Abidoeye (2017) study examined the relationship between level of stress and students' academic performance in Universities in Kwara State, Nigeria. The study adopted a descriptive survey research design. Proportional stratified random sampling was used to select 300 students for the study. A "Students' Stress Level Questionnaire (SSLQ)" and "Students' Academic Performance proforma (SAPP)" was used to collect data. The instruments were validated by experts in educational management and counselling and a test-re-test reliability procedure was used to determine their reliability. Descriptive statistics were used to answer the research questions while Pearson product-moment correlation statistic was used to test the research hypotheses stated. The findings were that a significant relationship exists between the stress level and academic performance of the students. There is also a significant relationship between level of personal stress, interpersonal stress, environmental stress, achievement stress and academic performance. Therefore, it was recommended that the universities organize stress management seminars and workshops in collaboration with the Counselling and Human Development department. It is also recommended that university administrators make the learning environment conducive to boost academic performance and reduce stress.

Aam, Sara and Adamu (2017) study seek to find out the relationship between Workload and Academic Stress among Fresh Undergraduate Students. To determine the relationship between academic stress and study hours by undergraduate students in each semester were among the main objectives of the study. Correlational design was used. The population of the study constituted 193 (115 Males and 78 Females) fresh undergraduate students of Faculty of Technology Education. Proportionate Stratified Random sampling techniques was employed in selecting a sample of 108 students as sample participants in this study based on sample size table by Research Advisors. Three self-designed instruments titled Study Hours and Academic Stress Questionnaire (SHASQA), Assignment and Academic Stress Questionnaire (AASQ) and Workload and Academic Stress Questionnaire (WASQ) were used respectively for data collection in this study. The questionnaires have coefficient reliability index of 0.85, 0.83 and 0.93 respectively using Chronbach alpha. Hypotheses were formulated and tested at α 0.05 level of significance. The data were analysed using mean, standard deviation and Pearson Product Moment Correlation Coefficient (PPMCC). Findings from the study showed that there is a significant relationship between Workload and Academic Stress among Fresh Undergraduate Students. However recommendations offered were Counsellors should guide the fresh students towards inculcating in them strategies for time management that will enable them utilize their time effectively

RESEARCH METHODOLOGY

Research design

The study adopt survey research design. Survey will be most preferable here. In this kind of research, this design is considered most appropriate here because it is a design use for collecting large and small samples from population in order to examine the distribution indices and educational implications.

The population of this study comprised of final year students in Faculty of education UNICROSS which is about 793 final year student 2019/2020, academic session. The simple and stratified random sampling techniques was used in selecting the subjects. Stratification was on the basis of the various departments in the chosen faculty. The sample of this study will be made up of 397 students in Faculty of Education UNICROSS. This comprised of 50% of the entire population of the study. The departments of Human Kinetic and Health Education are not included as it does not have final year students. The study utilized a researcher’s developed instrument entitled “Psycho-Social Indicators and Academic Stress Questionnaire. (PIASQCQ)”.

The Instrument, “Psycho-Social Indicators and Academic Stress Questionnaire. (PIASQCQ) was designed by the researcher and subjected to face validity. It was validated by supervisors and other experts in Measurement and Evaluation Unit of the Department of Educational Foundations and childhood Education, and educational administration and planning Faculty of Education Cross River University of Technology. The reliability estimate of the instrument is established through trial testing. The researcher administered the instrument to 30 respondents from other departments in CRUTECH who were not part of the final study. Based on research hypotheses raised in the study, descriptive (mean and standard deviation) and inferential (simple and multiple regression analysis) statistic were used to analyse the data.

RESULTS

Presentation of result

The result of the study is presented based on the hypotheses of the study as shown below
Hypothesis one

There is no significant predictive influence of social activities and academic stress among students in University of Cross River State, Nigeria. The major independent variable in this hypothesis is social activities measured as x while the dependent variable is academic stress presented as y. to test this hypothesis, simple linear regression analysis was employed and the results are presented in Table 1.

Table 1
Regression analysis of social activities and academic stress

Variables	R	R Square	Adjusted R Square	SEE	
	.129 ^a	.017	.014	5.00490	
Source of variance	Sum of Squares	df	Mean Square	F	p-value
Regression	156.059	1	156.059	6.230	.013 ^b
Residual	9167.941	366	25.049		
Total	9324.000	367			
Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	24.754	1.527		16.215	.000
Social activities	-.270	.108	-.129	-2.496	.013

*p<.05

Table 1 revealed that the p-value of .013 associated with the computed F-value (6.230) is less than the chosen alpha of .05 Hence, the null hypothesis is rejected. This implies there is a significant predictive influence of social activities and academic stress among students in University of Cross River State, Nigeria. The R-square of .017 means 17 % of the variance in the criterion variable was accounted for by the predictive variable (social activities).

