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EDITORIAL COMMENTS

The Counselling Association of Nigeria - CASSON - publisher of The Counsellor is the pleasure to present the fourteenth volume of her journal. The journal has consistently consolidated its position as the leading document for the dissemination of information on the preceding frontiers of knowledge in counselling psychology.

The Counsellor distinguishes itself from other psychological journals in its emphasis on the utilization of theoretical concepts and principles derived from traditional branches of psychology for the solution of problems in all aspects of human life.

The focus of this volume - 14(1) - is Psychological Stress. A number of conceptual and empirical papers, clinical reports, sound theoretical and analytical position papers have been carefully packaged in this volume. The utility of the articles cut across the needs and interests of our various categories of audience - counsellors, teachers, school administrators, corporate organisations and researchers. It is our hope that all readers will derive maximum satisfaction, intellectual stimulation and knowledge from this volume.

We wish to use this medium to thank all counsellors who participated in the 1996 CASSON conference at Uyo, Akwa-Ibom State, which culminated in our election into office. It is the pledge of the present executive to launch the association into a solid foundation that would meet the challenges of counselling practices in the year 2010 and beyond.

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OF STRESSFUL BEHAVIOURS IN ADOLESCENTS
IN SCHOOLS

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Abstract
There are many variables that play important roles in enhancing acceptable behavioural disposition of individuals within any given society. These variables are variously employed in Behaviour Therapy so that harmony and concord can reign supreme in the social relations of mankind. This paper examines the place of punishment, negative reinforcement, extinction and ignoring in the shaping or modification of behaviour. In examining their place in this direction, attempt was made to illustrate their application in social settings. It was concluded that counsellors, parents and teachers alike, in order to effectively control behaviour, should apply these techniques, albeit, with caution.

Introduction
Children at school are often under tension, occasionally in distress. They are undergoing a process of immediate socialisation into the social system of the school and a process of anticipatory socialisation into the social systems of the community. Both generate tensions and stress on the child. Socialisation, according to Glidewell (1972) can be conceived as the process by which individuals become aware of the alternative modes of behaviour available to them, become aware of the consequences of adopting each mode, and adopt as effective and proper those behaviours most often approved. The goal of socialisation is to induce people to do well and to do good, as competence and morality are defined by the society.

The nature of the process is influenced by the cultural values, ethnic concerns, social norms, sex roles, and the psycho-social context of the process. All these are aimed at restructuring the behaviour of the individual. Behaviour, on its own can be regarded as any activity of an organism which is either overt or covert (Adams, 1983). The overt behaviour is one that can be observed and its frequency recorded, while the covert behaviour cannot be observed but implicitly manifested in the organism.

The school experience may shape the child’s social behaviours. In schools, children acquire new patterns of behaviour and change some old ones. For example, schooling may affect such behaviours as aggression, self-initiation, independence or co-operation. Social behaviours are most directly assessed by observational techniques (Weich, 1983). Thus, for example, Thompson (1974) compared two groups of nursery school children for a number of social behaviours. The two groups were otherwise matched in the first, the teacher was instructed to minimise her involvement and to de-emphasize personal involvement relations; in the second, the teacher was instructed to actively guide the children’s activities and to develop warm relations with each child. Observation indicated that, while at the beginning of the year, the groups differed significantly on a number of measures, children in the second group were more ascendant and showed greater social participation in group activities and more leadership than children in the first group.
Many studies have also shown that experience of being in school influences the children's reactions towards themselves (Schmuck, 1983, Purkey 1970). The reaction towards self consists, example, of children's perceptions, feelings, and evaluations of themselves as individuals and of directed behaviours such as self-gratification. The school as a primary setting for academic and social experience, influences the children's self-development. School experience also influences the type of reactions that the person has towards other individuals. The child may form beliefs and attitudes aspects, teachers, or other adults. Singer (1983) found that pupils in a desegregated school had a positive inter-group attitudes than pupils in the segregated schools.

For orderliness in society, people's behaviours are expected to be acceptable by the society. This presupposes that behaviours of individuals within the society are expected to promote harmony and concord instead of raising discord and disharmony. Behaviour modification is a systematic method of evolving psychological principles and means to change undesirable behaviours that may be found within the society. Some of these principles applied in the realm of Behaviour modification consist of the centre-piece of this write-up. They are punishment, negative reinforcement, extinction, ignoring. Their application in a social setting will also be discussed.

**Punishment**

This is the act of punishing or causing someone to suffer for a misdeed, fault or crime, can also be defined as dealing roughly with an opponent, especially by taking advantage of weakness, damage with hard blows. According to Chauhan (1978) a punisher is an aversive stimulus which follows a response and frequently serves to suppress it.

In general, the control of learning in school has relied more on punishment than on reward. It is common enough to punish for failure to accomplish the set task, but rarer to reward success. Punishment may be meted out to the larger part of a class, reward is usually given to the most successful one or two children. Stone (1981). Punishment is similar to negative reinforcement in some respects, but differs from it in that the noxious stimulus follows the activity. In the case of school it could be the teacher's displeasure which follows a misdemeanour and which is calculated to prevent the recurrence of the misdemeanour. In everyday life, avoidance activity constitutes an important part of our behaviour and much of the apparatus of government and law is based on punishment.

Punishment may be to remove undesirable or maladaptive patterns of behaviour. In a case reported by Stone (1981), a boy aged ten used to wake up between 1 a.m. and 2 a.m. and go to his mother's bed where he would then be able to go to sleep. The parents had tried to cure the habit by not allowing the child in the bed, but this was most unsatisfactory and the child spent hours crying to get to his mother's bed. When he was questioned, he said that although he was most keen to go to his own bed and stay there, he woke up every night and felt anxious immediately. Unless he could get to his mother's bed he would become panic-stricken.

Treatment involved asking him to imagine himself in his mother's bed. When he had a clear picture of the situation he was instructed to say 'mother's bed'. He was then given mild electric shock. When he could tolerate the shock no longer (average 3.2 seconds) he had to say 'my bed'. The current was then switched off. This was done fourteen times over period of ten minutes. In this case, the shock which followed the child saying 'mother's bed' was a punisher. For the five nights following the treatment the child awoke but went back to sleep again. On the sixth night he slept through and from then on had no relapse up to the time the report was written.

The effects of punishment on behaviour have by no means been as clear-cut as those of reward. In certain circumstances punishment has even increased undesired behaviour. This phenomenon has not been known in schools where repressive corporal punishment often leads not.
the elimination of disciplinary problems, but to their increase. This often brings an increase in pressure which exacerbates the problem, so setting up a vicious circle which is broken only by a change in the situation.

Investigations into punishment show that it is of very limited value in education. Apart from its dubious efficacy, the problem of precise control is extremely difficult. Furthermore, anxiety and fear do not remain confined to the one stimulus, but spread like the ripples on a pond to every aspect of class activity.

Negative Reinforcement

The concept of reinforcement is central in operant conditioning theory of Skinner. A reinforcer (reinforcing stimulus) is any event which changes subsequent behaviour when it follows behaviour in time. (Chauhan, 1978). Empirically, a reinforcer can be defined as any environmental event that has been programmed as a consequence of a response that can increase the rate of responding. Skinner (1938) used reinforcement as a procedure for controlling behaviour, not a hypothetical device, that produces stimulus response (S - R) connection.

Negative reinforcement involves the application of those unpleasant stimuli which the learner will readily terminate if given the opportunity to do so, for example, social disapproval or condemnation by peer group. When negative reinforcement is used, the response to be learned serves to terminate or eliminate the aversive stimulation. Suppose engaging in homework is the only means by which a student can terminate the displeasure of his parents, the student may, over a period of time, learn to terminate the annoying stimulation quickly by engaging in the required task. Negative reinforcement is then a means of forcing behaviour to occur. Negative reinforcers strengthen avoidance response. In negative reinforcement an organism does something to avoid something.

The idea of reinforcement is essentially to shape or modify behaviour of an organism. Negative reinforcers have similar effects to positive reinforcers but they work in inverse ways. In the use of negative reinforcem, the organism is subjected to a noxious stimulus which can be eliminated when the response to be learned is produced. In a typical experiment with humans the subject is seated before an apparatus with one hand on a metal plate immediately after the flashing of a light or the presentation of some other neutral stimulus. The avoidance activity of withdrawing the hand is the learned response in this experiment and this learning of avoidance behaviour is the central feature in negative reinforcement.

In school, a negative reinforcer could be the teacher’s displeasure which could only be terminated by the pupil doing what the teacher wants him to do. Negative reinforcers and punishers are sometimes similar to each other. A negative reinforcer precedes the response and forces its occurrence to terminate the unpleasant conditions whereas the punisher follows the response and decreases the likelihood of the recurrence of the response.

A negative reinforcer, no doubt, strengthens the behaviour by removing or by avoiding the negative stimuli. In school setting, we daily find the application of this phenomenon. For example, a child of 10 years does not complete his home assignment, parents announce that he will not get a gift if he does not complete his assignment regularly. The child, in order to get the gift, completes his home assignment. Suppose a child comes late to school and the teacher announces that anyone who comes late will be marked absent. The child, in order to avoid being marked absent comes earlier. He does something to avoid something. The behaviour of coming early is, no doubt, strengthened but the mechanism differs.

Punishment and negative reinforcement appear to be the same, and have been used interchangeably in some books, but according to Chauhan (1978), there is a difference in the two.
In negative reinforcement, we remove a negative event, contingent upon the presence of some desirable behaviour we wish to increase, but in case of punishment we present a negative state of affair contingent on certain maladaptive behaviour. Put clearer, the purpose of negative reinforcement is to increase the frequency of certain desired behaviour; the purpose of punishment is to decrease the frequency of undesirable behaviour.

**Extinction**

Extinction literally means the act of extinguishing or making extinct. Extinct also means no longer existing, to die out. In behaviour modification and psychology, extinction consists simply of withholding the reinforcer when the appropriate response occurs. Withholding the reinforcer means extinction of previously established relationship. Suppose in the Skinner box the rat presses the bar but does not get the pellet of food. If this is repeatedly done, the bar-pressing behaviour of the rat will be extinguished.

Human beings and to some extent animals are capable of generalizing knowledge developed in one learning situation to other situations. When the conditions that make us to generalize such knowledge are no longer available, we tend to forget and the knowledge or behaviour fades into obscurity (extinct). The continuous reproduction of a stimulus without correspondent follow-up by response is extinction. Responses which are not reinforced will tend to drop out of the behaviour pattern. A well-known story may illustrate this. When a milk seller shouted ‘thief!’ the standers-by responded to the stimulus by turning out to deal with the thief. There was of course no thief to reinforce their activity. On the repeated occurrence of this procedure the response eventually died away to the chagrin of the milk-seller.

It should be noted, however, that reflexes which have been extinguished do not die away entirely, but will be established with greater facility if the conditioning procedure is repeated, and the conditional stimulus reinforced.

Parents, teachers as well as counsellors can make use of extinction to check undesirable behaviour in a child. If such behaviour is ignored it will be given up gradually. When an undesirable behaviour is not given attention or rewarded, there is the tendency that it will die away (extinction).

**Ignoring**

To ignore means not to take notice of something or somebody. It also means to pretend not to know or see somebody or something. In behaviour modification, this is another technique employed to correct undesirable behaviour. Sometimes, people engage themselves in awkward behaviour or seek recognition but when their maladaptive behaviour is not accorded recognition, they are ignored and tend to revert to the more acceptable behaviour pattern. Teachers and parents can make effective use of extinction by ignoring undesirable behaviour so that the child gets no attention which might otherwise reinforce the behaviour and leads to its repetition.

In the case of classroom misdemeanours, ignoring the activity, so long as it is not upsetting other children, may be more effective than giving the child attention. At the root of much undesirable classroom activity is the need for attention, and this activity is reinforced if the teacher makes a fuss or punished the miscreant. The effect of reinforcement on this attention, and possibly the approval of some of the other children, may well be greater than the effect of punishment the teacher might use. The point should perhaps be made, however, that ignoring behaviour is by no means the same as being unaware of it. On the contrary, the teacher would do well to develop a keen sense of awareness in the classroom so that he has a fair idea of what all the children are doing.

The truth is that ignoring an undesirable behaviour will increase the possibility of it
extinction because as there would be no attention given, the behaviour is not reinforced and gradually tends towards extinction. Counsellors and teachers alike can use this method, recognising the behaviour but not giving it attention. Whether such behaviours are consciously or unconsciously exhibited, when they are ignored, there is every tendency that they will fade into oblivion. Ignoring is another form of punishment because the exhibitor of such ignored behaviour, will not get any reward when he is ignored. Ignoring helps undesirable behaviour to give way to more acceptable behaviour patterns.

Conclusion

From the discussion above, one can see that there are various methods or techniques employed in the field of behaviour modification aimed at enhancing the existence of adaptive behaviours as against maladaptive behaviours. Behaviour therapy stresses the importance of strengthening adaptive behaviour rather than concentrating on 'sick' maladaptive behaviours (Chauhan, 1978).

The various techniques discussed above (punishment, negative reinforcement, extinction and ignoring) are among others that are applied to effectuate the existence of acceptable behaviours and hence enhance corporate existence of people in the society without rancour, disharmony and problems. These techniques are also used to keep students function in more co-operative and less hostile ways.

Attempts have been made above to describe what these techniques are and their applicability in social settings.

References


FAMILY LIFE COUNSELLING WITH COPING TECHNIQUES FOR RESOLUTION OF STRESSFUL AND EMOTIONAL CONFLICTS

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Abstract

The importance of good family life cannot be over-emphasized as it is the condition, not only of health, and happiness, but also of responsible citizenship, community life and prosperity. A good family life means understanding the needs and responsibilities of each person in the family, and the family as a whole. However, in the process of daily living and interaction, members of the family tend to experience stressful and emotional conflicts. Such conflicts result at times from the individual’s unmet needs, fear of failure, frustration unhappiness which ultimately lead to the exhibition of serious physical and psychological disorders and other maladaptive behaviour arising from deep feelings of insecurity and anxiety. This paper therefore presents some coping techniques for family members in an attempt to resolve such stressful and emotional conflicts when they arise. The coping techniques discussed include: relaxation, systematic desensitization and assertive training with practical illustrations to effect the desired changes for improved family life.

Introduction

Family counselling is of paramount importance in any given society, particularly in developing nations such as ours. The family is the bedrock of any society. A good family life leads to the production of responsible citizens, happy communal life, general prosperity, peace and progress. Thus family life counselling is geared towards the realization of an egalitarian society which is one of the prominent objectives of education as stated in the National Policy of Education (1981).

Family life refers to the totality of the way and manner in which the members of a family live together and interact. The nuclear family system emphasized in some cultures, the parents - (father and mother), and the children, while some other cultures like African tradition emphasize the extended family, which includes parents, children, grand-parents, aunts and uncles, cousins and nieces.

It is basically the responsibility of the parents to prepare their children for a successful adult life, while other agents of education in the society such as the school, church, mosque as well as significant adults also complement the role of parents. Children who are the offsprings of parents in the family need to be rightly guided on matters relating to their growth, physical and mental adjustment as well as social, moral and spiritual life to enable them grow and develop meaningfully and realistically throughout the various stages of life.

Family life, according to Planned Parenthood Federation of Nigeria (PPF) describes the way in which members of family live together. A good family life is important because it is the condition, not only of health and happiness, but also of responsible citizenship, community life and prosperity. It helps people to develop the attitude of sharing and caring. It helps to destroy selfishness and greed and also helps members of the family to achieve their own potential. Understanding family means understanding the relationships within the family and between the family and society. It means
understanding the needs and responsibilities of such person in the family and of the family as a whole. It means understanding oneself. Thus one can conclude that a family which is devoid of such mutual understanding and love is undergoing stressful and emotional conflicts.

Stress is defined by Hornby (1963) as ‘pressure, condition causing hardship, disquiet etc’. He defines emotion as ‘...stirring up excitement of the mind or the feelings; strong feeling of any kind; love, joy, hate, fear and grief.’ According to Hornby, conflict means ‘to be in opposition or disagreement.’

A family can therefore be said to experience stressful emotional conflicts when there are situations within the family setup that give rise to a lot of pressure leading to disagreements and eventually resulting in deep hatred, fear and grief. Such problems if unchecked could create a gap within the family structure and ultimately lead to the break-up experienced in many families in recent times. Hence, the alarming increase in the rate of separated homes and divorced couples. According to Hutt, Iseacson and Blum (1996), the threat of rejection, is crucial in creating damaging conditions which may lead to psychopathology. Man needs to know that he is loved, and is capable of loving, not only as an antidote to threats of rejection and feelings of loneliness, but as a condition for satisfying what is perhaps the essence of the human conditions.

The need for coping techniques through counselling cannot therefore be over-emphasised. This paper attempts to provide an insight into the importance of a happy family life, with practical coping skills for the resolution of stressful and emotional conflicts that may arise from the interpersonal relationships within the family.

Coping Strategies
According to Lazarus and Folkman (1984), there are two general forms of coping:

(i) Problem-focused coping: This involves the attempt to understand and define a problem and to work out possible solutions. Problem-focused coping strategies can be outer-directed or inner-directed. Outer-directed coping strategies are oriented towards altering the situation or the behaviours of others. Inner-directed coping strategies include efforts we make to reconsider our attitude and needs, and to develop new skills and responses.

(ii) Emotion-focused coping: This is oriented towards managing emotional distress. Emotion-focused coping strategies include: physical exercise, meditation, expressing feelings, relaxation procedure, assertive training and seeking support.

General Coping Skills for Coping with Conflicts in Close Relationship
1. Taking active responsibility
2. Re-evaluating expectations from relationships
3. Being sensitive to desired areas of change
4. Practical tolerance
5. Balancing the negative and positives (being more objective)
6. Overcoming, jealousy (coping with an unsatisfactory relationship through: positive action, communicating and negotiating, learning to listen, and owning one’s feelings).
7. Acknowledging one’s right to determine one’s needs in a relationship
8. Communicating and negotiating
9. Giving the benefit of doubt
10. Avoiding the temptation to engage in blaming and negative thinking
11. Deciding what one wants in a relationship
12. Being willing to work.
The above skills if developed will enable the individual in the family to cope successful with any kind of stressful emotional conflicts that may arise within the family.

Other more Specific Coping Techniques

Some other more specific coping techniques that could ensure permanent change are discussed below.

A. Relaxation Methods

Relaxation, either alone or in combination with other behaviour modification techniques e.g., desensitization procedures can be used to lower anxiety that may be causing undesirable behaviour. Historically, Jacobson was the first person who applied relaxation training in the treatment of anxiety. The efficiency of systematic desensitization seems to be due to the muscular relaxation in the presence of the anxiety stimulus. This technique essentially involves the therapist inducing physical and, in the process, mental relaxation in the child. Relaxation occurs when the senses and the muscles of the body are made inactive, loose and calm. When this condition is reached, one is in a position to overcome anxiety and tenseness.

The basic principle in this method is that when muscles are tensed and then released, they can be induced into relaxation. It is important to focus thinking on the muscle system as one relaxes. These parts of the body may be inviolate - feet, calves, hands, chest, forearms, shoulders etc. Tension is usually achieved through clenching and extending the given muscle(s). One can con out of relaxation through moving the toes, fingers, increasing the rate of breathing, stretching oneself etc. Learning to relax is largely a function of practice. Therefore frequent practice sessions are recommended for an effective learning of the skill. Research has found out that relaxation methods or training can be used to treat problems like insomnia, menstrual cramps, mild forms of depression etc. Once relaxation has been learned effectively, it can be used as a treatment procedure in its right or it may be used as part of systematic desensitization for clients with clearly defined phobias.

Situations Under Which the Technique can be Applied

Relaxation methods can be used in the home, in teaching and in counselling. They can be used to induce sleep. A teacher should practise deep breathing and stretching when he is annoyed. This gives him time to pause before acting irrationally. When a client is tensed up as a result of an emotional problem or the other she should be made to calm down through an appropriate relaxation method.

Problems Encountered in the Use of the Technique

Muscle relaxation technique is time consuming since it takes time to tense and relax in various muscle groups of the body. Some people may find it difficult to imagine a scene which can make them relax. Such individuals can rely on breathing exercises or muscle relaxation technique.

Evaluation of the Technique

Relaxation methods serve as a starting point when a counsellor is dealing with explosive emotional problems. They serve to defuse a complex problem. Once relaxation has been learned effectively, it can be used as a full treatment technique. It may also be used as part of systematic desensitization for counsellors with markedly defined phobias.

B. Systematic Desensitization

It is a behaviour modification technique in which situations that whip up anxiety are presented
to a client who is physically relaxed. Desensitization is the effect one makes through relaxation to reduce fear in a person in the presence of the fear-producing stimuli. It is called systematic desensitization because it involves taking a client through a series of processes or steps so that the individual’s phobias are removed partially or completed.

The technique of systematic desensitization should be applied following certain guidelines. These are as follows:

a. Training the client to relax: This is very necessary because relaxation helps in calming a client and predisposing him for actual intervention. This can be achieved through talking to the client to divert his thoughts from the fearful situations. Then the client can be made to sit down in a comfortable seat for muscle relaxation, breathing exercise or even be made to embark on physical exercise. These processes help to reduce the tension in him.

b. Identifying and organizing stimuli which provoke anxiety in a hierarchical order. The counsellor helps the client identify the anxiety-provoking situations in a hierarchy beginning from the less-feared to much-feared situations.

c. Desensitizing the client: The counsellor makes the client go through the identified situations one after the other physically in a non-threatening manner from the simple to the complex one. This could occur by making the client picture/imagine the anxiety-provoking scenes (stimulus) thereby desensitizing him.

Systematic desensitization is a form of reciprocal inhibition—a term which emerged from the work of Joseph Wolpe. The term is derived from the physiological phenomenon (Woody 1969: 165) in which a set of nervous or muscular activities are functioning in a manner antagonistic to another set and this antagonism results in change, since both cannot occur simultaneously. Systematic desensitization needs anxiety inhibiting responses like relaxation and assertive responses for its success. The story of the cock and the fox is an illustrative example of how desensitization method through preaching or acting can help in the modification of behaviour.

This fox desired to kill the cock for his meal but feared exceedingly the red blazing fire on the cock’s head. One day the cock having noticed that the fox persistently kept a distance from him, asked the fox why the situation was so. The fox, still wrapped in fear, told the cock that he remained aloof for fear of being burnt by the fire on his head. On hearing this, the cock giggled and told the fox that it was not fire but soft flesh and that he should wait to touch it.

When the cock took the first step towards the fox, he fled. This episode was dramatized many times until one day the cock whose fear had waned a bit, decided on invitation, to touch the "fire" which turned out to be flesh. This revelation that the "fire" was truly flesh furthered the grand designs of the fox. At the next encounter, the fox pounced on the cock and made a good meal of him. This is a fabled story of how the cock became a prey to the fox.

Situations Under which the Technique can be Applied

It can be used for treatment of fears and anxieties. It is amenable to use at home by parents and in school by teachers for very simple problems. Counsellors and clinical psychologists can use the technique for serious, deep-seated anxieties and phobias. For successful application of the technique, two procedures, relaxation and counter-conditioning must be utilized to reduce anxiety.

Problems Encountered in the Use of the Technique

There is a great difference between an imagined object and the real objects, and so the effects the two situations will produce in a client are bound to differ. Some clients might find it difficult to relax and imagine. There is no way to measure the level of imagining going on when a client is
Evaluation of the Technique

This technique is useful in reducing fears and anxieties in clients, not eliminating them completely. The procedures used in the therapy can be systematically planned. It is to be noted that since most of one’s fears and anxieties are learned, systematic desensitization can help in unlearning such behaviours and therefore help one adjust emotionally to the realities of one’s environment.

C. Assertive Training

This is a technique that is used to promote occurrence of or improve assertive responses. Assertive training is necessary when a person is not bold enough to initiate an action, express his feelings and stand for his right. Wolpe and Lazarus (1966) describe assertive training as consisting of the arrangement of environmental situations with the client so that certain impulses previously inhibited by anxiety can be expressed in overt behaviour. Assertive training ought to be considered as a means of behavioural change and therefore can be learned. Unassertive behaviour can be modified by imagined or actual experiences.

Many behavioral - problem children lack the ability to assert themselves in social and learning activities. The shy and the withdrawn child is usually unassertive and this behaviour can constitute lack of motivation for learning in a classroom situation. Motivation for learning in the social group-centered setting of the classroom results from less obvious influences of restricted assertive ability.

The techniques used for developing assertive behaviour follow the principles of reciprocal inhibition with a gradual learning of progressively more assertive behaviours.

Assertiveness

Assertiveness means standing up for our rights and expressing our thoughts and feelings in a direct, honest, and appropriate manner. When we are being assertive, we show respect for ourselves and for others. On one hand, we are not passive and we do not allow people to take advantage of us. On the other hand, we acknowledge other people’s needs and attempt to relate to them in a tactful manner.

There are a number of advantages to being assertive. Assertiveness gives us a feeling of self-efficacy and internal control. This helps boost our self-esteem and confidence when we are interacting with others. Since assertiveness requires tact and negotiation, we have to be flexible and we won’t always get everything we want. However, since other people also have needs, wishes, and desires, assertiveness provides the best approach for achieving mutually satisfying interpersonal relationships.

Coping Skill: Appreciating the Benefits of Being Assertive

Examples of Assertiveness, Non-assertiveness, and Aggression:

A Salesman in putting pressure on you to buy something:

Salesperson: "OK, are you ready for me to write up the sale?"
Non-assertive response: "Well, I guess so, if you think it's a good deal."
Aggressive response: "Stop being so pushy! I'm not buying anything from you!"
Assertive response: "I'm sorry, but I'm not ready to make a purchase."
Someone tries to cut in front of you in a supermarket line:
Person: "You don’t mind if I cut in here do you? I’m in a hurry."
Non-assertive response: "Well, OK."
Aggressive response: "Hey! What are you trying to do? Get the hell back in line!"
Assertive response: "I’m sorry, but I do mind I’m in a hurry also."

Your supervisor gives you a questionable evaluation:
Supervisor: "Here is your evaluation. You need to sign it."
Non-assertive response: "There are some things here that I’m not sure about, but I guess I can do better next time."
Aggressive response: "This is a lousy evaluation! If you are not willing to change it, I’m going to the grievance committee."
Assertive response: "I’m having trouble with some of the things you’ve written here. I’d like to talk with you about them."

A friend asks to borrow your car for the weekend:
Friend: "You don’t mind if I borrow your car for the weekend, do you?"
Non-assertive response: "I did have some other plans, but OK. Try to let me know sooner next time."
Aggressive response: "You’ve got a lot of nerve asking me on such short notice! Forget it!"
Assertive response: "I’ve already planned to use my car this weekend. I’d be happy to lend it to you in the future if you give me enough notice."

A relative calls and says she wants to visit next weekend:
Relative: "I know this is late notice, but you don’t mind if I come visit next weekend, do you?"
Non-assertive response: "Well, we did have some plans. But, OK, I guess we can work around them somehow."
Aggressive response: "Look, you can’t just come and visit whenever you feel like it! We have plans too, you know."
Assertive response: "Next weekend is not a good time for you to visit. We’ll have to find another time."

Your neighbours are having a very loud party:
Neighbour: "Don’t worry, Everyone will leave in an hour."
Non-assertive response: "Well, OK, as long as it’s no longer than an hour."
Aggressive response: "What right do you think you have to disturb the whole neighborhood! I’ll show you! I’m calling the police!"
Assertive response: "You are disturbing the whole neighbourhood you have to keep the noise down. Otherwise I have no choice but to call the police."

Perfecting Assertiveness
Understanding What it means to Be Assertive
The first step in perfecting assertiveness is understanding the nature of an assertive response. When we are assertive, we stand up for our rights in an honest and forthright manner, while still showing respect for the other person. Some examples of assertive, non-assertive, and aggressive responses were given above. These examples indicate that when we are assertive we do not let others take advantage of us, but we also acknowledge their needs and desires.
Three useful Skills
Three skills that help improve assertiveness are owning our feelings, being empathic, and being tactful.

(1) Owning Our Feelings
Owning our feelings means letting others know how we feel about what they are doing. We need to avoid accusing others by saying things like “You are inconsiderate.” “You are pushy.” or “You are a slob.” Instead, we can communicate how their actions make us feel: “I’m sorry, but I have other plans. “I’m sorry, but I can’t oblige you.” “It would make me happy if you would take better care of yourself,” owning our feelings will do much to increase our self-respect and the respect others have for us.

(2) Being Empathic
Empathy is powerful medicine for enhancing cordial relationships. Other people will be much more ready to accept our expression of our desires if we are willing to acknowledge theirs. This does not mean that we have to accept what others want. We can disagree with others and still give them the courtesy of letting them know we understand how they feel.

Preferred and Disliked Influence Tactics
Faibo (1977) has studied power strategies and found that preferred influence tactics include:
Bargaining: Reciprocating favours and making two-way exchanges
Compromise: Willingness to give up some wishes for sake of agreement
Reason: Being reasonable and rational
Expertise: Relying on knowledge and experience

On the other hand, the following influence tactics were disliked:
Threat: Making threats if person doesn’t get his or her way
Deceit: Using false information, flattery, and lies
Ignoring: Doing things own way while ignoring the other person's needs
Evasion: Getting own way secretly without the other person’s knowledge

Summary and Conclusion
This paper has attempted to present some practical coping techniques for the resolution of stressful and emotional conflict in the family. Conflicts do arise between spouses (husband and wife); spouses and in-laws; parent and child; brother and sister; two sisters as well as two brothers. If such conflict are not adequately and tactfully resolved they could lead to more serious emotional and psychological problems which in some cases degenerate into break-up or total disintegration of the family unit. Thus, counselling with the application of such coping techniques as presented in the paper would serve as a tool for effecting good family life.

References
STRESS AND COPING STRATEGIES AMONG EMPLOYEES IN SELECTED BANKS IN NIGERIA.

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Abstract
This study investigated stress and coping strategies adopted by employees in some selected banks in five Nigerian cities. Questionnaire forms were administered to collect relevant data from 170 randomly selected bankers in Nigeria. The results of a t-test statistical analysis revealed that male and female bankers were not significantly different in stress experiences, but respondents of different marital status (single and divorced) were significantly different. The study also found that male and female, and married and single respondents (bankers) were significantly different in their coping strategies. The implications of these findings to counselling were discussed in this paper.

Introduction
The economic depression which Nigeria is facing has forced some banks into financial crisis and liquidation. The problems of banks are further aggravated by corruption, fraud and other forms of indiscipline. Reading from the 1991 Central Bank of Nigeria (CBN) Annual Report and Statement of Accounts, it is evident that in 1990, the CBN commenced special examinations on eight identified distressed banks. These examinations were completed in 1991 and the outcome was a confirmation that these banks were technically insolvent (Ekezie, 1994). The Nigerian Deposit Insurance Corporation (NDIC), in its Annual Report and Statement of Accounts of 1991, revealed that 25 state government-owned commercial banks; 8 federal government-owned commercial banks; 32 privately owned commercial banks; 8 federal/state government-owned merchant banks and 46 privately-owned merchant banks were distressed.

Adeola (1995) observed that industrial watchers agreed that the harsh operating environment is taking its toll on the efficiency of banks. He noted that the erosion of customer's confidence had been made possible by the liquidity freeze as well as the get-rich-quick syndrome which has made cases of fraud very rampant in Nigerian banks. A New Nigerian Newspaper reported on Tuesday, September 12th, 1995 the sad condition under the caption "Banks crash-out as cash crunch bites harder". It quoted the CBN Governor, Mr. Paul Oguwuma, as saying that the report of the Nigerian Deposit Insurance Corporation (NDIC), an insurance agency for banks, indicated that for some time particularly between 1993 and 1994, it had been difficult for banks. He noted that the recession of the economy which had persisted for some years did not abate in 1994 but continued with serious consequences for bank's overall performance (Oguwuma, 1995).

Odife (1995) expressed that a bank with a wobbling asset base is like a house with a rickety foundation which may one day crumble. This is the situation in Nigeria today. Banks' staff are under pressure as a result of unpredictable economic circumstances. Their jobs are not only threatened, but also face problems of work overload, robbery attack, hired assassins, hyper-inflation, poor transportatioin etc. One's job is an important part of one's life. It is an incontestable fact that work is crucial to the survival and to the existence of man. Issacson (1977) explained that work ensures the continuous existence of a society while for the individual it provides a means of livelihood, recognition, status and affiliation. It is therefore not an exaggeration to state that whatever happens...
the banking industry affects the entire staff of banks. Thus, since some Nigerian banks face depression, it can be said that many Nigerian bankers face stress.

**Definition of Stress**

Stress can be defined as lack of fit between the needs and abilities of the individual on one hand and supplies or demands of the environment on the other. Also, Selye (1976) viewed stress as the body’s response to environmental stimuli. However, Akinnusi (1995) described stress as an adaptive response to an external situation that results in physical, psychological and/or behavioural victories for people. According to Akinnusi, in developing countries (such as Nigeria), the incidence of stress at home, in the society and in organisations is alarming owing to the harsh economic realities, poor social relations, institutional delays, and breakdowns, general and pervasive feelings of precariousness of life. He stressed further that despite the gravity of the problem the attention given to the study of stress has not matched the seriousness which the matter demands.

Asika and Ade-Serrana (1985) combined a clinical investigation with a field survey in a study of stress among 101 executives and 75 non-executives in Nigerian banks. The results of the study showed significant differences in the number of executives and non-executives who are stressed. Similarly, Akinnusi (1995), in his study of stress among a sample of bank executives in Nigeria, found that although about 97% disagreed with the statement "I feel nervous as a result of my work", there is substantial evidence that the respondents nevertheless experience a good amount of job stress, especially time pressure. Thus, 25% agreed and strongly agreed that working in banks makes it hard to spend enough time with their families while about 31% are of the opinion that there are lots of time when their jobs drive them up right to the wall. About 45% agreed that working in banks leaves no time for other activities and about half of the respondents admit having the feeling that they are married to their jobs. Akinnusi (1995) noted that this is expected as bankers are often known to complain about working till late hours and also coming to work on weekends.

**Causes of Stress**

Kets de Vries (1979) described the factors that cause stress as stressors. He emphasized that stress variables are many and include the following:

(a) **Individual stressors**: These are personal characteristics and life career stages, role stressors such as conflicts, ambiguity, work overload and work underload.

(b) **Group Stressors**: These involve lack of group cohesiveness, lack of social support, interpersonal and intergroup conflicts.

(c) **Organisational Stressors**: These relate to conflicting policies, ill-defined responsibilities and authority, poor physical working conditions and fault processes.

(d) **Extra-Organisational Stressors**: These are associated with societal and technological changes, family situation, relaxation problems, hard/harsh financial times, race and class discrimination and poor residential conditions.

On the other hand, Cooper and Marshal (1978) identified six causes of stress. These are factors intrinsic to the job, role stress (conflicts), relationship at work, career stress (e.g. job insecurity, under promotion etc.), organisational structure and climate and interface between work and home. Similarly, Adeoye (1992) explained the three key factors causing stress as factors intrinsic to the job itself, individual characteristics and locus of control.

**Symptoms of stress**

Stress is manifested in different ways in individual and organisations Schuler (1980) identified
the symptoms of stress in individual employees as changes in heart rate, respiration and headach, peptic ulcer, high blood pressure and heart attack. Others are changes in variety of body regular, adrenaline, non-adrenaline thymus, lymph glands, some hormones, gastric acid production etc. Str situation has negative effects on both the employees and the organisations. Akinmusi (1995) observed that writings on stress in Nigeria have drawn attention to the stressful social, economic, environment and organisational conditions under which executives operated which make them susceptible executive disease. Olugbile (1982) identified some executive diseases suffered by Nigerian executives as peptic ulcer, hypertension, heart diseases and mental illness. According to Olugbile, (19...) some conditions have been attributed to too many commitment to social events, too much travelling, over commitment to financial matters, family problems, lack of physical exercise and relaxation, skipp of meals and a high rate of alcohol consumption. Others are increasing waves of armed robbers, organisational politics and job related factors.

Schuler (1980) identified the consequences of stress on individuals and organisations. According to Schuler, the consequences of stress on individuals include loss of appetite, sudden noticeable loss or gain of weight, sudden change of appearance, decline/improvement in dress, sudden change of hair-style and length, difficulty in breathing, sudden change in smoking habits and sudden change in the use of alcohol. Organisational consequences include low performance quality/quantity, over job involvement, loss of responsibility, lack of concern for organisation, lack of concern colleagues, loss of creativity, absenteeism, voluntary turnover, accident proneness and strikes.

Coping Strategies
In order to overcome stress condition, employees adopt different coping strategies. Folkman (1982) observed that coping is a dynamic process which occurs within the person environment model. He noted that coping efforts are made in response to stressful appraisals that signal harm or threat or challenge. Newman and Beecher (1979), after an extensive review of the literature, developed an adaptive response to stress identified some strategies which individuals, organisations and society could use to cope with stress. Personal strategies include mediation, psychological withdrawal, plan ahead, developing a personal philosophy of life, physical fitness and balanced-diet, behavior modification, social support and self-diagnosis.

Organisational strategies include changes in organisational structure, changes in reward system, changes in the distribution of rewards, changes in selection, placement training and development policies, change in the socialisation processes, educating managers in human relations, developing the health of employees, monitoring the health of employees, redesign jobs, reduced overload and give more responsibility if underloaded and restrict travel.

Societal strategies include improving physical infrastructures, maintaining stable government, reducing unemployment, reducing crime waves, creating an attractive environment, promoting economic and social development.

Similarly, Sutherland and Cooper (1990) viewed coping with stress from two perspectives: First, is individual approaches which involve self-awareness, proper managing of one's life style, being more assertive, relaxation exercises, venting steam (frustration/anger), sleep patterns, proper diet, proper evaluation of situations and seeking social support. Second, is the work place approach which stress awareness building, assessment focused programmes, skills, building, counselling and organisational changes.

The Problem
The study was designed to investigate stress and coping strategies among employees in s
selected banks in Nigeria. Considering the adverse effects of stress on employees and organisations, a study of this nature is relevant. Stress in organisations leads to high turnover, poor job performance and accidents and loss of lives (Adeoye, 1992). Akinnusi (1995) observed that the attention given to the study of stress has not matched the seriousness which the matter demands. This study therefore intends to correct the imbalance.

Hypotheses

Based on the foregoing, the following hypotheses have been advanced.

i. There is no statistically significant difference in the stress experienced by male and female bankers.

ii. There is no statistically significant difference in the stress experienced by single and married bankers.

iii. There is no statistically significant difference in the stress coping strategies adopted by male and female bankers.

iv. There is no statistically significant difference in the stress coping strategies adopted by single and married bankers.

Methodology

The study is a survey research. Best (1981) observed that descriptive survey method enables a researcher to obtain the opinion of representative samples of a target population so as to be able to infer the perception/views of the entire population.

Sample

The sample population consisted of respondent employees drawn from banks in five major cities in Nigeria viz. Lagos, Kano, Kaduna, Enugu and Ilorin. A stratified random sampling technique was adopted to select 200 subjects, of which 170 correctly completed and returned the questionnaire forms given to them. This indicated an eighty-five percentage response. Sixty percent of the respondents were junior staff, while the remaining forty percent were seniors.

Instrumentation

The main instrument employed in collecting relevant data for this study was Stress and Coping Strategies Questionnaire (SCSQ) developed by the researchers. It is a self-report questionnaire consisting of forty-five items clustered into five areas of job stresses and two areas of coping strategies. The areas for measuring stress include work schedule, relationship with other staff, job security, private life and relationship with customers. The two areas of coping strategies are combative and preventive behaviours.

The design of the questionnaire relied heavily on a thorough review of relevant literature and some relevant scales such as the one developed by Adeoye (1992). The questionnaire has three major parts. The first part sought personal information about respondents, while the second part contained items on factors that causes stress and the third part sought information on coping strategies adopted by respondents. For each item on part B, the respondents were expected to tick between 1 and 5 to indicate whether a situation is a least stressful or most stressful (e.g. 1 = Least Stressful while 5 = Most Stressful). For part C, 1 indicates always 2 means almost always 3 implies sometimes 4 means rarely and 5 never.

The content validity of the instrument was established by means of an approval rating by experts in the fields of psychology, counselling, education and social science.
Earlier on, a pilot study had been conducted on a group of twenty bankers similar to the one on which the final instrument was administered. The reliability co-efficient of the instrument was established using a test re-test procedure. The instrument was administered on a sample of twenty bankers in Ilorin, Kwara State. After an interval of four weeks, the same test was re-administered. The two sets of scores were correlated using Pearson Product Moment Correlation Co-efficient formula. The reliability co-efficient was found to be .84. This was considered high enough for study.

Data Analysis

In analysing the collected data, each respondent’s total score for each section of the questionnaire was found. The respondents were grouped on the basis of sex (male/female) and marital status (single/married). The mean scores of each sub-group of respondents for each section of the questionnaire were computed. The t-test statistics was used to compare two means (obtained from determine significant differences between two groups. This is in line with the assertion made by Cohen (1980) that t-test statistics is a suitable method for testing two independent variables.

Results

Tables 1-5 present the results of the analysis of the findings with respect to each of the formulated hypotheses.

Hypothesis One

The hypothesis states that there is no statistically significant difference in the stress experienced by male and female bankers.

Table 1: Mean, Standard Deviation and t-test Values of Stress Experienced by bankers on the basis of Sex

<table>
<thead>
<tr>
<th>Group (sex)</th>
<th>No. of Cases</th>
<th>x</th>
<th>S.D</th>
<th>df</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>138</td>
<td>73.52</td>
<td>14.13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>79.06</td>
<td>17.57</td>
<td>168</td>
<td>1.66(NS)</td>
<td>1.96</td>
</tr>
</tbody>
</table>

NB: NS = Not significant at 0.05 level.

Table 1 presents the results of the t-test performance on the responses of samples with respect to the stress experienced by them. The results revealed that the calculated t-value is less than critical t-value, thus Hypothesis One was accepted. This is an indication that both male and female bankers experience similar level of stress.

Hypothesis Two

The hypothesis states that there is no statistically significant difference in the stress experienced by single and married bankers.
Table 2: Means, Standard Deviations and t-test values of Stress Experienced by bankers on the basis of Marital Status.

<table>
<thead>
<tr>
<th>Group (Marital Status)</th>
<th>No. of x Cases</th>
<th>S.D.</th>
<th>df</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>59</td>
<td>70.57</td>
<td>13.95</td>
<td>169</td>
<td>2.64*</td>
</tr>
<tr>
<td>Married</td>
<td>111</td>
<td>76.68</td>
<td>15.07</td>
<td></td>
<td>1.96</td>
</tr>
</tbody>
</table>

NB: * = Significant at 0.05 level

Table 2 presents the results of the t-test conducted on data collected on the stress experienced by bankers. The results indicated that the calculated t-value is greater than the critical t-value, thus hypothesis two was rejected. This shows that marital status had significant influence on the stress experienced by the respondents.

Hypothesis three

The hypothesis states that there is no statistically significant difference in the stress coping strategies adopted by male and female bankers.

Table 3: Mean, Standard Deviations, and t-test Values of Stress Coping Strategies adopted by bankers on the basis of Sex.

<table>
<thead>
<tr>
<th>Group (Sex)</th>
<th>No of x Cases</th>
<th>S.D.</th>
<th>df</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>138</td>
<td>60.80</td>
<td>8.97</td>
<td>168</td>
<td>2.58*</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>56.56</td>
<td>8.37</td>
<td></td>
<td>1.96</td>
</tr>
</tbody>
</table>

NB: * = Significant at 0.05 level.

Table 3 presents the results of the t-test performed on data collected on the stress coping strategies adopted by respondents. The results showed that the calculated t-value is greater than the critical t-value and consequently hypothesis three was rejected. This indicated that sex had significant influence on the stress coping strategies adopted by bankers.

Hypothesis Four:

The hypothesis states that there is no statistically significant difference in the coping strategies adopted by single and married bankers.

Table 4: Mean, Standard Deviations and t-test Values of Stress coping Strategies adopted by bankers on the basis of Marital Status.

<table>
<thead>
<tr>
<th>Group (Marital Status)</th>
<th>No. of x Cases</th>
<th>S.D.</th>
<th>df</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>59</td>
<td>57.93</td>
<td>9.26</td>
<td>168</td>
<td>2.16*</td>
</tr>
<tr>
<td>Married</td>
<td>111</td>
<td>61.09</td>
<td>8.69</td>
<td></td>
<td>1.96</td>
</tr>
</tbody>
</table>
NB: * = Significant at 0.05 level.

Table 4 shows the results of the t-test statistics carried out on the data collected on the stress coping strategies adopted by respondents. The results revealed that the calculated t-value is greater than the critical t-value and therefore Hypothesis Four was rejected. This implies that single and married respondents (bankers) were significantly different in the stress coping strategies adopted by them.

Discussion

The result of the study indicated that there was no significant difference in the stress experienced by male and female bankers. This shows that sex had no significant influence on the stress experienced by the two groups. This finding might be related to the fact that bankers irrespective of sex are exposed to similar working conditions and work activities. The finding is similar to that of Akinnusi (1995) who found that majority of bankers showed job-related time pressure and anxiety. According to Akinnusi this is not unexpected as bankers (irrespective of sex) are often known to complain about working late hours and also coming to work on weekends.

The response of single and married respondents were compared. The two groups were significantly different in the stress experienced by them. The married respondents obtained a high mean, this finding could be as a result of the responsibilities attached to marriage.

The results of the study also indicated that there was a significant difference in the coping strategies adopted by male and female bankers. The males had a higher mean compared with the females. This finding might be due to the different coping strategies that are common to the two sexes groups. For instance, males usually prefer to employ strategies such as smoking, consumption of alcoholic drinks, visit to clubs, use of tranquilizers/drugs and exercises while females usually prefer relaxation, breathing exercises, talking to friends, silence when provoked, crying and watching films.

The findings of the study revealed that there was a significant difference in the coping strategies adopted by single and married bankers. The married bankers/respondents obtained higher means when compared with single respondents. The difference might be as a result of the high stress experienced by married respondents. This implies that married bankers require more coping strategies. Different approaches might also be used by the two groups. For instance, many married respondents usually prefer to chat with colleagues/friends, to keep silent, to take a nap and to seek matured approach while many single respondents prefer physical exercises, use of alcohol, cigarettes, smoking, chatting with friends, watching films etc.

Implication for Counselling

One way of achieving this is through the establishment of counselling units in banks. Train counsellors could assist in promoting responsible attitudes towards the maintenance of good health through enlightenment and re-education. Bankers could be made aware of the life styles that are stress-prone, ways of developing rational thinking, understand the ways by which they contribute to stress and how it can be overcome and avoided. Necessary information could also be made available to clients by the counsellors.

Secondly, the banking sector should employ more hands in order to reduce the problem of work overload in banks, and seminars and workshops should be organised to educate the management and staff on the danger of stress in organisations.

Lastly, in line with the findings of this study future researchers could look into the popular view that bankers as a class are more prone to stress than other professional groups. This calls for comparative study. Also, study could be conducted on the effects of stress on bankers and banking industries.
Conclusion

This study was conducted among banking staff because of the popular belief that professionals in the banking sector of the economy are highly susceptible to stress and its attendance consequences. Although, this study revealed that there was no significant difference in the stress experienced by male and female bankers, it confirmed that bankers are stressed. The study also indicated that the stress experienced by married and single bankers were significantly different while male and female as well as single and married bankers adopted different coping strategies. With this in view, there is need for the banking industry to address the issue of stress in its sector to ensure effective job performance and enhance the good health of its employees.

References

MARRIAGE AND FAMILY CONFLICTS: IMPLICATIONS FOR COUNSELLING

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Abstract
Stresses and conflicts have always constituted concern in most Nigerian families. Many psychologists (counsellors) have of recent been looking for ways of solving such problems. Understanding the source of these stresses and conflicts would be of great help to psychologists (counsellors) as methods and techniques of removing them would be easier. In this write up, the authors attempt to define the concept of stresses and conflicts. Causes of stresses and conflicts are also sought. Ways of removing them to enhance a peaceful life in the family are also suggested and recommended.

Introduction
The family scene is increasingly becoming characterised by problems and episodes, stresses and conflicts which prompt counselling. Some of these problems that eventually result in stresses and conflicts include among others quarrels between husband and wife over issues. Barreness or inability to get the desired number or sex of children threatens marital stability. Disagreements over economic, educational and occupational goals all constitute a threat to marital stability. These eventually lead to conflicts and stresses among married couples and families.

To this end, marriage and family counselling is essential.

The Concepts of Stress and Conflict
Stress and conflict are two issues that are of profound importance to psychologists (counsellors), educators and educationists. In our efforts to place our marriages and families on sound footing and thereby enhance the attainment of positive and peaceful family outcomes for the benefit of the society, the two issues need to be adequately and properly handled. However, as suggested by the topic under discussion they are closely related.

The concept of stress is very common among majority of Nigerians. The term has various definitions that cause disagreement among different people. Stress is considered to be the rate of heat and wear in the body and has a Generalised Adaptation Syndrome (GAS) to describe its mechanism (Selye, 1956).

According to Mcgarth (1970) stress is a perceived substantial imbalance between demand and response capability under conditions where failure to meet demands has important perceived consequences. Most people consider stress from the point of view of destabilization of the equilibrium of the body mechanisms by external factors (stressors) and the restoration of this equilibrium (homeostasis) is effected by stress responses. In essence, when our system (body) is assaulted by events or incidents that put it in a state of disequilibrium, it musters its available resources to achieve...
self protection. This is achieved through stimulating the body organs in readiness to dissipate huge energy reserves in order to counter the assault. The adolescents are always exposed to this during learning in the classroom situation. In the Nigerian situation, Deng (1991) has noted that the competitive nature of classrooms, examinations, learning have all together sentenced the citizenry and the adolescents to stress and depression.

Stress may be manifested in various forms including physical exhaustion, hypertension, drug or alcohol abuse, mental fatigue, sexual abuse, absenteeism, fear etc. This list goes on and on, and suggests the need to scrutinize our personal conditions or problems with a view to ascertaining whether or not they are stress related.

Conflicts on the other hand are variously defined but according to generic connotation it means a situation that emerges whenever two or more persons (or groups) seek to possess the same object, occupy the same space or the same exclusive position, play incompatible roles, maintain goals or undertake mutually incompatible means for achieving their purposes (North, 1968: 226). This generic connotation according to North (1968) have been assumed to be more applicable to the notion of conflict when viewed from the political aspects. This observation is supported by Coser (1968: 232) who posits that conflict in its social connotations is more appropriate when it is used to refer to "a struggle over values or claims to status, power and scarce resources in which the claims of the conflicting parties are not only to gain the desired values but also to neutralise, injure or eliminate their rivals".

Psychological conflicts, for example is a phenomenon that arises mainly within the internal situation of the individual suffering from the conflict. The term social conflict on the other hand, is seen as an opposition that takes place between or among two or more persons in interaction with one another. Hence as defined by Murray, 1968: 220 the term psychological conflict is defined as a situation in which a person is motivated to engage in two or more mutually exclusive activities.

Social and psychological conflicts, are essentially different from each other, yet they can at times, be found together. But for the purpose of this write up, the authors hope to concentrate on social conflict rather than political or psychological conflicts. This is because marriage and family conflicts belong particularly to this group. Again in either marriage or family conflict the crisis in focus arises among persons connected by a certain bond or tie.

Based on this notion, we shall consider as our working definition of conflict in this write-up the one credited to Scanzoni (1965) who proposed that the term conflict in the marriage and family context should be taken to refer to "dissensus between marital partners over values, beliefs, norms and behaviours which make up the structure of the nuclear unit". According to him, the conflict may centre on any or all conceivable areas of marked interaction such as economic activities (both production and consumption of income), child rearing, decision making, leisure pursuits, performance of household tasks, religious and, or community activities, sex relations, in-laws ex-tattara.

Causes of Stress and Conflicts

There are a number of conditions under which marriage or family conflicts can arise. The major causes of rampant stress, conflicts, and instability that are being daily manifested in marital homes will now be discussed.

They include barrenness or inability to procreate male children, lack of value consensus in the context of family decision-making, lack of sexual gratification on the part of one of the spouses, damaging of one another’s self-image, inequitable distribution of sacrifice within the family setup
1. Barrenness or Inability to Procreate Male Children:

Infertility on the part of the husband or wife or both is perhaps the greatest temptation to receive. There are always accusations and counter accusations on both parties and it is always accompanied with distrust. Untold troubles such as assaults, and insults often erupt in the families simply because either the wife or husband is barren or impotent. This always leads to one partner remarrying, or unfaithfulness on either part. As a result of this there would be instances of quarrels, fighting, breaking family effects and finally to divorce.

Another serious temptation affecting couples is the bearing of only female children. This is caused conflicts, stress and cases of divorce among many couples because of failure to have no children. Many husbands, especially, the illiterate ones, accuse their wives of being responsible for not procreating male children. It has never occurred to them that God and men are responsible for the sex of children. Guidance Counsellors have a lot of work to do in this regard.

2. Lack of Value Consensus in the Context of Family Decision-making

One major condition under which marriage or family conflicts can arise is in a situation where there is no value consensus among the persons in interaction. For example, in a situation where there is a family decision to be made on any issue on which the members’ opinions or values are in opposition, the effect of this situation comes out more clearly. In this case conflicts can general among members in their attempt to influence in different ways the decision outcome in favour of the values they represent. As a result of opposing each other, stresses and conflicts will then arise.

Lack of value consensus in family decision-making contexts is one of the important activating circumstances that provoke conflicts and stress in families. For example, a serious marriage or family conflict and emotional stress will actually arise in a situation where the members or the authority challenged the decision outcome.

That is a situation where the persons in interaction fail to see the dissension presented in either reasonable for legitimate, but, instead, as arising from the headiness of the person championing the dissent.

When viewed from this direction, personal and petty defences rather than objective and detached evaluation will then be brought into the case. When this happens, accusations and counter-accusations are bound to be exchanged among members in opposing camps, resulting in exchange of physical blows aimed at provoking and causing injury to the identity of each opponent.

3. Lack of Sexual gratification on the part of one of the Partners

The crucial test of true marriage is sincere love among the partners, fecundity and procreation. Many marriages are contracted not merely for child-bearing but to satisfy the uncontrolled sexual urge. Thus some young men and women enter marital life through cupboard love or infatuation. They are momentarily charmed by the beauty or handsomeness of the opposite sexes such as hairy, smooth and succulent bodies. After experiencing some sexual dealings their infatuation soon fades away because of inability of the opposite partner to attain the desired sexual gratification. As a result of this phenomenon they are faced with disagreement abuse, rebuke, quarrelling, fights and perhaps separation.

Sometimes the inability of one of the partners to satisfy the sexual urge of the other may lead to his or her seeking satisfaction of the sexual urge outside the matrimonial home. When this is discovered by the other, conflict or quarrel or emotional stress may ensue. There are instances of assaults, fights and even deaths that occur as a result of adultery of one or both of the married couples.
4. Damaging of Another’s Self-image

This is another major root cause of marriage and family conflicts and emotional stress. The authors will enumerate various ways in which it can get manifested and only discuss one of them below:

(a) ascription of an unfavourable label to the other;
(b) casting the other in an unfavourable role situation;
(c) identification implication; and
(d) betrayal of intimacy.

Ascription of An Unfavourable label to the other

Most family stresses and conflicts arise where a particular family member feels aggrieved that the other is ascribing to him or her a label that casts him or her in an unfavourable self-image. For example a situation where one member of the family shifts responsibility for a failure in one aspect of the family life from the rightful culprit to someone else who is innocent of the case. For instance, a husband in a family without a son begins to blame his wife rather than their fate for their peculiar experience. In this case, the wife could feel aggrieved for being ascribed a blame that does not at all belong to her. As a result of this, there is bound to be marriage and family wranglings due to the seed of misunderstanding and discord sown between the two parties.

At times too, family conflicts may arise in a situation where one member of the family starts to refer to the other with such labels as can hurt the feelings of the other. For the wife or husband to refer to the other with such labels like idiot, bastard or a witch will be a good instance of this kind of ugly situation.

When such labels are received, extreme provocation is the result, followed by counterattacks. Physical blows may follow, resulting in the long run in the marriage or family being plunged into stress and conflict.

Implication for counselling services

Marriage is a sacred institution which those people who have entered into it with ulterior motives other than for the procreation and training and education of the children for the service of God and humanity are doing everything they can to break it and disengage themselves.

Marriage involves raising of families, giving the offsprings good home training, moral and academic education. These are so important for our political, social scientific, technological, industrial development. Thus, professional guidance and counselling services should be rendered to the married couples and even to those who are yet to marry.

Possible guidance services to married couples or family conflict resolution processes

Family conflict resolution whether in the case of accommodation on conciliation, takes a number of processes to come to fruition.

Brod (1960) for instance, suggests that there are up to four processes of resolving family conflicts. These according to him include the following: discussion, mediation, accommodation and separation. Nevertheless the authors will discuss only two of them.

1. Discussion approach

Some chronic conflicts are the types that the discussion method can be used to settle. The same is also applicable to ordinary family differences among couples.

In this process, individuals in conflict try their possible best to iron out their differences and
to locate, where necessary the merit in each other's observations; making effort in this case to weigh the pros and cons in each other's view. The result of such discussion at the end would be mutual agreement, by the two arriving at a common ground of acceptance, or compromise. This will mean each gaining in some aspects of the decision and losing in others. Another instance could be that of one person conceding to the other's position, accepting to drop his or her own in the interest of peace or else, in the understanding that, the position of the other is actually of more merit, than his or hers.

2. Accommodation method
Where this is the case the aggrieved opponent in this case, may decide that it is of no use to continue making issue with the conflict at stake. To this end, he will rather resign his fate to the problem that two parties now appears intractable in the relationship. When this attitude of resignation is applied as a technique for holding down the conflict, the process of accommodation is said to have taken place. In addition to Blood's (1960) technique Eshleman (1969) confirms that the party ought to accept to endure the crisis in the conclusion that further attempt to influence the partner are just not worth the trouble they tend to provoke.

Summary and Conclusion
This write up has attempted to discuss briefly causes of marriage and family conflicts, and ways of removing them to enhance a peaceful life in the family were briefly outlined and suggested. Thus conflicts and stresses in marriages are essentially man-made. This can only be effectively handled through prayers and fasting and also through the mutual effort and co-operation of the two people involved in the making of the union.

Marriage is an inherited social obligation sanctified by God for the dissemination of mutual love and for procreation. The children of course must be educated and trained to be discipline knowledgeable and skillful in order to serve God and humanity.

Due to the total deviation from the normal aims and objectives of marriages, stresses and conflicts in marital homes in Nigeria abound. If we place love first in our marriage contract and vow and sustain it with patience, tolerance, honesty and fair-play, our offspring will emulate us as models.

References
COUNSELLING THE ADOLESCENT AGED WITH EMOTIONAL DISORDER

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Abstract

The last half century or so has produced amazing changes in people’s way of life. Reflecting the extra ordinary advances in Science and Technology, with nine years olds in High school and 40 years old dying as multi-millionaires. This speedy development causes anxiety and threat, especially for the adolescents and the aged, resulting in emotional disturbances. Monstakar defined this condition as behaviour impairments or defects manifesting into psychological distress in the form of anxiety or aggression. This paper will attempt to examine what emotional disturbance is, who are emotionally disturbed people, symptoms and characteristics of the emotionally disturbance, factors that contribute to it, levels and types as well as counselling approaches and techniques to this problem.

Definition

There is no one definition to this problem. However, this writer will try to bring out certain things held common by societies. Emotions, are expressed in the forms of smiles, laughter, anger, fear, joy etc. in these few words we have positive and negative forms but this to a large extent will depend on culture - culture, people - people.

This writer would also like to draw attention to two forms of disorders. One is psychoses and the other or is neuroses. In a psychotic condition, it is a major mental illness, the victims here do not have an insight into their problems. They are always deluded, hallucinating, deteriorating, out of touch with reality, can not develop rapport with the counsellor and commit suicide, while in the Neuroses victims, it is a minor mental problem. The victims have insight into their problem. Their personality is intact. They can establish rapport easily. They are usually in touch with reality and only some of them commit suicide.

Level and Types of Emotional Disorders in the Adolescents

Who is an Adolescent (- 12 + 18)? Identity versus role confusion

The adolescent for the purpose of this paper is limited to the age above. It is our period of Secondary education in the Nigerian society. According to Friends theory, the sexual activities of family romance with parents of the opposite sex that were supposed in childhood during the latency period gets re-awakened. The child’s means of resolving the problem is to seek and find romance with a partner of his own generation.

Erikson (1950) identifies that at this stage the adolescent matures mentally as well as physically. He/she can now think in abstract about God and religion. He can visualize an ideal family and at this stage brings his life experiences to form his ego identity, i.e. who he is, what he wants to, etc. Parental influence here is usually indirect but a child who has developed a sense of trust, autonomy, initiative and industry will have greater chances of having a meaningful sense of ego than one who has developed mistrust, shame, doubt, guilty and inferiority complex.
When the adolescent fails to attain a sense of personal identity due to unfortunate childhood experiences or difficult social circumstances, he/she shows certain amount of role-confusion problem of not knowing who he is, where he belongs to, what he is actually supposed to do in life. Such confusion is a frequent symptom in delinquent young people.

Jossely (1952) described the adolescent as someone struggling for independence, verbalizing vehemently his protest against the protective ruling of the adult group. He/she does not want to be told what clothes to wear, what hours to keep, what food to eat, what political party to respect, what ethical or moral formula to embrace. On the other hand, he/she is unable to handle his independent activities as adequately as he did in the immediate past. He is impulsive in his behaviour and confuses about his goals. Not only does this disturb the adults who are interested in his present and future adjustment, it also disturbs and frightens him or her.

As a result, he is apt to make demands for dependence when he/she has not made since he was a small child. At the same time he wants advice about what clothes to wear, what hours to keep, what food to eat, what political party to respect or what ethical or moral formula to embrace. What a total confusion! The above picture suggests that an adolescent is an individual in a state of profound ambivalence and confusion. The person in this picture is full of irresolution and doubt. He/she is undergoing a great deal of emotional turmoil and changes. He/she needs help! The counsellor is his/her only helper.

Kelly (1969) has referred to adolescents as "Suppressed Minority group". This means that the are placed in the same untenable positions as most Minority groups are e.g. Black and White racially discriminated. We all know what this kind of segregation or discrimination can do to a person mentally, physically and even spiritually. Any person in this situation will more likely than a man person rely on drug for escape, fantasy and peer group identification. What a relief the adolescent might say! The use of drugs seems to end it all, no more pains, no more tears. Everything is just fine! What a fantastic world! The truth is that this fantastic world created by the use of drugs is not real. It is false, it is not true that drugs provide answers to all problems that an individual who is on drug is freed of all responsibilities and that nothing matters anymore, and that people can no longer get you and hurt you. That you are Free, Free from it all. The reality is that it is false.

So What Next? Then the side effect of the substances used. It has been said that there is always another side to the coin. The use of drugs by the youth is said to be attractive to them because drugs provide an alternative mode of existence that if and when compared with the turmoil in difficulties encountered in the real world, it is easier to deal with. The youths also want to experience everything adults do. They want to have it all. They want to run before they can walk. Therefore they go from drugs to sex, alcohol, driving etc.

Drugs are not the only causes of emotional disorders among the adolescent. The fact that they are always faced with the problem of indecision they are always confused as to which career to choose. What, where and whom to marry. While they are carrying these emotional tension around their pretty heads, some cultures or societies make matters worse by carrying out what they feel is right but very wrong in the eyes of the Almighty and real human beings. Female circumcisions are early marriage are two evil practices that are only meted out to the girls. The female child who de to our society towards woman is already a second class citizen is being dragged into another lion in to be eaten!

The emotional disorder caused by early marriages is the Vesico Vaginal Fistulae (V.V.F). This problem is as old as mankind. It was been a constant source of frustration and misery to young women and to their families as well. The major cause in over 85% of cases is obstructed labour which is not relieved in time by a caesarian section. (Waalidijk and Armity 1993). The trauma of
obstructed labour that is not relieved through caesarian sections is such that these young girls die only a few survive.

The inability of the girl to control her passing of urine is due to V.V.F. Sometimes this could be complicated resulting in abnormal communication between the rectum which normally contain faeces, and the vagina. This results into passing of faeces through the vagina. National Task Force on V.V.F. (1972) states that about 100,000 have V.V.F. in Nigeria today. For every 1,000 women who delivered two are likely to develop V.V.F. In Nigeria the most direct correlation as to why women have V.V.F. is the low status of women as envisaged by the society. These victims are usually not educated young girls, ages range from 10 to 14, they are probably malnourished, have little or no personal income. Hence from the above one can see that these unfortunate victims of circumstance have problems that are emotional in nature and as such they need counselling.

Emotional Disorders in the Aged i.e. Above 60

Erikson says it is the "grand-parent" stage where one is expected to look back at the years gone by, smile to himself and thank God for his blessing counting them one by one. This is where normally a person is said to have completed all the major tasks that his youthful years could allow him. Hence we can rightly say that a person’s adult personality depends on experiences encountered during earlier stages of his development. Prevailing social circumstances also influence the chances of one’s development. The aged period therefore is carried over from adolescence. The psychosocial task here is to establish a sense of integrity. This develops out of a person’s ability to look back at his past life and be satisfied with all his accomplishments. If however a person looks back and is confronted with a series of missed opportunities and failures he/she develops a sense of despair because he/she can never turn back the hands of the clock. The feeling of isolation now sets in. A sense of lack of generativity develops. Such a person now suffers from self-absorption and stagnation.

Any individual who was not cared for in his early years of life and who experienced hunger and poverty is not likely to feel concerned about the welfare of others. However with good counselling the aged can change from being a self-absorbed individual to a generativity personality.

Symptoms, Characteristics and Factors responsible

There are various variables responsible for emotional disorders. Sometimes it may be hereditary i.e. such an illness might have been in that person’s family. It could be due to brain injury sustained in an accident. Toxic factors like alcohol, excessive intake of sedative e.g. barbiturates, excessive intake of the amphetamines are also other variables.

Another factor could be a prolonged hospitalization. This will make one to be dependent on hospitals. There are also factors like chronic illness resulting into physical injuries that can cause reactive depression. Poverty, unemployment, bereavement e.g. the loss of a breadwinner in a family cause the wife to break down. In the adolescence the critical period which this stage represents with all its stresses and strains may result into a breakdown. Hebephrenic, schizophrenia, psychopathy, hysteria, puerperal psychosis and phobic state are all factors that can lead to emotional disorders.

Symptoms - It is difficult to pinpoint one single symptom but when a normal active person starts to show signs of overdoing things that should not take long, then one should start to pay more attention, e.g. prolonged laughter, aggression or hostility etc. This marks the beginning of trouble. These symptoms could be interpersonal distress and tension. This is only to the victim personality e.g not being happy within himself. There is also interpersonal inaptitude which is outward, towards other people. When a person becomes insensitive to others, antisocial withdrawal i.e. lack of interest in
socially approved and age appropriate or normal tasks. Developmental maladjustment, include faking, quacking, reaction formation, regressive syndromes etc.

**Characteristics**

Quay (1979) classifies general behaviour disorders inclusive of emotional disturbance thus:

1. **Conduct Disorder** - The victim in this stage resorts to constant fighting, disobedience, impatience, lying, bullying, noisiness, attention seeking, stealing, to mention a few.
2. **Personality disorders** - This is characterized by sadness, shyness, lack of self-confidence, unhappiness etc.
3. **Immaturity** - Here the victim is faced with problems such as poor power of concentration daydreaming, boredom, prone easily submissive inattentive, poor physical coordination etc.

**Emotional Disorder Associated with Adolescence, Anxiety**

**Anxiety:** This is caused by heredity, deprived early home environment, unsatisfactory relationship with both parents. It arises from conflict between desires and limitations imposed by reality, loss of independence, love, prestige, work, sexual difference etc. The victim here feels agitated, irritable etc. This is emotion which is felt by both young and old people alike. It makes them worried and restless. When this restlessness continues it develops into agitation. The most severe case of agitation is panic, hence the need for counselling.

**Apathy:** This is a flatness of mood. It is a situation that in severe cases lasts long. It is also accompanied by emotional dullness. This can be a result of drugs, drinking etc. indulged by the adolescent.

**Disorientation:** This is a situation where a person becomes disoriented, he is distracted by delusion and hallucinations. It can be for a place or time. When adolescents are under the influence of drugs or alcohol, they are bound to be disoriented.

**Insight:** This is a situation felt by both the younger and old. This emotional disorder stems from the fact that a grossly mentally disturbed person does not see himself/herself as such. He/she may think that there is nothing wrong with him/her. Getting a person to have an insight is a task that must be handled by professionals i.e. counsellors. An old adage says that if you know the cause of the problem you have got half the solution to that problem. Here the person who has the problem does not see it as such. Therefore it needs to be handled professionally.

**Psychosis** - Here the emotion felt is that of disorientation, or total loss of contact with reality as in the case of delusion and hallucinations. Delusions are false irrational beliefs which are held with great convictions by the individual, and cannot be corrected by logic, reason or suggestions. Example delusion of grandeur - when a person feels that he/she is the Head of State. Persecutory delusion (paranoid) is where the victim of this emotional disturbance feels other people are out to get him or her. We have delusion of sin or guilt where a person believes that he/she has done something wrong as such he/she has to be punished for that.

**Illusion:** This is a distorted perception. Usually it involves visual auditory stimuli. It can be seen in
the normal, in the dark and in the presence of urgent psychological drives or during emotional stress like when the victim sees a reflection of his shadow and feels that it is a ghost.

**Hallucination** This is a false perception which occurs without a sensory stimulus. Hallucination sometimes affects all the five senses.

**Visual hallucination** is where the victim sees people or things in delirium and toxic confusion states. **Auditory hallucination** is where the victim feels he hears voices e.g people but people around him do not see these people in question. Sometimes the voice may give them a command to laugh, cry or even kill, like in cases of people with schizophrenia or other psychotic conditions.

**Olfactory Hallucination**: Here the victims may smell things other people do not. **Tactile Hallucination** is where a victim says somebody has touched him whereas there is nobody around him. Another type of emotional disturbance is **Phobia**. This is the fear of the unknown. It could be of open space or an enclosed space. Sometimes it could be of animals, insects etc. Victims of such a state may faint, go into coma when they are confronted with these things they fear.

**Emotional Disorders in Adolescence**

**The Puerperium** - This is only applicable to women; who after childbirth have a period usually 6 - 10 weeks, given for the reproductive organs to go back into their normal positions. In some women however, this is not so. Hence they suffer a form of emotional disorder, mentally known as Puerperal psychosis. This conditions symptom and character are mania, schizophrenia depression and organic brain syndrome.

**Conflict** - This is a clash between opposing wishes or desires. This adolescent are more prone to this condition. This condition gives rise to emotional tension and anxiety e.g, a dull student who does not know his limitations and wants to become a Doctor. The conflict will arise as a result of his inability to get on the course, may make him to break down or suffer a mental illness which is emotional.

**Emotional Disorders in the Aged**

**Senile Dementia** - This is caused by deterioration of the mind due to old age. It could also be heredity, heavy work, chronic alcoholic intoxication, loss of time and place, restlessness, confusion, Insomnia, poor appetite, loss of weight, lacks personal hygiene, egocentrism as well as intolerance. **Amnesia** - This means simply "loss of memory" and as such there is no sense of time etc. If this condition is not properly taken care of by counselling the results may be severe.

**Confabulation** - Here the victim fills in the gap in his memory by making up stories about things he/she cannot remember.

**Disorientation** - This is where old people-sometimes get lost. They become so disoriented about their whereabouts. Some of them under this state of shock can go from one village to the other not knowing where they are. It could also come in form of mixing things or people up.

**Hallucination** - This can be found in both the old and young. The symptoms are therefore the same.

**Reaction Neurotic Depression** - This type of emotional disorder is most found among the aged,
especially among those who have nobody to take care of them at this stage. The aged become lonely, lost and depressed. With good counselling though, this problem could be taken care of. Guidance is useful to all ages. Guidance does not only solve problems of vocations and education but also of individual’s developmental process and socio-personal problems.

For the aged, guidance assists them to live a more comfortable and worthwhile life by making them more productive and resourceful as well as providing them with necessary information that would make them appreciate and seek leisure and be generative rather than be enclaved in self absorption and despair.

For the young, guidance helps them to plan for an occupation, enter upon and progress in it. It helps them to develop a sense of intimacy with others, raise a family as well as becoming generative for the sake of future generations. It also helps them to solve their numerous problems in their struggle to develop an identity.

With the above objectives or aims of guidance and counselling, the counsellor cannot fold his hands and watch the youth as well as the aged wasting away as a result of emotional disorders. When a youth becomes unable to study because of excessive use of drugs, or when a student loses ability to function except when using the drug, then it becomes a problem for counsellors. When the aged is absorbed in melancholy, misery and despair counsellors should act.

Counselling Approaches and Techniques

For the counsellor Directive or the Clinical - Psychological classification of emotional disturbance will be found most useful. Bulus (1987) cited these theories as trait and factor theory proposed by Williamson, psychoanalytic theory by Sigmund Freud. Here the counsellor assumes responsibility. He/she gives directions and shares in the decision making. In this counselling interview there is concern for techniques, procedures and systematic attacks on problems counselling tools such as test, data, records, case histories and various reports plays an important part in the counselling efforts here. It is important to note that levels of emotional disturbance range from borderline manifested in the form of withdrawn non-hostile behaviour to very serious levels in which aggressive behaviours become pronounced. Brown (1985) suggested a multiple assessment approach for diagnosing emotional disturbance in children. Thus formal and informal techniques can be readily used. A first approach may be to design a behaviour check-list with which to take an observation tally of symptoms of emotional disorder among children. The levels of emotional problems are now outlined from the normal, borderline, serious, acute, chronic etc. It could also range from borderline mildly seriously emotionally disturbed as well as very serious. The tally of symptoms check-list could have desired behaviour against undesired. The child will be asked to tally them and asked why he/she is not doing the right one as against the wrong one in the counselling interview.

E.g.

<table>
<thead>
<tr>
<th>Logical</th>
<th>Illogical</th>
</tr>
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<tbody>
<tr>
<td>Rational</td>
<td>Irrational</td>
</tr>
<tr>
<td>Honesty</td>
<td>Theft</td>
</tr>
<tr>
<td>Active</td>
<td>Passiveness</td>
</tr>
<tr>
<td>Happiness</td>
<td>Sadness</td>
</tr>
<tr>
<td>Pride</td>
<td>Shyness</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Bullying</td>
</tr>
</tbody>
</table>

Another technique is the Thematic Appreciation Test (T.A.T). This technique allows for counsellor to ask the client to draw, write a story about anything at all that appeals to the client. After these questions are asked, the counsellor can from this story tell the level of emotional disturbance.
the client has, his wishes, hatreds, striving, emotional fears, conflicts etc.

There is also the technique of Reality counselling. Here the counsellor asks the client questions about the nature of the problem. Are there symptoms leading to this problem? What positive effect does his behaviour have on himself and others?

In all the techniques used in this session, purposeful questions are posed by the counsellor to stimulate the thinking of the client to gain more information about the nature of the emotional problems. Even though there is client participation a great extent of decisions reached in this interview are those of the counsellor. Behaviour Modification techniques are useful for controlling emotional disturbance e.g. taking a base-line use of reinforcement be it Secondary or Primary etc. In conclusion it is important to know that the responsibility placed on us by the nature of our profession is a great one.

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SOME PSYCHOLOGICAL EFFECTS OF NIGERIA'S ECONOMIC CRUNCH ON THE TEACHING AND CONSEQUENTLY HIS STUDENTS.

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Abstract
This paper takes a look at some of the psychological effects of Nigeria's economic crunch on the teacher. The economic crunch does create inability to satisfy needs, wants, drives or inability to achieve certain ambitions, the result of which are usually frustration, irritability, depression, hostility, exhaustion, absentmindedness etc. The position of this paper is that this state of mind of the teacher can easily be acquired by his pupils/students and could create tension in them which could alter their outlook in life. The paper gives some suggestions to help the teacher improve his mental health despite of the economic crunch.

Introduction
It is an incontrovertible fact that we live in a world of tension. This is more so in the present day society, and tension is reflected in all spheres of life. The economic hardship currently being experienced in Nigeria is one obvious source of stress. Stress per se is not a negative phenomenon. The absence of moderate dosage of stress in the life of the individual is to be without motivating necessary to adapt in a world swept by the wind of change (McConnel 1977). But the nature of stress which is prevalent in the life of most Nigerians due to the present socio-economic crunch is over dosed and therefore disabling, disorganising and disorienting. It is against this background that this paper briefly discusses what the economic crunch is, how it came about, its effect on the general of Nigerians and the teacher in particular and how it can affect the students under his tutelage.

The Colonial Nigerian Economy
Olashore (1991) says "There was no Nigerian economy until there was a Nigeria". He goes further to say that Nigeria emerged in 1914, when Sir Lord Lugard amalgamated the Lagos colony with the Southern and the Northern Protectorates. Before then, there were only patches of peasant economies. It was colonization that introduced money-economy to all nooks and corners of Nigeria which led to migration from traditional farming communities to new urban centres where people co-operate and earn some money to live on. Even then, Nigeria's economy (concerns and resources) was predominantly agricultural (or agrarian).

The Oil Phenomenon
Oil is a relatively new industry in Nigeria. Adebayo (1989) says oil was struck in commercial quality by Shell B.P. in 1957 at Oloibiri and Bori, and that the first export of Nigerian crude oil was made in 1958 when 1.8 million barrels of oil were exported to Britain for £176m. Since then, production grew gradually in the early days of independence until it was disrupted by the civil war between 1968 and 1970. After the war it took up again and was always on the increase. Oil brought to the government unprecedented resources which transformed the country from being an agrarian economy to an oil economy. Nigeria changed from earning over 90% of her exports from agricultural proceeds such as groundnuts, cotton, cocoa, rubber etc. to earning over 90% from oil.
With the advent of oil, agriculture ceased to be the most important contributor to the Gross Domestic Product (GDP) of Nigeria.

Oil Boom

Revenue from oil continued to increase up to 1974 when it was at its highest. (Sada 1989). The growth in oil revenue provided the government with a lot of resources to the extent that the Head of State of Nigeria then could say with confidence that money was not Nigeria’s problem but how to spend it or rather, that the constraint to Nigeria’s development was not funds but the executive capacity. As a result, many gigantic and ambitious projects/programmes such as the U.P.E. were embarked upon.

With regards to economic activities in the society Sada (1989) says that there was a modest shift from agricultural activities towards manufacturing, public utilities, building, construction, transport, communication, banking, insurance and professional services. This shift in economic activities also created social stratification. Classes such as the upper, middle and low income earners emerged. However, because the money was there, attempts at income redistribution were made as labour unions demanded wage increases, and so, commission after commission were set up to review wages and salaries. For example, Adebo Commission 1971, increased wages and salaries in the public as well as large scale private companies by 30% or more at the minimum level. This was later reviewed by the Udoji Commission 1975, which further increased wages and salaries (Sada 1989). At that time, wages/salary earning was worth it. One could feed, clothe, provide shelter for one’s family and train one’s children from one’s salary. The value of the naira was high then. At that time, almost every Nigerian could afford to eat ‘garri’ regarded then as common labourer’s food.

The Benefit of the Oil Boom to the Generality of Nigeria

The government embarked on welfare programmes such as housing, water supplies, health facilities which included well-equipped hospitals, rural electrification, Universal Primary Education, free boarding Teacher’s Colleges, heavily subsidized boarding secondary schools, all well equipped. With regards to higher education, there was a free flow of scholarships both for home and overseas studies. Embarking on such programmes as enumerated above, meant that a lot of money was released and intense business activities were promoted to the benefit of contractors and professional groups. Concerning petroleum products consumed in the country, such as petrol, kerosene, gas etc., these were heavily subsidized such that an improved living condition was created for the generality of the people. And so, almost everybody benefited from the oil boom. But today things have changed. To borrow the words of Chinua Achebe, things have fallen apart. The centre does not hold. The oil boom has turned into oil doom. A buoyant economy has become a suffering economy. This is what is referred to as the economic crunch.

The Oil Doom

It is often said that everything that has a beginning must have an end, so also anything that has an advantage must have a disadvantage. The same thing applies to the oil boom. Oil was struck in commercial quantity in 1957 and it started on an upward rise then to 1974 when it was at its highest. After 1974 it took a downward trend. Sada (1989) has described the period 1975 - 1985 as a period pervaded by a declining trend in the oil fortune and he gives the picture as shown in the table below.
Table I: Oil sector Export Performance (N million)

<table>
<thead>
<tr>
<th>Year</th>
<th>Projection</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>13,939</td>
<td>13,523</td>
</tr>
<tr>
<td>1981</td>
<td>14,877</td>
<td>10,681</td>
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<tr>
<td>1982</td>
<td>15,854</td>
<td>8,601</td>
</tr>
<tr>
<td>1983</td>
<td>16,867</td>
<td>7,333</td>
</tr>
</tbody>
</table>

Source

From the above table, it can be seen how the oil took a downward turn. In 1983, for example, the actual oil earning was less than half of what was projected. As budgets are always made based on expected revenue then it means that Nigeria ran into crisis of implementing her budgets. This meant that things formerly enjoyed as a result of income from oil would no longer be enjoyed. The problems with the oil in Nigeria was twofold, i.e. a low production and a global fall in price. Besides the oil boom had brought about a lot of problems, such as:-

1. Abandonment of financial prudence in the selection of projects and programmes and their implementation. The thought was the "money is there" and so projects and programmes were not prioritized.
2. The rapid growth of oil revenue deceived us into neglecting agriculture the former mainstay and other vital sectors of the economy.
3. The accrued oil revenue encouraged upward salary reviews with large arrears, resulting in inflation.
4. The multiplication of government expenditure on projects and programmes embarked upon enhanced opportunities for fraud, misappropriation, graft and corruption.
5. While the oil revenue was growing, little attention was paid to the maximum utilization of all other opportunities which the oil sector offers, such as petrochemical and plastic resources, etc.

Nigeria did not envisage this turn of events and so did not take precautions in this regard. She was taken unawares and the result is the adoption of certain economic stabilization measures such as the Structural Adjustment Programme (SAP), the Second-Tier Foreign Exchange Market (SFEM) which was later re-christened (FEM), removal of petrol subsidy etc. which have not brought about any positive change since their inception. The problem still persists. Adebowale (1996) writing on "Oil woes" says that for several years now, scarcity of petroleum has remained a persistent problem in Nigeria, and that the last four years 1993 - 1996 have been the worst so far. In the first half of 1993 shortage of petroleum was acute all over Nigeria. By November 1993 the price was increased between 400 - 500%, form 1.70k per litre to N3.25k per litre, as a result of the partial removal of the subsidy. By January 1994, the price was raised again and it has since increased to N11.00 per litre. All these measures have only added to the suffering experiences of the average Nigerian instead of relieving him.

Another problem with Nigeria is that the leaders do not like taking advice from experts in the field because they prefer sycophancy. For example, the downward trend of the economy was noted by some Nigerians early in 1979, and they raised a voice of caution but the government in power then (the Shagari Administration) denied it officially only to reluctantly admit it by mid-1981. The stabilization Act for dealing with it then took another year to enact, and since then Nigeria is still deep in the crisis. (Olashore, 1991). With regards to this Ayida (1987) says the fall that followed...
rise in the economy could have been avoided or the crash could have been minimized with better management.

The Effect of the Economic Crunch on the Nigerian

The effect of the economic crunch on the Nigerian has been aptly described by Sada (1989). He says that the period starting from 1979 with an adversity peak around 1980 and continuing with varying prospects and depravations to the Nigerian up till 1985 can be described as a period of economic doom in Nigeria. He says, the manufacturing industries were shutting up one after the other, the construction industries were in disarray for lack of business. The workers were massively retrenched. With regards to the retrenchment Ayida (1987) says there were many broken homes and many families rendered homeless.

Concerning goods and services, Sada (1989) says that both imported essential goods and local food were scarce and expensive, and also in order to raise more revenue locally, charges on social services were vigorously enforced. Social services such as education that were free thitherto were then carrying heavy fees. Before then if a child got admission into a higher institution that was the end of the parents 'wahala' but today it is the beginning. In the post 1983 era, several levies and development fees were also imposed and the financial burden an all homes was becoming unbearable. Ayida goes further to say that the level of poverty defined as being without access to basic needs of life increased by more than 20% between 1979 and 1983 and accelerated from the point. He says that the proportion of Nigerians below the poverty line was not less than 30% by 1979, but increased to about 100% in 1983 and worsened from 1983 upwards because of the massive retrenchment. Today, it is not every Nigerian, that can afford to eat 'garri' the former common labourer's food. Besides, the threat of job insecurity looms about in the air, like a wild beast waiting for who, it can devour. This is with regards to the Federal Government's circular letter on the rationalization of the work force dispatched to all government departments early in 1996. Most workers seem to live in a state of fear and insecurity.

With regards to the satisfaction of the fundamental human needs such as hunger, thirst, activity-rest etc. the average Nigerian cannot boast of three square meals a day not to talk of a balanced diet. With the rate of inflation these days, the average Nigerian worker cannot boast of a salary being sufficient to feed, clothe, house his family and train his children. He must find some other ways to meet these needs, and so the mind is always in turmoil as to what to do, where to go, how to manage to meet the needs, wants and desires of the individual self and the family. Where the needs cannot be met, the result is frustration and all the reactions brought about by it, which have been referred to as the psychological effects of the economic crunch.

Some Psychological Effects of the Economic Crunch

The chief psychological effect of the economic crunch is frustration. That is a state of unhappiness caused by one's inability to satisfy needs. It is a feeling of disappointment and discontentment. Bliair et al (1975) say that when needs exist and they are unsatisfied then the individual becomes restless and tense. Some of the other effects are:

Irritability being low in spirit, wearing a mood of hopelessness and a feeling of inadequacy, often with physical symptoms of long face, lack of smile etc.

Aggressiveness being hostile or nursing unfriendly feelings towards the object of frustration in particular but sometimes it could be transferred to any other person or thing.
Exhaustion - a feeling of emptiness or drain of strength and resources.
Absent mindedness - being inattentive as one's thoughts are on the subject of work.
D day dreaming or feeling sleepy and drowsy.

The Psychological Effects of the Economic Crunch on the Teacher and Consequently Students

The teacher is a human being just as any other person, and as such, what applies to a human being in the same shoe can also apply to the teacher. This means all the psychological effects of the economic crunch listed above can apply to the teacher too. However, this writer wishes to particular attention to the teacher because:

1. He is dealing with emotionally-tuned activities such as hostility, defiance, dependence, demands, destruction of property, dishonesty etc. coming from the students, which if added to the frustration created by the economic crunch is likely to cause emotional disturbance and maladjustment.

2. The teacher's mental health is an integral part of the job itself. The profession demands stability, a capacity to withstand pressure and most importantly the skill of warding aggression off into channels different from work situations.

3. Teachers do affect the lives of the students under their tutelage and the maladjustment a teacher can have a far reaching effect on his pupils. For example, an angry woodworker vented his anger by hitting the nail with all the strength in him, which could result in breaking the nail or cracking the wood. These could easily be replaced. An angry teacher might do the same to the keys of a typewriter and thereby cause the damage of some of paper or the typewriter parts, which could also be easily replaced; but remarks on a that might inhibit the child from learning for the rest of his life, or the maladjustment a teacher can be acquired by the student and he turns out to be such a problem child for the rest of his life.

Some children can become fearful, timid, insecure, nervous and repressed as a result of experiences with their teachers. For example, this writer in her primary two came into the hands of a probationary teacher who was young, untrained and authoritarian in teaching. In Arithmetic, expected the correct answer for every question asked, and for every wrong answer given the teacher received a beating with the ruler on the joints of the finger, hard enough to cause weeping and was in addition to disparaging remarks such as 'dunce' 'good for nothing' etc. At one point threatened to punish all those who failed his arithmetic with pricking the palms of their hand with a pen nib until blood appeared. He would have carried it out if not for the intervention of the Headmaster who happened to have over-heard the threat. Since then she developed a hate for Arithmetic/mathematics and thought she would never pass it. Although under other teachers she was able to pass maths both at primary and post-primary level; this hatred for mathematics has persisted throughout her life.

Therefore it is important that teachers should guard against becoming maladjusted in the sake of the students they teach.

How Maladjustment in Teachers is Manifested

Fontana (1978) defines the maladjusted person as one who is developing in ways that have a bad effect on himself or his followers. The personal maladjustment of teachers is often manifested in the treatment of their pupils. They treat pupils cruelly, or give unusual punishment such as jerking the child by the hair.
kicking the child violently.
forcing the child to push a piece of chalk with its nose round the walls of the classroom
coining descriptive derogatory names for the child, etc.

For example, Blair et al (1975) describes a case in which a teacher in a frenzy of rage
shook a girl of nine and came close to severing her jugular vein. This is a clear example of the
manifestation of emotional disturbance in the classroom. On the other hand, a teacher might not
manifest it this way, but might complain always of persistent worries, sleeplessness and nervousness.
These kinds of complaints too, if not corrected, could lead to serious disturbances that will eventually
manifest in the classroom. Teachers therefore need to take steps to maintain good mental health, to
thwart or diminish the psychological effects of the economic crunch so as not to jeopardise the future
any child.

Some Suggestions to Teachers for Keeping in Good Mental Health Irrespective of Frustrations
caused by the Economic Crunch

Bear in mind that the economic crunch is a national phenomenon affecting all Nigerians. It
is not peculiar to any individual so do not worry too much about it. After all you are better off
than a thousand others.

Apply yourself wholeheartedly to your job, become absorbed in teaching and related
activities so that you will have little time left for worrying about problems created by the
economic crunch. Work actively to help the teaching profession attain a higher status than
it now enjoys.

With regards to your students and the emotionally-toned situations, expect some of these
things as part of the normal development of children so that you do not become too upset
when they happen.

Maintain your personality. Be yourself. Do not go out of your way to compare with others
whether in behaviour or achievement.

Develop some personal friends of the same outlook with you, with whom you could always
talk out personal matters in trust and confidence.

Be a member of an organisation which could either be religious, social, civic, professional
or community based. It is good to belong to a group. This satisfies the need for security and
status.

Make a plan for your life but do not be over-ambitious. Cut your coat according to your
size. Do not aspire for things beyond the level where you have a reasonable chance for
success.

Conclusion

To conclude, the writer wishes to state that the points have been stressed that maladjustment
of the teacher can affect the child negatively and could permanently alter his outlook in life. As a
result the teacher needs to develop shock-absorber attitudes to withstand the frustrating effects of the
economic crunch. However, it should be noted that the teacher too is a human being just like any
other, as such he has all the needs others have. He desires security, recognition, new experiences,
job satisfaction, independence etc. and can become tense when these needs are unfulfilled. The
condition for the fulfilment of these needs often lies with the larger community or the government.
For example, the teacher does not determine his own salary, allowances, school buildings etc. The
government therefore should make efforts at bettering the condition of the teaching profession and
raising the social status of the teacher. Above all, government should make effort at reviving the economy of the country which is backbone of the nation. As Kayode and Usman (1989) put it, the economy of the nation determines its form and future. The performance of the economy dictates the achievement in the social services sector, the respect a nation commands at international level and the pattern and direction of government and public policy of the nation. Reviving the economy is therefore necessary to bring about the expected changes in these areas.