To test the significance of the combination of both the regression constant (24.754) and the regression coefficient (-.270) to the prediction of social activities, a t-test analysis was executed and the result as shown in Table 3 indicates that both variable (social activities and academic stress) are significantly related. The mathematical relationship of the regression model is depicted by the following equation $y=24.754+-.270x$ where y social activities and x is academic stress.

Hypothesis two

Work load does not significantly predict academic stress among students in University of Cross River State, Nigeria. The major independent variable in this hypothesis is work load measured as x while the dependent variable is academic stress presented as y. to test this hypothesis, simple linear regression analysis was employed and the results are presented in Table 2.

Table 2
Regression analysis of work load and academic stress

Variables	R	R Square	Adjusted R Square	SEE	
	.117 ^a	.014	.011	5.01274	
Sources of variance	Sum of Squares	df	Mean Square	F	p-value
Regression	127.325	1	127.325	5.067	.025 ^b
Residual	9196.675	366	25.128		
Total	9324.000	367			
Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	p-value
(Constant)	23.838	1.288		18.513	.000
Workload	-.186	.083	-.117	-2.251	.025

*p<.05

Table 2 revealed that the p-value of .025 associated with the computed F-value (5.067) is less than the chosen alpha of .05 Hence, the null hypothesis is rejected. This implies there is a significant predictive influence of workload and academic stress among students in University of Cross River State, Nigeria. The R-square of .117 means 17 % of the variance in the criterion variable was accounted for by the predictive variable (workload). To test the significance of the combination of both the regression constant (23.838) and the regression coefficient (-.186) to the prediction of social activities, a t-test analysis was executed and the result indicates that both variable (workload and academic stress) are significantly related. The mathematical relationship of the regression model is depicted by the following equation $y=23.838+-.1.86x$ where y workload and x is academic stress.

Discussions of findings

Social activities and academic stress among students

The findings revealed that social activities significantly predict academic stress. This finding is in consonance with the researcher expectation in that social activities can help to reduce stress among students if sparingly adopted. The finding agrees with the study of Koawo, Ankomah, Domey and Ekow (2012) who found that stress had a significant positive impact on the academic and social life of students. It was concluded that undergraduate students, in one way or the other, go through some kind of stress during the course of their study. In the same line of expectation,

Prabu (2015) study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. Similarly Aihie and Ohanaka (2010) findings revealed that male undergraduate students reported higher academic stress level than the females. Undergraduate students in the Faculty of Physical Sciences reported significantly higher academic stress levels than students in the Faculties of Education and Social Sciences.

Work load and academic stress among students

The findings revealed that workload significantly predict academic stress. This is because when students are subjected to excess workload there is the likelihood that stress will occur. In as much as work is good, one should be mindful on the extent of work done. The finding agrees with Bataine (2013) who found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there were positive correlation between religiosity sources and academic stress ($r = .300^{**}$, $p = .00$). Also, Yakubu (2013) study revealed that significant relationship exist between academic stress and intrinsic motivation among NCE students ($r = -0.763$, $P = 0.001$). Academic stress was found to have significant relationship with extrinsic motivation ($r = -0.631$, $P = 0.002$). Significant relationship was found between academic stress and academic achievement ($r = -0.954$, $P = 0.000$). In the same vein, Kausar (2010) found between academic workloads and perceived stress. Academic workload showed positive relationship with active practical coping strategies and negative relationship with active distractive and avoidance coping. Perceived stress had negative relationship with practical coping and negative relationship with avoidance coping. Academic workloads predicted perceived stress among students. Aam, Sara and Adamu (2017) findings showed that there is a significant relationship between Workload and Academic Stress among Fresh Undergraduate Students. However recommendations offered were Counsellors should guide the fresh students towards inculcating in them strategies for time management that will enable them utilize their time effectively.

CONCLUSION

Stress is inevitable to all students in the academic environment. There are many personal and social factors that lead to stress among students. Lack of adequate orientation on the dangers of stress issues regarding students' quest for academic excellence. Parents expect their children to be a part of rat race and outshine their competitors, to enhance their own social status in the society. Running behind numbers is the new fad in this era of cut throat competition, sad reality but true. Every child is different hence it is important for the parents to make their children realize the importance of identification of their strengths and encourage them to study at their own pace is very important. Managing the time effectively and ensuring that at least one physical

exercise is done on daily basis can become deterrent to stress and improve the span of attention and hence become productive with academics.

RECOMMENDATION

The following recommendations were drawn from the study

1. Primary, secondary and even tertiary institutions in Cross River should enforce social activities in form of recreational facilities to help teachers maintain a perfect balance with work and social activities. In doing this, there should be free and compulsory regular medical checkup to all teachers so as to determine their medical state of mind before embarking on social activities.
2. Recruitment of more teachers in all the tertiary institutions should be done. This will help in no small way to reduce excessive workload among teachers.

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