References


EMOTIONAL STRESS OF EMPLOYED AND UNEMPLOYED PERSONS

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Abstract
Most people in the world, one time or the other, feel that there are not enough hours in the day. There are moments when both the employed and the unemployed feel happy or unhappy, fearful or fearless, content and discontent and so on. Some are so frustrated that they feel easily tired, irritated and agitated. These are signs of emotional stress which may likely affect the individual, in some cases, negatively. This paper examines among others, some of the emotional stressors among the employed and the unemployed in Uyo metropolis. Suggestions on how to help people lessen the effect of emotional stress are given.

Introduction
Every man, woman or child is full of emotion as he or she goes through life. Man shows happiness or sadness according to his reactions towards his external environment and the interpretation of his internal beings give him. He may react violently or peacefully, positively or negatively. The type of experience he has will determine whether he is stressed or not. There are moments when people, whether employed or unemployed, show positive emotions of, love, laughter, jollity, elation, pleasure and the like. Both the employed and the unemployed can also show negative emotions of hate, sorrow, displeasure, depression, anger, fear and the like. It is when any of these emotions imposes out of the ordinary, demands on mind and body that stress sets in. Briefly put, when stimulus turns to strain, when pressures become prolonged and intensive, including negative emotions, chronic fatigue, tension and physical ailments, that positive change turns into a negative and, at times, an extremely harmful force that the employed and the unemployed feel the impact of emotional stress.

The Concept of Emotion
Emotion is a pleasurable or painful condition of the mind which may accompany our sensations, memories or judgements. It is a state of excited feeling or agitation. Some psychologists define emotion as response of the individual to appropriate stimulus condition. Other definitions of emotion centre around the 'intent' of the behaver himself (Wallace and Sechrest, 1963). Emotion, as defined by Wittig et al (1990: 164), is a complex state of arousal, usually marked by a heightened state of internal feelings. However, Akinboye (1987:24) defines emotions as complex response patterns that are characterised by arousal, physiological changes and feelings. But Lazarus et al (1970) regard emotion as most importantly, a cognitive function, the result of appraisal of environmental events. To them, the pattern of behavioural, physiological and subsequent components that occur under certain circumstances, is definitive of emotion. The writer seems to agree with this because man is apt to appraise every stimulus before classifying it as either threatening or non-threatening, subject to a continuing process of reappraisal. This is why our emotional reactions constantly change with reappraisal of changing stimulus conditions.

According to Lloyd et al, (1984:437), emotion is the feeling aspect of mental life. This is also true judged from the sequence of events that occur during the activation of an emotion. Here, an internal or external event is perceived and this causes changes in neural activity in the sensory
cortex and the limbic system. Impulses from these regions pass to the hypothalamus which determines what facial expression will be produced, and from there, to the facial muscles by way of the motor cortex. Probably, via the posterior hypothalamus, afferent impulses from receptors associated with the facial muscles, pass to the sensory cortex. From this sensory feedback, the subjective experience of emotion arises. Both the employed and the unemployed have experiences of this process.

The Concept of Stress

Much of what is termed ‘stress’ stems from compulsive over-reaction, an inability to deal with challenge and change in a controlled or balanced way. Stress, as defined by Lazarus (1971), is a very broad class of problems differentiated from other problem areas, because of its dealing with any demands which tax the organism. However, Udokang (1995) observes stress as a scientific concept which has suffered from a mixed blessing of being too well known but too little understood. This is so because stress has an insidious habit of creeping up on us gradually without us realizing what strain we are under (Lindenfield, 1994: 49). There are many signs of stress. These may be physical, mental, emotional and behavioural.

Physical Signs of Stress: These include, sweaty palms; breathlessness; dizziness; palpitation; indigestion; stomach cramps; nausea; shoulder, neck and back pain; muscle fatigue; tired eyes; humming in the ears; toothache from clenched or grinding teeth; frequent urination; thrush; bladder infections from alcohol or drugs; weight gain or loss; constipation or diarrhoea; skin problems; disturbed menstrual cycle and so on.

Mental Signs of Stress: These, according to Lindenfield (1994), include among others, lack of concentration; forgetfulness; inability to think clearly; going ‘blank’; making simple arithmetic mistakes; obsession; worrying over insignificant details; mind raising from one thought to the next; inability to ‘switch off’ mind for relaxation or sleep.

Emotional Signs of Stress: These include increased anxiety; being easily hurt or upset; fearfulness; irritability; depression; confusion; feelings of detachment and apathy; disorientation; boredom; humourlessness; moodiness; ‘silly’ guilt feelings; low self-esteem; selfishness; helplessness; paranoia; insecurity; loneliness; persistent or inappropriate anger.

Behavioural Signs of Stress: These ones include restlessness, making mountains out of the molehill, flitting inactively from one task to the next; inability to make simple decisions; poor planning; procrastination; poor control of finances, losing things; bumping into things; talking too much; moodiness; nervous habits such as scratching or nail-biting or nose-poking; increased smoking; drinking or eating; insomnia; nightmares; lateness to work; untidiness; unkempt appearance; loss of libido; decrease in assertiveness; poor communication or listening and difficulty in adapting to a change.

From the foregoing, one can see that emotion and stress are sometimes intertwined in our daily living. However, the catching questions are: What are the emotional stress that the employed and the unemployed have? What conditions give rise to their emotional stress in Uyo metropolis?

Emotional Stress of the Unemployed and the Conditions that Give Rise to it.

The unemployed are the people who do not have jobs that regularly bring them salaries. So people do not expect to enjoy any pension whatever. Some of them, as obtained in Uyo metropolis, may be well qualified for various jobs - teaching, accounting, nursing, or whatever, but due to the faults of theirs, they remain unemployed. These people, trapped in a vacuum of hopelessness, are prime victims of emotional stress due to boredom, loneliness, and lack of self-fulfilment. They suffer mainly from ‘deprivation’ stress. Overwhelmed by the sense of being unwanted or having nothing to contribute to society, they hate themselves and others. They become easily aggressed and abusive.
They take to telling lies to boost their ego and live in pretense. These enable the physical and psychological effects to creep up slowly yet pervasively, in the form of tiredness, depression, a wide variety of illnesses, or a tendency towards destructive behaviour such as alcohol or drugs (Stanton, 1985).

Events, such as the death of a friend or a close relative, separation, personal injury of illness, experiencing a violent crime such as rape, mugging, being arrested or detained by the law-enforcement agents, will each in its own way, cause considerable upheaval in the unemployed. These also take a high toll on their emotional and physical resources.

As the unemployed are unable to fulfill their necessary societal responsibilities, they become frustrated and depressed. To such people, there seems to emerge some environmental barriers that make them stagnate. No wonder they flout the rules and regulations and at times, disrespect the elders. Life, to such people, becomes not worth living.

**Emotional Stress of the Employed and the Conditions that Give Rise to it.**

In Uyo metropolis, some of the so-called employed people suffer from varied emotional conditions caused by ‘job-stress’. As rightly observed by Vine (1988), the mere idea of continually having to prove oneself usually in a highly competitive job-market is intolerably stressful. The stressors may include an unexpected deadline, a temporary dispute with a colleague or employer, due to non-payment of salaries and allowances. While these may arise during the course of the average working day, less obvious is the more insidious, incremental build-up of pressures that result from having to cope with excessive demands. These may well include finding oneself in a disorganised or even hostile environment, suffering adverse physical conditions, being in the wrong job, being passed over for promotion, or having little or no say in the way that the work is carried out. There may be little or no job-satisfaction. This is usually associated with boredom, monotony, or feeling out of control and frustrated with one’s working life. As in Uyo metropolis, these lead to negative job stress.

Some women, because of sex discrimination and sexual harassment are stressful at work places. Some employed people do not have the required materials to work with. These bring anger and unhappiness which may lead to absenteeism and the tendency of trying to ‘cheat’ the employer. Apart from the above, many employed people experience the effect of environmental stressors. These include urban noise, traffic jams and pollution, commuter chaos and high fares, the threat of crime in the metropolis and in personal offices. As observed by Nash (1986), and Vine (1988), the ‘sick office syndrome’ is now synonymous with the age of high-tech. Here, build up of noxious chemicals, inadequate ventilation, harsh fluorescent lighting, air-conditioning that does not work, bodily strain from badly designed furniture, inappropriate toilet or none at all - all these lead to muscular stress, eyestrain, headaches, disruptive sleep and fear.

These aside, a life centred on work, to the virtual exclusion of leisure activities and relaxing social pursuits, holds immeasurable hazards, even for those committed to their careers (Vine, 1988).

**Managing Emotional Stress**

As this could form another write-up by itself, brief statements on managing emotional stress will suffice.

- It is helpful to develop awareness regarding signals of being emotionally stressed and how well to listen to them. Become more aware of what stresses you.
- Avoid being angry or taking anger out on others. Develop relationship skills to avoid generating stressful reactions from others.
- Develop proper thinking skills to prevent emotional stress.

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Create room for recreational outlets.
Develop a support net-work of trusted friends, colleagues, relatives, neighbours and possibly people in the helping services, to avoid isolation and powerlessness when things go wrong.
As life is full of hassles, develop managing-problems skills. The better one are able to deal with these, the less likely one is to be emotionally stressed. Our orientation to problems should be that they are an ordinary part of life. Be creative about generating alternative solutions and realistic about evaluating the consequences of these.
Be prepared to change plans that do not work for you (Nelson-Jones, 1990).
When we are angry, it is good to analyse the anger. For example, when we become angry, of what does the anger consist? A hot feeling in the belly, or in the head? A surge of violent energy? A desire to hit out at some? Once analysed, the next step is to cease identifying with these emotional feelings.
Cultivate the habit of laughing at yourself, in private even if not in public. This is a good way or releasing emotional tension.
Try as much as possible to find something useful to occupy yourself no matter how humdrum the job may be. Think positive and try to be happy.
Listen to music as music allows the unlocking and development of the inner life and its potential so that communication and relationships could be established without guilt in a not-threatening situation (Udokang, 1991).
Exercise for positive fitness through running, walking, cycling, swimming, yoga, and games to discharge stored tension and work off feelings or irritability or frustration.
Take good care of yourself.

Conclusion
Emotional stress may be rampant among the employed and the unemployed but the intensity and the coping techniques of those concerned, may be different. The losses to a nation through emotional stress are immeasurable. This is why governments should satisfy the yearnings of the citizens to be gainfully employed and paid salaries commensurate with their jobs. A situation where workers are not regularly paid creates room for chaos, and self-degeneration. A situation where school leavers roam the streets without employment prepares the ground for insecurity and instability of the nation. The well-to-do citizens should invest more money to get people working to avoid the rich being prisoners in their own homes and the government spending money to build prisons for those who have been pushed into committing crimes. The sooner professional counsellors are maximally used in all our establishments, the better for the workers, the unemployed the government and the society at large.

References


SOME STRESS MANAGEMENT TECHNIQUES:
IMPLICATIONS FOR COUNSELLING

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Abstract
This paper maintains that stress is inevitable to human existence. There is no question of being free from stress. But too much of stress could be discomforting, leading to anxiety which threatens the well-being of the individual. What is important is for us to develop healthy management coping strategies in order to minimise the effects of stress on our health and general well-being. The paper examines some useful management techniques on how to overcome stress.

Introduction
The difficulties of adjustment to the stress and strain of contemporary living has become a major source of concern. While medical science has become able to control germ-induced pathology as a major cause of death, psychologically stress related pathology is on the increase and concern to various governments of the world.

There is no indication whatsoever that in the nearest future most of the situations that stressful in the average Nigerian (economic, political or social) will be ameliorated. The truth is that the situation might worsen. Yet the average Nigerian must survive and continue. The challenge therefore is that supportive services must be mounted to provide psychological help for the average Nigerian who is bombarded by stressors from almost all directions. Indeed, the average Nigerian in the face of the present day economic situation and other belt-tightening policies adopted by the Government needs counselling for survival.

Thus this paper examines the factors (called stressors) that are responsible for stress in the ways stress can be managed or coped with. First, stress and its related concepts will be defined. Second, the different types of stress will be identified. Third, the sources of stress will be discussed. Finally, some few techniques of managing stress will be examined.

The Concept of Stress
Stress is part of the normal way of life. It is concerned with day to day life events and how individuals react to them. Any change or occurrence in an individual's life, whether pleasant or unpleasant usually requires some kind of human readjustment. When the readjustment disrupts the normal psychological or physiological well-being of a person he or she experiences stress. Stress is a relatively new specialty in psychology, there is little agreement on how it should be defined.

Selye (1956) defined stress as the "rate of wear and tear within the body". Mechanic described stress as a discrepancy between the demand placed upon the organism's capacity and with it. In this way stress could be seen as a state of discomfort, tension or emotional pain that arises when an individual is faced with situation which present a demand which is important to the individual to meet but for which his capacities and resources are inadequate. It is in this way McGrath (1978) asserts that, there is a potential for stress when the capabilities and resources...
Individuals cannot adequately meet the demands imposed by the environment.

Stress, therefore, is caused by any circumstance that disrupts a person's life pattern and requires extra effort to adjust to normal. The degree of stress a person actually experiences depends on the intensity, strength, and duration of the stress and the person's pattern of responding/reacting or coping with stress.

It is important to note that stress is ever present in human lives; it is inevitable. Without stress, no one would even be alive. For example, even in preparing food or preparing for a ceremony, entireing a conference paper or presenting it, reading for an examination, or waiting for an interview, one is under stress. It is the amount of it, the reaction to it, and the managing or coping mechanisms, the disposal of the individuals that are important.

Too much and prolonged stress can lead to psychological or mental disorder, manifested in variety of deviant behaviours; for example, absenteeism, alcoholism, accidents, job changes, interpersonal frictions, diminished output, inefficiency, anxiety and even madness. Unchecked or uncontrolled stress can also lead to psychosomatic illness (i.e., peptic ulcer, tension, headaches, chesty skin problems, importance and so on). The advantage that human beings have is that everyone strives to minimise costs and maximise benefits in our interpersonal relationships. For this reason, we often try to manage or cope with stress at times, consciously and sometimes unconsciously. The ability to manage or cope effectively with stress and strains of life is a major factor in determining one's psychological well-being.

**Types of Stress**

There are personal and shared stresses which could be positive or negative. An example of personal stress is the psychological feeling that could arise from lack of promotion at work or aorce. This is a negative personal and undesirable stress. A positive personal and desirable stress is one which, for instance, arises from the psychological pressure of a bride's or bridegroom's departure for a wedding. On the other hand, a shared stress emanates from events involving many individuals. For instance, situations of war, bombing, and other 'social' upheavals. These are examples of negative and undesirable shared stresses. Positive shared stress can be illustrated when a community, for instance, prepares for its annual festival. Pressure is not only on the individual in many since the festival is a collective effort.

In this paper, however, is concerned with personal stress, particularly, undesirable stresses, because it would seem that it is such stresses that are common among us and studies have tended to support the conclusion that it is the occurrence of undesirable personal events which correlates with psychological disturbances (Gerstein, et al, 1974; Cochrane et al, 1975; Vinokur, et al, 1974; Eichhardt, et al, 1985), and also physical disorders (Dourenwent, et al, 1974; Gunderson, et al 1974). While the occurrence of shared, even shared undesirable events often do not appear to produce anticipated stress reaction (Coser, 1956).

**Sources of Stress**

Stress is a process in which environmental events or forces, called stressors, threaten an organism's existence and well-being and the organism respond to this threat (Lazarus, 1966, Seyle, 1966). Therefore, stress does occur as a result of the discrepancy (conflict) between reality and expectation. The major sources of stress are categorised into physical, psychological and environmental. Physical (physiological) stress include personal injuries, illness, exhaustion, lack of sleep, deformities, such as deafness, blindness, amputation etc. may incapacitate the individual, partially or fully. It also includes sudden, unique and powerful single events or clusters of related
occurrence affecting large number of people. Many of these have been studied, including new disaster (Simxing 1981). One could consider the recent rise in oil prices, recent nation retreatment exercises, etc. as stressors of this magnitude. Environmental stress (which may also viewed as physical) includes noise from cars, buses, lorries, adaptability; intolerable noise results in the tensing of muscles and that in turn produces headaches and high blood pressure; includes other environmental events, such as extreme cold or hot weather, dust, wind, wars, inflation, political instability and social upheavals, etc. While stress from psychological (social) stress emanates from failure of a plan (e.g. examination), death of someone close, loss of a job, divorce, threat (like a threat of a war or a threat of a severe punishment or danger), pressure, that is pre to accomplish a difficult task, or pressure arising from too much work, discrimination (on the basis of race, sex, religion and age). Changes in religious customs or practices have brought strain and many. Bad news is everywhere and spread fast. Psychological stress may also take the form of conflicts e.g. role conflict. When expectations within a role, or between two roles, or more (e.g. found among women who are housewives and have to work), there is bound to be stress. Con of any degree of seriousness leave one in a state of stress, until they are settled. As a result person may feel tense, be unable to concentrate, be irritable, and suffer from sleeplessness.

Psychological stress may occur from reasons that are comparatively trivial or even situations that are pleasurable. For instance, having to wait for a delayed bus or plane, breaking of glasses/spectacles, being robbed, appointments not kept, an opportunity lost or the failure of someone whose arrival is most expected - all these can be stressful situation though not of severe consequence. The body responds to all these so that an interval equilibrium is maintained.

Managing Stress

Stress can be controlled. Excessive stress can be reduced through the management of stress. Stressful individual can learn specific skills that will help him identify potential stressors and modify harmful stress reactions without the use of pills, cigarettes, alcohol or other drugs. These skills, were learnt be would be able not only to manage stress when it occurs, but also prevent excessive stress from developing in the first place (Neidhardt et al, 1985). Stress management begins with a positive attitude.

Basic Requirements

The most vital requirements for stress management are awareness, acceptance, responsibility and coping skills.

First an individual must be aware of levels of stress, indications that stress is present attributes in his character that may be stress-related, causes of stress and ways of managing it. All in all, it is partially because of lack of awareness that stress-related disorders have become so common. Ileleweye and Basmir (1986) identified the symptoms of stress to include: tension, headache, shifting aches and pains about your body, feels hot and uneasy all over the body, fear, nervousness, being upset, loss of voice, in extreme cases bitterness in the mouth, worry, trembling, change in bowels, fast breathing, shortness of breath, dizziness, restlessness, muscle twitches, fatigue or feel body tiredness, boredom, increase in blood pressure, sleeplessness or restless sleep, nightmares, being confused, disturbing thoughts, cold sweat, particularly in the palms, perspiration, dryness in the mouth and nose, aggressive behaviour, intolerance, poor performance on problem-solving tasks and so on. It is therefore, important that an individual should make the effort to be aware of what is happening around and with him.

The second step to positive change is self-acceptance. What one is today is the result of...
life's experience. Change is always possible, but important changes do not happen instantly. Accepting what one's and who one is an essential step. It should be acknowledged that the responsibility for change begins with the individual. Whatever the stressor are - he should not lean on people. He should rather take responsibility and act.

ii. Strategies

Neidhardt et al (1985) stated that there are four basic strategies one can use to manage stress:

(a) Build up general health through proper nutrition, rest, exercise, and other positive health practices.
(b) Change the situation, that is, the sources of stress.
(c) Change your mind; that is, your perceptions of, or thoughts about stressors.
(d) Change your body; that is, learn to substitute relaxation responses for stress responses.

These strategies form the basis of the coping techniques in this paper. These techniques can be used independently, or together as part of a thorough stress management process. It is important though that one chooses the technique(s) that one is most comfortable with.

Matheny et al (1986) defined coping any effort, healthy or unhealthy, conscious or unconscious, to prevent, eliminate, or weaken stressors, or to tolerate their effects in the least hurtful manner.

Though stress is inevitable, too much of it is discomforting leading to anxiety which threatens the well-being of the individual. There are occasions when we are conscious of our stress and there are times when we are unconscious or unaware of it. However, when our well-being is being threatened we strive—some times consciously and sometimes unconsciously (most of the time unconsciously) to reduce stress or change it, to readjust. The impact of stress, as already pointed out is related to personality, sex, social class, etc. Generally, there are two main methods or coping with stress. These are direct coping and defensive (indirect). In the direct techniques or method when faced with a stressful situation. The individual attempts to deal directly with the situation by appraising and confronting the situation and in the defensive coping we attempt to defend ourselves again, the situation instead of dealing with the situation to make it less threatening, also try to prevent it by means of drugs and alcohol.

It seems, that human beings quite often employ the indirect solutions to cope with stress. Psychologists called these indirect solutions, defense mechanism. However, let us examine some simple practical indirect ways of stress coping. Ayorinde (1983) called them Mask of Sanity.

Psychologically, stress can be reduced or changed, temporarily, if not permanently, through these means; network of social relationships, extra-marital sexual relationship, gossiping, alcohol and drugs, reading, sports and games, religion, performing new tasks, and travelling.

Network of social relationship serves as a forum through which our worries and problems are discussed and solved. Through friends an individual discusses problems and at times offer solutions to them. To confide in a friend one trusts helps a great deal in reducing one's worries or stresses. And so the wider one's network of friends the more sources one has for coping with stress. Group meetings also serve as diversions or distractions from personal problems.

Sedative Drugs

Sedative drugs include ethyl alcohol (in the form of beer and "hot" drinks), the barbiturates, and the benzodiazepines. Each of these types of drug reduces physiological arousal and induces sleep more or less rapidly, depending on the particular drug and dosage. Although sedatives can help in the short-term control of stress reactions, their use as a long-term coping method is not advisable - as
it can lead to addiction. In the first place, long-term use of sedative often leads to substance disorder a variety of syndromes caused by the abuse of chemical substances, such as alcohol, drugs, tobacco and coffee. This can produce an entirely new set of problems for the user. In the second place, ingesting drugs does not teach a person any skills for mastering life stress. As a matter of fact, overusing sedative drugs can encourage a passive acceptance of external stressors and a passive approach to controlling one’s stress action.

In the alternative, reading, games and sports, performing new but interesting tasks, travelling are very useful emotional relievers. They take the mind away from its frustrations. Other stress coping techniques include:

b. Physical Exercise

Physical exercise is a highly effective technique for reducing stress. This has been adopted by people who build regular exercise into their daily lives, as well as by controlled studies of physiological and psychological benefits (Davidson and Schwartz, 1976). Unlike the use of sedative drugs, exercise is an active approach to coping with physiological reactions to stress. It is therefore advisable that one should plan some form of strenuous exercise in one’s schedule of activities two or more a week. Brisk walking, tennis, basketball, jogging, swimming, volleyball, squash, examples of exercises one can make his or her choice. One should avoid pushing oneself too hard or get too competitive, that can also be stressful, thereby defeating the purpose of exercising. It helps keep tension from building up between regular exercise periods, a minute or two take a stretch out-arms body and legs every three hour interval of the daily activities can be very useful.

Balanced Diet

An important factor in stress management is feeding on balanced diet. A properly balanced diet is one which contains all the essential nutrients required for the health and optimum upkeep the human body. Starchy and sugary foods are needed for the expression of energy and heat. Such foods are: garri, tuwo, yam, all flour processing cereals etc. Fatty foods and oils are for body heating purposes - and consist of butter, margarine, vegetable oils of all kinds etc. Protein foods are needed for body building and are also used to repair body tissues. Protein foods include meat, cow and other leguminous grains, fish, eggs, milk, etc. The minerals and vitamins needed by the body are supplied through fruits and vegetables. Starch, fat and protein foods all tend to raise toxic content of the body tissues. Excess of toxic wastes in the body usually cause stress or disease. To establish a proper balance it has been estimated that about 75 percent of the diet should come of fruit and vegetables, and 25 percent of the necessary starches, fats and proteins.

However, overeating can always cause stress, but on the other hand stress not due to widen diet can make the person hungry; because under stress generally, one’s nutritional needs increase. The body uses food faster. Vitamin C, for example is metabolised rapidly. A well balanced diet suggested above can help one to recover from the effects of such stress. Other suggestions are to increase fluid intake; eat fruits to make up for vitamin C and potassium. Cereals for Vitamin B; avoid sugars, caffeine and nicotine (or smoking).

d. Getting Enough Sleep

Sleep is a period of rest during which the sleeper loses awareness of his surroundings. When a person falls asleep, all activity decreases and the muscles relax. Most adults require 7½ hours sleep per night on the average. Regularly depriving oneself of sleep can prevent the body and mind from restoring themselves. Resting or lying quietly can help, but there is no substitute for sleep. Per
who are deprived of sleep lose energy and become quick-tempered. Concentration becomes difficult, as the person gets distracted from the task at hand very easily, consequently making mistakes even at routine times.

c. Relaxation

Relaxation has been found to be one of the most effective ways of controlling stress-filled day it is important to relax. Taking a nap or a bath, meditating quietly alone for several minutes or reading newspapers or magazine may help one to relax. One should games which one can enjoy. To get the maximum benefit, one’s hobbies should be different from one’s work, and they should be fun.

Deep breathing may help one to relax also, take a deep breath. It could be by holding it for about three seconds, then letting it out all at once (with a sign if so desired). An alternative is to inhale deeply through the nose, filling the lungs from bottom to top while counting to three, holding the breath for three more counts, exhale slowly through the mouth for three counts, then relaxing to the count of three. This pattern of three’s could be for several minutes.

An ideal relaxation condition is one in which one can day-dream, closing one’s eyes and taking a trip to a world of fantasy. One could fancy oneself in an ideal sport for relaxation (this sport can be real or imagined). Someone can imagine being in a Five Star Hotel room which is air-cooled, rugged and furnished with a coloured television with beautiful programmes, or imagine being there alone with one’s spouse or friend and having a good time.

In addition, coping with stress also means balancing one’s personal-social and work-related activities. In this case it is necessary to:

(a) develop a variety of interest, activities, as relationships.
(b) balance work with recreation or relaxation.
(c) avoid keeping anxiety and anger to yourself, talk to someone who cares about your problems.
(d) set reasonable expectations and goals.
(e) learn to accept what cannot be changed (accomodation)
(f) reduce environmental stress, such as excessive noise-from people, market, machines, or animals, and overcrowded conditions.
(g) organise your time and have time for everything and everything for its time. That is there must be time management to avoid time pressure which can degenerate into frustration and stress.

Conclusion

This paper is an attempting to examine some stress management strategies and its implications for counselling. The attempt has tried to show that stress is a general phenomenon and every one should find ways of coping with it. The most vital requirements for stress management are awareness, acceptance, responsibility and coping skills.

References


EMOTIONAL AND SOCIAL STRESS INFLUENCING THE MARITAL ADJUSTMENT AMONG ANAMBRA STATE COUPLES

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Abstract

The purpose of this study was to find out how married couples adjust to social and emotional stress. To carry out this study, a survey design was adopted. Two research questions and one hypothesis were respectively answered and tested. Simple random sampling technique was used to select 1,500 respondents (750 couples) from 10 local government areas of Anambra State. A questionnaire on marital adjustment was used as the instrument. The mean and standard deviation were used to answer the research question while analysis of variance (ANOVA) t-test and Scheffe's multiple test were used to test hypothesis at the 0.05 level of significance. The result showed among others that couples 'sometimes' adjust to marital problems relating to social and emotional stress. Female couples were found to adjust better than their male counterparts with regard to social and emotional stressful issues. Gender, age at marriage, length of marriage, number of children influence marital adjustment of couples. The results of the study have far-reaching implications for guidance counsellors, welfare departments and government. Recommendations were made based on the findings of the study.

Introduction

Stress occurs when there are demands on a person which task or exceed the person's adaptive resources. According to Uzoka (1995) stress reaction is generally typified by a disturbance of body equilibrium or homeostasis. The quality of life is influenced for good or for bad by the dynamics of family and marital life. Therefore where family and marital stressors exist, they create added difficulties for people at work and in all spheres of life.

According to Rogers (1961) marital maladjustment is greatly influenced by lack of satisfying emotional relationship in an interpersonal situation. Emotionally, husband - wife relationship perception or thoughts of the negative attributes of the by the wife by the husband may act as stressors. According to Ezeilo (1995) when the husband - wife relationship is disturbed, the emotional atmosphere in the family is tense. There is mistrust, doubt, fear, and a sense of isolation. There is less feeling of closeness, sharing, intimacy and affection. Communication is impaired. A spouse may become very talkative without communicating. If untreated stress in husband-wife relationship may lead to family crisis.

Social stress is another important factor that affects marital adjustment. Selye (1976) states that going to the doctor, taking a test, applying for a job or admission are generally considered to be stressful life events. Stones (1966) maintains that toilet training, career and job uncertainty, marriage, and aging, unsuitable environment, noise, retrenchment, death, pregnancy, feeling of being threatened are all causes of social stress and anxiety in people. Spielberger (1979) also stated that going to school or into a new job for the first time, being separated from parents or loved ones, doubting one's own adequacy in relation with other people, job pressures and deadlines, speaking or entertaining in public are among the many potential sources of stress. Arrival of a new baby at home
can cause stress and anxiety to the family, particularly parents. Nwobi (1987) emphasizes psychological stress may arise from any aspect of the environment or from within the individual himself. Social change and isolation are further sighted as good illustrations of environmental stress in modern times.

The needs for couples to adjust to emotional and social stress they experience in the family cannot be over-emphasized. Adjustment is the process and condition of being in harmony with physical and social environment in which the individual lives. This is indicated by the absence of symptoms of stress and the ability to maintain good personal relationship with each other (Coll 1973). There is therefore a need for adjustment in marriage to avoid divorce with its numerous consequences on both the couples and their children.

Nwobi (1995), Jorgensen, (1979), and Soetan (1982), amongst others explored the number of factors that may be responsible for poor marital adjustment. Unfortunately these studies seem not to have paid adequate attention to how married couples adjust to these marital problems and the influence of personal and environmental factors on such adjustment. The main focus of this study therefore is to find out how couples adjust to emotional and social stress and how gender, age at marriage, number of children in the family and length of marriage affect marital adjustment of the couple.

Purpose of the Study
The specific objectives of the study include:
1. To find out how married couples adjust to social and emotional stress.
2. To find out how gender, age at marriage, number of children and length of marriage couples influence marital adjustment of couples with regard to Social and Emotional Stress.

Significance of the Study
The study will be significant to parents, students, teacher counsellors, marital counsellors, government agencies and corporations. The findings will be useful in the marital/counselling and other areas of counselling. They will be helpful in determining some of the social emotional issues responsible for marital mal-adjustment.

Scope of the Study
The study explored some dimensions of couples' personal background factors such as gender, age, number of children and length of marriage as they affect couples marital adjustment with regard to emotional social stress. The study was limited to 10 local government areas of Anambra State.
Methodology

Population of the Study
The population for the study comprised all married couples who were living together in the 16 local government areas of Anambra State. This population included civil servants, private individuals, public servants and students. It was on these individuals (couples) that the results of the study were generalised.

Sample and Sampling Techniques
The sample comprised 10 local government areas randomly selected from the state. Out of the 10 local government areas, 50 were randomly selected, 5 towns from each local government area. In each town and sub-sections of towns, 30 persons (15 couples) were selected using the purposive sampling technique. A total of 1,500 subjects (750 couples) were selected and used for the study.

Instrument for Data Collection
The instrument was the questionnaire, titled Personal and Environmental Correlates of Marital Adjustment Inventory. The instrument was designed to elicit information on gender of couples, age at marriage, number of children in the family and length of marriage of couples. It has a Likert-type scale and respondents were to indicate or tick in the appropriate column to show how they adjust to those marital issues/stress. The response was weighted four to one in the following order - Always 4, Sometimes 3, Rarely 2 and Never 1 for positive responses and for negative response, the reverse was the case.

Validity and reliability of the Instrument
The instrument was given to a panel of experts in the area of counselling for face validation. The instrument was further administered to an equivalent group of respondents (50 couples) in order to establish its reliability using Cronbach Alpha formula. The reliability index was 0.84 which was considered high enough.

Method of Data Analysis
The data collected were analysed using the mean and the standard deviation to answer the two research questions and the t-test and ANOVA to test the hypotheses.

Results

Research Question One
How does married couples adjust to social and emotional stress?
To answer the above research question, respondents were asked to indicate how often they adjusted to emotional stress.
<table>
<thead>
<tr>
<th>S/NO</th>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Feeling of loneliness when you and your spouse are separated for a few days</td>
<td>2.83</td>
</tr>
<tr>
<td>2.</td>
<td>Your dislike for some of your spouse’s friends, but only accommodate them because you love your spouse</td>
<td>2.33</td>
</tr>
<tr>
<td>3.</td>
<td>Spending a night away from each other only when it is absolutely necessary</td>
<td>3.05</td>
</tr>
<tr>
<td>4.</td>
<td>Feeling that you could have been more happily married to somebody else apart from your spouse</td>
<td>3.1</td>
</tr>
<tr>
<td>5.</td>
<td>Feeling of sadness whenever you think of the future with your spouse</td>
<td>3.18</td>
</tr>
<tr>
<td>6.</td>
<td>Feeling that you are going to break down whenever you have a terrible fight/misunderstanding with your spouse</td>
<td>3.08</td>
</tr>
<tr>
<td>7.</td>
<td>Feeling that your spouse is a better parent than you.</td>
<td>2.90</td>
</tr>
<tr>
<td>8.</td>
<td>Regretting your present marriage</td>
<td>1.91</td>
</tr>
<tr>
<td>9.</td>
<td>Fear of uncertainty in the next stage in your marriage as the children are growing up and about to be out of the house.</td>
<td>3.34</td>
</tr>
<tr>
<td>10.</td>
<td>The sleeping pattern of your spouse.</td>
<td>3.37</td>
</tr>
</tbody>
</table>

The data displayed on Table 1 show that the respondents sometimes adjust to emotional stress relating to items 1, 3, 4, 5, 6, 7, 8, 9 and 10 as indicated by the mean responses of items.
between 2.83 and 3.37. However, they indicated that they rarely adjusted to the emotional stress relating to only items 2 and 8 indicating that they have difficulty in disliking their spouses friend because of love for each other and regretting their marriage.

The respondents were also required to indicate how often they adjust to social stress.

Table 2: Mean Responses of the Respondents in Relation to how they adjust to social stress

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>Sharing of secrets with your spouse.</td>
<td>3.18</td>
</tr>
<tr>
<td>2</td>
<td>Questioning your choice of your spouse.</td>
<td>3.04</td>
</tr>
<tr>
<td>3</td>
<td>Going to parties with your spouse.</td>
<td>2.28</td>
</tr>
<tr>
<td>4</td>
<td>Being with your spouse and doing nothing other than taking part in an interesting activity without him/her.</td>
<td>2.29</td>
</tr>
<tr>
<td>5</td>
<td>Your spouse liking his/her job more than he/she likes you.</td>
<td>3.23</td>
</tr>
<tr>
<td>6</td>
<td>Your spouse liking his/her children more than he/she likes you.</td>
<td>3.19</td>
</tr>
<tr>
<td>7</td>
<td>Keeping your secret fears to your self than to let your spouse know about it.</td>
<td>2.84</td>
</tr>
<tr>
<td>8</td>
<td>Regretting the choice you made of your spouse.</td>
<td>1.98</td>
</tr>
<tr>
<td>9</td>
<td>Your mother-in-law who lives around interfering in your family affairs.</td>
<td>2.96</td>
</tr>
<tr>
<td>10</td>
<td>Your father-in-law who lives around interfering in your family affairs.</td>
<td>2.08</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Mean</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>11</td>
<td>Your sister-in-law who lives around interfering in your family affairs</td>
<td>3.13</td>
</tr>
<tr>
<td>12</td>
<td>Your brother-in-law who lives around interfering in your family affairs</td>
<td>2.06</td>
</tr>
<tr>
<td>13</td>
<td>Your neighbours and your friends interfering in your family affairs</td>
<td>2.38</td>
</tr>
<tr>
<td>14</td>
<td>Being afraid of returning to your house because of your spouse</td>
<td>1.79</td>
</tr>
<tr>
<td>15</td>
<td>Entertaining fears that your marriage has broken up</td>
<td>1.77</td>
</tr>
<tr>
<td>16</td>
<td>Your family span of control</td>
<td>3.16</td>
</tr>
</tbody>
</table>

Data on table 2 show that respondents sometimes adjust to Social stress relating to items 2, 3, 4, 5, 6, 7, 8, 9, 11 and 16 as indicated by the mean scores of these items. However, respondents indicated they rarely adjust to those social stress such as being with spouses of an age, marrying the same spouse if given a second chance, father-in-law and or brother-in-law interfering in their family affairs, neighbours and friends interfering in their family affairs and being a feeling that marriage has broken down.

**Research Question Two**

What is the influence of gender, age at marriage, number of children and length of marriage of couples on marital adjustment with regard to social and emotional stress.

**Hypothesis**

Gender, age at marriage, number of children and length of marriage of couples are significant factors influencing their marital adjustment with respect to social and emotional stress.

**Table 3:** Influence of Gender on Marital Adjustment of Couples with Respect to Social and Emotional Stress.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>SD</th>
<th>DF</th>
<th>Cal. t-Ratio</th>
<th>Table-t at 0.05</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>2.60</td>
<td>2.65</td>
<td>0.92</td>
<td>0.92</td>
<td>1478</td>
<td>-3.59</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td>2.88</td>
<td>2.93</td>
<td>0.97</td>
<td>1.00</td>
<td>1478</td>
<td>-2.41</td>
</tr>
</tbody>
</table>
Table 3 shows the mean ratings and t-ratio of responses of the respondents on social and emotional stress adjustment of married male and female couples. The data shows that for social adjustment the mean for the male couples was 2.60 while that of the females was 2.65. Considering the values of these two means, it can be observed that the female couples indicated that they adjust to social stress better than their male counterparts. This is also true with regard to emotional stress.

The data on Table 3 were further subjected to t-test analysis in order to find out whether there was any significant difference between the male and female couples in their mean ratings of the items. The result of the analysis shows that significant differences were found between the rating of the two groups (male and female) with regard to social and emotional stress.

Table 4: Mean, Standard Deviation and Analysis of Variance (ANOVA) of three Age groups on the influence of Age at Marriage on Marital Adjustment.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Ages of Marriage</th>
<th>X</th>
<th>Rem</th>
<th>SD</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-Calc</th>
<th>F-Table at 0.05</th>
<th>Scheffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustment</td>
<td>10-20</td>
<td>2.66</td>
<td>S</td>
<td>0.28</td>
<td>2</td>
<td>111.73</td>
<td>55.88</td>
<td>3.33</td>
<td>2.90</td>
<td>GP.3</td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>2.69</td>
<td>S</td>
<td>0.25</td>
<td>2</td>
<td>(2479)</td>
<td>(16.78)</td>
<td>74</td>
<td></td>
<td>GP.2</td>
</tr>
<tr>
<td></td>
<td>30 +</td>
<td>2.80</td>
<td>S</td>
<td>0.25</td>
<td>2</td>
<td>(4.93)</td>
<td>(4.73)</td>
<td>60</td>
<td></td>
<td>GP.1</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td>10-20</td>
<td>2.93</td>
<td>S</td>
<td>0.31</td>
<td>2</td>
<td>20.04</td>
<td>10.02</td>
<td>1.80</td>
<td>2.90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-30</td>
<td>2.91</td>
<td>S</td>
<td>0.37</td>
<td>2</td>
<td>(1857)</td>
<td>(12.57)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 +</td>
<td>2.89</td>
<td>S</td>
<td>0.45</td>
<td>2</td>
<td>(4.73)</td>
<td>(60)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: In the ANOVA table, the sum of squared (SS) and the mean squares (MS) are in bracket for the within groups and between groups are not in brackets.

Table 4 shows that the respondents in the three age groups responded similarly to items relating to social stress adjustment as evidenced by their mean responses (2.66, 2.96 and 2.80) by 10-20 years, 21-30 years and 31+ respectively. This means that the three groups sometimes adjust to social stress. It can also be observed from the table that the three groups adjusted to emotional stress similarly as indicated by their mean rating (2.93, 2.91 and 2.89 respectively in that order as above).

Analysis of variance (ANOVA) was employed to find out significant mean difference of the groups. Table 4 further reveals that the differences in the mean rating of the three different age groups was significant (P < 0.05) with regard to social adjustment; but not significant for emotional adjustment. This means that age is a significant factor in marital adjustment of couples as it relates to social stress but not a significant factor in relation to emotional stress.
Table 5. Mean, Standard deviation and Analysis of Variance of Responses of couples by Number of children

<table>
<thead>
<tr>
<th>Variables</th>
<th>No of Children</th>
<th>X</th>
<th>Rem</th>
<th>SD</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-Cal</th>
<th>F-Table at 0.05</th>
<th>Schefe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustmen</td>
<td>0-zero</td>
<td>2.65</td>
<td>S</td>
<td>0.28</td>
<td>2</td>
<td>26.0167</td>
<td>13.00</td>
<td>F</td>
<td>7722</td>
<td>2.90</td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td>2.63</td>
<td>S</td>
<td>0.25</td>
<td>2</td>
<td>24880</td>
<td>84</td>
<td>F</td>
<td></td>
<td>No Difference</td>
</tr>
<tr>
<td></td>
<td>6+</td>
<td>2.62</td>
<td>S</td>
<td>0.71</td>
<td>2</td>
<td>675</td>
<td>16.84</td>
<td>F</td>
<td></td>
<td>No Difference</td>
</tr>
<tr>
<td>Emotional Adjustmen</td>
<td>0-zero</td>
<td>2.93</td>
<td>S</td>
<td>0.36</td>
<td>2</td>
<td>11.7004</td>
<td>5.850</td>
<td>F</td>
<td>4650</td>
<td>2.90</td>
</tr>
<tr>
<td></td>
<td>1-5</td>
<td>2.91</td>
<td>S</td>
<td>0.35</td>
<td>2</td>
<td>18583</td>
<td>12.58</td>
<td>F</td>
<td></td>
<td>No Difference</td>
</tr>
<tr>
<td></td>
<td>6+</td>
<td>2.89</td>
<td>S</td>
<td>0.37</td>
<td>2</td>
<td>987</td>
<td>16</td>
<td>F</td>
<td></td>
<td>No Difference</td>
</tr>
</tbody>
</table>

Table 5 reveals that couples with number of children 1 - 5, 6+ and non-child were almost unanimous in indicating that they sometimes adjusted to social and emotional stress. The mean responses of couples with children zero, 1 - 5 and 6+ were relating to marital adjustment. The data in table 5 reveals that differences in the mean ratings of the three groups of respondents are not significant for variables associated with social and emotional stress.

Table 6: Mean, Standard Deviation and F-test on Marital Adjustment of couples with Respect to Length of Marriage.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Length of Marriage</th>
<th>X</th>
<th>Rem</th>
<th>SD</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F-Cal</th>
<th>F-Table at 0.05</th>
<th>Schefe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustmen</td>
<td>1-4</td>
<td>2.60</td>
<td>S</td>
<td>0.22</td>
<td>2</td>
<td>288.788</td>
<td>144.394</td>
<td>F</td>
<td>8.6632</td>
<td>2.90</td>
</tr>
<tr>
<td></td>
<td>5-9</td>
<td>2.59</td>
<td>S</td>
<td>0.24</td>
<td>2</td>
<td>24617</td>
<td>16.667</td>
<td>F</td>
<td>GP+</td>
<td>GP+</td>
</tr>
<tr>
<td></td>
<td>10+</td>
<td>2.65</td>
<td>S</td>
<td>0.27</td>
<td>2</td>
<td>903</td>
<td>5</td>
<td>F</td>
<td>GP+</td>
<td>GP+</td>
</tr>
<tr>
<td>Emotional Adjustmen</td>
<td>1-4</td>
<td>2.93</td>
<td>S</td>
<td>0.36</td>
<td>2</td>
<td>776974</td>
<td>38.8489</td>
<td>F</td>
<td>3.0987</td>
<td>2.90</td>
</tr>
<tr>
<td></td>
<td>5-9</td>
<td>2.86</td>
<td>S</td>
<td>0.33</td>
<td>2</td>
<td>18517</td>
<td>12.533</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10+</td>
<td>2.91</td>
<td>S</td>
<td>0.36</td>
<td>2</td>
<td>702</td>
<td>9</td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that the three groups of couples categorized under length of marriage 1-4, 5-9 and 10+ rated the items associated with social and emotional stress adjustment differently. The differential mean ratings of the variables indicate that length of marriage influences social and emotional adjustments of married couples.

The data on tables 6 also revealed an F-test as to whether significant differences exist between the three groups in their mean ratings. The results show that there were significant differences between the three groups with regard to social stress adjustment but no significant differences with respect to emotional adjustment. Employing Scheffe’s multiple Range test, it was found that group three (10+) contributed to the significant difference in the mean ratings of the variables under social adjustment.
Major findings of the study based on data analysis are as follows:
1. Married couples sometimes adjust to social stress factors.
2. They also sometimes adjust to emotional stress.
3. Female spouses adjust better than their male counterpart with regard to social and emotional stress. Gender is therefore a significant factor.
4. Age at marriage is a significant factor in marital adjustment of couples as it relates to social stress but not to emotional stress.
5. Number of children of couples does not play significant role in their adjustment to social and emotional stress.
6. Length of marriage contributed significantly to marital adjustments of couples with respect to social stress but not with emotional stress.

Discussion

The result displayed in table 1 indicated the mean responses of respondents in relation to how they adjust to emotional stress. It further indicated that the respondents sometimes adjusted to the emotional stress relating to items 1, 3, 4, 5, 6, 7, 9, and 10, as indicated by the mean responses of these items ranging between 2.83 and 3.37. The respondents indicated that they rarely adjusted to the emotional stress relating to only items 2 (X = 2.33) and 8 (X = 1.91) showing that they have difficulty in disliking their spouse’s friends because of love for each other and they also rarely regret their present marriage.

In support of the above assertion, Rogers, (1961) in conceptual phenomenological Theory of Marital adjustment, identified interpersonal relationship and the ‘nuances’ of feelings as variables crucial for the understanding of marital adjustment.

The results displayed in table 2 indicated that mean responses of the respondents in relation to how often they adjust to social stress. From the table presented, the respondents ‘sometimes’ adjusted to social stress relating to items 1, 2, 3, 5, 6, 7, 9, 11 and 16 as indicated by the mean responses of these items. However, the respondents indicated that they ‘rarely’ adjusted to those social problems such as being with their spouses doing nothing, marrying the same spouse if given a second chance, father-in-law interfering in their family affairs, brother-in-law interfering in their family affairs, neighbours and friends interfering in their family affairs and having a feeling that their marriage has broken down. The above findings are similar to those of Burgess, Locke and Thomas (1976) who discussed how couples deal with in-laws in order to achieve marital harmony.

With regard to neighbours and friends interfering in the affairs of couples, the item was rated 2.38, showing that couples rarely adjusted. The above was supported by the literature that where friends become a strong influence, they may decrease marital quality by being a competitive force (Lewis and Spainer, 1979). The results in table 3 indicated that the mean for males and females in social stress were 2.60 and 2.65 respectively. Considering the value of these two means, the female couples adjusted to social stress better than their male counterparts as well as in the emotional stress with 2.65 and 2.93 respectively. In other words, the female couples are more able than their male counterparts an adjusting to marital problems.

On testing the hypothesis using the t-test statistic to find out if there was any significant difference between the male and female couples in their mean rating of the items, the result shows that significant difference was found between the ratings of the two groups (Male and Female) with regard social and emotional stress. This is consistent with the views of Hurlock (1975) in the issues of adjustment to mate. Moreover, women are more tolerant and patient due to their personality traits and other psychological traits.

The results in table 4 indicate that the respondents in the three age at marriage groups; 10-20
years, 21-30 years and 31+ respectively with the following mean ratings 2.66, 2.69 and 2.86; however, from their mean rating, they ‘sometimes’ adjust to the Social stress in their homes. The findings in this area agreed with the works of Akande (1971), Stephen and Chappel (1983), Fellow (1984) and Okaro (1994). These studies stated that age at marriage influences marital adjustment of couples.

Table 5 results indicates that couples with number of children between 1-5, 6+ and no child at all were almost unanimous in indicating that they ‘sometimes’ adjust to marital stress in the inventory as evidenced by their mean responses. The level of adjustment of couples varies with the number of children. For social stress, the level of adjustment decreases as the number of children increases. This finding is quite surprising because one for example, would expect childless couple to adjust less than their counterparts with children. This is so because childless couples in most cases end up in divorce due to social maladjustment thus supporting Mere’s (1976) study which found the childlessness could lead to gross marital maladjustment among couples. It is expected that childless couples would adjust less to emotional stress than their counterparts with children. But the finding of this present study revealed no significant difference in the level of adjustment to emotional stress of couples without children and those with children. The reason for this kind of finding could be due the childless couples that were studied, had been in marriage between 1 to 4 years, and therefore, the may still hope to have children with result that their emotional stress is still very minimal.

The result of the data in table 6 show that the longer the couples stay in marriage, the better they adjust to social and emotional stressful issues in the family. In other words older couples adjust better than the younger ones with regard to marital problems. This finding is in agreement with works of Norton and Glick (1971), Knox (1979), Shertzer and Stone (1980), Borstein (1986) which revealed that as they age of marriage of couples increases, the level of their adjustment to marital issues and stress increases.

**Recommendation**

The following recommendations based on the findings of the study, are made:

1. Since the study revealed that the female spouses adjust better than their male counterparts to marital issues and stress, marital counsellors should therefore concentrate their counselling efforts on the male couples in order to help them adjust to marital issues and stress. This may help to reduce incidence of divorce among married couples.

2. Marital counsellors should also work hard on the younger couples, children couples, etc couples with more than six children since they have more adjustment problems than the older couples.

3. Departments and organisations responsible for counselling programmes should direct counselling efforts on youths by organising Counselling Programmes which address issues of family living. These activities should also be focused on pre-marital counselling programmes.

4. Marital counselling should be done at the grassroots level through Women Organisations such as Catholic Women Organisation (C.W.O.), other churches, various organisations and the Family Support Programme. This will go a long way to reduce the incidence of divorce among married couples.

5. There is need to establish Counselling Units in every Local Government to handle marital issues and problems of couples since the handling of marital issues and problems are enormous task which the Social Welfare departments may not be able to effectively handle alone. The funding of these counselling units should be a joint responsibility of the state and local government.
Counsellors should liaise with priests in areas of need in the profession to enable the information to be appropriately channelled to the grassroot through the church and town unions.

References


THE BURNOUT SYNDROME AMONG NIGERIAN UNIVERSITY TEACHERS

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Abstract

The Nigerian University teacher faces a lot of pressure as he/she tries to satisfy the demands from his/her family, boss (Dean, Director, Head of Department), Colleagues and Students. His/her office is congested and not conducive for his/her day to day functioning not to talk of its suitability for research purposes. The sanitary condition of his/her classroom is usually deplorable. It is over-crowded and lacks basic facilities like fans, desks, loud speakers, chalk, just to mention but a few, thus making each lecture time a moment of shouting and sweating. His/her well-prepared lectures are brushed aside by some recalcitrant students who show very negative attitude to school work but are rather interested in using any means to pass examinations. He/she creates room to meet the incessant demands of his/her students and that of his/her boss, who in certain instances, shows lack of appreciation to a job well done and picks on him/her for minor mistakes. His/her salary prevents him/her from driving even a motor cycle not to dream of building a personal house as compared to his/her students who graduate with first degree and happen to work for Oil Companies, Nitel or Banks. Job burnout refers to a debilitating psychological condition caused by unrelieved work stress. This research reviewed the causes and symptoms of burnout as well as the characteristics of those who are at risk and why. Some coping strategies and ways of preventing the burnout syndrome were highlighted.

Introduction

The Nigerian University Teacher in an attempt to cover his/her lecture course outlines (or examinations or continuous assessment tests; to submit questions to his/her Head of Department (HOD); to supervise his/her students that are on Teaching Practice/Industrial Attachment on specific schedules or to supervise his students' projects to meet the respective deadlines, while at the same time struggling fanatically to publish for his/her promotion, is being greatly subjected to job stress, anxiety and pressure that can result in a burnout. Ikeme (1988:199) conceptualized the term 'stress' as a response of negative effect such as anger or depression, which is usually accompanied by other response correlates which may be psychological (such as a high job dissatisfaction), physiological (such as high blood pressure) or behavioural (for example absenteeism).

She goes on to add that:

"the potentially pathogenic nature of the physiological and bio-chemical changes accompanying teacher stress can result in psychosomatic symptoms (as in peptic ulcers), as well as in more chronic symptoms as coronary heart disease and mental ill health," (p. 120).

Burnout can, therefore, be described as "a state of exhaustion resulting from involve
with people in emotionally demanding situations." (Veninga and Spradley, 1992). Job burnout refers to a debilitating psychological condition brought about by unrelieved work stress, which results in

(i) Depleted energy reserves.
(ii) Lowered resistance to illness.
(iii) Increased dissatisfaction and pessimism
(iv) And increased absenteeism and inefficiency at work.

This condition is debilitating because it has the power to weaken, even devastated otherwise healthy, energetic and competent individuals. Its primary cause in unrelieved stress, the kind that goes on day after day, month after month or year after year (Veninga and Spradley, 1992).

Causes of Burnout

Walld and Nercl (1976) identified class size, incompatible and excessive demands on teachers and frequent school reforms as causes of teachers’ stress. Cox, Mackey, Cox, Watts and Brookley (1978) postulated five factors associated with job dissatisfaction in a school setting. They include job demands, teaching resources, job environment, career and training prospects and pupil behaviour. Ikeme and Nwachukwu (1986) in a study found that teachers indicated dissatisfaction with extrinsic related factors - salary and promotion.

A careful examination of some of the causes of teachers’ stress as stated above explains why some University teachers burn out.

Class size and inadequate facilities

In most cases, the University Teacher teaches in over-crowded classrooms that were meant for about fifty students before over-population hits the Universities. Such classrooms may now be occupied by students that number up to three hundred or more. The sanitary condition of the classroom is often deplorable with very poor ventilation that turns each lecture period into a moment of sweating and shouting as basic facilities like desk, chalk, fans and loud speakers are not provided. Teaching under these terrible conditions could frustrate the University Teacher to a point of burning out.

Incompatible and excessive demands on teachers

At home, the university teacher cannot cope with the increasing cost of food, school fees, medical cost and other family needs, as a popular sticker, commonly displayed on the doors of University Teachers states, "My Take-Home Pay Can't Take Me Home". He/she works in a congested and wretched office, that he/she shares with one or two other colleagues, where the ceiling fan is regarded as luxury while air-conditioners are reserved for the elites. On the shelves and desks are unmarked assignments, tests and projects piled up for marking. The office may be so congested that consultation with students has to be monitored to avoid suffocation. Writing lecture notes and updating the old ones sometimes keep the University teachers awake most of the night. He/she creates room to meet the incessant demands of his students while his/her boss, in certain instances, ignores jobs well done and picks on him/her for minor mistakes.

Insufficient Teaching Resources

The University is regarded as the seat of knowledge but most of the knowledge acquired nowadays might be very shallow. Students of Science hardly get the equipment and other resources needed for their practical work. The high cost of equipment and the poor funding of universities make it impossible to purchase enough resources to meet the demand of the current student population. The
result is producing students that are good in theory but who lack the practical knowledge needed for everyday living in their specialized areas.

Poor students's attitude to work

A good teacher is frustrated when students do not take their work seriously. At the University level, many students fail because they fail to attend lectures, to take notes in class, to take continuous assessment tests and to do assignments/writing term papers. Some students believe that once they use fair or foul means to pass the final examinations, they would scale through but the university regulation on 75% attendance and 40% continuous assessment, do not permit that. The attitude of some students is disgusting as they show more interest in dressing, travelling out during the session on the pretext of going to bury their parents or relations that are still alive, taking active part in sex cult activities or student union elections. They do these and a lot more at the expense of their studies. These students, in most cases, face expulsion from the University because of involving in examinations malpractice or one form of immoral activity or the other. University Teacher's failure to maintain values and standards, usually leave them frustrated to a point of burning out.

Poor Salary and promotion Prospects

The salary of the University teacher is one of the lowest in the country. Considering the current rate of inflation, a University Teacher can never own a motor cycle. The idea of buying a car is a dream that could not be fulfilled. He/she cannot build his/her personal house, even in his/her village where free land is available. In fact, he/she cannot boast of three square meals each day, let alone he/she cannot compete with some of his/her students, who graduate with ordinary diploma or first degree and are lucky to work in Oil Companies, Nitel or Banks. His/her status in the society reflects one who carries all the degrees on his/her head but cannot boast of one thousand naira during a community launching.

The University Teacher may teach full-load, supervise ten projects, participate in Teaching Practice supervision, be Examination's Officer, and so on but unfortunately, these activities will not earn him/her even one promotion. His/her promotion is based on research and publication. So University Teachers burnout because after working so hard from year to year, they have no time to publish the required number of papers, hence they are not promoted while the indolent ones, who publish, are promoted when due. The University Teacher attends many conferences and his/her research allowance could hardly cover one such trips. The cost of publication is so high that he/she is forced to sacrifice his/her lean salary for publication at the expense of other pressing responsibilities.

Symptoms of burnout

In their study, Kyriacou and Sutcliffe (1978b) revealed that the most frequently reported symptoms of ordinary stress were exhaustion and frustration. Burnout is more severe than ordinary stress. Job burnout, although it is not an illness, can be identified among University Teachers' symptoms such as fatigue, lack of enthusiasm, helplessness, hopelessness and malaise. They feel extremely tired and get irritated over minor incidents. Nothing would ignite him to act. Everything seems to overwhelm him as he desperately seeks help. All efforts in the workplace at home may seem pointless. A general sense of hopelessness prevails. Anyone, who has these symptoms coupled with lack of enjoyment in anything, is experiencing burnout. Overwork, however, is not the only fact because under the same pressure and circumstance, some burnout while others do not. Burnout is the result of living out of balance, typically in an all-work and no-play situation.
Burnout: Characteristics of those at risk

Just as there are people who are more likely to be infected by a certain disease, there are types of people who are more likely to burnout. In order to suffer from burnout, one must first face a lot of pressure. Those who are prone to burnout are those who aspire to attain high goals and ideals. It is commonly observed that those who suffer burnout are often the best teachers in the University. Their characteristics include strong tendencies to be sympathetic, delicate, human, dedicated and idealistic. They are human oriented. Especially vulnerable are those involved in human-oriented services like nurses, doctors, social-workers and, in this case, teachers. They eagerly try to help people, giving everything in themselves to improve the lot of others and may burnout when they realize that they are not achieving the sometimes unattainable goals they have set for themselves. Such people work most of the time with hardly any time for relaxation.

Why the University Teacher Burns out

This research would advance three factors that could lead to burnout.

(a) The first factor is feelings of helplessness.

University teachers who are in the lower and middle management cadre are more likely to experience feelings of helplessness that can lead to burnout because their greatest efforts do not take them anywhere or they may be trying to make an impact but are not being listened to. Burnout occurs when a boss is not appreciative for a job well done and picks on them for minor mistakes. Human beings like to have their efforts appreciated and acknowledged. If a University teacher works in a place, where his efforts are not being rewarded, he/she is more likely to suffer from burnout.

(b) The second factor is lack of support by his colleagues and his/her spouse at home.

A University teacher needs someone to confide in. If he/she isolates himself/herself from his/her colleagues, who might have refused to share with him/her in accomplishing certain task, he/she is likely to burnout. Those who are married may share their problems with their spouses than the unmarried ones. Nonetheless, being married can increase one’s daily hassle, if there is no open communication between husband and wife.

(c) As stated under "Causes of Burnout", the University teacher faces a lot of daily hassle that frustrates him/her as he/she works from day to day. For example, he/she carries a heavy teaching load and teaches very large classes. When problems remain unsolved, frustration builds up and may lead to burnout.

Some Coping Strategies for burnout

(a) Escapist Coping Measures

It is sad to state that burdened with stress from anxieties and daily hasses, a few University teachers try to drink away their frustrations. Alcohol, the most widely abused drug, is used in an attempt to escape hard realities. Others have relied on popular prescription drugs to deal with anxieties. Yet a few others resort to mind-altering drugs like marijuana, methamphetamines and cocaine, just to mention but a few. There is another group that try to escape daily stress by putting on a masquerade of cheerfulness in the midst of friends while feeling depressed inside. Using escapist measures to deal with stress only increases frustration. When people try to dilute stress with alcohol or mind-altering substances rather than rekindling themselves, they speed up the process of burnout.

(b) Acceptable Coping Measures

Control Your Feelings and Behaviour

When you are dominated by feelings of frustration and helplessness, try to remember that
you are in control of your problem step by step, feelings and behaviour. Try to solve your problem step by step by initiating positive actions. Reduce irritations that result in defeatist feelings. Do note that standards that are impossible for you to attain. Be aware of your limitations and abilities. This may mean saying "no" to unreasonable demands at your workplace. One way of avoiding burnout is to ask for help. Whatever threatens you with burnout calls for delegation of work. Many things could be done by others without your directly managing everything. You may need some rest. A leave of absence can work miracles for a potential victim of burnout. Taking a break can increase productivity, and stimulate your mind toward creative thinking.

Communication

Everyone needs someone in whom to confide personal feelings. For the university teacher, the immediate person is his/her spouse, who is the most effective and realistic emotional support. In addition, he should also build his own support system of close friends. In moments of frustration, the university teacher should consult the counsellor or the psychologist, who would use some relaxation, coping and counselling techniques to help him avoid burnout.

Cognition or Perception

A change may be needed in how one views his/her situation. When under excessive stress, human beings tend to make negative estimates of everything and entrap themselves in pessimistic viewpoints. However, they should be realistic. They should analyse the situation to know whether or not there really is a basis for such negative thinking. The university teacher in such a situation should try to look at things from another person's point of view or even accept others' standards and values when necessary. Since it is the good and caring teachers that are likely to burnout, what they need most at such time is appreciation. A pat on the shoulder by his/her boss can change his/her outlook for good.

How to prevent burnout

The university's counselling centre should create awareness through seminars, workshops, posters and handbills to help every member of the university community to seek counselling service whenever one needs information, is in doubt, confused or is gradually burning out. The counselor should educate the university teacher on these burnout preventive measures.

1. He/she should be in control of his/her thoughts, feelings and behaviour.
2. When agitated, he/she should practise some breathing and relaxation exercises.
3. When he/she starts to worry, he/she should deliberately change over to useful, decisive thinking.
4. He/she should identify and stifle any negative, destructive thinking.
5. He/she should respect the feelings, opinions and values of others and seek to bring out the best through delegation of duties.
6. He/she should always remember to keep a sense of humour.
7. He/she should learn how to say "no" when his/her energy and schedule call for it.
8. He/she should engage in some physical exercises everyday, for example, a brisk walking.
9. Work problems should be left at the workplace, and
10. What should be done today, must be done. Do not procrastinate.

Conclusion

With the crowded programme of the university teacher, it is not possible for him/her to be free from stress and anxiety, hence the oil burnout syndrome is a common phenomenon among them. Based on the stated causes, symptoms, and the identification of those prone to burnout, the university teacher is, by this research, well equipped to use the services of the counsellor to cope with burnout and also to prevent it from affecting his productivity and well-desired services.
References


STRESS AT WORK: AND ITS IMPLICATION FOR INDUSTRIAL COUNSELLING

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Introduction

In Nigeria, like in every other country of the world, there is a current wave of economic depression which has resulted in poor pay packages, lack of promotion for fear of insufficient money to pay, nationalization, retrenchment as well as compulsory retirements.

These stringent measures are taken to make sure that the money in circulation is enough to pay the number of employees at work.

As a result of these measures, many workers get disenchanted, frustrated, dissatisfied and distressed at work. Many of these workers are employed in factories, companies, parastatals, government offices far away from their home towns, local governments and even states. So the first step to take is for the individual to look for a place of abode, pay the rent and equip the house according to his available resources. The problem starts when he applies for salary advance popularly known as ‘settle down’ loan. This loan deducted from his salary at source from the very first month if there is no room for ‘months of grace’. He realises that the money paid to him does not take him to half-way through the month. He again realises that he is credit worthy as a worker, so he makes his way to the nearby shop and collects articles and foodstuffs on credit which he promises to pay for at the end of the month. That becomes his second venue as a debtor. On the top of all these, he realises that he left people back at home like parents, sibling and even spouse whom he still has to help when they need his helping hand. Worst still, if parents were not rich to sponsor him at school and had to borrow money from somewhere for either fees or maintenance at school he had to pay back. The result of all this can be better imagined.

Drucker (1986) says that within the last ten to fifteen years, three fundamental changes occurred in the very fabric of the world’s economy.

1. The primary-products economy has come uncoupled from the industrial economy.
2. In the industrial economy itself, production has come uncoupled from employment.
3. Capital movements rather than trade in goods and services have become the engine driving force of the world economy.

The two have not, perhaps become uncoupled. But the link has become quite loose worse, quite unpredictable (page 21)

He adds that these changes are permanent rather than cyclical. We may not understand them for the causes of economic change are rarely simple. As if the economic factor is not enough, the human factor is another monster that faces the worker. In a situation where the Lords it over his subordinates by giving them jobs that are degrading to the staff, too hard to do, jobs outside the official job description for the officers, to name but a few.Others are to do jobs that are at variance to their faith like being sent to collect bribe for the boss, job need to extort money from innocent road users for the higher officers, some are asked ‘settlement’ fees from contractors and any other person that need their services.

Moreover, most of these ‘big’ officers sit on the promotion of their junior workers: they can never grow on the job, while others are perpetually sent on transfer from one place to another so that they can never settle down to plan their lives. In such cases, staff morale are always at their lowest ebb.

The issues mentioned above among others constitute themselves into ‘Stressors’ at work for the workers and they impact the quality of the workers’ lives, this is why the researcher is...
interested in this topic for research.

Before going into the main work, it is important to define terms based on the variables to be used in this work. The two main variables used here are ‘work’ and ‘stress’. The term work is so commonly used on daily basis that there could be no mistake about it meaning. But ‘stress’ which is a more psychological term needs to be properly talked about to avoid ambiguity and misunderstanding.

Stress is a psychological word which the webster Dictionary defines as “a state in which a strong demand is made on the nervous system”. When this happens one may find himself in deep frustration, anger, fear and great anxiety. This amy be coupled with loss of appetite, sleep and loss of weight.


There are as many kinds of stress as there are its causes. Apart from the few already mentioned, common caused of stress on daily basis include sickness, unstable marriage, poverty, childlessness, single parenthood, financial crisis, threats at work, political disunity change, conflict etc, etc.

There are various manifestations of stress in the form of emotional instability, intoxication stress, infection stress, anxiety, depression, physical stress and fatigue, to name but a few. Many more are going to be identified in this work. The one that interests the researcher here is ‘work stress’ the cause of this study.

Methodology

Design The design used for this study was a survey of the views of workers on factors that constitute ‘Stressors’ at work and also if counselling could be of help.

Area of and subject of study Workers in Uyo urban were used for the study, drawn from the university of Uyo, Idongesit Nkanga Secretariat and selected schools.

Population 200 subjects were used for the study, 100 from the state secretariat, 50 from the university of Uyo and 50 teachers - schools.

Sampling Procedure Random sampling procedure was used.

Instrumentation Two instruments were designed by the researcher, each consisting of 10 items. Instrument I was used for identifying the ‘Stressors’ at work while the second one was used to find out if counselling services could be of help to distressed workers.

Research Questions
1. Does the job constitute a ‘stressor’ to the worker?
2. Is stress at work caused by persons other than the distressed worker?
3. Is stress at work a global issue?
4. Can counselling reduce or eliminate stress at work?

Hypotheses

To answer the above research questions, the following hypotheses were formulated to direct the research:

1. There is no significant relationship between the nature of the work and worker’s stress.
2. Stress at work has no significant bearing to other workers.
3. Stress at work is not significantly a global phenomenon.
4. Counselling has no significant potential to reduce stress at work.
### Findings

#### Table 1

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>SA</th>
<th>Agree</th>
<th>Ud</th>
<th>Dis</th>
<th>SD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>None payment of salary get me sad, frustrated and distressed</td>
<td>152</td>
<td>40</td>
<td></td>
<td>8</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(76%)</td>
<td>(20%)</td>
<td>(0%)</td>
<td>(4%)</td>
<td>(0%)</td>
<td>100%</td>
</tr>
<tr>
<td>2.</td>
<td>High ranking officers do not believe in the growth of the junior ones. This frustrates a lot of workers.</td>
<td>36</td>
<td>100</td>
<td></td>
<td>60</td>
<td>4</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(18%)</td>
<td>(50%)</td>
<td>(0%)</td>
<td>(30%)</td>
<td>(2%)</td>
<td>100%</td>
</tr>
<tr>
<td>3.</td>
<td>I am working here because I have no other option. I am really frustrated.</td>
<td>90</td>
<td>60</td>
<td>24</td>
<td>26</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(45%)</td>
<td>(30%)</td>
<td>(12%)</td>
<td>(13%)</td>
<td>(0%)</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>My take-home pay cannot take me home.</td>
<td>88</td>
<td>82</td>
<td></td>
<td>30</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(44%)</td>
<td>(41%)</td>
<td>(0%)</td>
<td>(15%)</td>
<td>(0%)</td>
<td>100%</td>
</tr>
<tr>
<td>5.</td>
<td>Frustration and job dissatisfaction is peculiar to this country</td>
<td>30</td>
<td>50</td>
<td>70</td>
<td>50</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0%)</td>
<td>(15%)</td>
<td>(25%)</td>
<td>(18%)</td>
<td>(19%)</td>
<td>100%</td>
</tr>
<tr>
<td>6.</td>
<td>I have no bit of liking for my work, it distressed me.</td>
<td>6</td>
<td>80</td>
<td>40</td>
<td>36</td>
<td>18</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3%)</td>
<td>(40%)</td>
<td>(20%)</td>
<td>(18%)</td>
<td>(19%)</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>People are distressed on their jobs all over the world.</td>
<td>26</td>
<td>21</td>
<td>108</td>
<td>40</td>
<td>4</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(13%)</td>
<td>(11%)</td>
<td>(54%)</td>
<td>(20%)</td>
<td>(2%)</td>
<td>100%</td>
</tr>
<tr>
<td>8.</td>
<td>Mismatch of people on the job causes stress.</td>
<td>50</td>
<td>70</td>
<td>70</td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(30%)</td>
<td>(35%)</td>
<td>(35%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>100%</td>
</tr>
<tr>
<td>9.</td>
<td>These overpaid executives make me sick. They do not care for the less privileged.</td>
<td>60</td>
<td>96</td>
<td></td>
<td>40</td>
<td>4</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(30%)</td>
<td>(40%)</td>
<td>(0%)</td>
<td>(20%)</td>
<td>(22%)</td>
<td>100%</td>
</tr>
<tr>
<td>10.</td>
<td>If I am promoted and there is increase in my salary, I will be happier and work harder.</td>
<td>184</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(92%)</td>
<td>(8%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Hypothesis 1**

Started in the null form, the hypothesis stated that there is no significant relation between the nature of work and the worker's stress. Items number 3, 6, and 8 were used to test the hypothesis. Responses were grouped into two main parts of agree and disagree while the responses of undecided subjects were negated.
The decision taken have shown that since the decision % of those who disagree (3.53) is greater than those who agree (1.64). The null hypothesis here stands rejected while the alternate is upheld.

**Hypothesis II** Stated in the null form, the hypothesis has it that stress has no significant bearing to other workers. Items number 2 and 9 were used to test the hypothesis.

### Table II

<table>
<thead>
<tr>
<th>Items</th>
<th>Total % Score</th>
<th>Decision %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>disagree</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>78</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>64</td>
</tr>
</tbody>
</table>

The above table shows that the opinion of workers who disagree had a 3.13 which is higher than that of those who agreed that some workers have no significant contribution to the stress of others.

The null in this case was rejected while the alternate was upheld. This means that some workers contribute to the stressful conditions of other.

**Hypothesis III** Stress at work is not significantly a global phenomenon. To test this hypothesis, items number 5 and 7 were used.

### Table 4

<table>
<thead>
<tr>
<th>Items</th>
<th>Total % Score</th>
<th>Decision %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>disagree</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td>164</td>
</tr>
</tbody>
</table>
The above table shows the respondents agreeing that stress at work is not a world wide issue. This signifies that work stress is peculiar to Nigeria.

**Hypothesis IV** Salary structure and management have no significant relationship to workers' stress. Items number 1 and 4 were used to test this hypothesis.

**Hypothesis V** This hypothesis stated that counselling has no significant potential for reducing stress at work. To test this hypothesis, items number 1, 3, 5, 6, 7, 8 and 9 on Table two were used.

### Table 6 Raw Score/Percentage Table of the Acceptance of Counselling as a Panacea to Work Stress

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>SA</th>
<th>Agree</th>
<th>Und</th>
<th>Dis</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>If I had counselling I would not have entered into this job</td>
<td>50</td>
<td>40</td>
<td>34</td>
<td>80</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(25%)</td>
<td>(24%)</td>
<td>(17%)</td>
<td>(34%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>2.</td>
<td>It does not matter whether there are counsellors' jobs are easier got by chance</td>
<td>-</td>
<td>12</td>
<td>30</td>
<td>82</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6%)</td>
<td>(15%)</td>
<td>(41%)</td>
<td>(38%)</td>
</tr>
<tr>
<td>3.</td>
<td>There is great need for counsellor to be posted to every work environment</td>
<td>160</td>
<td>26</td>
<td>14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(80%)</td>
<td>(13%)</td>
<td>(7%)</td>
<td>(0%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>4.</td>
<td>Counselling is for the white people we are not yet matured for it</td>
<td>10</td>
<td>-</td>
<td>24</td>
<td>54</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(50%)</td>
<td>(0%)</td>
<td>(12%)</td>
<td>(37%)</td>
<td>(46%)</td>
</tr>
<tr>
<td>5.</td>
<td>Vocational counselling is the real solution to 'work stress'</td>
<td>70</td>
<td>70</td>
<td>50</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(35%)</td>
<td>(35%)</td>
<td>(25%)</td>
<td>(5%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>6.</td>
<td>My physique does not suit my job, I wish I had known this earlier</td>
<td>40</td>
<td>30</td>
<td>120</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20%)</td>
<td>(15%)</td>
<td>(60%)</td>
<td>(5%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>7.</td>
<td>With the present economic crunch we need counsellors everywhere</td>
<td>80</td>
<td>60</td>
<td>20</td>
<td>34</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(40%)</td>
<td>(33%)</td>
<td>(10%)</td>
<td>(17%)</td>
<td>(0%)</td>
</tr>
</tbody>
</table>
A score of 77.7 points in the decision column of those who disagreed with the null hypothesis is against a score of 1.44 by those who agreed shows that counselling has a great potential to reduce stress among workers. A few subjects still have not yet bought the idea of counselling by feeling that it belongs to the white people or that any person can advise the youth on what jobs to enter into, others still, feel that counselling or no counselling what was to happen must happen.

Discussion
As already envisaged by the researcher, many more causes of stress especially at work places were identified. These include non-payment of salaries, irregular payment, victimization, lack of promotion, incompatibility of worker with his work and other not written down. It was also fond that the problem known as 'work stress' is a worldwide phenomenon.
The main causes of "stress at work" was traced down to the inadequacy of guidance and counselling services in our school system, government offices and parastatals, and industrial setting.

**Counselling Strategies for Reducing 'Work Stress'**

There are many counselling approaches that could be used for the reduction of stress at work. The approaches will be taken in stages for effectiveness. Now that there is the awareness that an individual's nature and the nature of the work have to agree, it is important to us the trait and fac approach at the stage when the individual is about to enter into the job. Williamson (1939, 1959, 1965) all say that the traits of the individual has to be assessed to be sure that they match with the factors needed by the job. In this theory of vocational counselling, Williamson eight assumption regarding personality work and the society. Counsellors should study this and use in vocational counselling.

The strategy to be used in treating stress is or can be extracted from the existential approach of Rollo May. In his work "Existence" of 1958, the major concept of this theory focuses on that of guilt and anxiety both of which result in stress. Because of this problem, one may fit himself in two or more mutually exclusive worlds.

Thus, the counsellor helps to reconstruct the two worlds of the individual into one meaningful world with the individual standing out tall above the problems that attempted to draw him. The individual is asked to accept himself and his situation and behave as if those things that cause this problem do not really exist. Thus the distressed worker should forget about the problems at work, cause his anxiety and stress and accept himself in his peculiar situations.

**Conclusion**

From findings made in this study, factors that contribute to stress at work have been identified to include the nature of the work, other workers (bosses), non-payment of salaries, indiscriminate transfers, victimization and inadequate salaries.

Lack of adequate vocational counselling was found to also cause stress to those who find themselves on the wrong jobs. It was a unanimous agreement of respondents that counselling was needed in all spheres of life especially at work places.

**References**

Dictionary of Behavioural Science 1988


COUNSELLING STRATEGIES FOR STRESS MANAGEMENT IN AN INDUSTRIAL SET UP

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Abstract
In any industrial set-up, the ultimate goal is to use man, machine and money effectively in order to achieve the goals of such establishment and in most cases, it is to make profit at the end. In order to do so efficiently and effectively, any obstacle that could prevent such an achievement is normally promptly attended to, most especially if it relates to money and machine. Man, being the most vital, is not easily done away with, but has to be handled carefully in order to maximize profits. Seeing the importance of man in an industry, it is therefore necessary to look at stress which is one of the most prevailing factors disturbing man from achieving his and the organisational goals. It is in view of this that this paper attempts to look at the meaning of stress, causes of stress, different types of stress, characteristics of distressed workers and the Counselling strategies to be adopted in handling of workers to prevent becoming distressed.

Introduction
In tackling this topic, it is necessary to define the term stress, state the different types of stress, its causes in a work place, characteristics of distressed workers, its implications for counselling as it affects the industry.

What is Stress?
Stress can be defined as physical or nervous pressure or strain.
Ecker (1987:57) defines stress as a physical response that the human body invokes in order to deal with a perceived threat to its stability.
According to Cranwell - Ward (1987:36) stress can be described in three ways:
1. Stress is an external factor or stimulus exerting a force on the person - the stimulus approach.
2. As a response or reaction to an external factor - the response approach.
3. As a reaction resulting from an imbalance of the external and internal demands on the person and his perceived capability for meeting those demands - the interactional approach.
From the foregoing, stress can be seen as a normal part of everyday life and it occurs whenever our bodies and minds are faced with demands which tax or exceed our capacity to respond. Once there is pressure or strain on an individual, it tends to make the person unhappy, gloomy and to be of low spirit.

It is important to note that stress does not occur in jobs or in family conflicts. Rather it occurs only within the human body. It is not a cause but an effect, not an action but a reaction.

In any industry, among the three vital factors that make for high productivity which are MAN, MACHINE and MONEY, man is the most vital since high levels of stress have been shown to depress the body’s immune system both in healthy people and in people with illness, it is therefore necessary to provide a preventive as well as a curative mental and physical health programme for workers, in order not to have a total physical and mental breakdown of these people.
Types of Stress

There are basically two types of stress:
1. Arising from within
2. Arising in response to an external event (work related)

This paper will focus on work-related stress only. When considering the importance of stress in an industry in relation to stress arising in response to an external event, three valid concepts need to be addressed i.e.

Capabilities, Expectations and Limits.

Capabilities here refer to the sum total of everything the employee brings to the work set which can be used to perform his assigned task. Expectations on the other hand is the employer's standard of performance for the task limits are established by the employer. He sets the limit domain in which employee capabilities can be expressed and employer expectations can be realised.

For maximum performance and employee satisfaction, the employee's capabilities should be equivalent to the employer's expectations and the limit should allow the employee's capabilities to be fully expressed and the employer's expectations to be fully met. When the superior or employer expectations beyond the capabilities of the employee, this results into frustration and conflict. employee struggles constantly against unreasonable demands and the boss is perpetually frustrated by unmet expectations.

In this case, the employer ends up doing the job of the employee while the employee on the other hand is further confused, frustrated and demeaned by this action which adds to his own burden of stress.

Causes of Stress in an Industrial Set-up

1. Victimization, harassment/discrimination
2. Wrong job placement
3. Unreasonable demands from a worker
4. Work under/overload - the amount of work is inappropriate either too much or too little
5. Non-involvement in day-to-day activities of the work place.
6. Lack of promotion
7. Poor working conditions
8. Unclear work goals
9. Lack of motivation
10. Poor relationship with superiors, subordinates/colleagues.
11. Failure to meet employee's needs - either he has reached the ceiling in present job or the ability to do the job or lacks the capability and stamina to cope with the demands of job.

When these feelings present themselves in an industry, a worker becomes distressed affects his work and well-being. Stress is the most significant negative health influence at work.

Characteristics of Distressed Workers

Listed below are some of the characteristics displayed by distressed workers.
1. Anxiety
2. Frustration
3. Worry
4. Depression
5. Low self-concept
6. Absenteeism
7. Aggression and quarrelsome
Hostility
Irritability
Restlessness

All these are signs of poor mental health which if left untreated, will affect their output and relationship at work and at home.

Stages of Being Distressed

There are basically three major phases that a distressed person falls into:

1. A person falls into state of alarm which is popularly described as being in a state of tension, (which manifests itself in restlessness, irritability, anxiety etc).
2. The second stage is that of resistance which is still related to tension. At this stage, people try alcohol, drugs or other vices to make them forget reality i.e. the main cause of their problems.
3. This is the most serious stage that of exhaustion which is the state of breakdown - the person after being worried and tensed up, works himself up by trying to deny the situation or uses different defence mechanisms to explain his distressed state now finds himself broken down. This stage is characterised by conditions like migraine, stroke, heart attack etc.

Implications to the Industry

When capabilities, expectations and limits are out of balance for any reason, the following are some of the effects felt by the company.

1. Absenteeism - This causes loss of time when people do not come to work early or while away time in idle jobs because they have no interest in their jobs or
2. Medical bills - in the course of treatment received from different disease conditions associated with stress.
3. Loss of qualified staff - They leave or some die
4. Divided loyalty - The employees become less loyal to the company thereby wilfully damaging/stealing company property.
5. Increased conflict in the workplace.

Stress Management by Superiors

Looking at the third stage of stress, it can be seen that it is a stage that needs to be prevented rather than cured.

The onus now rests on superior officers to show some of the following:

1. Fairness - no fear or favour should be shown among staff.
2. Effective and efficient communication - issues should be well communicated to staff.
3. Team spirit - this feeling of togetherness should be encouraged.
4. Attentiveness - superiors should listen to their subordinates.
5. Clear work goals should be set out to minimize frustrations and feelings of inadequacy.
6. Proper utilization of personnel - not to be over-loaded or under-loaded.
7. Allow for training and development - so they can learn new things.
8. Show mutual respect -
9. Show care -
10. Be genuine
11. Show unconditional regard for staff
12. Show sympathy

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Counselling Strategies for Stress Management

Step 1: In counselling the worker, a process of stress management should be taken. The counsellor should first and foremost help the client understand what stress is, the worker needs to understand that it is a necessary survival mechanism, only excess stress needs to be prevented.

Step 2: The worker should be made to accept responsibility for his own stress i.e. to realise that no matter how provocative a source of stress is, it is not responsible for the stress but the individual. It is only when that person clearly understands and accepts his accountability that he can hope to succeed in preventing stress. He should be made to realise he can be in charge of who he is (I CAN)

Step 3: Here he is made to accept the reality of the situation i.e. accept the fact that there are events and things which he cannot change (I WANT TO). He should realise that we have no real control over what happens in life. No one has the guarantee that everything will be exactly as desired. It is those who think they have the power to make things happen as they want to be among the most highly stressed people. When things happen otherwise, they are frustrated by human frailties etc. In as much as we cannot control life events, we must however, maintain control over our feelings and our personal identities. He should accept what he can control in order to maximize performance. He should not focus on factors beyond his control thereby ending up frustrated and unsuccessful.

Step 4: The worker is helped to get in touch with his identity i.e. to understand who he is. Here will be helped to answer the question, WHO AM I?

Step 5: He knows what he wants and goes out to achieve it. The client learns how to commit himself to change from I CAN’T to I CAN. I DON’T to I DO. Developing commitment helps increase self-confidence.

Step 6: He learns to develop optimum confidence in himself. At this stage, he now has a realistic belief in his ability to achieve a task and this helps him to undertake the necessary preparation to achieve other tasks.

Step 7: He should be helped to handle fear because he cannot operate at peak performance if he has any fears.

Step 8: The worker should be made to learn to anticipate situations rather than worry about what might happen. In this way, he can prepare for the event rather than do nothing and be in a negative frame of mind when the event occurs.

Step 9: He should also learn to optimise any situation he finds himself in i.e. getting the best possible results in a given set of circumstances. In order to do this, he needs to maintain a balance between capabilities and demands. By so doing, he will be able to rise to challenges and build self-confidence, develop commitment and maintain a degree of control over any situation.

Step 10: Lastly, he should have a positive attitude because it will
(a) boost his enthusiasm, for his work and people around him.
(b) enhance his creativity and put him in position to increase his output.
(c) help him to make the most of his personality.

Step 11: Encourage workers to participate in leisure activities

Conclusion

From the foregoing, it can be seen that if an employee understands himself, his needs, motives, and accepts himself and his limitations, he is more likely to reach a feeling of inner peace. This enables him to accept the stress he experiences and helps him to keep situations in perspective.

It is highly desirable to have a mentally healthy environment where each person can maximally contribute his/her own quota for maximum production.
Mental Health Provisions in the National Policy on Education: Implications for Stress Management

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Abstract
This paper focused on the provisions for mental health in the National Policy on Education as they concern the primary and secondary school levels of Nigerian educational system. The paper saw mental health as a condition for physical, intellectual and emotional development of the learner and as a booster to ensuring homeostasis in the learner in his environments. The paper highlighted the criteria for a mentally healthy person, the mental health provisions in both primary and secondary school as deduced from their objective in the National Policy on Education. The roles of the Ministry of Education and teachers towards the maintenance of mental health in schools were identified. In addition, the paper also looked into the implications of the mental health provisions for stress management.

Introduction
The Nigeria National Policy on Education with all intentions aims at the best for the Niger citizenry. It sees "education as an instrument par excellence for effecting national development" (FME, 1981:5) Formalized education is carried out by the school at all levels of education in Nigeria. Each stage of the educational system in Nigeria has objectives that should be achieved. Some of these objectives are embodiments of mental health. The schools, be it primary or secondary, have paved roles to ensure mental health of the child. This is important because of the nature of the school structure, contents, and the transition from home to school and from one level of the education system to another. In addition, the school child spends a considerable part of his time and formative years in the school. This being the case, the care-takers of the child in the school, its structure, and the transition from home to school and from one level of the education system to another. In addition, the school child spends a considerable part of his time and formative years in the school. This being the case, the care-takers of the child in the school, that is, teachers, counsellors, and the heads of Ministry of Education should work towards ensuring mental health of the learner as reflected in the objectives of each level of education. In view of the above, the paper examines the concept of mental health and the criteria of a mentally healthy person. Some of the mental health provisions in the educational objectives of both primary and secondary school levels of education are also highlighted.

The Concept of Mental Health
Mental health like many a concept has been viewed from different perspectives. Mental health is a condition which permits maximum development of physical, intellectual and emotional states of the school child so that the school child is enabled to realise or achieve his ideals and aims of life as well as contribute to the welfare of the society.

According to Nwachukwu (1989) mental health refers to the total well-being...
individual. Normal (1968) contends that mental health is the ability to adjust satisfactorily to the various strains of the environment we meet in life.

Mental health in the context of this paper is a condition deciphered from pupils' and students' interactions in their school environments. It deals with the total development of the learners in terms of their cognitive, affective and psychomotor domains. All these point to effective functionality of the learner within their schools and their society.

Criteria of a Mentally Healthy Person

Mental health in the views of Nwachukwu (1991) refers to an individual’s ability to accept himself in positive and optimistic ways. A mentally healthy person should seek the esteem and collaboration of others and should have the power to re-establish his balance if he meets with failure or frustration. The balance mechanism that can cushion failure or frustration and consequently ensure individual’s homeostasis. The defence mechanisms that could be applied include simple denial, regression, projection, compensation, rationalization and sublimation. Apart from employing defence mechanisms to restore balance in the face of failure or frustration, the individual can seek the company of supportive persons or groups. In addition, a mentally healthy person should possess sufficient energy reserves to know the joy of giving part of his time to the needs of others and to constructive and enriching leisure. By this, the individual works and plays and does not become a dull person.

An analysis of Nwachukwu’s view of a mentally healthy person connotes that the individual should accept and value self as well as others; accepting and valuing self as an individual that has worth and dignity. This will enhance the individual’s prestige and feelings of being recognised in the society. Altruism is another characteristic of a mentally healthy person. Altruism is concerned with the individual’s ability to share his time with others as against sharing it with nobody.

Similarly, Chauhan (1982:376) spelt out the following as criteria of a mentally healthy person:

(a) Adaptability and resilient mind;
(b) Socially adaptable;
(c) Emotionally satisfied;
(d) Desires are in harmony with socially approved goals;
(e) Insight into his own conduct;
(f) Enthusiastic and reasonable;
(g) Good habits, and;
(h) Philosophy of life.

From the foregoing, the concept of mental health implies that the school with its curriculum and guidance services are charged with a responsibility. The responsibility is that of assisting the child or learner to adjust to the multi-dimensional demands of the school that can be stress-inducing. That demands are emotional, financial, physical, cognitive, and interactional in nature.

National Policy on Education and Provisions for Mental Health

Primary Education and Mental Health:

In the Nigerian National Policy on Education (FME, 1981) some of the general objectives of primary education embody components of mental health. Nwachukwu (1989: 156) has identified the following primary education objectives as embodying the ideals of mental health.

(a) The laying of a sound basis for effective participation in and contribution to the life of the society;
(b) Citizenship education as a basis for effective participation in and contribution to the life of the society;
(c) Character and moral training and the development of sound attitudes; and
Developing the child ability to adapt to his changing environment.

Efforts should be made to ensure that the objectives of primary education that embody mental health are achieved. In terms of achieving the objective of laying of a sound basis for scientific and reflective thinking, Nwachukwu (1989: 156) suggested that the products of primary schools should "eschew superstition, prejudices, authoritarianism, evidence based on age-old beliefs, rigidities and..."

These can be achieved through the curricular provisions by way of subjects and the contents and teachers attitude in teaching the subject, the teachers knowledge of the subject matter and reduction of unscientific bases inherent in them. These measures will help make the primary school pupil be in a position to weigh and examine issues objectively before reaching conclusion.

The objective of citizenship education as a basis for effective participation in and contribution to the life of the society can be achieved through teaching of social studies concepts and skills as well as through allowing the schools to embark on community services. The creation of opportunities for the pupils and for the students to participate in various necessary schools activities sets the stage for effective participation in and contribution to the school life. For example, asking pupils to help in re-grassing the school field is an opportunity to participate and contribute to the school life. In a situation such as this the teachers have objective supervisory roles to play as well as act as models in the re-grassing exercise.

School subjects like Bible knowledge, social studies, English literature and moral education lessons are part of the educational policy provisions to achieve character and moral training in students. In addition, this objective can also be realized by the teachers acting as good models. Efforts aimed at inculcation of virtues such as kindness, humility, love, obedience to authority, politeness, respect for self and others will help to achieve the development of sound attitudes. This can be done through instructions, supervision and guidance of the child.

Attempts should be made to let pupils know that we are in a changing world. This will distance them from possible shock they may have if they have the notion that things in this world are stereotyped and not flexible or amenable to change. The type of education needed in this regard should be such that will equip them with knowledge, skills and attitudes needed to help the schools and children cope in unpredictable situations.

Secondary Education and Mental Health

In Nigeria, according to the provisions in the National Policy on Education, the second education is of a six-year duration to be given in two stages - a junior secondary school stage and a senior secondary school stage. Each stage of the secondary education is of three-year duration (FME, 1981).

The broad aims of secondary education within Nigeria's overall national objectives are:

1. Preparation for useful living within the society; and
2. Preparation for higher education. (FME, 1981)

Besides the above broad aims of secondary education in Nigeria, there are objectives such as:

Secondary education that embody mental health ideals. There include:

(a) Diversifying the curriculum to cater for the differences in talents, opportunities and roles open to students after their secondary school course. This objective refers to the fact that individual differences exist among individuals and as such, differences should be catered for to enhance maximum development of the students. Already, the curriculum is diversified, and it seems efforts are being made to achieve this objective, however, a critical look may reveal that the effort, in large extent, seems to be on paper.

(b) Equip students to live effectively in our modern age of science and technology. The transition from existing culture to accepting a new one is somewhat traumatic and is often met with resistance and can cause stress and crises. This objective...
pursued can alleviate such problems to the extent that the students will be systematically cushioned into scientific culture. Orientation, excursion, information services as well as curricula provision are already in the system to achieve this aim. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens. This objective sees man as a social animal who is always in interaction with others. This aspect of the secondary school objective embodies altruism, an aspect of mental health. Efforts should be made to achieve this goal especially in this era of excessive quest for materialism as evidenced by advance fee fraud alias 419, kidnapping and sale of children etc. The school should not be left alone to achieve this goal.

Implications of the Mental Health Provisions for the Survival of Primary and Secondary School Systems in Nigeria

Our primary and secondary schools are peopled by two main groups of peoples. These are the pupils and students on one hand and the school staff on the other. The school staff are the school heads, the academic and non-academic staff. They jointly see that the rules and regulations of the school are obeyed. The teacher, in addition, exposes the children to the organized body of knowledge in the different subjects by way of teaching the learners. The Federal Ministry of Education (1981) is of the view that each teacher should teach his area of specialization because of obvious advantages in specialization. However, this has not been fully implemented in the primary school. In most of the primary schools the classroom teachers teaches all the subjects to the pupils. The effect is that the primary school teachers teach just a few subjects to the abject neglect of others. This is usually occasioned by laziness, continuous assessment work demands and lack of supervision by the school heads.

In our schools be it at the primary or secondary school levels, the last three subjects taught in the school day suffer. The students and pupils idle away their times as they don’t find the environment stimulating, enriching, rewarding and challenging. As a result, the pupils and students may graduate into being truants at the first instance and later into school drip outs at a higher degree. Where these happen, the attrition rate in the schools will be high and the schools may be many kilometers away from achieving the objectives for which they were established. The efforts and finances invested in establishing the schools will turn out to be “irretrievable toxic waste”. Moreover, the society will be placed in a glaring danger list as it will be volatile to attacks by the ruins of the academic never-do-wells especially when they are stressed.

To stem all these, the school can be used as a venue and instrument for the development of mental health. The Ministry of Education, the school heads as well as the classroom teachers have their roles to play towards the mental health of pupils and students vis-a-vis the management of stress among them. The Ministry of Education has an indirect role towards to achievement of pupils' and students' mental health. The Ministry of Education should ensure the emotional health of their teachers who are entrusted with the care of the children. They can achieve the teachers' mental health by the provision of the following:

1. Regular salary at the end of every month; This seeks to suggest that teachers' salaries be paid between 25th and 30th day of every month.

2. Payment of allowances like housing, transport cushioning effect allowances alias 45% and 100%.

3. Promoting teachers every three years and by recognizing the acquisition of additional and relevant professional qualifications as well as any other objectively spelt out criteria.

4. Provision of free or subsidized medical services for teachers and the members of their families;
5. Providing for opportunities for professional advancement, loans, as well as job security. These provisions can motivate teachers and enhance their mental health. The teachers are likely to be more dedicated and consequently do the following which in the view of Nwachukwu (1989: 160-161) can enhance the mental health of the pupils and students and possibly manage or even reduce stress among learners.

(a) Create an atmosphere conducive for high productivity,
(b) Make the classroom appealing,
(c) Offer children assistance,
(d) Show interest in and love for children,
(e) Nurture strong patriotic instincts in the child, and
(f) Hold meetings with the counsellor.

A situation where all these are available in a friendly and relaxed atmosphere coupled with warm and cordial relationship between staff and students brings about positive mental health and stress which is associated with demands that possess positive outcomes or opportunities.

Furthermore, the mental health provisions have implications for the counsellor. The counsellor should be aware that nobody is insulated against stress and that pupils and students can be victims of their stressors if not assisted. In view of this, the counsellor should be aware of possible sources of stress to learners. These sources are from within and outside the learners. These include poor self-concept, poor academic performance, inability to adjust to school environments, finances, inability to make and keep friends, problems of sexual relationship, family problems, home, marital instability between their parents, conflicting religious beliefs between the students and their parents (Bakare, 1977). The counselor should look out for learners having these problems and possible identification and assistance. Such learners can be identified by their reporting themselves by observing their overt behaviours to find out if it is not normal. General of specific psychological tests can be administered to identify students sources of stress. Psychological tests that can be included are Bakare’s (1977) Student Problem Inventory Ekennia’s (1991) Study Behaviour Inventory Iwuji’s (In press) Self Concept Scale etc.

The identification of a student experiencing stress suggests that the counsellor should get into action and assist such a student. The counsellor should let such student know that stress is part of life and that as human beings we are bound to experience stress now and again. In addition, in counselling sessions, the client who is experiencing stress must be allowed to talk and discuss problems as he perceives it. The counsellor can then adapt any of the following problem solving techniques, cognitive restructuring, assertive training, modelling, role-playing, shaping as and when appropriate. The counselor should know what these techniques mean and how to use them. The help to assist students to manage and reduce their stress and consequently their mental health.

Conclusion

The mental health provisions in the National Policy on Education is the focus of this paper. Specifically, the provisions as they concern the primary and secondary school levels of education system were the pivot. The mental health provisions in the National Policy on Education with all intentions are for the good of the pupils and students and with a spill over effect on the society in general. As a result efforts should be made to ensure good mental health so that learners can manage their stressors. The curricula provisions should be vigorously implemented and access services like Guidance Services should be established, supported fostered to see the light of day and consequently to prove its worth in the co-operative educational process.

References

EMOTION AND LEARNING: IMPLICATION FOR COUNSELLING THE ADOLESCENT

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Abstract

Emotion and learning are interactive processes in the life of the adolescent. Emotion shapes one's attitude towards learning. It is important therefore, for educators (counsellors) to be aware of the importance of emotion in human learning. This paper highlights the concepts of emotion and learning. It states how emotion is an integral attribute of adolescence, the relationship between adolescence and learning. It equally treats the effects of emotion on learning attitudes of the adolescent and the counselling strategies necessary for effective management of emotion by the adolescent so as to become relevant to his society. Learning is inhibited in formal and informal situations when the adolescent is emotionally unstable. Emotional instability can be caused by external and internal factors. External factors include the influence of the environment and peer group while the internal factors include insatiable needs, individual demands and, strong drives and desires which are unfulfilled. This eventually leads to deviant behaviours, emotional instability and stresses exhibited by adolescent both in school and in society. In order to help the adolescent to learn good manners, make right choices and exhibit good behaviour, he has to be guided through counselling. One of such counselling strategies include the use of teaching and learning materials which would be of interest to the adolescent. This, in essence could begin by language learning like English and the introduction to literature in English. Literary texts - drama text, novels and poetry portray life experiences and as such have in-built self counselling apparatus that the adolescent can use to reform himself.

Introduction

Emotion and learning are related concepts in the life of an adolescent. It is asserted that emotion shapes and gives direction to learning. The association of emotion to learning is central to the psychology of learning. There is every need for educators (counsellors) to be aware of the importance of emotion in human learning. This paper is projecting the concepts of emotion at adolescence and the relationship between adolescence and learning attitudes of the adolescent and the counselling strategies necessary for effective management of emotion by the adolescent in order to help him relate meaningfully to his society.

When an adolescent is emotionally unstable because of problems affecting him, learning is impaired and inhibited in formal situation like school and informal situation like the society. The emotional turbulence leads to deviant behaviour exhibited by adolescents both in school and social setting. Such deviant behaviours include drinking of alcohol, smoking of cigarette and Indian hemp, sniffing and injecting of cocaine and other hard drugs, bullying and fighting, lawlessness, insubordination, rudeness to elders and teachers at school and showing signs of laziness and the
disciplined behavior.

In order to help the adolescent overcome the stress inherent in this state of development, he has to be counselled. Since the problems are multifarious and no single individual can claim absolute possession of knowledge, then a single guidance counsellor may not have all the necessary skills to inculcate positive attitudes in an extremely deviant adolescent. In this case, there is need for professional counsellors in different facets of life. There can be counsellors who are experts in spiritual rejuvenation, social, economic, parental relationship etc. This is where the teacher counsellor comes in.

Emotion and Adolescence

Adolescence is a period of growth from hood to maturity. It is a period of storm and stress in the life of a young person approaching adulthood. In psychology, adolescence is the stage in which the individual is required to adapt and adjust childhood behaviours to the adult forms which are considered as acceptable modes of behaviour determined by his society. The growth involves mental, emotional, social and physical changes (Jersild, 1935). During this period, the individual interprets the social environment around him in ways not previously possible. (Dusek 1977).

Elkind (1967, 1968) and Loofe (1972) show that the individual learns to cope with formal operational thinking and its relationship to social development as it pertains to parents, teachers, peers, and other people who play a role in the socialization process. During this period, the adolescent develops strong feelings which condition his behaviour. These strong feelings are called emotion. When a particular feeling is allowed to rise, and becomes intense, it will mature into emotion. Isangidighi (1994) thus describes emotion as a strong feeling of high intensity expressed as a physical response to specific stimulus.

Emotion is a very important factor in the development of the adolescent to either a responsible or an irresponsible adult. This is due to the fact that emotions are vital constituents of the affective domain made up of feelings, attitudes, temperament and other reactions. (Denga, 1988).

Emotion therefore is the state of mind of the person which brings happiness or sadness, joy, anger and fear. It is a state in which the individual develops complex or overbearing attitude consequent upon his emotional state. The state of mind can be affected by both internal and external changes. The internal factors include wants, desires, insatiable demands and feelings of social insecurity. The external factors, on the other hand, are caused by the needs of the society, the environment and peer group. Other external factors include family social status, family problems like divorce and single parenthood, social instability, poor parental care and any other type of disorderly attitude and behaviour by the parental care and any other type of disorderly attitude and behaviour by emotions leading to moral laxity. In most cases, the adolescent cannot distinguish between virtue and vices. Even if the adolescent does, he develops strong inclinations towards vices. The individual, in the process loses patience in learning what is good and study in school.

Adolescence and Learning

Adolescence is a developmental stage overwhelmed by stress and turbulence in the life of the individual during the process of integration into the society. In the process, the adolescent develop interest in imitation and learning those things in his environment. It is observed that the adolescent gets excited by and attracted to negative attitudes. So he copies things that are exhibited by a negligible few and abhorred by the society. The adolescent normally copies deviant behaviours and become ill at ease. To bring him back to the right course, he has to be counselled and not abandoned. He should be made to learn the correct modes of behaviour and adapt to social changes with little or no stress.

The concept of learning, therefore, is an inherent feature in the life of an adolescent. Learning is both in formal and informal situations. It takes place in and outside the school
environment. Learning then, according to Deng (1988), is a change in behaviour or performance as a result of experience and practice which the individual is exposed to, which enables him to encounter later situations in life differently. When learning takes place, there should be a change in the external behaviour of the performer. If there is no observable change, then the learning process has failed to create the desired effect. For instance, a student who dodges English language literature classes cannot learn anything. If he is asked to perform in any of the subjects, he will flounder. Since the is no improvement in his performance in the subjects, then learning has not occurred.

The adolescent should be made to have a positive change in behaviour. This is done by looking at the individual and the environment he finds himself. These two factors are in constant interaction and condition the emotional disposition of the learner. These variables among other conditions inform the extent to which an individual learns. It is unfortunate that most adults ignore these interactive elements in their management of the teaching-learning process as evident in secondary schools.

The Effect of Emotion on Learning Attitude of the Adolescent

Learning is not just the acquisition of knowledge and skills but equally involves development of habits, attitudes and perceptions. It is a process which involves the inculcation of interests and perceptions, making preferences, adjusting to social demands, role selection and cultural values and beliefs and the formation of cognitive structures.

Unfortunately in the Nigerian secondary school education, it is assumed that the cognitive and perceptual level of the adolescent is developed enough to absorb the storm of life. The cognitive process of the adolescent undergoing secondary education in Nigeria is sharper and more elaborate. The adolescent can cope with complex and abstract concepts. He is more logical, with increased levels of objectivity in reasoning. He develops literary ability, sophisticated techniques for encoding messages into memory and strategies for retrieval and also the acquisition of more experiences which enable the development of unique cognitive structures for relating and synthesizing past and present experiences. (Sianna, O. & Ugweegbu, 1980).

The experiences both positive and negative are myriad. The adolescent thus encounters a problem of sorting out the various tendencies he finds around him. The tendency is to be fascinated by negative attitudes. He is constantly excited and agitated by vices. The adolescent shuns the virtues extolled by the society, and admires people of easy virtue like armed robbers, hooligans, drug dealers, etc.

Beside this, the adolescent has high demands which quite often are not met by the parent, the school authority and the society. In the school system, such an adolescent is lawless, insolent, insubordinate to school authority. In order to get off the pent-up emotion, he resorts to bullying, aggression and is generally indisciplined. These attitudes have a direct effect on his academic performance. He starts to womanize, belong to peer groups that share such traits. This may lead to the smoking of Indian hemp, the sniffing and injecting of cocaine and other hard drugs. There is the drive towards hooliganism, absence from school, shying away from religious activities, harassment and molestation of parents, brothers, sisters, neighbours and other people in the society. He creates a mental block to learning good things, thereby refusing to change. This is where the guidance counselor comes in. If the situation continues unchecked the adolescent becomes a social misfit, a terror to abiding citizens and a loss to society.

Durojaiye (1976) observed that cognitive functions and academic ability are not influenced, inhibited or facilitated by emotional factors. Certain factors like physical development, academic factor interacting with the norms of the society lead to the distortion of self-image and the emotional disposition. The tension which follows negative emotional disposition at times impinges on learning in school.

Durojaiye (1976) further highlights other factors which directly influences the learning process. One is the problem and stress. The more the adolescent is exposed to stress, the less likely he is to perform satisfactorily. Another factor is the environment in which the adolescent grows up. Positive and negative experiences, values and beliefs of the family and the society influence the adolescent emotionally and cognitively. It is important that the adolescent be properly oriented to the task of learning. This can be achieved through good guidance and human relations, which can be found in good teaching-learning process.
attitude of the adolescent especially in school environment to include: the need to assert himself in
order to gain recognition of his peers, conformity and compliance with rules and regulations, the
compulsion in participation in school activities regardless of his disposition to school, the discipline
in school, the tension arising from relating with people from different economic background, dislike
for certain people in the school among others. These readily affect the learning conditions of the
adolescent in school.

Counselling Strategies for Effective Management of Emotions of the Adolescent

The influence of physical conditions on emotions should be understood by teachers, counsellors and most importantly by parents. An adolescent is constantly under stress. He should be
helped to overcome stress through proper guidance and counselling situations both in and outside the
classroom. This can be done by first all determining the areas of stress of the adolescent, trying to
identify the unwholesome attitudes and educate the adolescent on good manners, the need to conform
to social demands and the necessity to take life easy. The adolescent should be taught the code of
conduct for a disciplined person.

This could be done through verbal interaction by the guidance counsellor or a teacher counsellor depending on the degree of deviance. Apart from interaction, the counsellor could
introduce the adolescent to language study like literature. This will introduce him to the reading of
interesting stories about life situations, problems, solutions and aspirations of people reflecting how
one change one’s situation from good to bad or bad to good and the consequences and from poverty
to wealth.

Povery (1979) gives the importance of literature in the overall development of man stating
that "literature gives one awareness and human insight". Such insight helps the individual in the
perception of life and sharpens thought processes. The study of literature increases language skills,
established a line of relationship between the learner and his culture and consequently encourages
creativity. It is on this basis that the use of the study of literary texts as a counselling strategy is
proposed.

Taba (1962) had earlier asserted that "learning is more effective when facts and principles
from one field can be related to another". Literature is an embodiment of life experiences. These
experiences are presented in stories, biographies and auto-biographies which the adolescent can learn
from. The reading of literary texts relieves emotional stress. It encompasses satires which present
vices in the society and mocks at them and at the same time direct the individual to change if he must
not be a failure. In this case, it serves as a model of social values. Povey (1979) postulates that
literature represents the styles in a general way-the style that can properly stand as a model to
students.

In essence, reading many literary texts would help reform a deviant adolescent to a moral
person and develop his interest in learning and finally educate him on how to check the excesses of
his emotion. This is done by helping him to know much about life and his environment. Literature
will link the adolescent to his culture which sustains the express of any language. This will even help
the adolescent to develop interest in language class if he must fully understand himself and the
expressions around him. Povey (1979) in highlighting the relevance of literature to language and
human development says that

"it increases all language skills because literature will extend linguistic knowledge
by giving evidence of extensive and subtle vocabulary usage and complex syntax".

By using this strategy, the adolescent is gradually drawn from stress and storm to a stable
emotion. The teaching and learning of English and literature are effective strategies towards helping
the adolescent overcome the problem of naivety, emotional instability and ignorance of social ethics.

Literature has the necessary apparatus which can effect change in the life of the adolescent. It serves
as self-counselling method since there are some people who do not like sharing their problems wit
others. They also hate being bothered since they feel their problems are theirs. This counselling strategy instructs, cautions and advises the adolescent.

Counselling the adolescent should have an integrative approach so that where the guidance counsellor fails to succeed, the counsel yourself strategy can complement. Hirst (1978) has overtly stated that

knowledge has no subject structure in itself, it is not pigeon-holed, it is a unity, or a chaos, and can be organized for learning in any way that suits our purpose.

This, of course implies that the proposed strategy is worth a try. It will solve the problem which arises in a situation in which the adolescent does not like the personality of the counsellor and other staff who should serve as models, the use of force or coercion to instill discipline, the influence of peer group and tension arising from interaction with people from different socio-economic backgrounds.

Summary and Conclusion
This paper has established the fact that adolescence as a period of growth from childhood to maturity has inherent problems, which can make or mar the individual. This paper analyses the relationship between emotion and growth in the adolescent and the negative influences observed. It has also highlighted the interaction between adolescence and learning pointing out how emotion of the adolescent inhibits learning particularly in a formal learning situation like school.

The paper has also talked about the effect of emotion on the learning attitudes of adolescent and proposes the “counsel yourself” strategy through the use of literature and literary-texts and pieces whether drama, prose or poetry. It is stated that all these literary genres have in-built counselling apparatus that the adolescent can use to reform himself. The guidance counsellor should integrate a new proposal into his guidance strategies.

References


DOUBLE DUTY COUNSELLORSHIP: OCCUPATIONAL STRESS

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Abstract

In many states of the Federation, the use of double-duty counsellors—counsellors who perform the dual duties of counselling and teaching in the classroom—is in vogue. The study examined occupational stress as it affects double-duty counsellors, single-duty counsellors (counsellors who do only guidance functions in the school) and teachers. There were 24 double-duty counsellors, 35 single-duty counsellors and 60 teachers. The subjects responded to Occupational Stress Measures and Occupational Coping Response Instrument. The data were analysed by the use of ANOVA. It was found that there was a significant difference in the stress experienced by the subjects. Further analysis to determine the direction of the difference was carried out using Scheffe test. The result showed that the double duty counsellors have distress mean that is different from the combined mean of the single duty counsellors and teachers. Data obtained from the coping test were examined by the use of percentages. Single-duty counsellors and double-duty counsellors were more likely to use more effective occupational coping skills than double-duty counsellors. The negative effects which double occupations have on the counsellors and on the students were noted.

Introduction

Speaking to a class of final year students in guidance and counselling at Alvan Ikoku College of Education, Owerri in 1984 a top ranking officer in Imo State Ministry of Education told the students in a point blank manner that unless they were prepared both to counsel and to teach in the classrooms, they would not be guaranteed employment in the state school system after their graduation. In schools where guidance counsellors are employed to do counselling on full-time basis, it is known that many principals insist that the counsellors should be prepared to act as teacher substitutes whenever the class teachers are absent from school. Given the background of tightened financial supply from across the country, it will not surprise anybody to see an increasing number of states employing what may be referred to as double-duty counsellors. Counsellors thus employed are required to teach regularly in addition to counselling.

Research studies have clearly indicated that, in general, counsellors who devote their attention entirely to guidance activities in the schools do better job than those who regularly combine teaching and guidance functions. Studies by Caravello (1958) and Durnall (1953) found that double-duty counsellors were less effective than counsellors who had not got additional responsibility for teaching. In a survey study done by Achebe and Nwoye (1983), the majority of the subjects interviewed preferred to have in the secondary schools full-time counsellors to counsellors with additional responsibility for teaching. In another study, Nwachukwu (1988) examined the effectiveness of full-time counsellors and counsellors with additional duty for teaching. He found that students preferred to go to the full-time (single duty) counsellors with their problems to double-duty counsellors.

A very negative and serious consequence of double-duty counsellorship is occupational stress and it is the main focus of this paper. Selye (1956) defined stress as a non-specific response of the body to the demands placed on it whether the demand is pleasant or not. Lazarus (1976) observed that stress occurs when there are demands on the person which tax or exceed his adaptive resource. Occupational stress is a break-down in adaptive functioning due to the demands and pressures made
upon it by one's occupation or occupation-related variables. Occupational stress is a very undeniable aftermath for it impinges on the mental-health and personality of the counsellor himself. Counselling is stressful and so is teaching, but when both of them are undertaken by a person, the accumulation of "double-dosage" of stress can be overwhelming. Physical and mental exhaustion could set in. Major life events like divorce or death of a parent are high on the scale of stress-producing events, however Lazarus (1976) insists that daily life irritants such as occupational overload contribute more to stress than major life events.

A double-duty counsellor often has work overload which pressurizes him to have excessive time demands and rush deadlines. He may degenerate into work alcoholic. The magnitude of tension and anxiety involved in both teaching and counselling activities can be at times unbearable. It normal times and worse still in these days of national, social, economic and political insecurity. Ironically, it appears that the most susceptible counsellors to occupational stress are those who exhibit the profession with unrealistically high expectation of making the world a better place. Hence, they have compulsive drive to achieve more in less time.

Studies have shown that stress is commonly connected with a number of psychosomatic ailments such as stomach ulcers, asthma, muscular pains and headaches (Mednick, Higgins & Kirschenbaum 1975). Alkinson and Hilgard (1983) reported that emotional stress is involved in about 50% of all medical problems in the United States of America. In a study of organizational stress on individual strain, French and Caplan (1985) identified work overload as one of the daily irritants that cause stress in organizations.

The purpose of this study was to examine the occupational stress and coping response of double-duty counsellors. The following hypothesis was tested: There is no significant difference in the occupational stress experienced by double-duty counsellors, single duty counsellors and secondary school teachers.

Method

Subject

In all, there were 119 subjects. The subjects were comprised of 35 full-time (single duty) professional counsellors; 24 double-duty professional counsellors and 60 secondary school teachers. The subjects were randomly selected from a list comprising of 50 full-time (single duty) professional counsellors; 42 double duty professional counsellors and 97 secondary school teachers submitted by student counsellors from a College of Education.

Full-time, single duty counsellors are counsellors who were employed to perform guidance functions in the schools. Double-duty counsellors were professionally qualified counsellors who were employed to do both guidance functions and classroom teaching, and school subjects officially assigned to them to teach. To qualify as a double-duty counsellor, the subject in addition to performing guidance activities should engage in not less than 12 classes a week.

Measuring Instruments

Occupational Stress Measure was used to assess occupational stress among the subjects. This test was developed by Pearlin and Schooler (1978) for measuring stress in occupations. This measure was based on adjective check-lists. The lists are presented to the subjects to choose. For example, When you think of your day-to-day job how ______ do you feel? (1) Bored or upset (2) Unhappy Worried (4) Frustrated (5) Tense (6) Contented (7) Relaxed.

The scored test is the Occupational Coping Response Instrument. Coping responses are some of the things that people do including their secret efforts to deal with life-strains they come in their different roles. Such responses may, in deed, be influenced by the psychological role of the individuals but they are conceptually and empirically different. The instrument consists of two parts: Optimistic action; Positive comparison and Selective ignoring. An instance of Optimistic
When you have difficulties in your work situations how often do you: (1) Take some action to get rid of them (2) Talk to others to find a solution (3) Notice people who have more difficulties than you do.

All the above two instruments were developed by Pearlin and Schooler (1978). The authors did not give the psychometric properties of the tests. However, the content validity of each of the tests was obtained by a careful assessment of all the items of each of the instruments by three psychometricians from a near-by University. The reliability of each of the tests was determined by application of the test-retest method with 40 subjects made up of counsellors and teachers. The tests were taken again after four weeks. The reliability score of the Occupational Stress Measure is \( r = .84 \), while that of the Occupational Coping Responses Instrument is \( r = .80 \).

The questionnaires were given to the sandwich student counsellors when they were going home, with clear and definite instruction to give them personally to the subjects and receive them back after their responses.

**Table 1**

<table>
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<td>Total</td>
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</table>

Hypothesis 1 states that there is no significant difference in occupational stress experienced by double-duty counsellors, single-duty counsellors and school teachers. To test the hypothesis analysis of variance was used, and the summary is stated below in Table 1.

**Table II**

Occupational Coping Responses Employed By Double-Duty Counsellors, Single-Duty Counsellors and Teachers in Percentages

<table>
<thead>
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<th>Occupational Coping Responses</th>
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<th>Single-duty Counsellors</th>
<th>Teachers</th>
</tr>
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<tbody>
<tr>
<td>(a) When you have difficulties in your work situation, how often do you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Take some action to get rid of them.</td>
<td>20%</td>
<td>75%</td>
<td>55%</td>
</tr>
<tr>
<td>(c) Talk to others to find a solution.</td>
<td>50%</td>
<td>10%</td>
<td>28%</td>
</tr>
<tr>
<td>(c) Notice people who have more difficulties than you.</td>
<td>30%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Table 1 shows an F-ratio of 17.46 which is significantly greater than the critical value of F-3.07 at 0.05 level of df 2, 118. The null hypothesis is, therefore, rejected. The alternative which states that there is significant difference among the occupational scores from double-duty counsellors, single-duty counsellors and teachers is consequently accepted. Further analysis to determine the direction of the differences was carried out using Scheffé test. The result showed that double-duty counsellors had mean distress levels that are different from the combined mean of the single-duty counsellors and the teachers.

As regards the coping responses used by the subjects to deal with their occupational stress, Table II presents the summary of the findings. While 75% of single-duty counsellors and 55% of teachers would like to get rid of their difficulties in their work situation only 20% of double-duty counsellors would do the same. The percentage of double-duty counsellors who admitted their work situation is worse than it was a year ago is greater than that of single-duty counsellors or teachers. Lastly while there are troubles at work situation 25% of double-duty counsellors would pay attention only to their duties as against 15% of single-duty counsellors who would react in the same way.

Discussion

The study revealed that double-duty counsellors experienced the highest level of stress and study. It appears that double-occupations increase the subjects’ vulnerability to stress. A closer examination of the responses showed that double-duty counsellors have more work than they can handle, are often under pressure to keep up with new ways of doing things, and work for too many hours.

Counselling is a stressful occupation and so is teaching. But when a person undertakes both the “double-dosage” of stress could become over-bearing. In deed many years ago Wilson and Field (1981) observed that burnout is more common among persons in the helping professions.

High stress level reduces a person’s general mental health. According to Deng (1991), stress could have the following manifestations: depressions, anxiety, sensitivity, anger, decreased sexual appetite, negative feelings and negative self appraisal. It is really difficult to understand how a person who manifests some or all of the above problems can counsel or teach well.

A close look at the summary of the results presented in Table II reveals that while single-duty
counsellors and teachers would take some action to get rid of the difficulties in their occupation, double-duty counsellors would take a less effective coping response such as talking to others to find a solution.

Given the influence of one’s occupation on one’s over-all life-functioning, occupational stress has incalculable negative effects on its victim. State education functionaries who thought they are saving money for the state by employing double-duty counsellors are ironically doing more harm than good to the counsellors themselves, the students and, therefore, to the state in general.

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TEACHERS' STRESS FACILITATORS AND THEIR PREVENTION

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Abstract
This paper has outlined the stress level of different occupations. It has also identified the sources of stress in the Nigerian teacher and has proffered preventive measures to curb the consequences.

Introduction
Man in his natural state is meant to fend for himself. He is expected to get involved in any kind of trade or the other to be able to sustain himself and his immediate dependents. Jobs like farming, canoe carving and other "primitive" jobs were available before the advent of white collar and blue chip jobs. But with the invention of tools and machines man was exposed to a different phase of life where there was need to take on more sophisticated jobs and responsibilities. As civilization grew occupations such as mining, medicine, journalism, construction, teaching and artistry to mention but a few started up. With the increase in human population, competition and a corresponding increase in the level of job sophistication, different occupations became more demanding and stressful.

In Nigeria, workers are exposed to different situations and conditions which make an already stressful situation quite unhealthy. This article is meant to examine the definition of stress, the level of different occupations, identify sources of stress in a teacher's working environment and proffer preventive measures to stem the stress.

Definition of Stress:
Stress means external conditions which produce feelings of discomfort and tension, since they are seen as threatening, frustrating, or they exceed the individual's capacities to deal with them (Baron, 1986). Stress produces a variety of negative effects, especially physical and mental ill-health. Poor individual's productivity, job performance and career progressions can also be affected by stress.

Stress level of Different Occupations
There are differences in the stress level experienced by workers in different occupations. According to Argyle (1989), these differences could be partly due to the kinds of people in a particular occupation and the degree to which the individuals fit their jobs.

The world of work has been classified differently depending on the index used. When the nature of work is used as the index, the occupations can be classified as white-collar, skilled, semi-skilled and routine. The semi-skilled and routine jobs have the highest percentage of people in them, followed by skilled workers and then by white-collar workers. On surveying a study conducted by Kornhauser (1980) in the United States, workers with white collar jobs were found to have the highest percentage of general mental health problems, while those of ordinary semi-skilled and repetitive semi-skilled jobs had the lowest percentage of health problems; health of 37% and 18% respectively. As observed earlier, high stress level results in general mental health, thus based on the above data used the stress level among this set of workers increases from those with white-collar jobs to workers with repetitive semi-skilled and routine jobs. A study conducted by Karaset et al (1987) using 8,700 workers in this category found that they have the highest level of stress that also lead to ill health. In another study, conducted by Cooper (1985) a nine-point scale was used to rate the level of stress associated with different kinds of job. The table below shows the details of the study.
Table 1: Survey of Occupations rated on a nine-point scale for stressfulness (Cooper, 1985)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miner</td>
<td>8.3</td>
</tr>
<tr>
<td>Police</td>
<td>7.7</td>
</tr>
<tr>
<td>Construction worker</td>
<td>7.5</td>
</tr>
<tr>
<td>Journalist</td>
<td>7.5</td>
</tr>
<tr>
<td>Pilot</td>
<td>7.5</td>
</tr>
<tr>
<td>Dentist</td>
<td>7.2</td>
</tr>
<tr>
<td>Politician</td>
<td>7.0</td>
</tr>
<tr>
<td>Doctor</td>
<td>6.8</td>
</tr>
<tr>
<td>Teacher</td>
<td>5.8</td>
</tr>
<tr>
<td>Vicar</td>
<td>3.8</td>
</tr>
<tr>
<td>Museum Worker</td>
<td>2.8</td>
</tr>
<tr>
<td>Librarian</td>
<td>2.0</td>
</tr>
</tbody>
</table>

A close assessment of the data above shows that the workers often classified as semi-skilled (Miner, Police & Construction Workers) rated very high. The risk involved in the work of the journalist, pilot, politician and doctor could explain the high stress observed in this set of people. While the librarian and Museum worker are those exposed to least tension.

Some white collar jobs are more stressful and have higher illness rate than others. According to Argyle (1989) stress has the greatest toll on doctors, dentists, managers, and administrators and the least on university teachers, librarians and museum workers. Even though the teaching profession had been adjusted as having a moderate level of stress in the data above, this article intends to identify different sources of stress to the teacher and also advance ways to prevent their effect.

Main Sources of Work Stress

Poor Remuneration: Job Satisfaction is greater in better paid and higher status jobs. Where an individual is satisfied with his job, chances of stress are considerably reduced. Pay among the Nigerian labour force have been more a source of job dissatisfaction than a source of satisfaction. Many people try to increase their pay in various ways including strikes, work to rule, lobbying for promotion through unconventional means and taking on second jobs, to mention but a few.

Within the past two decades, there has been increased strike actions within the Nigerian labour force agitating for a higher pay and better conditions of service. All sectors of the Nigerian economy have had their fair share of strikes at one time or the other within the past two decades. Those include civil servants, doctors and nurses, university teachers, pilots, oil workers or mention but a few. From experience this situation has not augured well for the well-being of the nation’s economy. There is therefore the need for the government to consciously address this issue in order to permanently lay to rest the incessant strikes by the different sectors of the nation’s labour force and thereby reduce work stress as contributed by low pay to her employees.

The case of the Nigerian teacher is ridiculous. It is an acceptable saying, despicable though, that the reward of the Nigerian teacher is in heaven. The frequency of salary payment is to say the least epileptic. There cannot be a more stressful situation than to have a man and wife all in this employment with its unenviable frequency of salary payment. Considering the traditional dependency of family members, it is most discomfiting for a Nigerian teacher who is equally a victim of the very poor social welfare provisions of the state. Even as a university professor, when invited to a public function, all that is expected of him is his intellectual contributions since it is generally known and accepted that he is on the average poor. Now, it should be noted that the logical geography of an
average member of the Nigerian society does not include intellectual contributions of any of its members as valuable especially if it is not immediately translated into wads of the Nigerian naira.

Job Status: War (1987) regards having a valued position as a basic human need, and lack of it is a source of low self-esteem and stress. From a study conducted by Cooper (1985), non-manual workers in senior positions are found to be less stressed than other sets of workers. Workers of intermediate status e.g. police, and traffic controllers, nurses and secretaries experience a lot of stress. A higher level of stress is experienced by unskilled and semi-skilled workers whose jobs are manual, repetitive and demands a lot of physical effort.

In considering the Nigerian teacher, time was when the social status of the teacher was envied even by workers in other sectors who are better paid, but times have changed and evidences that the Nigerian teacher is treated with ridicule and contempt. A request to respect conditions of service will be met with executive threats and derogatory remarks. This generates self-esteem that translates into stress for a teacher.

Work Overload: A job that is too difficult, too physically demanding and that allows insufficient time, tends to put more strain and stress on the worker. French et al (1982) found that mental health was most affected by work difficulty and shortage of time. During periods of overload, cholesterol level and blood pressure rise, for example, as in banking at the end of month’s balancing of the books approaches, and in air traffic controllers when there is a lot of traffic.

The Nigerian teacher is not exempted from this problem of overload. It is not uncommon for a teacher handle a class of 50-60 students against the recommended 35 students per class. The situation spans from the primary through the tertiary level of education. One primary school teacher who is responsible for 50-60 pupil is expected to teach various subjects such as English, mathematics, general science, social studies, among others. One is only left to imagine the kind of stress the teacher will have to go through from the point of preparing his various and varied lessons through to the point of delivery in class and up to setting the examinations questions, marking and releasing the results. His efficiency must necessarily be questioned.

The secondary school teacher who is expected to teach a few subjects is not spared either. In this case he will be left to teach English Language for instance to 5-7 arms of a class with 50-60 students per arm. He is also expected to teach other classes in the same subject or another the case may be.

The case of the university teacher is definitely not an exception, especially among those teaching general faculty courses. It is not uncommon to see a lecturer without public address system scream his voice coarse in the bid to be heard by 400-500 students at a time.

Working Facilities

Availability of the needed tools and equipment aid in the easy execution of tasks in place of work. It is common knowledge that most of the Nigerian’s work situations are ill-equipped. In the education sector what readily comes to mind is the state of the science laboratories. All secondary schools have nothing to show for a science laboratory. This then puts strain and pressure to bear on these science teachers towards the period of the students’ final examinations. Often teachers only try to run around at about two weeks to the examination either to borrow or to apply the things needed for these practical examinations. Moreover, in a bid to expose students to some of the practical work, some times for the first time, end up being very careless, ill-prepared for the examination. Studies that would have been done over a period of two to three years are often crowded into very short periods. With the stress experienced by both students and teachers the results of such educational attempts are very obvious. Teachers are also often exposed to so much stress during the computation of school
examination results. With the use of the continuous assessment method, each child for each subject has an array of scores from which the teacher is expected to calculate statistics such as the mean, class mean and the t-score. Despite this demand, the teachers are left with no help like in the provision of calculators to do this very tedious job especially for those that exhibit phobia for figures.

These are among the myriad of handicaps a teacher faces in the course of executing his or her duties which increase stress in the already distressed teacher.

Environmental Stresses: Various aspects of the physical environment are found to be stressful. According to Poulton (1978), noise, heat, cold, wind, atmospheric pollution and so on, could be causes of stress.

For the school teacher in the Nigerian environment, these come in various forms. Noise is a major problem where schools are situated in urban and industrial areas. Noise from vehicular traffic, machines and side attractions impede effective communication thereby causing the teacher to do more in trying to get the children’s attention.

Most classrooms do not have windows to help regulate the amount of wind and cold (especially during the rains) that gets through into the class. The excess of these two natural phenomena do not often help in the effective conduct of the teacher’s duties. An intolerably high heat also be a source of stress (Warf, 1987). This often occurs in classrooms with no ceiling. Teachers at students sometimes as a result of lack of accommodation stay outside for lessons. At high temperatures, the teachers and students become uncomfortable thereby increasing their stress level. This kind of situation learning cannot be effective.

Commuting is another source of stress. Stokols et al. (1978) found that people who drove long distances to work felt more tense, nervous and annoyed when they got there. This fact then causes the worry of the author especially now that school teachers are no more accommodated on the school compound. This also lends credence to the incessant lateness by teachers and the increased discipline among students who before now were under better supervision by the teachers that lived in the school compound.

Responsibility for Others: The teacher’s job is primarily people-oriented. He has to contend with students and the same time try to cope with fellow teachers, the school administration and in fact the immediate community where the school is located. In a research by French et al (1982) it was discovered that persons with people-oriented jobs tended to show more stress than those involved in jobs that handle inanimate objects. According to Baron (1986) responsibility for others means a lot of stress, tension and worry and sustaining many sometimes difficulty relationships, coping with pressures from above and below, dealing with frictions and attending meetings and consultations.

This factor very much affects the teacher, especially now that he has to contend with increasingly stubborn students. Time was when a school teacher was virtually a friend to the members of the immediate community, but with the increasing antagonism between teachers and the Community it makes the teacher more conscious and stressed.

Burn-Out: This is a special form of stress, a kind of emotional exhaustion and loss of concern for people, which is commonly found among those who have to deal with a lot of people. Maslach and Leen (1982) argue that burn-out is the result of a special kind of stress which occurs when dealing with people especially difficult clients.

In recent times there has been an increased depersonalization in the teacher-student relationships. Teachers are no longer interested in the personal character and training of the individual student. This the author observes may be due to the increasing harassing responses from both the students and their parents. In this wise, the personal concern and interest hitherto showed by teachers toward their students has been greatly reduced.
Job Risk: One may want to ask, what are the job risks associated with teaching? Indeed in this day and age, there are various and varied risks. High in the list is the incessant harassment, intimidation of teachers by students who claim to be cult members. It is not uncommon nowadays to see a teacher severely beaten or even maimed in the course of performing his duties. Parents do help the situation either. Cases abound where a disciplined child goes home to bring his parents, and even his senior brother to beat up, abuse or threaten with the loss of job of the teacher who disciplined him. So far we have discussed different sources of stress. Let us now consider how to effectively prevent or reduce the effects of stress in the workplace, especially as it concerns the teacher.

The Prevention of the Effects of Stress

Relaxation: Although the teacher closes at work relative early, he has much more to do at home regarding his job, that is what he does at school. The teacher prepares his lesson notes, gets his teaching aids ready, scores students assignment and examination papers and compute their results after regular working hours. Coupled with other personal responsibilities, he has little or not time for himself. Yet according to Argyle (1989) one approach to the problem of stress is to train people how to relax. In the words of Murphy (1984), a member of follow-up studies of different relaxation courses have all shown positive results. With these, the teacher is encouraged to make out time to relax.

One of the major ways to relax is to get engaged in leisure activities. This, according Broadbent (1985), has been found to buffer the effects of work stress. Leisure such as relaxing in front of a television set can help but exercise and social activities provide greater benefits.

Exercise: Evidence abounds to show that exercise is good both to one’s physical and mental health. Burke and Weir (1980) report that exercise schemes in firms can result in improved health, general energy and stamina, improved work performance, weight reduction and less tension. And other effects of stress are found to be reduced on exercise days (Falkenburg, 1980).

With this proved usefulness of exercises, the teacher is advised to revive, sustain and to be involved in the practical sessions of Physical Education in primary schools and the period of every games in secondary schools. While the university teacher is advised to get involved in the sports activities of their Senior Staff Clubs or get enrolled in sporting clubs in their immediate vicinity.

Diet and other Habits: Diet is very important for health. The effects of stress are magnified by diet. There is therefore the need to consciously improve upon one’s diet. The financial limitations withstanding, the teacher must learn to plant vegetables; use alternative and low cost protein providing sources like soya beans, sea foods, and other locally available sources of good food. Besides, a balanced diet.

Alcoholism and smoking are sources of ill-health and impaired work performance. They add to the effects of stress on health. The teacher, in order to help himself and also act as an example to his students, is advised to desist from these habits as they are detrimental to his general well-being and performance.

Organizational Measures

On the basis of the Occupational stress rating, teaching has a relatively low stress level when compared with other occupations. This then infers that the Nigerian is unnecessarily over burdened mainly due to organisational problems. The author therefore intends to suggest ways in which the government can help to reduce stress on the teacher.

Better Selection: The teaching profession is a work meant for those who have a personal inclination for it.
the development of others. Unfortunately, in the contrary teaching is one profession which has been erroneously considered to be a job anybody can do. This has misled some people into thinking that the profession is for the frustrated and drop-outs. In order to stem what comes as a result of lack of job satisfaction, the writer suggests that interviews for the job should help to spot candidates who choose the job as a matter of interest. All teachers should also mandatorily be trained as this will help check the influx of uninterested job seekers.

Job Status: The teacher is the one who helps to train people for the different walks of life. There need to consciously set out programmes and benefits that will help to heighten the morale and the aura of teachers.

Better Remuneration: The teacher’s pay is not commensurate with the kind of work he does. The fact that he trains others who eventually earn salaries far higher than his is not encouraging. It will be quite gratifying and moral boosting if the teacher is compensated for his efforts.

Work Load: The need to employ more hands cannot be over-emphasized. There is a great need to reduce the current workload in order to improve on the efficiency of the teacher.

Working Facilities: There is need to provide adequate working facilities as this will help to reduce the work stress of teachers. Needed laboratory equipment and chemicals should be made available. Calculators, pens, chalk and relevant books should be purchased by the educational authorities to help teachers to execute their work with more ease.

Government Policies: Policies should be formulated to protect the teacher from the harassment of school parents and the members of the community. The recent closure of a school in Akwa Ibom as a result of the community’s assault on the school’s head is a welcome development, as this act as a deterrent to others who may wish to do such things.

Others: There is need to provide accommodation on the school premises for teachers in order to cut down on the stress from commuting to and from a long distance. In the same vein, responsible authorities should improve upon the classroom conditions in terms of fixing doors and windows and by getting the classes ceiled. These measures will help to reduce environmental hazards that help to increase the teacher’s experienced stress.

Conclusion

Stress as observed is an unhealthy condition in the work environment. It has hindered the realization of maximum realization of work objectives. It is therefore undesirable and undoubtedly needs to be curbed. The relevant authorities should help the teacher to fulfill his primary role by reducing to the minimal possible level all stressful conditions.

References


RELIGION IN NIGERIA AS A PANACEA FOR EMOTIONAL DISORDER: MYTH OR REALITY

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Abstract

Religion borders on the deepest feelings of man’s heart and is part of every human society. Religion promises hope in the ‘here’ and ‘there’ concerns of man, including emotions. Experiencing the negative aspects of emotion could lead an individual into a state of emotional disorder. The individual has a natural in-built system which adjusts the body routine to any emotional arousal. These adjusting mechanisms have limits. Once the individual is not rescued out of a stressful situation for a long period, he breaks down, and emotional disorder ensues. Based on this premise, the paper addresses the moderating functions of religious beliefs (Christian and Islamic) on the individual thought processes and perception, as well as the interpretation of event for the purpose of reactions. It is hoped that the adjusting elements embedded in the belief systems are capable of producing the desired positive reactions out of negative events. The paper further presents a five-point strategy Christian & Islamic approaches. These strategies include: social engineering, cognitive awareness, personality engineering, meditation, and selective awareness as suggested by Andel Kawi (1991). Religious leaders are advised on the need to seek ways of alleviating the emotional disorder of their followers for the sake of establishing social stability and harmony in Nigeria.

Introduction

As has been stated elsewhere (Sanni, 1995), religion has been an old institution as far as man and his environment are concerned. Dressler and Carns (1973) in their own analysis describe religion as a system of beliefs and practices related to matters which are held to be sacred and supernatural. It is a pointer to the fact that religion probes into things that cannot be ordinarily verified.

In corroborating this fact, it has been emphasised elsewhere. Sanni (1995) maintaining O’Dea’s submission that religion does more than explaining the unknown, such as things that we are even familiar with, happenings around us, like bribery, corruption, tribalism, egocentrism, favouritism, nationalism which breed frustration, aggression, sufferings and restlessness; which are likely features of emotional disorders.

To Needleman (1970) accounts of religion’s superiority over science, technology and modernity in terms of solution, efficiency, and prospects are important. From Needleman’s account, it would not be a misnomer to ascribe the power of healing as one of the vital elements of religion. This is because of the fact that, more than ever before, modern man is faced with many problems without corresponding solutions.

The presumed problems have arisen probably as a result of rapid urbanization of the society, proliferation and syncretization of religions ideologies, high level of socialization and rationalization among the elites. Ever increasing population, improved methods of living, research and discoveries of modern preventive and curative drugs, improved medical facilities, mechanisation, rural development, and the introduction of new safety devices are important features.

Ordinarily, one would think that with the availability of these modern amenities, one should at last enjoy peace, stability and harmony. But the reverse is the case. In Nigeria for instance be it Muslims, Christians, African traditionists or others (those who claim faith and those who do not
claim any), experiencing emotional instability is a common phenomenon; only that the degree of instability varies depending on the type of pressure (political, economic, social, or religious) that is being experienced.

Based on this fact, there is the need for analysis of certain basic assumptions as they affect Islam, Christianity and African traditional religions. It is a well-known fact that Nigeria is a pluralistic nation with reference to the three major recognised religions mentioned here (Sanni, 1995). Therefore, it becomes imperative to examine these basic assumptions that are relevant to the three religions. They include: belief, dynamism, and differences in practices, rites and rituals.

**Belief**

The belief in the supreme being has been central to Africans even before the advent of Islam and Christianity in Nigeria. Basically, the Africans believe in the existence and supremacy of a mighty and powerful creator. This belief is so central in African traditional religion, despite other formal beliefs such as the belief in smaller deities who serve as intermediaries between man and the supreme being (Idowu, 1962). Also in Islam and Christianity, the central belief is that there is a supreme being; who is in control of the universe, gives commandment and guidance as to the management of earth (man’s planet), displays love and infinite mercy and magnanimity to His creatures etc. However, there are other distinct fundamental beliefs as far as each religion is concerned.

**Dynamism**

This shows the flexible and accommodative nature of religion. The stories of peoples, events and events as found in religion’s holy books are strong indications that religion encourages due innovations and developments for the growth of man. This lack of rigidity also promotes unity, prosperity and progress.

**Differences in Practices, Rites & Rituals**

The differences are found in the doctrines, tenets, customs and historic events as they affect the religions and their adherents. In African traditional religion for instance, we have some of the common practices: consultation of the oracle, sacrifices to gods and the ancestral spirits, dances and songs as forms of worship, ancestor’s worship, naming and burial rites. (Idowu, 1962).

As far as the Christians are concerned, some of these are praise singing and worship (individual and corporate), petition; confession; scripture reading; instructions (preaching/sermon) and baptism, dedication service, and testimonies, etc.

To the Muslims we also have the following pronouncement of the statement of the fundamental belief in its articles (Kalimatul Shahadah wa lman billah); worship (compulsory and voluntary); prayer (compulsory and voluntary); charity; pilgrimage.

Other practices recommended include: working for one’s daily needs; family and community relationships; governance, general behavioural ethics which must conform with God’s injunction.

It is however instructive to note that, whatever the religion and its difference we must travel along the fundamental thing is faith without which any practice, rite and ritual would be meaningless and unable to be sustained. Therefore, beliefs and practices are central to religion. In corroboration of this fact, however, Kawi (1991: 277) calls our attention to Clark’s statement that "any religion is an inner experience accumulated by the individual while attaching meanings to both reality and (the) transcendent.

The focus of this paper therefore is to examine the emotional disorders as expressed by both the Christians and the Muslims in Nigeria and to identify various strategies both religious and psychological responses once an organism reacts to certain stimuli.
traits

According to Deng (1988) some behavioural traits of emotional disorder include: fear, aggression, nervousness, anger, unhappiness and being moody most of the time, extreme shyness, restlessness, hysteria (loud screaming out of normal justification), phobia (irrational fears), destructiveness, lying, and quarrelsome.

Sexes

Abdel Kawi (1991) posits that the sources of stress or emotional disorder are basically three; individual, the environment, and the interaction between the two (individual and environment).

causes

To Deng (1989) some of the causes are: frustration, opposition of impulses, provocative experienced hostility, constant failure, lack of of rewards and reinforcement, lack of self-confidence, broken homes, personal inadequacies and unmet needs.

Studied of Alexander and Szasz (1952); Halliday (1953); Seguin (1950); and Wolf (1953) clearly noted the realtionship between emotional factors and some diseases such as: high blood pressure, colitis, migraine, dermatitis, obesity and asthma. To confirm the effect of emotion on man, Fahnish (1957) maintains that tears secreted during emotion have more albumin in them than that obtained by an onion. The studies of Sawrey and Weisz (1956); Sawrey, Conger and Turrell (1956) have shown that prolonged stress is not only a cause of emotional disorder but often results in tissue damage and peptic ulcers; these have been experimented in animals subjected to stressful-provoking stimulations.

The awareness among physicians about the relationship between emotional disorders and some diseases like heart diseases, diabetes and high blood pressure is the focus of attention to Feldman and Rosenmann (1960). They agree that after prescription, these patients are advised to avoid emotional disturbances. Finally, both maintain the fact that 'go-getting' businessmen are prone to coronary heart disease seven times more than average individuals.

The point being stressed is that the causes, nature, and traits discussed in this paper correlate to some daily happenings in Nigeria; as they affect individuals. For instance, the announcement of the death of an only child in a family to the mother may elicit a physical reaction of trying to jump out of the room through the window or an attempt to attack anybody who prevents her from acting. And later on, emotional reactions like 'weak feeling in the pit of the stomach, consciousness of the pounding heart, and the hot flushed feeling in the face becomes apparent'. To another person who narrowly escaped death after avertting a fatal motor accident, the sudden hit of the car against a big tree along the shoulder of the road could make him exhibit some physical and physiological responses simultaneously. Such include an attempt to escape from the scene, pounding heart beat, and sweating.

As a result of experiencing either of the cases, the individual may learn to be scared of either travelling by road or seeing a sick child. In any case, it appears that the result of early experiences and exposure of the individual to stress could make one develop certain negative attitudes to similar situations in future. Therefore, frustration, provocation, and constant failure could lead to the exacerbation of anger, aggression, unhappiness, and restlessness whether one is a Christian or a Muslim (emotional disorder).

According to an endocrinologist, (Selye 1956), nature has some in-built natural mechanisms which help man adjust under stressful situations, so that the normal body routines could carry on their functions. These are in three phases: alarm, resistance, and the exhaustion stages.

The Alarm stage: This consists of various complicated bodily and biochemical changes such as those associated with emotion. It is quite interesting to note that the physiological changes usually have the same general characteristics regardless of the exact nature of the stressors/stimuli. In a research
finding, account has been given of some similarities in general symptoms found in people suffering from diverse illness. These include such symptoms as headache, fever, fatigue, aching muscle joints, loss or appetite, and a general feeling of being ‘run down’. The fact is that, once an organism is faced with any form of stressor, the body gives a signal for reaction.

The Resistance Stage: If after the signal, the organism is further exposed to the stress-producing object/situation, resistance follows. That is, the organism develops a resistance to the particular stressor and the symptoms that occurred at the alarm stage disappear, remaining only the disturbing stimulation. This continues because of some secretion form the anterior pituitary and adrenal cortex (large activities). This secretion helps the organism adjust under severe emotional disorder.

The Exhaustion Stage: This sets in only if the organism is not rescued after the resistance stage. The secreting organs would no longer be able to produce hence, the inability of the organism to adapt to the continuing stress situation. Of course, many of the physiological dysfunctions which originally appeared at the first stage would re-surface. If for any reason this organism remains under exhaustion stage, ‘social death’ which is a worse situation arises. It is believed however that even in a Nigerian, be it Christian or Muslim has these in-built adjusting mechanisms. Therefore, any claim of emotional disorder calls for solutions beyond the natural provisions of the body.

Functions of Belief Systems

Haven stressed that most Nigerians are under pressure as a result of prolonged stress and therefore becomes necessary to help victims get out of this debilitating situation. However, effective and relevant approach is necessary. This approach is the belief of the individual which can alleviate emotional disorder despite the odds.

The role of belief system as been described as that of moderation. Abdel Kawi (1988), Gibson, Invancevich, and Donnelly (1988) have described this function as the processing of internal, and/or external stimulus experienced by the individual for the sake of proper perception of any event. Abdel Kawi summarises what Gibson, et al call a moderator elsewhere. He sees moderator as a condition, behaviour or characteristics which qualifies the relationship between variables. The effect he claims, may be to intensify or weaken such relationship. The function of religious beliefs therefore, is to regulate a balance between an individual mental processing of an event and the perception of such event, so that negative events may be interpreted and perceived (weaken the relationship) positively.

Before religion can mediate between man and his problems, man must imbibe its ideas into his everyday life. These ideals are scrupulously observed perhaps, the external problems (death of spouse, childbirth, unemployment, and loss of one’s job) as well as the internal problems which have intense effect than do the external (pressures experienced as a result of being ‘over-anxious’ materialistic, aggressive and development of poor self image), would be put under control (Fokoye, 1979).

Religious Strategies for Allleviating Emotional Disorders

The healing or prevention of emotional disorders basically depends on so many factors. Some of these are personality variables, individual beliefs’ system, degree of certitude, and survival outlook.

Personality Variables

According to Beehr and Newman (1978), personality variables in relation to stress imply any characteristics of human being that influences an individual’s perception of the environment.
stressful events, interpretation of events as stressful, an/or reaction to stress.

Abdel Kawi maintains that there are two personality variables; cognitive and motivational. By cognitive, it means that one’s personality depends on the way one thinks and perceives. While motive implies, those implanted moral standards with which an individual appraises any looming event. Therefore, the individual’s make-up determine to some extent the workability of the religious strategies.

Individual Beliefs Systems

To Rokeach (1960) the belief of an individual determines the level of his perception and interpretation of things that befall him. This is due to the ingredients that make up religion; beliefs, expectations or hypotheses. Therefore, the role of the belief system is highly essential in elevating emotional disorders.

Degree of Certitude and Spiritual Outlook:

To Abdel Kawi individuals vary in their levels of conviction about faith. Kerlinger (1973) outlines four stages of knowing or fixing a belief. These are the method of tenacity, of authority, union or a prior, and scientific methods. He argues that once the knowledge of faith is derived synthetically, it commands one’s reasoning and approach to issues and events, hence, healing can be facilitated. To summarise this fact, Allport (1960: 257) posits that two spiritual outlooks exist. Firstly, the extrinsic which is a ‘self protective form of religious outlooks’ not too good and the intrinsic religious outlook which ‘marks the life that has interiorized the total creed of his faith without reservation’. This is the best for it encourages ideal practice.

The Christian Approach

The focus here is on some mainstream doctrines (expressed in rites, and rituals) embedded in Christianity that could be used to facilitate the healing of emotional disorders. These include: the belief in the omnipotence of God; the belief in faith and action; belief in divine intervention and belief of God’s judgement over the good and the wicked.

To have the belief in the omnipotence and omniscience of God, is to believe in the limitless knowledge and power of God to plan and execute His designs without any assistance from His creatures. According to Onwurah personal (1996) the issue of ‘good and evil’ should not pose any problem to Christians, since without the issue of good and evil, human life would be deprived of all finite meanings. He further states that a belief of this type reduces tension because of the belief that God is always in control. Job 1: 6 - 12 (Job temptation). Roman 8: 28; and Isaiah 45: 7 claim these: I am the Lord, and there is no other, I form the light and create darkness, I bring prosperity and create disaster.

These attributes are displayed in praise and worship and it helps even the hard-hearted to be soft, the weak or the disturbed becomes stronger again because of this emphasis on God’s power for all things.

A belief in faith and action is another thing the church uses in assisting its members, both emotionally disturbed and the normal. The fact is that, since it is believed that faith is the bedrock of any action, it becomes necessary to utilize this opportunity appropriately. What the church does, Onwurah (1996) claimed, is that, doctrines of life, the trinity concept, man’s original sin, salvation of soul of man, love of God for man, etc. are properly taught to members and since belief brings action, members suffering from disorders like panic, restlessness, fear, resentfulness are counselled by church leaders to sometimes fast, observe night vigil (for group prayer), and at times, attend special religious workshops; so that they can learn how to live in group, while doing God’s
commands. Through their belief in salvation of their souls, such vices like love for money, corruption, aggression are condemned as activities against salvation.

In another encounter with I. E. Emah (personal Interview, July3, 1996) problems such as shock, helplessness, quarrelsomeness are treated with deliverance prayers specially arranged by church leaders for direct ministering to victims. Other chronic disorders like high blood pressure, hysteria are treated in some churches with spiritual means while some combine spiritual with medical means. In the former, treatment ranges from fasting, reading of psalms, singing, grouping victims in consultation groups, and constant church participation along with constant counselling and monitoring. In the case of lying, stealing and aggression, lessons teaching, confessing of sins, and testimony giving are encouraged to solve these problems. Finally, psalms peculiar to individual’s circumstance, such as: psalms 31 and 32 (distressed); 35 (weak); 37 (oppressed); 39 (troubled, mental cases); 91 (security) are recommended apart from other church activities; this is for the purpose of strengthening the usual praise and worship activities (Onwurah, 1996).

The belief in divine intervention is in fact generally used by church irrespective of denomination, to prove that every problem lies under the mighty hands of God (Emah, 1996). Activities such as crusades, night vigils, retreats, fellowships (house church/hotel/business centre) are used sometimes for learning or solving problems. Heatings, when carried out are considered miracles (Onwurah, 1996).

Belief in God’s judgement over the good and the wicked is equally used to effect behaviour changes in victims of emotional disorder. The fact that the good ones would stay on the right side of God and the wicked on the wrong side, without salvation, says Onwurah, is a strong motivator that could generate desired positive behaviours and discourage negative behaviours such as hostile disunity, and constant failure.

The Islamic approach

The focus here is on the belief system as a moderator between Islamic personality and emotional disorder. Some of these belief systems which result into virtuous conducts include: belief in one creator-sustainer God; belief in the existence of good and evil, belief in the purpose of man’s creation; and belief in after-death.

Belief in one creator-sustainer God is all encompassing and the implications cannot be fetched. Q51: 58. First and foremost, a muslim depends on Allah’s assistance (spiritual, mundane, abnormal and normal circumstances, etc) and not on man whose assistance is not reliable nor permanent. Second, it affords a muslim the opportunity to reason out his religion and be convinced about the the ability of God to provide all things (needs, aspirations, etc). Third, it calls for self-correction as the Qur’an puts it, And I do call to witness the self reproaching spirit 75:2. Therefore, continuous correction and evaluation lead to eternal bliss. Self actualization is attained as a result of striving for righteousness, virtue, and piety.

Behaviour modification for the over-ambitious, nervous, sad and frustrated muslim is not guaranteed. Disappointments due to unmet needs, constant failure, provocation of all sorts from the environment would be taken as part of life that should not cause panic, anxiety and irritation. In essence, the satisfaction in terms of self esteem and self actualization leads to increased motivation.

The belief in existence of good and evil is important in the life of a muslim because belief develops a muslim to be able to withstand pressures. He believes both good and evil come from God. In fact, this belief is always at work when news of sadness like the death of a relative or in other situation is received. This is received with submissive and thankful spirit with the utterance such as: ‘is from Allah we come and it is to Him we shall return’. Also fear of poverty, calamity, affliction and misery are alleviated in an emotionally disordered muslim through such belief as narrated by Hurayrah reporting the prophet Muhammad (SAN) thus: ‘if Allah wants to do good to somebody he afflicts him with trials (al-Bukhari 7: 548). So the awareness wakes the emotional disturbed to

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turn away from the thoughts over these problems.

This belief equally teaches that, although a Muslim is permitted to acquire lawful things, these should not dominate his life (Q 3:14; 9:24; and 18:45-46). That is, goodness in the treatment of shock got through constant failure, lack of reinforcement and broken homes. And the Muslims are encouraged to imibbe the 'golden middle course culture' in all things. Basically, sermons (during daily and ceremonial worship); fasting (voluntary) charity (compulsory and voluntary); and recitation of the Qur'an are usually recommended to people who are fond of material acquisitions. In order to unify their heart of greed, and corruption meaningful and relevant portions of the Qur'an are described and fasting is encouraged to suppress wild urge for sex, anger, and aggressiveness.

In addition, the belief instills in a Muslim a shock absorbing culture. The Qur'an says:

Do men imagine that they will be left (at ease) because they say, we believe, and will not be tested with affliction? Lo, we tested those who were before you .......

(Q29: 2 - 3)

That is, even our problems nowadays are not new to God, so solution to them cannot be new, they are found in the Holy Qur'an.

The belief in the purpose of man's existence on earth, pinpoints the primary role of man on earth which is simply worship. Therefore, the implications on emotional disorder are numerous and meaningful. Firstly, teaching in mosques, Islamic education centres, and or Islamic fora are used to educate the Muslims. The knowledge helps the believer to see himself as a traveller on earth. Since traveller does not scramble for acquiring everything he/she sights while on journey. He only takes things useful to him especially while continuing his journey. The awareness prevents instability and encourages normality.

The belief in life after death is important to a Muslim because without it, God's attribute of justice to His creatures would not be taken seriously. In essence, life after death implies reward of God and evil by God. If God rewards, it means these rewards should be everlasting and genuine. One of the behaviour modification techniques which Islam uses to solve problems of emotional disorder in this case are: Islamic Scholars give admonitions based on the Qur'an and hadith to victims. Also, Muslims suffering from provocation, frustration, shyness, quarrelsome, destructiveness are urged and encouraged to live by the prescribed Islamic general ethics (Al-Adab). For instance, in case of marriage conflict, the man should continue to take care of the wife and still live together in amony even if he is determined to divorce her. The provision of shelter, food, and other material things for three months are to be provided, while the wife too lives up to her responsibilities except in the sexual function. Although, they have decided to separate, the three months of staying together could facilitate the reconciliation processes, which should be done by some family members. Also, ceremonies like the Idel fitri and Kabir are used to make the poor and the psychologically depressed Muslims to enjoy as other Muslims.

To summarize this part, it is important to note that despite the religious provisions in both religions, it appears the Nigerians are being faced with one emotional problem or the other. The reason for this could be taken to mean that religion is not having enough grip on the measures of self-esteem and security. (Abdel Kawi 1991). In corroborating this fact Hepburn accounts that out of 95 carriers who proclaimed the belief in God, less than 40% were willing to entrust their lives to God. This situation is assumed to be similar with regards to pressures faced by Muslims and Christians in Nigeria.

Hepburn therefore submits that, there is a strong indication that personality variables, level of conviction, and the spiritual outlook of an individual could inhibit the belief systems for mediating between a religious individual and a looming event. He suspects therefore that once these impediments are removed, converting a potential distress to entres is certain.

In combining both approaches in terms of rites, rituals, and doctrines, a five-point healing technique is prescribed based on Abdel Kawi's (1991) studies. These techniques are based on the
rationale that ‘some forms of stress control will actually alter slightly the way in which (our) senses organs feed information to the brain’ (Allen ad Hyde, 1981: xii). These include: social engineering; cognitive reappraisal; personality engineering; meditation, and selective awareness.

Social Engineering

This involves two steps; identifying internal sources of stress and addressing it restructuring a goal-oriented behaviour such that, the internally initiated needs and wants are without stress. For instance, handling an emotional disorder of ‘perpetual panic’ due to prev examination failure could be alleviated thus: Ask yourself the following questions: ‘Why am I really worried?’ If the answer is ‘I am worried because I have never passed any J. A. B. examination before. You could further probe yourself thus: ‘Is J. A. M. B. the only quality entrance examination into tertiary institutions in Nigeria?’ If your answer is ‘No’ then, asks further: ‘Is examination success the ultimate in life?’ ‘Why then, should I continue to bother over a examination failure?’ Finally, you make a resolution to hit your goal, thus: ‘Then I need to somewhere else to progress in life’. The last answer resolved the conflict and the emotional disorder eliminated.

The technique teaches positive thinking and approach to issues even in the face of disappointment. A believer only seeks self correction for functional development. Roman 8:28: ‘we know that in all things God works for the good of those who love Him ...’ (Qu’An 94: 5:4: Verily, with every hardship comes ease! hence, when thou art freed (from distress), remain steadfast, and unto thy sustainer turn with love.

Personality Engineering

Abdel Kawi maintains the word of Selye when he suggests that personality engineering is most powerful technique that reduces stress/emotional disorder. The truth being raised here is that it is in being positive about life that, negative situations turn positive.

Meditation

It involves activities which attempt to focus and sustain attention based on a constant or regular routine. (Allen and Hyde,). What the believer is required to do here, is to combine the acts of worship and its different postures to secure a perfect quietness and total concentration on the object of worship (God) and not to stray away in one’s thought. Meditation at times can be seen as an act of worship but as a supplication too. This technique could help the diabetic hypertensive patients, as well as people who are under serious pressure of any sort.

Selective Awareness

Allen and Hyde describe activity here as the shift of emphasis, attention, and ideas away from unpleasant to pleasing conditions. What religion demonstrates here is its ability of dynamism for flexible and not rigid. The import to a disorder is that, one should not be too rigid about ideas, issues and events. Once this is possible, healing is effected. Attendance at religious public lectures, workshops on socio-political matters as they affect religion, could effectively help the emotionally disturbed individuals.

In conclusion, it has been agreed that religion is a very vital tool which could be used in alleviating some emotional disorders in Nigeria. This will only be possible if Nigerians, Muslims or Christians, are convinced about their beliefs and live by the ideals which abound in these faiths. It suggests that, religious leaders should utilize maximally the spiritual techniques, so as to help followers release some pent-up feelings. Seekers of religious healing should be cautious of charlatans and their activities with regards to spiritual healing.
The government should help the public by checking the activities of charlatans who hide under the cloak of religion to exploit and mislead innocent citizens, thereby perpetrating evil.

References
EMOTIONAL DISORDER AND STRESS AMONG WORKING AND NON-WORKING PERSONS IN PRESENT DAY SOCIETY.

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Abstract
Stress is part of human life, but the modern technologically industrialized and urbanized culture has tremendously increased the amount of stress to human bodies. This paper traces the sources and the consequences of excessive stress on the human body. It also discusses ways of minimizing stress in the modern society and suggests constructive ways of coping with stress arising from modern living styles and the pressure of existence generally.

Introduction
Every individual has very numerous sources of emotional disorder and stress in his environments. People have so many sources of emotional disorderliness and stress in both the internal and external environments. For instance, one should realize that each of one's five senses is stress provoking. Psychologically, one can feel frustrated in one's work place due to lack of promotion. It could be physical such as an attack by armed robbers either at home or while on a journey.

The recent stressor caused by socio-economic factors such as inflation, economic depressions brought about by Structural Adjustment Programme creates stress and emotional disorder since human ambitions may be shattered (Terfa & Ada 1995). Today, many Nigerians are unemployed. Many had been retrenched from industries and finance houses. As confirmed by Hassan (1991) the problem is further made complex by the soaring cost of goods, especially food items and the condition of living in general. This paper seeks to discuss through analysis, the causes of stress and emotional disorder in present day living and how to overcome or reduce its negative impact on the individual.

Causes of Emotional Disorder and Stress
Emotional disorder and stress occur mainly from a person's work, insolvency, marital obligations and social problem such as the desire to get going. These get men in situations and mood which bring frustrations fear, anger, anxiety and loss of appetite. Frustration emerges due to a person's inability to achieve goals. In extreme cases, the individual's organ systems change at fatigue and changes in the physiological processes that lead to serious illnesses, such as headache, muscle weakness, depression, indigestion, loss of weight, and sleeplessness. (Insomnia) (Adelana 1995).

Whenever a number of all of these signs occur in an individual, such a person could be under the pressure of coping with a fast moving world which the health experts call stress.

Stress is referred to as a psychological state of imbalance which can be caused by internal and external factors affecting the individual, while emotion is referred to as, mostly biased, prejudiced or strongly evaluative type of thinking. Carew (1986). According to Odejide (1995) stress is a mental, emotional or physical strain arising from the body's response to external or internal conflicts or crises. It has been shown to be associated with emotional and physical symptoms, and it is an unavoidable fact of life which produces non-specific response within the body to prepare the body for a survival flight or fight.

Sources of Stress and Emotional Disorder
Stress affects both employed and non-employed persons in different areas. For example, we...
workers the sources may include: Job insecurity which is a feature of modern industries. Due to advances in technology and in order to maximise their profits, modern industries can dismiss or lay off workers at any slightest excuse. In addition, if a new machine like computer is introduced to the establishment, the company may purchase some in order to improve productivity and to replace manual labour which eventually may cause some workers to lose their jobs. At times, if there is any setback in the economy, it can lead to compulsory retirement or retrenchment of staff. By this, many workers live in uncertainty that leads to frustration which is a stressful factor. Iwujii (1990) confirmed that poor pay, strict work rules and regulations are quite demoralizing and stressful.

The Government employee at present is in a state of constant fear and anxiety because he is aware of the insecurity of his job and he is not sure of his future, in that the government may suddenly enact a new law or decree that may affect the workers either by age or number of years of service. This again is another source of anxiety that causes psychological stressor. Also the individuals that are not satisfied with their jobs are likely to be frustrated easily and suffer stress. (Aina 1995).

Unemployment is another factor of stress, according to Adkins (1977). “The unemployed people become emotionally disturbed in a negative thinking of self-deprecation, a sense of personal disgrace and increasing conflict with those he cares most about. This leads to further loss of perspective and hopelessness”. Even underemployment of young adults is resulting in frustration, drug abuse, boredom, etc.

Evidence of stress can be found in offices where the top executives hardly take recesses from their tight schedules of work. The executive has to contend with the management of both human and non-human resources. First, some executives run a 24-hour schedule of duty. There are occasions when the chief executive may have to move from one meeting to another, possibly interrupted by a never-ending stream of callers, and all these put a lot of stress on such an individual. (Okoro 1995)

Therefore, stress is there on the streets in our relationship with neighbours, strangers, friends, associates and loved ones as well as at our homes with many children and home chores. According to Adebunwi (1995) stress also results from disappointments and failures which are suffered from time to time.

Notwithstanding, industrialization is being accompanied with urbanization. Workers have to live close to the industries, as such there is a concentration of people in urban towns and where stores are located. In some places where houses are clustered together due to limited land available in residential places the homes are overcrowded. Crowding, the opposite of privacy is a form of stress resulting from excessive and unwanted interaction (Aina 1995). For instance, an office meant for the comfort of one person that is occupied by six workers or more may likely create more stress in the occupants.

Noise is an environmental stressor, (Sheridan & Radmacher 1992). It is also an unwanted sound that can influence intra- and interpersonal interactions through its capabilities and create stress. Glass and Singer (1972) confirmed that noise increases the chances of aggression. When people are exposed to noise is expected to exist and it is a stress factor to the body. Ada (1995).

Sources of noise in a modern building in a city are varied. These are noise made by children playing football or any game, husband and wife quarrelling, playing music, turning the television or radio to the highest volume. Glass and Singer (1971) asserted that noise causes stress like some people who work in factories where machines make continuous horrible noise, blasting of rocks, and they have adapted themselves to it. Though they find it difficult to adjust to noise, to them it is more useful.

Depressed economy in the society has left people thinking over general family financial problems, inability to own a house, purchase a car or even maintain an existing one, even to undertake holidays (Okoro 1995). Apart from the nuclear family, whose needs he can be hardly met, he has to contribute to the extended family and the social community. His inability to meet up with these demands leaves him thinking and this is stressful. In fact, stress action is no respecter of
age, sex or class, though certain stressors are peculiar to different social classes.

Going to work in the morning as well as returning in the evening contribute a lot to emotional disorder or stress, especially to workers in modern towns and cities in Nigeria. For instance, those who have to go by public transport may wait for many hours before getting one, and when it comes, people struggle to get in and secure a seat. During the time of waiting in the morning there are mounting anxieties over the probability of going late to work with all its consequences. People with their own private cars may experience traffic jams or, at time have to struggle to get fuel. By the time he gets to the office and comes back to the house in the evening he is already exhausted.

Work overload is a more important stressor for managers than working conditions. French and Caplan (1973) have differentiated overload in terms of quantitative and qualitative overload. Quantitative refers to having too much to do while qualitative means work that is too difficult. According to French and Caplan (1973), quantitative overload produces many different symptoms of psychological and physical strain; e.g. job dissatisfaction, job tension, lower self-esteem, threat of embarrassment etc.

In addition, where and when the work load of an individual is high to the extent that the individual finds it difficult to cope or to rest, stress is bound to occur. Some people are also found not to be going on annual leave for years. The spirit of “Sabbath” must be respected by all to gain against stress. (Aina, 1995).

Poor Administrative Style

Any administrator or chief executive that adopts wrong or poor administrative strategies, policies and does not encourage democracy is likely going to create stress on his workers and himself. This is because a permissive and autocratic policy of administration produces more stressful situations on workers than a democratic administration. One should know that no one is an island and every unit of the organization must be heard and be allowed to contribute to the achievement of goal positively through democratic interactions.

One should realise that having too little responsibility, lack of participation in decision making, lack of managerial support, having to keep up with increasing standards of performance, coping with rapid technological change are other potential role stressors confirmed by Brook (1975).

Role ambiguity exists when an individual has inadequate information about his work role, that is, where there is lack of clarity about the scope and responsibility of the job. Kahn et al (1964) asserted that men who suffered from role ambiguity, experience lower job satisfaction, high related indicatorss related tension, greater futility and lower self-confidence. The stress indicators related to role ambiguity were depressed mood, lowered self-esteem, life dissatisfaction, low motivation to work and intention to quit the job.

Developing Stress Resistance

Stress resistance resources are the tools used to cope with stress. According to the old saying, “you have to have the right tools to do the job right”. The right kind of resources to cope with role stressors is needed. For instance there seems to be no doubt that by a healthy lifestyle we mean proper nutrition, physical activity like jogging, recreation and the like.

One needs to be conscious of the fact that there is a lot of stress factor in our environment and to view them positively. Also the amount of damage done to our body by a particular stressor depends on how we perceive it. Other resources for resistance are intrapersonal resources which are those “inner strengths” that help to cope with life’s events. One of these important resources of this type is self-esteem. For instance, if a worker is retired unexpectedly, though helpless and cannot sue the company that retired him, the best for him is to maintain his self-esteem which is strongly related to ego integrity. Erikson (1963) explains ego integrity as acceptance of oneself and one’s life.
Furthermore ego identity refers to a stable and integrated sense of self that is still dynamic and flexible. Antonousky (1979) confirmed that those with strong ego identity maintain their dependence while still being in touch with their social and cultural reality which is a strong sense of self that is essential in coping and resisting many stressors.

At times many stressors can be removed, while some require drastic action. That is good stress management begins with taking control of as many stressors as possible. One needs to be aware of them but we tend to ignore stressors that occur regularly and they can still affect our health. To gain awareness of background stressors in several ways, one method is to keep a stress diary which involves recording stress reactions and the events that precede them. Keeping a diary will help identify the stressors that trigger the reactions. (Sheridan: 1983).

Coping with Stress at Work

There are a number of changes that can be introduced in organizational life. The management will endeavour to create the social, psychological and organisational environment in the work place in order to encourage greater autonomy and participation by matters in their jobs. Cooper & Marshall (1976).

People should be encouraged to have time for relaxation in their daily routine, cultivate the habit of taking walks in quiet environments on weekends. They should also take short breaks from work if it is getting on their nerves. In addition, vigorous exercises taken regularly help to reduce stress and the most important is to ensure that the diet taken does not contain too much sugar and salt. The meals must be rich in fresh vegetables and fruit.

It is advisable to be self confident, because low esteem is known to be a cause of stress in many people. One should always feel good and remind oneself that one is an important person, loved and needed by those who love, and is capable of returning love. (Adenbam, 1995).

Suggestions to Reduce Stress & Emotional Disorder

According to Sheridan and Raadmacher (1992) one needs to learn to handle stress, because stress is a normal part of living, and everyone faces it to some degree or level. Properly handled, stress need not be a problem, but unhealthy responses to stress, such as driving too fast, drinking alcohol excessively, or prolonged anger etc. which is characteristic of Type A personality cause a variety of physical and mental problems. Therefore talking over a problem with someone that is trusted helps to bring a satisfactory solution.

Ogbuibe (1982) identified some executive diseases suffered by Nigerian executives to include gastric ulcer, hypertension, heart diseases etc. All these are caused by too many commitments on social events, too much travelling especially on weekends, over-commitment to financial matters, family problems, skipping of meals and engaging in a high rate of alcohol consumption.

In order to reduce stress among workers the establishment should organise pre-employment medical examination, and periodical medical examination in order to arrest these diseases associated with stress.

Furthermore an organisation can help to diversify the opportunities for relaxation by the workers. This is by encouraging the use of staff clubs for relaxation. What individuals can do on their own to relieve themselves from stress include meditation and other formal techniques which individuals need to learn and practice, like, planning ahead, developing a personal philosophy of life, behaviour modification etc. (Osundahunsi 1995).

The work environment needs to be constantly monitored in order to identify and remove work environmental stressors, e.g. in the area of differences of opinion between staff and management. One way of dealing with this is to encourage open communication between management and its staff through regular meetings where these differences could be aired and discussed. Besides, these meetings would also afford the staff the opportunity to participate in decision-making; the
already planned work schedules should not be interrupted by the management, because in doing this it can create a lot of frustration among the staff. Therefore the practice needs to be minimized by top management. (Akinmus, 1995).

Conclusion

A fundamental premise of rational-emotive Therapy (RET) states that stressful conditions do not exist in their own right but vary significantly in relation to the perceptions and cognition of those who react to these conditions. Ellis (1973) further stated that in any event extremely stressful situations, such as prolonged lack of sleep or physical torture rarely occur in human lives. But much weaker stressors occur such as loss of job, rejection by a mate or failure at school being forced to retire by the company on attaining the age of 50 or 55.

In addition, some people feel severely depressed, others feel moderately sad and frustrated, feel content. Infact the same stressor leads to quite different results in these three groups of retirees (Ellis, 1973). To can it all, the problem is trippled by the soaring cost of goods especially food item as many Nigerians go on a meal per day. In this type of situation where basic primary needs cannot be met, counselling becomes rather irrelevant. As such, vocational counselling theories may fail because the goal of counselling will be for survival. But most graduates are now taking jobs that are meant for unskilled labourers. All these have put restriction on the possibility of choices of occupations. Choice which typifies the goals of counselling is no more relevant in the present economic circumstances. (Hassan, 1991).

According to Ipaye (1983) guidance and counselling is a helping service that provides in atmosphere as well as the setting with in which a professional counsellor can help a person (client) or a group of people in terms of resolving educational, vocational and personal social problems acquiring coping skills, getting acquainted with, assessing various value systems as well as in terms of self study and self analysis leading to adequate self understanding.

The issue of stress and modern living is a problem of adjustment in a changing world, a fast moving world, an unpredictable world that is full of ups and downs. Therefore the rational therapist or counsellor should make effort to attack the emotionally disturbed individuals’ illogical ideas. In instance, the counsellor’s responsibility is to let the affected people understand their irrational thinking as the cause of their anxiety, hostility defensiveness, unhappiness and uncontrollable behaviour by helping and advising individuals that such should concentrate in his own self respect and on love rather than being loved. (Carew, 1986).

Furthermore, the individual should have a lot of control over his emotions and make up his mind to work at controlling certain emotions.

This paper has attempted to discuss the problem of emotional disorder and stress in modern society. Given the prevailing social and economic difficulties in Nigeria today, there is need for greater attention to this twin problem and how to help individual cope with them.

There is more to be done in this areas especially by guidance counsellors and as a result, many individuals, the world-over struggle to cope with emotions and struggles of living today.

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EMOTIONAL STRESS AMONG EMPLOYED AND UNEMPLOYED PERSONS: IMPLICATION FOR COUNSELLING

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Abstract
The study highlighted various opinions about emotional stress, differentiated employed from unemployed persons as well as determined whether employed persons experience emotional stress more than unemployed persons. Simple percentages were used to analyse the data from 160 subjects. The result showed that employed persons do not experience more emotional stress than the unemployed. From the analysis, appropriate counselling interventions were preferred.

Introduction
Human beings have series of needs which according to Ekpiken (1991) stems from individual or from the individual interaction with her environment.

"Emotion", according to the New Standard Encyclopedia Dictionary (1984: 232) is "a feeling especially a strong or intense feeling, as of love, joy, fear, etc; often accompanied by corporeal change", "emotional" is defined as "marked by a disposition to express emotion". We "Stress" is a "special weight; physical or emotional tension".

Emotional stress in this paper refers to any feeling of sadness or joy that causes any disturbance in behaviour.

Employed person refers to any person who provides work in return for money.

Ekpiken (1994: 214) explains that "the unemployed refers to individuals who are actually looking for job but fail to find one".

Counselling is one of the guidance services utilised by the counsel to facilitate resolutions of educational, vocational, personal and social-psychological needs. Needs in this paper mean problems.

Implications for counselling includes attempts to identify plausible causes of emotional stress among employed and unemployed persons as well as strategies for intervention.

Essentially, various Psychologists and Counsellors have confirmed that as long as people have needs, they would also experience emotional stress whether they are employed or unemployed, thus various strategies for intervention must be applied to manage emotional stress. (1956, 1974); Lazarus (1966); Walsh (1979); Bullucci and Mcgrance (1980); Chernis (1980); Farr (1981); Spark (1982); Jeremko (1984); Flynn (1985); Denga (1983), 1985. 1991A, 1991C, 1991C); Ekpiken (1991, 1995A, 1995B and 1995C); and Uche (1992).

The purpose of this study is to identify emotional stress among employed and unemployed persons as well as offer suitable counselling strategies for intervention.

Research Questions
The study is designed among other things to answer the following research questions:
1. Do employed and unemployed persons suffer emotional stress?
2. What are the causes of emotional stress?
3. What are the manifestations of emotional stress?
4. Do employed persons experience emotional stress more than unemployed person?
5. Who can help the employed and unemployed persons cope with emotional stress?
6. What are the possible strategies that could be utilised in coping with emotional stress?
Methodology

The study was carried out in Calabar Municipality, Akpabuyo, Odukpani and Akamkpa Local Government Areas (LGAS) of Cross River State (see table 1.0). Out of the fourteen (14) LGAs in state, four (4) were selected due to proximity.

<table>
<thead>
<tr>
<th>No</th>
<th>L.G.A</th>
<th>Office</th>
<th>Female</th>
<th>Male</th>
<th>Total number of persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Calabar Municipality</td>
<td>Nigerian Port PLC: Administration</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Akpabuyo</td>
<td>Health Centre</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Odukpani</td>
<td>Account Personnel</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Akamkpa</td>
<td>Teaching Staff Non-Teaching staff</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number of Persons</strong></td>
<td></td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>

In order to reflect various professions the civil service, health and educational sectors were identified and used. These were five (5) in all (see table 1.0).

Data collection was through the use of structured questionnaire called "Roibito Employed and unemployed Persons' Emotional Stress Rating Scale (REUPESRS) that was designed by the researcher and validated by other test experts.

Simple random sampling was used to distribute eighty (80) copies of the REUPESRS questionnaire to twenty (20) randomly selected (female and male) employed persons in each of the five (5) offices of the four (4) LGAS.

For the unemployed persons (see Table 2.0), eighty (80) REUPESRS questionnaires were also distributed to ten (10) randomly sampled females and males in each of the four (4) LGAS.

Table 2.0: Distribution of Unemployed Persons Found Around the Directorate for Employment (NDE) in Each LGA

<table>
<thead>
<tr>
<th>No</th>
<th>Local Govt. Area</th>
<th>Female</th>
<th>Male</th>
<th>Total Number of Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Calabar Municipality</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Akpabuyo</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Odukpani</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Akamkpa</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number of Persons</strong></td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>
Table 1.0 and 2.0 show the various groups thus a total of one hundred and sixty (160) copies of REUPESRS questionnaires were administered. These were completely filled and retrieved by the researcher.

Analysis of Data and Discussion

The first research question was affirmed by all the 160 subjects from their response to REUPESRS questionnaire number 1 (see Appendix A). Deng (1991: 1) adds that "stressful situations have become ubiquitous in academic, occupational, social and economic environments in the country with each generating its own stressors".

Table 3.0 answers the second research question. Each of the 160 respondents enumerated 10 causes of emotional stress in answer to question 2 in the REUPESRS questionnaire, so there were 1,600 causes of emotional stress. Since there was an overlap in some of the items, the 1,600 items were grouped (see Table 3.0) into 10 sub-heads and placed according to their ranks (see REUPESRS question number 3).

Table 3.0: Causes of Emotional Stress

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Employed Female</th>
<th>Male</th>
<th>Unemployed Male</th>
<th>Male</th>
<th>Total number of persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Finance</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>2.</td>
<td>Bad economy</td>
<td>39</td>
<td>41</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>3.</td>
<td>Competing/conflicting societal demands</td>
<td>39</td>
<td>41</td>
<td>35</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Under-utilisation of talent</td>
<td>38</td>
<td>42</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>5.</td>
<td>Family demands</td>
<td>36</td>
<td>44</td>
<td>35</td>
<td>45</td>
<td>160</td>
</tr>
<tr>
<td>6.</td>
<td>Additional education</td>
<td>40</td>
<td>40</td>
<td>61</td>
<td>19</td>
<td>160</td>
</tr>
<tr>
<td>7.</td>
<td>Lack of spouse</td>
<td>53</td>
<td>27</td>
<td>63</td>
<td>17</td>
<td>160</td>
</tr>
<tr>
<td>8.</td>
<td>Lack of personal house/accommodation</td>
<td>32</td>
<td>48</td>
<td>22</td>
<td>58</td>
<td>160</td>
</tr>
<tr>
<td>9.</td>
<td>Fear of the future</td>
<td>16</td>
<td>64</td>
<td>33</td>
<td>47</td>
<td>160</td>
</tr>
<tr>
<td>10.</td>
<td>Loss of authority</td>
<td>10</td>
<td>70</td>
<td>11</td>
<td>69</td>
<td>160</td>
</tr>
</tbody>
</table>

Though the cause and effect relationship may not be established in absolute terms, according to Deng (1991: 3:5) is induced by the type of personality, life style, work demands, lack of leisure and sense of humour and a high-risk environment. Golaszewski (1985, 391:399) give five sources of organisationally based stressors: relationship at work, organisational structure...
climate, factors intrinsic to the job, role in the organisation and career development.

The third research question was answered by the response to REUPESRS question 4 (see table 4.0).

### Table 4.0: Manifestations of Stress

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Employed Female</th>
<th>Male</th>
<th>Unemployed Female</th>
<th>Male</th>
<th>Total number of persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Depression</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>2.</td>
<td>Pressing tendency to commit suicide</td>
<td>38</td>
<td>42</td>
<td>37</td>
<td>43</td>
<td>160</td>
</tr>
<tr>
<td>3.</td>
<td>Nagging</td>
<td>43</td>
<td>37</td>
<td>58</td>
<td>22</td>
<td>160</td>
</tr>
<tr>
<td>4.</td>
<td>Deep seated insularity</td>
<td>31</td>
<td>49</td>
<td>38</td>
<td>42</td>
<td>160</td>
</tr>
<tr>
<td>5.</td>
<td>Drug/alcohol abuse</td>
<td>38</td>
<td>42</td>
<td>39</td>
<td>41</td>
<td>160</td>
</tr>
<tr>
<td>6.</td>
<td>Heart disease</td>
<td>35</td>
<td>45</td>
<td>22</td>
<td>58</td>
<td>160</td>
</tr>
<tr>
<td>7.</td>
<td>Insensitivity</td>
<td>13</td>
<td>67</td>
<td>19</td>
<td>61</td>
<td>160</td>
</tr>
<tr>
<td>8.</td>
<td>Hypertension</td>
<td>28</td>
<td>52</td>
<td>11</td>
<td>69</td>
<td>160</td>
</tr>
<tr>
<td>9.</td>
<td>Stomach</td>
<td>12</td>
<td>68</td>
<td>10</td>
<td>70</td>
<td>160</td>
</tr>
<tr>
<td>10.</td>
<td>Intolerance</td>
<td>17</td>
<td>63</td>
<td>26</td>
<td>54</td>
<td>160</td>
</tr>
</tbody>
</table>

Uche (1992: 3) confirms that "stress may be manifested in various forms including physical exhaustion, hypertension, ulcer, lower back pain, insomnia over-reacting, drug or alcohol abuse, mental fatigue, extreme sensitivity, diminishing sexual appetite, occupational burn-out, absenteeism, act of crime, diseases, religious disturbances, rage, retirement, etc." He advises that the almost endless list should suggest the need to scrutinize our personal conditions of problems with a view to determining whether or not they are stress related. To this, Deng (1991B: 2) explains that there are two major patterns of stress.

First is the "prolonged, degenerative and chronic pattern" while the second type is the occasional or transient form which are generally linked with specific environmental events or factors. For instance, test stress, marital stress, stress due to some forms of danger, etc.

Tables 3.0 and 4.0 as well as responses to research questions one, two and three all portray employed persons do not experience more emotional stress than unemployed persons. However, specific environmental situations demarcate specific needs. Ekpiken (1994: 217) concludes that employed people experience problems such as an insidious inflammation of psycho-social problems and render them vulnerable to suicidal tendencies among other psychological and physical problems which are also experienced by employed persons.

In response to the fifth research question, Ekpiken (1996: 221) reiterates that "studies of counseling as a communication process have yielded specific methods for helpers and trainers-often to follow". Thus, Deng (1983, 1985 and 1991) and Uche (1992) all agree with her that the counselor has the most advanced method in the world which naturally makes her particularly effective as a partner to other prime movers in the world of innovative ingenuity. Deng (1986: 6)
Counselling Strategies for Coping with Emotional Stress
1. Be sure to explore all obvious channels first
2. Arouse your curiosity by pasting highly successful notes on your walls saying "I can help myself plan my life successfully". These are simple, easy, effective ways to elict your.ro to open "closed doors".
3. Assume that you can do something good about your need with time.
4. Make it convenient for you by telling yourself "now is the time to solve my problem".
5. Start when you least expect to.
6. Flatter yourself with nice words.
7. Get someone else to share your needs.
8. Have a mutual friend, confide in her.
9. Shock your confidence with a dramatic display of your need, or an unusual chart or diagram showing important sayings, high profit potentials or benefits that result when success is achieved.
10. Keep asking yourself: "How can I adapt, improve on, use these ideas to win?"
11. Test them! It is just possible that you will wind up with solutions you never thought you had.
12. Expect some failures.
13. Be of good cheer by trying harder and avoiding past errors.
14. Remember, failures and successes tend to balance each other, thus establishing the equilibrium that radiates steady progress.
15. You can get rid of anxiety and, once again achieve successful results.
16. Obviously, any normal, responsible person is concerned about the future.
17. The best one can do is try to perform successful in any endeavour you find yourself.
18. Keep trying when things do not work out as you would want.
19. SMILE always! A cheerful mind and a relaxed attitude banish fear. It is the best ammunition in one's life.
20. Make it your goal to enjoy anything you decide to do. If you do it you will find it easier to achieve your life goal(s).

Conclusion
Emotional stress is an endemic epidemic that affects not only employed and unemployed persons but all human beings. According to Counsellors and Psychologists, one has to learn to adapt to and live with situations at any given time and place.

References


STRESS MANAGEMENT STRATEGIES AMONG NIGERIAN CIVIL SERVANTS

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Abstract

The paper examined the concept and types of stress. In particular it discussed in detail emotional stress: causes in relation to the Nigerian Civil Servant. It concluded by providing strategies for stress reduction.

Introduction

The term stress has many definitions. It can be described as a condition or situation where an individual finds himself under frustration, fear, anger resulting in tension, anxiety, depression, loss of appetite and in extreme cases loss of sleep at night (insomnia) (Adebanwi 1995). Stress is a conflict between the individual and his environmental factors. It is the relationship between man and his environment that forms the stuff of ergonomics. It is both the cause and the result of physiological and psychological processes in the individual and in his social interaction with others. (Welford 1976). Stress is when an individual fails to meet his demands or needs (Sells, 1970). It can be regarded as a reaction which we experience when we cannot cope with a situation, (Parker, 1977). The real stress is emotional or physical discomfort in the face of danger. Stress is a signal that without radical change one's emotional life and perhaps health will get worse. To the writer, stress is a conflict between an individual and his environment. It is a stage where an individual cannot meet his needs, goals, and demands in order to survive. These can be food, shelter, clothes, security, good health, good education, potable drinking water, conducive noise-free environment, free from noise, good roads, good communication system, freedom and equity.

Types of Stress

There are different types of stress. These are:
(a) infections stress
(b) intoxication stress
(c) trauma stress
(d) heat stress
(e) cold stress
(f) psychogenic stress
(g) emotional stress like in;
   (i) anxiety
   (ii) depression
   (iii) fatigue
   (iv) nervous strain
   (v) physical.

The type of stress to be discussed in this paper is purely behavioural in nature. This type of stress that an individual faces or experiences when he is in conflict with his environment when he is incapable of meeting his demands, or not able to achieve his set goals and objectives. This type of stress which an individual faces due to the above stated reasons is emotional stress.
Emotional Stress

Emotional stress is a feeling of bodily state involving various physical structures, and it bears in particular situations. It is a complex state of the organism involving widespread bodily changes. Mentally, this is accompanied by strong feelings and impulses to behave in particular ways. For example, bodily states and behaviour. (Strongman, 1978). Emotional stress is the affective disorder which involves emotional changes and neuroses and are largely characterised by problems of anxiety. (Parker, 1977).

Causes of Emotional Stress

Emotional stress is caused by many factors of stress or agents. These are in form of:

Anxiety

Anxiety is the reservoir of unresolved conflicts which result in the evaluation of present decision making. It is fraught with potential danger. Anxiety is regarded as an unresolved fear. It is located with anger, pain and frustration. There is a general agreement that anxiety is perceived to handicap which restricts the (workers) civil servants from the achievement of realistic, personal, emotional, emotional fulfillment and social goals. (McReynolds 1976). This deficiency is complicated by stress.

Depression

Depression is another stressor. For example, a civil servant may face a problem to which he has more attention is given to decide what is to be counted as an event of emotional significance to the person in trouble. Where the decision is left entirely to the person there is danger for circular argument for any event that he claims has caused him stress. This will be counted as stressful, and more depressed a person is the more he is prone to stressful events. (Bowlby, 1980).

Adjustment

Individuals who experienced high levels of negative changes are to be maladjusted. These prove changes make workers to be more extremely oriented, perceiving themselves as being less able of exerting control over environmental events. They regard themselves as low self-esteem individuals, losing hope in themselves.

Noise

Noise is a loud unexpected and disagreeable sound and it is a stress factor to the body. For example, sources of noise include: loud playing records, television or radio sets, children crying or noise, pounding from kitchens, old cars, ringing bells for worship, beating drums and shouting over of speakers. These are due to urbanization and overcrowding. A civil servant is thus subjected to serious stress of noise in his residential place and this may interfere with his resting periods and his not having enough rest.

Changes in Life

Civil servants, in the process of living, experience a variety of events or life changes which be considered potential stressors. Included here are such diverse events as changes in residence, marriage, separation, divorce, family size, death, illness, loss of job and changed work responsibilities. Life changes represent causes of emotional stress to which all (workers) civil servants are subjected to a greater or lesser degree.
Self-Conflict
Environmental emotional stress causes a specific unconscious conflict within the civil servant himself, which then leads to anxiety and to the arousal of specific regressive physiological and finally psychological disturbance symptom or disease. (Welford, 1974). Disturbance can be in the form of fear, worries, fatigue and emotional imbalance.

Personal Cause
A civil servant may face the problem of personal vulnerability. This is due to ignorance, imprudence, expenditure of energy in high living, inability to deal with external, social and internal emotional stress, or genetic vulnerability. Hereditary weakness can make a civil servant susceptible to any form of emotional stress if he has been placed in some situation for which he is constitutionally poorly endowed. Ignorance, fatigue or poor habits can lead to personal vulnerability. This in turn can make a civil servant unable to handle other situations for which he is ordinarily competent, turning them from mere details to emotional stress factors, reducing his ability to handle decisions and other aspects of daily living.

Internal Cause
Internal conflicts are some of the most serious saboteurs of good decision making. When a civil servant has conflicts within himself, he may end up by making no decisions, or decisions which are impulsive, trivial, infantile, stupid, contradictory, hateful, cowardly, vague, or just plain wrong. The trouble with internal conflicts is not only that an individual is fighting with himself, but also he may not even know that he is in a fight. This will make him angry and in melancholic moods. His emotions may confuse his thinking. This will make him unable to deal with problems and create worse situations than he can cope with.

External Cause
A civil servant is faced with environmental overload. His requirements of a combination of job, travel, education, maintaining a household, taking care of children may be too complex or exhausting for a particular person. A civil servant's resources may be inadequate to meet the environmental demands. In addition, if he finds himself in an alien world, that is one in which he is not trained to cope, this form of external cause can easily make him break down in one way or the other.

Social Cause
The interpersonal relationship a civil servant has around him can be stressful. There are many causes of vulnerability to social stress. They include excessive dependency upon others, lack of support from important people when things go wrong, fear of conflict, or lack of clarity in our view and goals. If a civil servant does not understand himself he cannot determine the kind of social life which leads to emotional fulfillment on one hand, and freedom from emotional stress on the other.

Lack of Basic Needs
Sometimes, a civil servant is faced with problems when he is incapable of acquiring his basic needs for survival. These are: shelter, food, water, air, education, good health, to mention a few. In this condition, emotional stress will arise when demands exceed capacity in the sense that he cannot cope. He also experiences emotional stress when it requires effort and the toleration of unpleasantness is beyond what he is willing to bear. (Welford, 1974).
Stress Reduction Strategies for the Nigerian Civil Servant

Stress management can be regarded as how an individual can reduce, minimize or control stress. The most important point is to match civil servants with tasks and strategies and ways to manage emotional stress. Coping strategies can be drawn from within the civil servant himself or from his environment. The best way which a civil servant can manage or control emotional stress are is follows:

Social

It is a truism that man is a social being; Man should have contact with others to gain support. Civil servants are to be encouraged to work and mix with other people. This plays a large part in effecting a cure of emotional stress. (Warbuzon, 1979). Social people generally live longer than isolates. However there are stress situations caused by family members who block coping or management rather than help. Social support systems can be regarded as extremely valuable potential coping resources to emotional stress. As Pearling (1975) says;

...other social relations may serve as sources of emotional support and encouragement, something to lean on for help when the going is tough. And finally, social contacts and affiliations can provide a heaven to which one may flee for a bit of relief from ordinary routines.

Peace

A civil servant should have peace. Peace at home is a strong agent of combating emotional stress. Civil servants that were in good accord with their wives and children are well treated and well relaxed at home and office and are free from emotional stress.

Security

It is very important for every civil servant to get physical, financial, and job security for social adjustment. Another good thing for a civil servant is emotional and moral security. These can be improved by job enlargement and removing irksome and unnecessary administrative procedures. Civil servants should be trained in psychology in order to improve their living standards. Job satisfaction is a good source of eradicating emotional stress among civil servants.

Good Administration

Decentralization - The effect of emotional stress among the civil servants may be lessened by decentralizing the authority. This can be done by increasing initiative, responsibility, and by decreasing administrative rigidity. The distance between a manager and his subordinates can be reduced by his readiness to consult with them, to feed back results of performance, discuss differences and encourage expression of opinions.

Progressive Report for Civil Servants: Civil servants want to know they are progressing and to receive credit when due. It should be possible to tell them in advance about changes that will affect them, and the reason for the changes, so that they can be better accepted. It is better to consult employees as soon as changes are proposed because useful information may be gained and sense of participation increased.

Equity - The idea of equity among the civil servants must be surely recognised by the authority concerned. That is equality of opportunity to attain the best possible end result is preferable to uniformity of means. For example, equality in in-service training, health, resources and job opportunity.

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Finance

It has been pointed out for a civil servant to live the most healthy today seems to require a reasonably high income. In Nigeria today a civil servant needs a good income in terms of health, food, shelter, clothes, relaxation, education and satisfactory living conditions. His job and activities must earn lasting results. The fruits of his work must be cumulative and must provide a capital gain or high income to meet his present and future needs.

Conducive Environment

It is desirable to remove causes of dissatisfaction, discomfort and fatigue of civil servants from the physical environment. This will reduce mental distress and emotional stress at work. A civil servant has to live in perfect surroundings which in themselves automatically promote health activities. He has to live in a conducive environment, full of fresh air, peaceful and free from noise pollution and overcrowding. (Iwuji, 1990).

Ambiguity

In certain instances ambiguity/uncertainty will impel a civil servant towards a vigilant search for information on which to predicate cognitive appraisal and coping strategies. Indeed, information search in itself is a basic form of coping strategy with emotional stress. General knowledge enable a civil servant to understand and interpret another person’s actions simply because the other person is a human being with certain standards. Individual differences in such knowledge ought to be one of the important bases of cognitive appraisal and of managing emotional stress (Hilman, 1970).

Problem Solving Skills

These include the ability to search for information, analyse situations for the purpose of identifying the problem, to generate alternative courses of action, to weigh alternatives with respect to desire, or anticipated outcomes and to select and implement an appropriate plan of action for the solution of problem. A civil servant has to identify what brings emotional stress to his life. Once this is identified, he should try to bring his emotional stress under control. It is necessary for him to learn how to cope with problems. If the real world does not permit him to utilize old kind of solutions, he must develop his alternative means of solving problems.

Psychotherapy

Doctors have used drugs and other methods of treatment to enable people (workers) and patients to cope or to manage with life demands. The recent advances in the refinement of drugs responsible for doctors used to relieve an individual of his immediate tension, to make stressed or depressed individuals more relieved. Doctors realised that conditions of the mind cannot be treated by drugs alone but the people’s root of the problems (Keinan, 1973).

Counselling

The most urgent requirement to control emotional stress, and one of the best hopes of the so, derives from the world’s need to foster, discover and conserve talent. Counsellors should assist clients or civil servants to recognise some of their best talents, know their capability and weaknesses, and assist them in finding the root of their problems and finding solutions to these problems by themselves. Also counsellors can make use of different systems of psychotherapy such as, classical psychoanalysis, behaviour therapy, cognitive restructuring, rational behaviour-therapy, dialectical therapy, multi-modal therapy and rational-emotive therapy (RET) to assist the civil servants cope with emotional stress at home, at work and in social activities.
emotional Fulfilment
It has to do with the relationship of a person to his society. Some civil servants claim that it is all the society’s fault in any situation they find themselves. They have not been trained themselves to find out what is important for them emotionally. A civil servant should struggle in order to improve his conditions. This can be possible through self-discipline, developing resources and preparing himself to come back from disaster. The areas that a civil servant is to develop himself which lead him towards emotional fulfillment are: love, friendship, employment and a vocation.

Personal Development.

Self Development:
A civil servant should be aware of his capacities and has to struggle to express them. These include his emotional, physical and intellectual potentials. After coping with life and contemplating one’s experiences a civil servant must determine what he can do best for himself. Then he must make sacrifices and take risks in order to develop and express which is best within him.

Self-Understanding:
The key toward improving civil servant’s life is through self-understanding. A civil servant needs to understand himself fully. No sensible plan can be devised which does not take into consideration his very special characteristics as a person. The techniques which a worker uses to cope with emotional stress, the kind of people to whom he relates, the personal and professional goals for which he strives and makes sacrifices, must be based upon a realistic consideration of his basic nature.

A civil servant should learn to observe situations by himself more accurately. He can modify his actions as he goes along so that he can bring himself closer to his goals. He will learn to recognize his decisions, before it is too late as those decisions which do not bring him satisfaction or help him to achieve his goals should be rejected entirely.

Self-Confidence
The civil servant should have ways of overcoming his problems through self-confidence. This, if greatly enhanced, may overcome not only immediate crisis, but also other personality difficulties which previously troubled him.

Self-Independence
A mature civil servant believes that part of his life may be useful if temporarily he spent it without sharing with others. He respects his own individuality and does not believe that satisfaction must come only from the approval of others, that is the constant companionship of another person, or the support of a supervisor. The independent civil servant tries to get some of his emotional needs from other people, but when he senses that his demands are excessive, or that nobody is available, he states his own satisfactions or strategies for achieving his goals and for combating emotional stress.

Conclusion
This paper discussed stress, types of stress, emotional stress, causes of emotional stress and how a civil servant can best manage emotional stress. Management strategies are discussed independently and they can also be classified under social, health, physical, psychological, emotional, counseling, administrative and environmental. The most important thing for a civil servant to get rid
of emotional stress is to face reality, cut his coat according to his size and also drop a laughter or two. Then to be happy in whatever condition he finds himself.

References


STRESS MANAGEMENT AMONG NIGERIAN COUPLES

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Abstract
The purpose of this study is to identify and describe the views of Nigerian couples regarding methods of resolving marital conflicts and crisis. Three hypotheses were stated to direct the study. The Marital Conflict and Crisis Resolution Inventory (MCCRI) was developed to aid the collection of information. Two hundred and forty couples participated in the study. 2 x 2 chi-square analysis and simple percentages were employed for data analysis. The results showed that: there was a significant difference in the method of resolving marital conflicts and crises between husbands and wives with regard to the use of external people (third party). The findings further showed that there were no significant differences in the methods of resolving marital conflicts and crises between husbands and wives with regard to resolving the perceived problems within the nuclear family and the use of professionals. On the basis of these findings it was concluded that sex differences tend to operate within regard to methods of resolving marital conflicts and crises. Consequently, some recommendations were made on how to assist the couples get over difficulties in their marriage.

Introduction and Background Literature
In the olden days, people took pains to study the behavioural traits of their would-be husbands and wives. The systematic study would enable them to make a careful selection of their partners. There was no rushing and people who were ripe for marriage needed the advice of their parents, uncles, aunts, and well-wishers. Equally, experienced village philosophers disseminated to youths such information and adages as:

Look before you leap; all that glitters is not gold, success or failure of an individual depends on his or her marriage; a clamorous and a venomous woman is a more deadly poison than a mad dog’s teeth; if you want to make a woman your life-long partner, you must first of all rear seven goats, seven sheep, seven pigs, seven ducks and seven fowls; if you tolerate their behaviour without any serious emotional disturbance, then you can go into marriage (Nweke, 1989).

If these adages and pieces of advice, people were careful and took pains to choose their partners who make their marriage lives hitch-free, happy and successful.

The situation is not so today. People choose their partners indiscriminately. Thus, after marriage, problems are bound to arise. For instance, no family anywhere today, not even the most stable, is immune from stresses of some kind. They may come from without, as the church, the school or friends infringe upon the family’s authority, or external events challenge it. They may also come from within, as illness strikes or individual members try to satisfy personal needs that conflict with those of other members. These outer and inner pressures may ultimately strengthen family bonds, but their immediate effects are always disturbing; under stress, the happiest of families sometimes unhappy. And in some cases, the clash of society and family, or of person with person in a family, is so great that family cohesiveness is seriously threatened or even destroyed.

Westermarch (1921) observed that the family is not rooted in marriage, rather, marriage is
an institution rooted in the family. Thus, among many peoples of the world, married life does begin for persons who are formally married, or marriage does not become definite until a child is born or there are signs of pregnancy. Nigeria is not an exception to these statements. The childlessness in a married life is one of the main causes of friction or even separation in a family. Above views are supported by Nweke (1989) and Amadi (1991). According to them, marital problems may also arise from childlessness, incompatibility, getting only female children, infidelity, poverty and insufficiency, sickness, death, differences in values, lack of sexual gratification or part of one of the couples and parental involvement. Problems could also stem from marriage of someone of a higher or lower social class background - social class heterogamy (Jorgensen, 1988).

In their study on blame, control, and marital satisfactions, Madden and Buiman (1981) found that, the five marital conflicts most frequently mentioned by respondents concerned the spending of money, relationship with relatives, discipline of children, division of housework, child care, communication difficulties. On methods adopted in resolving the marital conflict, Madden and Buiman reported that more women than men rely on the use of third party in resolving their marital problems.

Families and marriages are facing the most trying period all over the world today. Tension, anxieties, fightings, uneasiness and lack of peace are the order of the day, so that, high blood pressure has become rampant in our society. People are dying young because of stress in homes. Divorce, abandonment of matrimonial homes and children are assuming proportions. Courts of law are flooded with husband versus wife cases which occupy the precious time of magistrates and judges when they should be concerned with the habitual criminals in the society.

The above features are characteristics of conflicts and crises in families and marriage.

Consequently:

One can reasonably assume that people all over the world have had a real need for assistance of one kind or another to enable them to get over difficulties which prevent them from functioning effectively.... The person to whom one goes for help depends on a number of factors. These may include the nature of the concern, its degree of difficulty, the expertise of the help giver, the popularity or community acceptance of the helper, his known effectiveness, the individual’s faith, and trust in the helper’s ability to improve his condition and perhaps the accessibility of the help giver. For this reason, a variety of individuals in history and across culture have played the role of help givers themselves. Friends, parents, members of the extended family, chiefs and community elders, members of one’s age group, have traditionally provided an informal type of help when called upon. Medical and traditional doctors and midwives, Christian and Muslim priests, counsellors, psychologists, rehabilitation and employment officers, teachers, etc. now provide professional help. However, there is a difference between professional and informal help givers. The former have undergone a professional training to systematize and refine their helping approaches and strategies (Achebe, 1988).

Purpose of the study

The major concern of this study is to identify and describe the views of Nigerians regarding methods of resolving marital conflicts and crises. To aid the study, the following research questions and hypotheses were addressed: Do husbands and wives differ in methods of resolving marital conflicts and crises with regard to:

1. the use of external people?
2. resolving the perceived problems within the nuclear family?
3. the use of professionals?
Statement of Hypotheses

There is no significant difference in methods of resolving marital conflicts and crises between husbands and wives with regard to the use of external people.

There is no significant difference in methods of resolving marital conflicts and crises between husbands and wives with regard to the use of members of the nuclear family.

There is no significant difference in methods of resolving marital conflicts and crises between husbands and wives with regard to the use of professionals.

Research Design

Sample: A total of 240 spouses (120 husbands and 120 wives) were randomly selected in a particular church in Uyo metropolis of Akwa Ibom State for participation in the study. The selection of the subjects from a church was justified in the sense that they comprised people from different cultures and backgrounds. This was in terms of state of origin and occupation. The average age in the sample is 29.4 (30.3 for husband and 28.6 for wives) and a standard deviation of 5.41. Respondents have been married, an average of 6.7 years, with an average of 2.0 children.

Instrumentation: The marital conflicts and crises resolution inventory (MCCRI) developed by the researcher was used for collecting data for this study. Due to time factor, the psychometric properties (e.g. a test re-test reliability co-efficient and validity co-efficient) of the instrument were not sought. However, for the fact that the instrument was scrutinized by senior educational psychologists in the University of Uyo, it was assumed that the instrument was valid for the study. The MCCRI consists of two sections. Sections A contains questions about oneself, name, age, state of origin, years in marital home, number of children and occupation. Section B consists of 20-items dealing with methods of resolving marital conflicts and crises. The 20-items were divided into three sections of methods of resolving marital conflicts and crisis. These include: external people, within the extended family and the use of professionals. Respondents were requested to rate the importance of a given method on a 5-point scale that ranges from strongly disagree to strongly agree. Out of the 250 instruments that were given out, only 240 were returned yielding an 82 percent response rate.

Procedures: To test the three hypotheses, the frequencies of responses to each of the reasons on the three categories of methods of resolving marital conflicts and crisis were tabulated. Furthermore, the husbands' and wives' responses on the basis of the three methods were singled out for their various specific analysis was performed in respect of each of the three categories of methods of resolving marital conflict and crises to test for the significance of the usage of the variables by the respondents (husbands and wives). To determine the degree of the usage of the methods of resolving marital conflicts and crises among the subjects, similar procedures as carried out in respect of the hypotheses were employed. By this method, the frequencies of responses to each of the twenty methods of resolving special conflicts and crisis were tabulated, converted to percentages and finally ranked. The results obtained are displayed in Tables in the next section.
Results and Discussion

Table 1  Analysis of Chi-square in methods of resolving marital conflicts and crises between husbands and wives with regard to the use of external people.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Yes</th>
<th>No</th>
<th>Row Total</th>
<th>Cal. $x^2$ Value</th>
<th>Crit. $x^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husbands fe</td>
<td>995</td>
<td>165</td>
<td>1160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wives   fo</td>
<td>881</td>
<td>361</td>
<td>1242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fe</td>
<td>970.02</td>
<td>271.98</td>
<td></td>
<td>77.26</td>
<td>3.841</td>
</tr>
</tbody>
</table>

As shown in Table 1 above, there is a significant difference in the method of resolving marital conflicts and crises between husbands and wives with regard to the use of external people (third party) - $X^2 = 77.26$ but $X^2_{0.05, 1} = 3.841$, $P < .05$. This implies that at the 0.05 level of significance, husbands and wives depend on the use of external people for resolving their marital conflicts and crises differently. Consequently, the first null hypothesis is rejected.

Table 2:  Analysis of Chi-square in methods of resolving marital conflicts and crises between husbands and wives with regard to the use of members of the extended family.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Yes</th>
<th>No</th>
<th>Row Total</th>
<th>Cal. $x^2$ Value</th>
<th>Crit. $x^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husbands fo</td>
<td>569</td>
<td>591</td>
<td>1160</td>
<td>1.39</td>
<td>3.841</td>
</tr>
<tr>
<td>fe</td>
<td>583.4</td>
<td>576.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wives    fo</td>
<td>639</td>
<td>603</td>
<td>1242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fe</td>
<td>624.6</td>
<td>617.4</td>
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<td>1194</td>
<td>2402</td>
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<td></td>
</tr>
</tbody>
</table>

As shown in Table 2 above, there is no significant difference in the method of resolving marital conflicts and crises between husbands and wives with regard to the use of members of the extended family ($X^2 = 1.39$ but $X^2_{0.05, 1} = 3.841$, $P > .05$). This implies that at the 0.05 level of significance, husbands and wives agree that they have been using members of their extended family to resolve their marital conflicts and crises in the same way. To this end, the second null hypothesis is upheld.
Table 3: Analysis of Chi-square in methods of resolving marital conflicts and crisis between husbands and wives with regard to the use of professionals

<table>
<thead>
<tr>
<th>Sex</th>
<th>Yes</th>
<th>No</th>
<th>Row Total</th>
<th>Cal. $x^2$ value</th>
<th>Crit. $x^2$ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husbands</td>
<td>fo</td>
<td>655</td>
<td>505</td>
<td>1160</td>
<td>2.78</td>
</tr>
<tr>
<td></td>
<td>fe</td>
<td>675.14</td>
<td>484.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wives</td>
<td>fo</td>
<td>743</td>
<td>499</td>
<td>1242</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fe</td>
<td>722.86</td>
<td>519.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column Total</td>
<td>1398</td>
<td>1004</td>
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<td></td>
</tr>
</tbody>
</table>

$X^2 = 2.78$ but $X^2_{crit} = 3.841, P > 0.05$

As shown in Table 3 above, there is no significant difference in the method of resolving marital conflicts and crises between husbands and wives with regard to the use of professionals (Pastor/Priest, Doctors, Lawyers, Counsellors, etc). This implies that at 0.05 level of significance both the husbands and wives acknowledge that they have been relying on the use of professionals in the same way in resolving their marital conflicts and crises. For this reason, the third null hypothesis is upheld.

Table 4: Relative ranking and percentage of response of husbands and wives on the use of different methods of resolving marital conflicts and crisis.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Methods of resolving marital conflicts and crisis</th>
<th>Husbands</th>
<th>Wives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>Rank</td>
</tr>
<tr>
<td>1</td>
<td>In-laws</td>
<td>6.92</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Close friends to the family</td>
<td>4.48</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Community leaders</td>
<td>4.68</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Church council</td>
<td>3.90</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Personal Friends</td>
<td>3.05</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Organisation you belong</td>
<td>5.21</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Neighbours</td>
<td>4.84</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Our eldest child</td>
<td>4.48</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Keeping malice for some time</td>
<td>4.80</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Abandoning my partner at bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>5.17</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Sexual intercourse</td>
<td>5.37</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Self blaming</td>
<td>5.21</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>Prayer to God</td>
<td>4.76</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Giving of presents</td>
<td>4.40</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>Medical doctors</td>
<td>5.13</td>
<td>9</td>
</tr>
<tr>
<td>16</td>
<td>Traditional doctors</td>
<td>5.29</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>Pastors/priests</td>
<td>5.09</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>Family legal advisers</td>
<td>5.70</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>Counsellors</td>
<td>5.33</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>Courts</td>
<td>6.19</td>
<td>2</td>
</tr>
</tbody>
</table>

As shown in Table 4 above, the five most preferred methods by the husbands in order of usage are: in-laws (6.92%), courts (6.19%), family legal advisers (5.70%), sexual intercourse (5.37%) and counsellors (5.33%). Those of the wives are: personal friends (7.04%), church council (6.15%), giving of presents (5.63%), eldest child (5.55%) and community leaders (5.34%).

**Discussion**

The result obtained from testing the first hypothesis showed that there is a significant difference in methods of resolving marital conflicts and crises between husbands and wives with regard to the use of external people. However, a critical examination of the rank order of the various methods of resolving marital conflicts and crisis between the spouses in Table 4 revealed that the wives are more susceptible to the use of external people than the husbands. This is substantiated by the fact that the mean values of external people of the wives are greater than those of the husbands. For example, the use of personal friends (7.04, 3.05 for husbands), church council (6.15, 3.09) close friends to the family (5.55, 4.48), community leaders (5.34, 4.68). The only exception to this observation is in the use of in-laws (6.99, 2.99 for wives). The above result is so because women are more open than men in telling their privacies to external people. On the contrary, it is a fact that most men prefer to take their marital problems to the parents of their wives (in-laws). The result for the first hypothesis is supported by the findings of Madden and Bulman (1981) in their study, they also observed that more women than men rely on the use of a third party in resolving their marital problems.

The result obtained from testing the second and third hypotheses showed no significant difference in method of resolving special problems through the use of members of the family as well as the use of the professionals. This implies that the spouses have been adopting the above methods almost in the same way in resolving their marital problems. However, it is amazing to note that greater percentage of married men still rely on the use of courts and family legal advisers in settling their marital problems. This is revealed by the fact that the husbands ranked these methods
second and third respectively (see table 4). It is also important to observe that the use of counsellors in settling marital disputes is not common among the wives compared with the husbands. This point is buttressed by the fact that the wives ranked this method fourteenth (14th) while the husbands ranked it fifth (5th).

The findings of the present study further showed that sex differences tend to operate with regards to methods of resolving marital problems, thus violating the Biblical equation of one plus one equal to one (1 + 1 = 1) in marriage. For instance, as shown in table 4, the five most preferred methods by the husbands are: in-laws, courts, family legal advisers, sexual intercourse and counsellors. Those of the wives are: personal friends, church council, giving of presents, eldest child and community leaders. From the foregoing one can conclude that husbands and wives normally move in parallel in methods of resolving marital problems.

Implications for Counselling and Conclusion

Marriage is an inherent social obligation sanctified by God for the dissemination of mutual love and for the procreation of children who must be educated and trained to be disciplined, knowledgeable and skillful in order to serve God and humanity. Thus, marriage that is devoid of love and fear of God, respect, patience, tolerance, persuasion, dialogue and understanding on the part of the couples is on the brink of collapse. Therefore, couples need to be given counselling assistance to enable them develop the spirit of tolerance, endurance, patience, love, caring, understanding and fear of God which are highly demanded for harmonious co-existence in this complex social organisation.

Furthermore, “it is through family counselling that members of the family can learn about some psycho-social dynamics of the family as the smallest unit of social organisation” (Garba, 1995). In support of the above views, Rao (1987) identified different types of family counselling which may be useful to the couples. These are:

(a) The conjoint family counselling in which the counsellor meets the family and understands the patterns of interaction within the family. The focus is on the family problem; no member of the family is dealt with individually.

(b) The multiple impact counselling in which several counsellors work with individual members of the family intensively over a period of time. The focus is also on the family system. But, it may be necessary to observe here that this approach may not be feasible in our society where people are conservative and there are comparatively not many counsellors.

(c) The network counselling approach in which the counsellor starts working with the family unit and proceeds towards the neighbours, friends, relatives and others. The objective of this approach is to create a social network for the individual member or the family in distress.

(d) The multiple family counselling in which a number of concerned families are brought together and are counselled simultaneously.

In conclusion, the researcher feels that the non-utilization of trained counsellors in resolving marital conflicts and crises may be attributable to the fact that counselling is not popular as a solution in our society (Nigeria). Consequently, the researcher strongly recommends that counsellors should organise seminars, workshops, conferences, and enlightenment programmes to both young and old couples in resolving special conflicts and crises. Furthermore, in view of the fact that “counselling is a helping profession”, the researcher equally suggests that the Counselling Association of Nigeria (CASSON) in collaboration with government should work out modalities to train counsellors to establish private counselling clinics, like hospitals.
References


HEIGHTENED EMOTIONALITY AMONG STUDENTS: IMPLICATION FOR COUNSELLING

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Abstract

Emotional disturbances among students have been a source of concern to both teachers and counsellors alike. It has continued to have a significant influence on students' activities both positively and negatively such that a lot of interest was generated by teachers, counsellors and educators to determine the extent of these influences. In this paper, the origin of emotions was discussed, together with some theories of emotion. The paper also discusses cognitive factors in emotionality and some causes of heightened emotionality. The effects of emotions on children, particularly adolescents were also discussed. The paper also focuses on ways of minimising and coping with emotions among Nigerian children, and the role of emotions in learning. Finally, some implications for teachers and counsellors were suggested.

Introduction

For any meaningful discussion to be made on emotions, it is necessary that distinction be made between it and motives, for motives, more often are found to be entertained with emotions.

Psychological literature has revealed that there is a close linkage between emotion and motivation. Emotion can activate and direct behaviour in the same way biological or psychological motives can. Emotions can also accompany motivated behaviour. Sex is not only a powerful motive, but also a source of intense pleasure. Emotions can be a goal. We engage in certain activities because we know that they bring us pleasure.

According to Hilgard et al. (1979) the meaning or definition of emotion is still an unresolved issue in psychology. Most people, for instance, may say that anger, fear, joy and grief are emotions, but would classify hunger, thirst, and fatigue "as the states of the organism that serve as motives". (Hilgard et al., 1979).

But there seems to be no clear-cut difference, except that emotions are usually aroused by internal stimuli and expressions resulting from such aroused state is directed toward the stimuli in the environment that arouses it. On the other hand, motives are more often evoked by internal stimuli and are naturally directed toward certain objects in the environment, as in the case of Maslow's basic needs of food and water, (Cook, 1970).

According to Hilgard et al. (1979), most motivated behaviours are having some affective or emotional accompaniment, hence they divided emotions into

(i) those that are pleasant (joy, love) and
(ii) those that are unpleasant (anger, fear).

However, it should be noted that most psychologists used the term emotion for the "more intense" ones that are accompanied by widespread changes in body physiology and call the milder affective ones "feelings". In this paper attention will be given to emotions as evoked either by the individual or certain bodily needs of the individual, and the theoretical views of emotions.
Physiological Directed Emotional Responses

It has been observed by a number of psychologists (Bandura, 1973; and Freud, 1975) that when individuals experience an intense emotion, especially fear or anger, certain bodily changes are usually noticed. These changes include rapid heart beat, increased muscle tension and perspiration, among others, indicate a condition of fear within the individual, characteristic of bodily changes in an emotional state.

Hence, most of the physiological changes that occur during emotional arousal result from activation of the "sympathetic division of the automatic nervous system as it prepares the body for emergency action "or unexpected stimuli (Carlson, 1977). However, as the emotion subsides, the energy - storage system, called "parasympathetic system" takes over and returns the organism to its state of normalcy. This kind of heightened emotionality is an emotional state in which the organism must prepare for action, that is either to fight or to flee. Similar responses are said to occur during joyful excitement or sexual arousal. But during emotional states such as sorrow or grief, however, some bodily processes according to Defries (1977) are said to be "depressed" or "slowed down".

Theories of Emotions
The James - Lange Theory.

The James - Lange theory was developed from a conception that the important factor in the individual's felt-emotion is the feedback from the bodily changes that occur in response to a frightening or upsetting situation. In this regard, Lange, postulated that we can think of instance where the awareness or recognition of emotion does follow bodily changes. For example, if an individual treads on a hot charcoal, he automatically jumps for safety before he could have time to recognize a state of fear. Accordingly, the individual's felt emotions are certainly going to include rapid breathing, a feeling of weakness or trembling in the legs, after the crisis has ended. Because the feeling of fear follows the bodily responses, this situation gave basis for the James - Lange theory.

However, this is not to say that the theory has found worldwide acceptability. In fact, series of objections on certain things were advanced, especially by Cannon (1927). His main objections were that bodily changes do not seem to differ very much from one emotional state to another, despite the fact that as individuals, we are usually certain about which emotion we are experiencing. Also, the internal organism, according to him, are relatively "insensitive structures" not well supplied with nerves, and internal changes occur too slowly to be a source of emotional feelings; and finally, it is observed that artificially inducing the bodily changes associated with an emotion does not necessarily produce the experience of the true emotion.

Diagrammatic Representation of the James - Lange Theory

Perception of emotion
producing stimulus

Activation of visceral and skeletal responses

Feedback to brain from bodily responses produce experience and emotions.

(except from Hilgard et. al. 1978: 334)

Cognitive Factors in Emotionality

Whenever people are angry, they usually have the awareness that "something" is happening internally, but the process of discriminating the changes in their heart rate is often very difficult to be achieved. But, description emotions is always started with the arousing circumstances that is, the angered, frightened of excited the individual and then followed by the description of the bodily
reactions and their difficulties in dealing with the situation. Thus, emotions are not defined in terms of internal feelings in this context.

According to Schachter (1971), the individual’s appraisal of the emotion-producing situation is usually an important determinant of his emotional response. He believes that emotions are a function of the interaction of cognitive factors and a state of physiological arousal. Hence, the "cognitive-physiological theory" of emotion he postulated proposes that feedback to the brain from physiological activity gives rise to an undifferentiated state of affect, but the felt emotion is determined by the "label" the person assigns to that state that was aroused. Here the assigning of a label is a cognitive process because information from past experiences are used.

Causes of Heightened Emotionality:

According to Chauhan (1978) heightened emotionality may be caused by several factors including home, school, society, religious, social and vocational factors. However, the following are some of the causes of heightened emotionality in children particularly adolescents:

**Change in Social Roles (Adjustment):** Change in social roles is particularly crucial to the individuals especially during the adolescent period. Change in roles requires adjustment to new situations in a variety of ways. Thus, the adolescent has to change his childhood habits in the home, the school or the society at large. These changes, no doubt create emotional tensions in the children, especially when double standards are taken on them by the society. At one point, the adolescent is a child and yet at another time, he is an adult. The need for greater responsibilities obviously disturbs the adolescents.

**Unfavourable Home Relationships:** This is a situation in which parents are directly responsible, especially when they fail to prepare their children for the adolescent period. In fact, they tend to maintain a rigid attitude resulting in quarrels with parents as well as siblings.

**Adjustment to the members of the Opposite Sex:** According to Chauhan (1978), there is little interaction between boys and girls in later childhood, but in adolescence, there is attraction towards the members of the opposite sex, even though without necessarily understanding the correct social behaviour, how to make friendships with the opposite sex. The problems seriously create emotional tensions.

**Failure in School:** It causes heightened emotionality so much so that many children especially adolescents commit suicide, leave home and sometimes give up education.

**Peers conflicts:** It is very common to notice conflicts and disagreements among peers basically due to lack of understanding of their interests or point of views. This situation has been found to be a major source of emotional disturbances.

**Vocational problems:** This has to do with the individual’s inability to get a job, hence he finds himself roaming about the streets without any means of livelihood. This results a permanent anxiety in the mind, particularly children coming from peer homes.

**Perceived Effects of Emotions**

It is generally accepted among psychologists that emotions have effects on the individuals manifesting them. These effects are situations when emotions serve as the source of motivation. Love, anger and curiosity help the individual in achieving this goal. Fear of failure, for example, drives one to study and work hard for the examination. Thus, emotions prove a motivating force furthering the individual’s actions towards goals. Emotions can also serve as a source of pleasure.
Thus leisure activities like reading novels, watching television help in overcoming the deficiency of emotional excitement. More importantly, positive emotions give strength and endurance to the body. An individual can do an unusual work under emotional excitement which appears difficult in normal situation. Emotions give strength and endurance to the body. Fatigue hardly becomes manifest during emotional states. Hence, if an individual loves what he does, he can work for several hours without any sign of fatigue.

However, when emotions are negative, they have some damaging consequences on the behaviour of the individual. One of such effects is on the physique of the individual, especially resulting from sleeplessness, restlessness, headache and lack of appetite (Kublen, 1952). Kublen found from a research on continuous emotional tension that emotions affect the efficiency of the individual's shifts of moods and inconsistency in behaviour. It also affects the memory, thereby accelerating its rate of forgetting. Similarly, the individual cannot reason well, think and concentrate on a problem. Constant emotional pressure, therefore, dismasks learning ability. In fact, emotional disturbance brings about a change in the individual's attitudes towards life (Chauhan, 1978).

**Minimising and Coping with Emotions Among Nigerian Children**

It was observed by Durojaiye (1976) that the pattern of child rearing practices in many homes in Africa generally, is full of emotions. These include the emotions of joy, love, hatred, jealousy and affection. In fact, most of our children's activities are surrounded by sorrows, excitement and disappointment, hope and dismay, anger and rivalry. These overt expressions are usually evoked by one's own behaviour or the behaviour of others.

Although emotional development in the Nigerian child can be noticed right from infancy through early childhood, (Durojaiye, 1976), the development of such emotions are more evident in the teenage level, when the child might have entered secondary school and/or university. At this level, the major needs that influence emotional behaviors include the desire to be loved, jealousy, anger and hatred. These emotional needs are prolonged in the adolescent, just as they are in adults. This is because the adolescent has learned to restrain and contain his emotions as required by the social environment (Bidges, 1931).

Generally speaking, the development of emotions in Africa, especially the Nigerian child, is expressed by showing control over such emotional situations. Thus, the development of control over emotions - pleasure, anger and fear, is very evident among Nigerian children. When a child is satisfied or has experienced a pleasant situation, he shows pleasure as noticed by Durojaiye (1976) in the child's "hide and seek" game, covering and uncovering the face. He also noticed that children of primary school age in Nigeria are "amused" in literature and in real-life situations. If one person is fooled by another or made uncomfortable, similarly, children at thirteen were recalled to laugh at teachers when they make "silly" mistakes because they will always want to know teachers can as well make mistakes. For adolescents, however, they tend to feel uneasy when, for example, a handicapped child is made fun of. Here, a sense of sympathy seems to replace the child's sense of ridicule. The role of the teacher and counsellors, especially in developing a sense of humor is therefore very essential. Physical activities including games and athletics can be very gratifying. It is necessary that the school provides opportunities for these sources.

A critical look at the Nigerian child shows that frustration is basically the main cause of anger. (Durojaiye, 1976). Children get angry with their peers more often than they do with adults. But, expressions of anger change with age, as the individual learns to control his emotions. Training of the teachers and counsellors alike should include training school children to resolve their anger by talking about it. Severe punishment should be avoided when children express their anger. Physical aggression should not go unpunished. Teachers, especially should serve as models for their pupils.
controlling their anger. They should not forget individual differences in children's reactions to the same situation. Also, fears should not be ignored by teachers. Causes of such fears need to be found and permanently removed. A child should not be forced to face a situation without being provided with the skill and security with which to safeguard himself.

Learning and the Role of Emotions

It is obvious that proper care needs to be taken over schooling in order for school children to be emotionally disposed to learning. Hence, for proper learning to take place, a certain amount of vision and motivated emotions are required. Thus, according to Prescott (1938), teachers need to create a learning environment in which children are highly motivated, emotionally involved so that they can have a pleasant experience of seeking new ideas. "Judicious" use of incentives will also surely boost self-esteem and need for prestige.

When the above conditions are met, the resulting emotional experience will surely be pleasant and lead to readiness for subsequent learning. Hence, emotions in this regard can be seen as a facilitator to learning. This, according to Durojaiye (1976), leads to liking and doing well in certain subjects, at least going by the initial encounter with these subjects. On the contrary, learning that is surrounded by "ridicule and sarcasm" from the teacher will surely be met with fear and burden and subsequent failures even by the brighter students, and their emotional tension will inhibit their learning.

Implications for Counselling

The need to develop proper emotions and sustain them is an important aim of education, especially during the adolescence period. Meeting social demands, coupled with elimination of the imaging (negative) effects of emotions on attitudes, habits, behaviour, etc., is very important. There is a need for counsellors to learn to approach a social situation of children with rational attitudes and counsel them to learn to repress those emotions which are socially unacceptable. The classroom teacher can also play an important role in reducing pressure that may likely interfere with the child's emotional growth. It is equally important for counsellors, teachers and those concerned with children's emotional development to control their children's emotions. Certain devices and methods may be used to control fears of inadequacy in various situations by way of developing skills in some activity which children, especially adolescents, are interested to create self-confidence which helps in meeting different life situations. Interpersonal relationships should be encouraged among children by both the teacher and the counsellor in order to facilitate meaningful learning.

Also, counsellors should give feedback to students and encourage them to critically examine the causes of their failures, frustrations, fears and anger, and teachers on their own part should be able to develop resistance to frustrations. According to Chauhan (1978), "Thwarting" should be properly "rationalized", because children, especially adolescents are often overwhelmed by a number of developments occurring at the same time in the individual. Proper guidance is needed in this period meets the prevailing situation. Parents, teachers and counsellors, also, need to change their attitude towards the younger ones, particularly the adolescents. Proper environment needs to be provided to them for free expression of pent-up feelings. Teachers, in particular should exercise free and fair manner, sympathy, cooperation and freedom of action within a reasonable limit, by students.

Necessary restriction should not be imposed by parents. Counsellors should help in this regard by talking to the parents so that unnecessary frustrations might be avoided. A variety of interests should be developed and students should be taught to relax by providing opportunity for hobbies, curricular activities, free discussions, dramas and the like.

Also, counsellors, teachers and the school can encourage the development of affectionate
maturity by:

a) providing for the children/students skills that will enable them to deal effectively with the threatening aspect of their environment;

b) providing in the class and in the school, an atmosphere that permits students (children) to admit the feelings he/she is experiencing;

c) providing identification of proper model and constructive ways of expressing their feelings and thoughts.

Training in self-control of emotions should also be encouraged by the counsellors. Students should be provided with a variety of openings to partake in activities that many lead them towards acceptance of responsibilities. This participation, it is hoped, will foster the spirit of tolerance, cooperation, habits of confidence and spirit of fairplay, (Hullock, 1959). Counsellors should also help and encourage students to express their emotions in constructive ways. They should be trained to express their emotions to others in whom they have full confidence. "Verbalization" of pent-up emotional feelings, according to Chauhan (1979) releases mental tension and as emotions are put into words, they become diffused, less intense and conveniently manageable. In emotional disturbances, therefore, the counsellor as well as the teacher must develop in their students a clear recognition of the desirability of achieving a much freer and more constructive expression of individual's emotions which it is hoped will definitely result in progress toward the targeting goal. Counsellors, therefore owe students a great responsibility in helping to overcome their confused feelings if at all they are to make any headway in life.

References


OCCUPATIONAL STRESS AMONG SCHOOL COUNSELLORS: IMPLICATIONS FOR THE SCHOOL GUIDANCE PROGRAMME

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Abstract
This study investigated the occupational stress among secondary school counsellors in Imo State. Counsellor Stress Questionnaire (CSQ) was administered to team counsellors engaged in full-time counselling. Utilizing percentage and an independent t-test analysis, the results of the data revealed that counsellors do not find counselling as an occupation as being stressful. The results also indicated that:
(a) Counsellors' sources of stress do not differ significantly for Counsellors' self-reported stress (t = 66.7, df = 24, P > 0.05); (b) There was a significant difference between counsellors' symptoms of stress and counsellors' sources of stress (t = 29.0, df = 24, P > 0.05); (c) Counsellors' symptoms of stress are significantly related to counsellors' responses to self-reported stress; (t = 148.4, df = 24, P > 0.05). The implications for school guidance programme were also highlighted.

Introduction
Stress can be explained in terms of anxiety, conflict and frustration (Famajuto, 1988). It is more meaningful to understand stress in terms of conditions necessary for its arousal and its symptoms (McGrath, 1978). Stress is an environmental demand and seen in terms of general adaptation to threat (Selye, 1976); Famajuto, 1988). Basically analysis that upsets physiological or psychological homeostasis will activate the stress response. On the contrary stress is essential to human motivation and development. Accordingly, stress simply means the rate of "wear and tear" on the body (Selye, 1976; Crude et al, 1983). Stress also is perceived as substantial imbalance between demand and response capabilities under conditions where failure to meet demand has important (perceived) consequences (McGrath, 1970).

On the issue of stress, Deng (1986) maintained that individuals are different, they differ in the patterns of stress reactions, and different individuals are susceptible to different patterns of stress. A situation may be stressful or not, depending on individuals' attitude towards it. Stress is common to counsellors and teachers with regards to their job description, institutional demands, facilities and supplies, and motivation to work.

Literature Review
Definition: Stress is a verb that means to injure, molest or constrain, Hinkle (1974) described stress as distress, oppression, hardship and adversity, while French (1976) sees it as the reaction of individuals to characteristics of the environment which pose a threat. On the other hand, Ursin and Larson (1983) defined stress operationally as a process which produces a change on one’s favourable, physiological parameter. Recently, Harsen (1986) defined stress as any action or situation that places
special physical or psychological demands upon a person, anything that can bring about imbalance in his individual equilibrium.

**Symptoms:** From the foregoing definitions Eghuchu (1993) postulates that anxiety and frustration are two basic symptoms of stress. He further refers to frustration as an obstruction or impediment to goal-oriented behaviour which occurs when the individual wishes to pursue a certain cause of action but is prevented from doing so. Anxiety on the other hand is a feeling of inability to deal with anticipated harm. Anxiety occurs when people do not have appropriate responses or plans for coping with anticipated problems.

Series of studies and information of literature (Ehigbo, 1983; Ebeamulan, 1982; Holme and Hasuda, 1974) have indicated that stress exerts etiological factors in psycho-somatic and psychopathological disorders in both man and lower animals. Though experts have not agreed on how these are brought about, a possible explanation could be found in Selye’s (1976) **Rage-Resistance-Exhaustion Theory.** According to Selye, general response to stressful events follows a fairly consistent pattern known as general syndrome. The first stage is the alarm which alters the functioning of almost every part of the body. The stressor excites the glands which release hormones into the bloodstream that further arouse and mobilize the organism. During this initial stage, heart and respiratory rate increases, blood sugar level rises, muscles tense up, pupils dilate and digestion slows down. Following this initial shock, the body moves into the second stage, resistance. Here the body attempts to repair any damage and return to a condition of homeostasis. If successful, physical signs of strain will disappear. If the stress continues long enough, however, the body's capacity for adaptation becomes exhausted. At this stage, exhaustion, differences wear away and are experiencing a variety of stress-related illness including headache, ulcer, high blood pressure, etc.

Herson (1986) reported that some psychosomatic disorders such as hypertension, migraine, headache, muscle contraction headache, gastro-intestinal disorders, vaginitis, ejaculatory failure and erectile dysfunction have stress as their etiological factor. While Diamond and Selassio (1978) noted that stress, among other environmental events, may initiate the cascade of physiological events that cause migraine. And Whitehead (1982) stated that considerable evidences abound that suggest stress as an important factor in the pathogenesis of peptic ulcer.

**Sources of Stress**

In the celebrated study (Brady, Porter, Conrod and Mason, 1958) which became known as the executive monkey study, stress was associated with persons in responsible, high level, executive positions, and such persons or executives were more susceptible to the control group in the manifestation of peptic ulcer. Though this study was later flawed for methodology errors, later studies (Weis, 1968; 1971) indicated that exposure to emotional stress is associated with an increase in gastric secretion, and therefore an increased likelihood of stomach ulceration.

Hersen (1986) placed that major sources of stress on physical factors that distort the individual’s equilibrium. Iwuji (1994) reported that we live in an environment that is full of stress factors such as problem of water in the home, power cuts, fuel shortage, traffic jam if for those who drive and transport difficulties for those who take public transport, as well as so many other problems encountered at work and at home.

Ekwe (1994) opined that one’s position on a job will demand the individual to fulfill certain roles satisfactorily, but sometimes if the required expertise for that position is not there, the individual will experience role overload. He further stresses that lack of sense of belonging, personality conflict and job insecurity are also sources of stress among workers.
Purposes of the Study

The purpose of the present study was to investigate the self-reported sources, and symptoms of occupational stress among school counsellors in their attitudes and perception about the school guidance programme.

Hypotheses:
(a) There is no significant difference between counsellors’ sources of stress and counsellors self-reported stress.
(b) There is no significant difference between counsellors’ sources of stress and counsellors’ symptoms of stress.
(c) There is no significant difference between counsellors’ self-reported stress and counsellors’ symptoms of stress.

Design of the Study

The design for this study is specifically survey research.

Area of the Study

The area of the study is Imo State of Nigeria.

Population of the Study

The target population of the study was made up of three hundred and seven professional counsellors in Imo State secondary school system. The counsellors are classified by the researchers into three categories:
(a) Counsellors engaged in full-time counselling (13)
(b) Counsellors engaged in counselling and teaching (92)
(c) Counsellors engaged in full-time teaching (202).

Sample

Specifically, the sample of the study consists of thirteen counsellors engaged in full-time counselling. These subjects (13) were used because they are in the position to say whether counselling occupation is stressful or not. Also, whether those counsellors engaged in teaching rarely do counselling work because of teaching work-load of (92). Those in full-time teaching are only counsellors by certificate not in practice and therefore were not used for the study.

Instrumentation

The instrument used for data collection was adapted from a research questionnaire devised by Stos (1985). The questionnaire used in this study consisted of three scales:
- Sources of stress
- Symptoms of stress and
- Self-reported stress among counsellors.

The researchers conducted a pilot study consisting of thirty counsellors for a test-retest two-week interval in the target population. The instrument produced a moment of stability estimate of 0.792 and interval consistency reliability of 0.814 through split half methods.

Procedure

The Counsellors Stress Questionnaire (CSQ) was first administered on three hundred and seventeen professional counsellors for the purpose of classification of the counsellors into full-time...
counselling, teaching and counselling, and full-time teaching. This classification was necessary to identify subjects that tend to have occupational stress from full-time counselling. The counsellors engaged in teaching and counselling were not used because they were involved in two occupations and their sources of stress may not be easily identified in relation to counselling. But those in full-time teaching are likely to have occupational stress in relation to teaching.

Analysis of Data, Results and Discussion

<table>
<thead>
<tr>
<th>Items</th>
<th>No of Stress at all</th>
<th>Slight Stress</th>
<th>A lot of Stress</th>
<th>Extreme Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily hassles</td>
<td>3(23.08)</td>
<td>6(40.15)</td>
<td>3(23.08)</td>
<td>1</td>
</tr>
<tr>
<td>2. Neglect of personal concern</td>
<td>2(15.38)</td>
<td>7(53.85)</td>
<td>2(15.38)</td>
<td>1(7.69)</td>
</tr>
<tr>
<td>3. Not worried about anything</td>
<td>2(15.38)</td>
<td>5(38.46)</td>
<td>4(30.77)</td>
<td>-</td>
</tr>
<tr>
<td>4. Competition/ high social achievement</td>
<td>1(7.69)</td>
<td>5(38.46)</td>
<td>5(38.46)</td>
<td>-</td>
</tr>
<tr>
<td>5. Conflict of work/family problems</td>
<td>3(23.08)</td>
<td>3(23.08)</td>
<td>4(30.77)</td>
<td>2(15.38)</td>
</tr>
<tr>
<td>6. Worry about ultimate future</td>
<td>1(7.69)</td>
<td>5(38.46)</td>
<td>3(23.08)</td>
<td>3(23.08)</td>
</tr>
<tr>
<td>7. Poor physical health</td>
<td>2(15.38)</td>
<td>5(38.46)</td>
<td>2(15.38)</td>
<td>2(15.38)</td>
</tr>
<tr>
<td>8. Combining counselling with teaching workload</td>
<td>-</td>
<td>3(23.08)</td>
<td>4(30.77)</td>
<td>5(38.46)</td>
</tr>
<tr>
<td>9. Lack of cooperation from teachers</td>
<td>-</td>
<td>4(30.77)</td>
<td>4(30.77)</td>
<td>4(30.77)</td>
</tr>
<tr>
<td>10. Lack of support from some principals</td>
<td>1(7.69)</td>
<td>2(15.38)</td>
<td>8(61.54)</td>
<td>2(15.38)</td>
</tr>
<tr>
<td>11. Inability to reach desired goal</td>
<td>1(7.69)</td>
<td>3(23.08)</td>
<td>6(46.15)</td>
<td>2(15.38)</td>
</tr>
<tr>
<td>12. Compilation of continuous assessment</td>
<td>1(7.69)</td>
<td>2(15.38)</td>
<td>6(46.15)</td>
<td>3(23.08)</td>
</tr>
<tr>
<td>13. Inadequate facilities and equipment for counselling</td>
<td>1(7.69)</td>
<td>1(7.69)</td>
<td>6(46.15)</td>
<td>5(38.46)</td>
</tr>
</tbody>
</table>
Table A indicated that the major Counsellors’ sources of stress are items 10, 11, 12, 13, 16, 17, 22, 23 and 24.

Table B: Counsellors Self-Reported Stress (Percentages in Parentheses)

<table>
<thead>
<tr>
<th>Stress Level</th>
<th>Slightly Stressful</th>
<th>Stressful</th>
<th>Extremely Stressful</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 13 (38.46)</td>
<td>5(38.46)</td>
<td>3(23.08)</td>
<td>-</td>
</tr>
</tbody>
</table>

The result of the study indicated that 38.46% of the subjects reported that being a counsellor was stressing at all stressful; 38.46% showed slightly stressful and 23.08% indicated stressful.
Table C: Counsellors’ Responses to Symptoms of Stress (% in parentheses)

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>About Once a week</th>
<th>About once a day</th>
<th>Many times a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Unable to cope</td>
<td>6(46.15)</td>
<td>5(38.46)</td>
<td>1(7.69)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
<tr>
<td>b. Exhausted</td>
<td>2(15.38)</td>
<td>6(46.15)</td>
<td>5(38.40)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c. Very angry</td>
<td>2(15.38)</td>
<td>5(38.46)</td>
<td>2(15.38)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
<tr>
<td>d. Panicky</td>
<td>11(84.62)</td>
<td>1(7.69)</td>
<td>1(7.69)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>e. Heart beating fast</td>
<td>9(69.23)</td>
<td>4(30.77)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>f. Cold Sweat</td>
<td>5(38.46)</td>
<td>5(38.46)</td>
<td>2(15.38)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
<tr>
<td>g. Depressed</td>
<td>6(46.15)</td>
<td>3(23.08)</td>
<td>1(7.69)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
<tr>
<td>h. Anxious</td>
<td>1(7.69)</td>
<td>6(46.15)</td>
<td>1(7.69)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
<tr>
<td>i. Frustrated</td>
<td>3(23.08)</td>
<td>7(53.85)</td>
<td>-</td>
<td>2(15.38)</td>
<td>-</td>
</tr>
<tr>
<td>j. Fearful</td>
<td>8(61.54)</td>
<td>2(15.38)</td>
<td>2(15.38)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>k. Headache</td>
<td>4(30.77)</td>
<td>7(53.85)</td>
<td>3(23.08)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
<tr>
<td>l. Nervous</td>
<td>5(38.46)</td>
<td>4(30.77)</td>
<td>1(7.69)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>m. Under stress</td>
<td>5(38.46)</td>
<td>2(15.38)</td>
<td>3(23.48)</td>
<td>1(7.69)</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Adaptation of Joe’s (1978) Students’ Stress Inventory
The results of Table ‘C’ showed that the major symptoms of stress are items b, h and l.

Presentation of Analysis of Data

Hypothesis 1: There is no significant difference between Counsellors’ Sources of stress and Counsellors self-reported stress.

A look at Table D revealed a significant difference between counsellors’ sources of stress and counsellor’s responses on self-reported stress (t = 66.7, df = 24, p > 0.05). The hypothesis was rejected.

Table D: An Independent t-test Analysis of Counsellors Sources of Stress and Counsellor Self- Reported Stress.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>x</th>
<th>SD</th>
<th>t. Cal</th>
<th>df</th>
<th>t. crit.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of Stress</td>
<td>13</td>
<td>23.0</td>
<td>0.88</td>
<td>66.7</td>
<td>24</td>
<td>2.064</td>
<td>0.05</td>
</tr>
<tr>
<td>Self-Reported Stress</td>
<td>13</td>
<td>1.0</td>
<td>0.96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis 2: There is no significant difference between counsellors’ sources of stress and counsellors’ symptoms of stress.

<table>
<thead>
<tr>
<th>Table E: And Independent Test Analysis of Counsellors Sources of Stress and Symptoms of Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
</tr>
<tr>
<td>Sources of Stress</td>
</tr>
<tr>
<td>Symptoms of Stress</td>
</tr>
</tbody>
</table>

Table E on the analysis of t-test revealed that there was a significant difference between sources of stress and symptoms of stress counsellors ($t = 29$, $df = 24$, $p > 0.05$). This null hypothesis was thus rejected. Therefore it can be concluded that there was a significant difference between counsellors’ sources of stress and counsellors symptoms of stress.

Hypothesis 3: There is no significant difference between counsellors’ responses to self reported stress and counsellors’ symptoms of stress.

A look at table F shows a significant difference between counsellors’ self-reported stress and counsellors’ symptoms of stress ($t = 148.14$, $df = 24$, $p > 0.05$). Thus this hypothesis was rejected. Therefore it can be concluded that there is a significant difference between counsellors’ self-reported stress and counsellors’ symptoms of stress.

<table>
<thead>
<tr>
<th>Table F: An Independent t-test Analysis of Self-Reported Stress And Symptoms of Stress Among Professional Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n</strong></td>
</tr>
<tr>
<td>Self-Reported Stress</td>
</tr>
<tr>
<td>Symptoms of Stress</td>
</tr>
</tbody>
</table>

Discussion

The findings of this study are interesting and revealing, contrary to seemingly popular view that the counselling profession is stressful. But the result on the findings of this study provides support for the contention that counsellors do not see counselling as being stressful.

The result also revealed that there exist significant differences between:
1. Counsellors’ sources of stress and self-reported stress in the work place.
2. Counsellors’ symptoms of stress and sources of stress, and

These results also tend to express the dispositional characteristic of the counsellors engaged in full-time counselling in the organization and administration school guidance programme.

While these results should be regarded as tentative due to specific limitations of the study necessarily important regarding the counsellors responses to major sources of stress in their work place as poor physical health, computation of continuous assessment, inadequate facilities and
equipment for counselling, lack of support from some principals, retirement threat, competition, high social adjustment and lack of concentration in school as a result of role conflict.

A particular limitation of this study concerns non-availability of literature on occupational stress of counsellors in the Nigerian setting. Within the limitation, however, examining the issue of whether occupational stress among counsellors is an invariant characteristic would seem to have extremely important, theoretical, research and training implications.

Implications

The school guidance programme is an integral part of survival and excellence in Nigerian secondary education system. For an effective guidance programme, the counsellors' job description must be properly outlined. The roles and functions of the school guidance counsellor also must be implemented in the present educational system. Against this background, the occupational stress among school counsellors can be minimized in all ramifications for effective organization and administration of school guidance programme.

Also the late arrival of counsellors in our educational system has created stress environment for them. This is seen in the area of lack of support from some principals who feel that counsellors occupying an enviable position even as late arrivals. The principals believe that counsellors are not doing any work since the rates of delinquency, truancy, examination malpractice and disturbances by students are still high. This could be seen in the number of full-time counsellors (13), Counsellors engaged in teaching and counselling (92) and counsellors engaged in full-time teaching (202).

Furthermore, school counsellors experience slight stress in the role conflict, funding of the service, equipment and perception of certain school principals and teachers the role of counsellors. The conflicts in the school system come as a result of overlapping functions among vice-principals, dean of studies and counsellors. Additionally, inadequate funding of the service comes where some principals have not made adequate provision for the funding of guidance and counselling services. However, the education of counsellors has exposed them to coping maximally with stress. They are therefore not likely to have extreme stress.

References


Egbuchula, C.J. (1993) Influence of life Events Stress of Physical Illness; Substance


INDIGENOUS COUNSELLING THERAPY OF EMOTIONAL DISORDER: IMPLICATIONS FOR MODERN COUNSELLING IN SCHOOLS

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Abstract

The term, counselling connotes to most Nigerians an exclusive Western affair. Most people are ignorant that beyond this, there has always been an indigenous system of counselling in almost all African societies. Little awareness exists too, of the fact that the Western model may in some respects be out of tune with some of our cultural values. To be able to understand the present very well, we must, as a necessity always focus our thoughts on the past. We can best solve problems if we deeply understand the society and how it solved its problems in the past. Against this background, this paper attempts to accomplish the following tasks: identify indigenous counsellors and their roles; highlight indigenous techniques and their effectiveness and finally draw out the implications of indigenous counselling to Western counselling in schools.

Introduction

A limited number of existing indigenous literature presents the picture of the genesis of indigenous counselling. They include, Mallam (1983) Makinde (1986:), Bulus (1986: ) and Mallum et al (1986).

It is the opinion of these authors that indigenous counselling is as old as man himself. Mallum et al (1986) posit that individuals in every society grapple daily with experiences, pressures and problems which are varied in nature and intensity. Some of these individuals are able to handle these problems with ease, whereas, some have to seek for assistance from those who possess superior knowledge and competency. This, in their opinion, is the genesis of indigenous counselling.

Makinde (1984) debunkes the idea that prior to the advent of western education, guidance and counselling did not exist in Africa. To him, there existed within the scientific attitude and control of the Yoruba man a body of seemingly incontrovertible facts as well as concepts, theories, methods, techniques and viewpoints that had proved fruitful for him in counselling therapy. Mallum (1980) shares the same view when he says that universality of problems and problem-solving devices are common phenomena in all cultures. Thus, in the pre-industrial Nigerian situation, problem solving was the prerogative of the religious mallam, the elders, wizards, and soothers. In other words, formidable psychotherapeutic counselling programmes clothed in rituals and believably supported by the gods, predated western counselling approaches in Nigeria in particular and Africa in general.

The major thrust of this discourse is on how these indigenous counsellors resolve emotional disorder among their clients.

The Roles of Indigenous Counsellors

Makinde (1984) postulates that the following can be considered as indigenous counsellors, viz: Uzenakpo among the Ibibio, Dibia and Oghafa among the Igbo, Bokaye among the Hausa, ...
That these are indigenous counsellors, Makiode (1984:89) buttresses thus:
Quite apart from their divinatory functions, the Babalawo also, practises
counselling.

These practitioners always combine counselling with divination as telepathy. Thus Bascom
(1969) and Abimbola (1969) argue that it was the Babalawo’s counselling functions such as
information giving, consultation and careful diagnosis of problems that led the Babalawo to be more
intricate and sophisticated modes associated, with divination and hyperaesthesia. In fact, the use of
divination is seen as the equivalent of western counsellor’s use of psychological tests. Jacobs (1977)
posits that the practitioners play the roles of counsellors, judges and comforters.

Bulus, (1995) maintains that they play similar roles as western counsellors. They are
specialists in their fields of endeavour. Thus:

1. **Diviners**: Mbiti (1969) asserts that their activities touch on medical roles of counsellors,
judges, comforters, suppliers of assurance and confidence, advisers, seers, fortune tellers and
solvers of problems. Bulus and Ihenacho (1988) remark that they deal with issues of moral,
social, economic, physiological and psychological implications.

2. **Traditional Rulers, Kings, Chiefs and Emirs**: They are received as political, religious and
mystical heads and divine symbols of their peoples health and welfare. Being representatives,
they deal with issues of moral, social, emotional disorder, economic and physiological
implications.

3. **Priests, Prophets and Religious Founders**: These are the shepherds of the souls of the
community and feature prominently in the installation of kings and chiefs. As intermediaries,
they perform daily rites, make libations, offer prayers for blessings and for the barren
and the needy to have their problems resolved. Barrenness and childlessness are major sources of
emotional disorder among Nigerians today.

Ikenga-Metuh (1987) argues that they provide confidence and certainty in a world of
anxiety and doubt. Removal of these gives the client the ability to cope with his/her
problems.

Furthermore, these functionaries disclose the acts of immorality which have angered
the gods and prescribe appropriate rituals to appease the gods and avert the fear of imminent.
destruction. By this, not only is emotional disorder cured, but also, moral and social values
are sustained in the society, hence healing illnesses that have psychosomatic origins.

4. **Mediums**: Being the links between the living and the spirits of the dead, they furnish
information about the cause, nature and treatment of diseases and other forms of misfortunes.
Ikenga-Metuh (1978) opines that they bring a great psychological release in a society where
ignorance or misunderstanding of the will of the divinities can have very threatening
consequences. They provide solutions to problems which are beyond the powers of men.

5. **Medicine men**: These are the physicians, psychiatrists, therapists and surgeons who deal
with issues of social, psychological, moral and economic dimensions. For instance, the
Mandari of Sudan believe that sickness, one of the causes of emotional disorder, is a result of
breaches of either a spiritual relationship or strained social relationships. Thus, causes of
sickness are unveiled and appropriate rituals are prescribed. It is only after this, that herbal
medicines are administered to cure the physical aspects of the disease. Psychotherapy is
preceded by psychotherapy which aims at removing psychological deficits to pave way for
healing.
Elders, Magicians and Rain Makers: They are responsible for communal rites, provision of spiritual and material needs and are consulted when there is no rain, or when there is too much of it. When spiritual and material needs are not met, emotional disorder becomes inevitable. Bulus (1995) identifies the following as roles of the indigenous counsellors: agents of change, psychological educators, consultants, community psychologists and behaviour modifiers. What then are the types of emotional disorders brought to these indigenous counsellors?

Types of Emotional Disorders

Emotional disorders which emanate from such sources as infertility, protracted illness or huge losses (death, loss or precious belongings) are brought to the indigenous counsellors for appropriate rituals to appease the angered gods.

Mental disorders resulting from marital and family conflicts-desire to charm the heart of a husband and winning the favour of members of the extended family - are brought to appropriate indigenous counsellors for treatment.

Births of disabled children and only female children are sources of emotional disorder which are brought to indigenous counsellor’s attention for verification and subsequent intervention.

The desire to know the prospect of the future in the life of an individual and family is a potent source of psychological imbalance which requires the services of soothsayers and fortune tellers. Continuous torture from nightmares are brought to the indigenous counsellor for resolution.

Clients with emotional disorders traceable to desire to pass examinations, succeed in business, promotion in one’s profession, protection against witches, sorcerers and evil forces patronize the services of indigenous counsellors. These problems can be grouped into four major areas, namely, desire for physical healing, protection against evil forces; healing of spiritual problems; and provision of means of achieving one’s aspirations.

Techniques used by indigenous counsellors to resolve emotional disorder

Within the process of life and living, an individual inevitably experiences problems. Ordinarily, he seeks assistance from parents, elders, older siblings and other agents of help in the society. The disturbed person, according to Bulus (1995),

... meets the indigenous doctor to counsel him, to diagnose his problem, to discover the etiology or the pathogenic agent at work, to initiate catharsis and solution... and to aid his self-actualization and progress in his endeavours.

Bulus (1995) observes that it may not be necessary to separate the techniques from the processes since each stage seems to involve specific or combined techniques. However, they could be outlined thus:

1. Self-medication by the client or relatives, especially where the client hardly realizes himself.
2. Consultation of the indigenous counsellor and the payment of fee.
3. Divination and incantation - depending on the counsellors. This technique and process vary. Some would divine before incantation, whereas others do both, simultaneously. Some chat for some time, either for prestige, motivation or to establish rapport before payment.

Some use cowries, small mirrors, water, coins or just gaze at their palms or that of the client, draw white chalk on the floor or gaze at their idols to collect the solution of the problems brought to them.
4. Diagnosis in this process, the client is made to understand himself, his threats, liabilities, assets, his enemies and friends. He is always told how to use his opportunities and strategies.

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of explanation to be followed by advising and even persuasion of the client to sacrifice and appease the angry god.

Sacrifice - This is the stage of implementing the things advised under diagnosis. This is the typical technique an Igbo indigenous counsellor uses to render every possible help to remedy the client's condition and get him once more self-actualized.

Psychotherapy - The technique of psychotherapy only becomes necessary in matters of serious problems which sacrifices and other forms of positive social reinforcement could not solve. In such a case, the client is subjected to some clinical treatment which, sometimes entails the use of herbs and certain forces working to relieve tension.

Makinde, (1978) in discussing the positive social reinforcements used by the Yoruba Babalawo, says:

Babalawo are emotionally expressive, with a strong and warm interest in other people.

Rogers (1961) termed his reinforcement as ability to listen, ability to be courageous, ability to accept and ability to empathise as against sympathise in a client-central therapy. Makinde (1978) posits that the Yoruba Babalawo uses these techniques in helping clients resolve their emotional disorder.

Perhaps, specific to his tradition, an African indigenous counsellor, adopts sacrifices, listening, asking and answering questions, enlightening, typical techniques in helping his clients come to terms with themselves.

The indigenous counsellors also use some non-verbal communication techniques such as nodding, warm smiles, shaking of hands (if the client is a grown-up) to show and raise the client's morale, and of course promote optimism that the problems would soon be overcome, hence reducing tension in the mind of the client.

Mallum (1980) shares a similar view when he says, it does appear that the major specific technique used by the Mallams is "Duba". Specifically, he remarks thus:

Sometimes, Mallams analyse, diagnose problems through "duba" or by the use of their wealth of practical experience. They also prescribe "taimako" in forms of prayers of talisman to guide the counsellor.

Talisman, thus becomes yet another prominent technique used by the Mallams.

Among the Igbo, much of the perception of the indigenous counsellor seems to be the factors of his acceptance, caring, ability to discover the etiology of the client's problems, prognosis and the ability of his soothing also promotes his prestige.

Other prominent techniques used by indigenous counsellors in helping clients resolve their emotional disorder include: Counsellor general lead, maintain open mind and use of language -verbs, idioms, allegories etc (Bulus, 1995, p. 66-67).

These techniques are not without their limitations.

Limitations of Indigenous Techniques

The technique of psychotherapy which involves subjecting the client to clinical treatment was once wondered if the indigenous practitioner is really a counsellor or psychologist and psychotherapist. These are distinct areas of speciality.

The use of sacrifices as rituals to appease gods may not go down well with all clients today in religious diversity in Nigeria. To insist on using this technique will amount to imposing the counsellor's value on the client.

Indigenous counsellors shake the hands of adult male clients only to establish rapport and stance. This negates the principle of equality. No client should be discriminated against on the
basis of age, race, sex and social status.

The lack of universality of these techniques makes them ineffective in some cultural settings.

Furthermore, the cosmopolitan nature of our contemporary cities makes it difficult for city dwellers to avail themselves of the services of indigenous counsellors since almost all social problems have cultural undertones, it becomes difficult for some clients to patronize indigenous counsellors who are not of the same cultural affinity.

These limitations notwithstanding, it is pertinent to point out that the society in which students come exert a lot of influence on them. It thus becomes difficult for the school counsellor to expect the students to gain too much freedom from the indigenous controls, otherwise, it will be expected that never was and never will be.

The child can never be too free from the influence of the indigenous counsellor and live actively in the community to which he belongs. This truism is not peculiar to Nigeria alone, hence, Williamson (1950) states that, "The human self emerges only in the community and has no real existence apart from it." Accordingly, even in America, Fromm (1941) states that:

...the individual who was gaining too much freedom from traditional controls, was gaining too little freedom to live actively and spontaneously.

What this goes to show is that modernization has not empowered Nigerians to contend with crises of modern times. This is so as in the face of ticklish problems and responsibilities, such individuals feel insecure, helpless, isolated, powerless and lost. These individuals resort to traditional for self-realization and self-actualization. Perhaps this is what compels Bulus (1995:65) to conclude:

Here comes traditional control through indigenous counselling in the community in which the school is built and to which the school child returns after school.

It is thus necessary for the school counsellor to note that although western counselling is Nigerian schools is today 20 years old, the practice, if not the concept, has not been strange in Nigeria. It becomes germane for the school counsellor to blend western and indigenous counselling approaches, goals, processes and techniques in dispensing his tasks.

Implications for Modern Counselling in Schools

1. Completeness of Life: Clients in school differ in their problems and coping strategies. But however, experience inability of resolving their inner conflicts (emotional disorder) that defeat their completeness. Those with emotional problems need to feel worthwhile to themselves and others, in addition to accepting the clients, they (clients) should be led to be aware of their responsibility.

   To assist the client live a complete life, the counsellor must assist the clients to be in tune with their feelings and state them. For instance, emotional disorder may originate from a client who, though healed, still believes he is haunted by evil spirits or witches. The counsellor can lead the client to take responsibility for their own feelings and should be helped to change their own thinking about themselves. Ellis Rational Emotive Therapy becomes handy and relevant since it encourages the set of suggestions, teaching, persuasion which are in tune with indigenous counselling.

2. Improving Interpersonal Relationship: An African, regardless of the level of education attained still lives in some sort of community. This implies that school counsellors must strive to enhance students' interpersonal relationship. This is so as more often than not the root cause of emotional problems originates from the family, clan or community. Counselling on one to one (western view) and counselling the client in the presence of the significant persons or relatives (indigenous view) can be practised simultaneously.

   But stressing this view, Bulus (1995) opines that sometimes it is the community and not just
the client that is sick, hence the need to reconcile the client with the community.

3. Creating a Caring Community in the School: The school, like the indigenous society is made up of different members, each existing for the interest of the other. Just as indigenous counsellors professed being one another's keeper, school counselling should create an atmosphere of trust, care and love wherein students can approach peers, academic and non-academic staff for assistance. This will go a long way to curtail cases of emotional disorder among members of the school community.

4. Use of Reference to God: Indigenous counsellors always consult with the gods as a duty to procure the solutions of problems brought. In like manner, deep down in the client's mind is the desire for harmony with himself, his neighbours and the spiritual world. Bereaved clients and those with chronic diseases need the counsellor's support to be able to cope with the emotional disequilibrium. Bulus (1995) remarks that things touching on guilt, anxiety and emptiness which are sources of emotional disorder, may need a recourse to God. Tillich (1970) shares a similar view when he says that even the most refined technique cannot heal the existential structure, indigenous counselling rests on the premise that man needs a trustful relatedness to God. Consequently, this model suggests that school counselling in the present dispensation explores the possibilities of bringing the clients nearer to God where applicable and use the situation of referring to God as a useful tool for rapport building. The point being made is that reference to God is a potent healing device against emotional disorder as some clients may believe in witches and evil spirits as the causes of their problems.

5. Initial Knowledge: Makinde (1984) points out that indigenous counsellors always have initial knowledge of their clients. It is therefore imperative that school counsellors should endeavour to know their students' background prior to counselling sessions.

Recommendation

To achieve these facts, it is recommended thus:

1. Both western and indigenous counsellors should work hand in hand in order to assist clients resolve their problems which give rise to emotional disorder. This is the case with Traditional healers and Western trained doctors who engage in referral services.

2. Government could commission a rigorous study into indigenous counselling with a view to ascertaining how its services can be fully integrated into the school counselling practices.

3. Institutions training counsellors in western counselling should not only expose such trainees to the practices of indigenous counsellors, but should also include studies in indigenous counselling in order to bring such schools to the stark realities existing outside the school system.

4. Workshops and seminars should be organized for practising school counsellors to intimate them with the practices and benefits of indigenous counselling towards enhancing their services to their clients.

Conclusion

It is the opinion of the writer that the quest for what is indigenous is not a new one. Daily, one hears of clarion calls for return to what is indigenous, if life is to be of meaning to the individual. Thus recently, there have been calls for recognition of traditional medicinemen to complement the efforts of Western trained physicians. There have been calls, at least in Nigeria, for a return to indigenous technology. This position is in line with Achebe's (1986) view, that counselling is supposed to be a culturally loaded process for helping clients either regain or take direction for their
lives. There is thus the need for school counsellors to identify the indigenous counselling practices, their practitioners, techniques, processes etc with the aim of fusing them with the already existing Western model in order to dispense balanced services to our clients, who go to our schools, but still go back to indigenous practices for self-actualization and self-realization. These are the ultimate goals of the emotionally disturbed clients.

References


DIVERSE COPING STRATEGIES FOR COMBATING
STRESS-LADEN JOB SEARCH SITUATION BY
UNEMPLOYED NIGERIAN GRADUATES

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Abstract
Stress is a current topic which most job-seekers have to face. This study worked with 539 Nigerian graduate job-seekers of between one to five years of job-searching experience. A researcher-designed, 25 item self report questionnaire on diverse coping strategies used by them was administered on the subjects over a period of six months. Frequency percentage ranking and Spearman’s rank order correlation coefficient was used. It was found that the subjects of both sexes identified seven commonly helpful strategies and six common unpopular strategies. The results were discussed in the light of the findings. Implications of the findings were indicated.

Introduction
Stress is a breakdown in adaptive functioning due to the changes, pressures and demands placed on the body by a complex and frustrating world. Bakare (1986) stresses that "stress does not necessarily means distress. It could be a natural and healthy characteristics of any biological organism striving for survival". It involves a dynamic interaction between the individual and the environment.

Stressful conditions may appear in any aspect of a person's life be it in his educational, emotional, psychological, economic, moral, physical or vocational aspects. However, stress should not be experienced for a long time or in a consistent manner, frequency or at a very serious intensity. Otherwise, this may lead to severe disequilibrium, psychological, emotional or physical illness and at times death of the affected individuals.

According to Barrow and Prosen (1981), a stressful person may present the following pathological and degenerative conditions: obsessions, severe anxiety, depression, muscular tension, tension headache, migraines, constipation, diarrhoea, ulcers, colitis and lower backache. Indirect manifestations of stress include coronary heart disease, arthritis, high blood pressure, cancer, depletion of the body’s energy and resistance levels which can lead to disease and injury. Someone who is experiencing stress as a consequence of inability to secure a reasonable job, or job loss, may indicate the need for treatment. This is usually, according to Selye (1974), after the individual has gone through three temporal stages of alarm, resistance, adaptation and finally exhaustion, when the ability of the organism to cope breaks down. He may experience any or a combination of the following problems: discomfort, insomnia or disturbed sleep, lack of concentration and inability to think clearly, loss of mental, or physical energy, swings in moods, abnormal behaviour or thought processes and misuse or abuse of drugs (Barrow & Prosen 1981).

Causes of Stress in Individuals: The causes of stress in a person may be internal or and external. Stress can be self-generated or induced by numerous factors. It may be due to value conflicts, inability to meet set demands, blocked career, job crises, mismanaged life-styles. Other causes may
be internal such as fault feelings, anxiety, frustration, depression, sickness, and feeling of hopelessness and helplessness, divorce, bereavement, pollution, smoking, excessive heat and cold; heavy and hard work; persistent time pressure; job change or movement. The way we perceive and interpret what happens to us may generate stress as well as prolonged stress levels.

Divergent strategies for coping with stress: Literature on how to cope with stress is increasing dramatically. Counsellors already have knowledge and skills to deal adequately with human stress. This is despite the fact that many counsellors did not receive training in the physiological and human medical aspects of stress. However, stress is understandable and treatable without advanced knowledge of physiology (Barrow 1981).

Jaffe et al. (1986) identified five categories of stress interventions: (a) Educational Awareness Building (b) Assessment focused skill-building (based on relaxation, coping and interpersonal skills). (c) Therapeutic or Counselling (d) Organisational change and (e) Environmental change. Uwakwe (1994) classified stress coping strategies into two: (f) helpful and (g) unhelpful. Crandall (1980) wrote that the helpful ones are (h) Social Interest (i.e. genuine interest in and concern for the welfare of others and oneself) (i) virtues such as interpersonal interaction skills (j) environmental altering skills and (k) Cognitive Stress Management. The unhelpful strategies are use of (l) lethal drugs and (m) various defence mechanisms such as denial and fantasy (n) Use of flight or fight and (o) leaving the situation symbolically.

Higgins (1986) found that two multicomponent programmes of combined progressive relaxation and systematic desensitization, a programme involving instruction in Time Management, Rational Emotive Therapy and Assertive Training produced success but no differential efficacy when applied in a study involving emotional exhaustion and personal strain. Bunting and Frew (1987) also compared three types of intervention namely Management Skills Training, Relaxation and Mediation. They found that each led to decreases in pulse rate and systolic blood pressure. Relaxation and biofeed back techniques have also been related to lower absenteeism and higher attendance (Murphy and Soronson, 1988), less self-reported psychological and physical strain and higher job satisfaction (Orphen 1984).

Wernick (1984) proved that Stress inoculation Training (SIT) involving three interlocking phases of educational, rehearsal, application and follow through is useful for treating development and vocational stress. For instance, it reduced attrition rates in a practising nursing programme, increased coping and self-efficacy. Greenheng (1986) also noted that the following job-seeker reduction techniques are efficacious: large muscle activity, i.e. exercise, relaxation, support groups, diet and rest; reorganization of values and belief systems.

In Nigeria, some research had been done on unemployment and stress. A sample of this is given below. Umoh (1984) wrote that graduate unemployment in Nigeria had taken an unprecedented turn in the past three decades. Aragbada (1986) asserted that a nation that feels desensitized to the suffering of its large army of unemployed university graduates is dangerously preparing the ground for potential army of urban guerilla, sitting on a volcano or on a deadly timebomb. In 1986, NYSC wrote that only 12% of the corps members discharged annually were given job places, leaving the rest 88% unemployment. Ten years after, the situation appears to be worsening yearly since then. Job openings are dwindling while those who secured jobs earlier are being retrenched. Uwakwe (1984) found that high social interest is positively correlated to low level experience of stress and vice versa. It is believed that a high possession of social interest will moderate life problems and give strength to such people in stressful situations. Nzewi (1994) discussed value polymorphism and psychological stress interrelations among levels of acculturation of her subjects in the East Central State of Nigeria. She found that the degree of value conflicts and psychological stress experienced by the subjects sem
to be functions of value orientation and levels of education rather than age.

From the above, one can note that many studies were interested in the efficacy of one or two strategies for coping with vocationally-related stress. They were designed for treating specific aspects of stress especially for foreigners. The purpose of this study was to identify effective coping strategies which can be used by those Nigerian graduates searching for jobs and are experiencing general rather than specific stress. General stress here includes emotional, physical and even physiological stress all rolled together. It is however recognised that emotional stress is the type that a counsellor is most likely to deal with most conveniently. Emotional stress if not treated, may be psychologically disruptive and lead to degenerative diseases which are best treated by counsellors.

The purpose of this article is to distill the most efficacious and prevailing strategies used by unemployed and employable Nigerian graduates to combat stress in their search for jobs and to create awareness of a battery of helpful coping techniques. The study therefore sought answers to the following questions:

1. Which are the most prevailing strategies used to cope with general stress by job-searching Nigerian graduates?
2. Is there any relationship between the choices of both sexes of job-searchers? Is there any gender difference in the choices of coping strategies of job seeking graduates?

Methodology: This is a survey research. It involved the use of a researcher-designed questionnaire which was administered on 539 subjects. (367 males and 172 females). The subjects of this study were 539 graduates in various disciplines which covered areas such as liberal arts and humanities (102) the sciences (179), social sciences and engineering (43). Mean age was 26.3 years. The subjects were graduates who had between one and five years of post graduate, non-employed/experience. All of them had been involved in active job-search but had not succeeded in securing any. They had therefore experienced stress in this regard. Most of the subjects were applicants who were reacting to widely publicised mass recruitment exercises. These included exercises organised by well-established institutions such as the Armed Forces, Police, Federal and State Governments.

Instrument: The tool was a researcher-designed 25-item self-report questionnaire. It has an internal consistency of 0.83 test retest reliability of 0.79 over a period of four weeks with 30 youthful unemployed graduates. They were seeking admission into various postgraduate studies in Lagos State University.

Administration: The distribution of the questionnaire was carried out in six months between late 1995 and early 1996 in Lagos and Oyo States. In some cases, they were administered by the researcher to willing applicants while in others, the researcher was assisted by some of the officials if the appointment interview/examination panels. The filling of the questionnaire was not made compulsory. It was made clear that it was purely for research purpose only. The researcher however worked on the theory that applicants might think giving their cooperation in that way might facilitate their crave to secure appointment into such establishments. Respondents were therefore requested to tick any item that tallied with what they did in the process of job search. The administration took an average of 25 minutes for group and about 20 minutes for individual administration. In all 560 copies of the questionnaire were given out but 21 of them were declared void because they were not properly filled.

Data Analysis: The data obtained were analysed with the aid of descriptive statistics of frequency, percentage, ranking and correlation coefficient (Spearman rho).

Results: The results are given in Tables I and II. In table II eleven most chosen strategies by each of the male and female groups of subjects were collated from Table I. On both sides, there are 15
most prevailing strategies used for coping with job-search stress. However, only seven of these were commonly picked by both male and female groups. The correlation coefficient was found to be \( r = 0.54 \).

Table 1 = Frequency Percentage of Coping Strategies Used by Male and Female Job-Searching Graduates \( N = 539 \).

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Male</th>
<th>Rank</th>
<th>Female</th>
<th>Rank</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Seeking Assistance of Community business</td>
<td>567</td>
<td>4</td>
<td>172</td>
<td>4</td>
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<tr>
<td>2.</td>
<td>Use of Influential or significant people</td>
<td>85</td>
<td>1</td>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Use of member of member of one’s school old students’ association</td>
<td>82</td>
<td>2</td>
<td>61</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Use of rest and relaxation</td>
<td>51</td>
<td>13</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>5.</td>
<td>Use of one’s social clubs</td>
<td>43</td>
<td>18.5</td>
<td>31</td>
<td>18</td>
</tr>
<tr>
<td>6.</td>
<td>Use of one’s religious affiliations</td>
<td>45</td>
<td>17</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Refining job-search skills</td>
<td>69</td>
<td>6.5</td>
<td>44</td>
<td>14</td>
</tr>
<tr>
<td>8.</td>
<td>Broadcast of letters of application</td>
<td>72</td>
<td>3</td>
<td>36</td>
<td>16</td>
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<tr>
<td>9.</td>
<td>Broadcast of ones curriculum vitae</td>
<td>70</td>
<td>5</td>
<td>25</td>
<td>20</td>
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<td>10.</td>
<td>Use of newspapers for collecting job-related information</td>
<td>68</td>
<td>8</td>
<td>60</td>
<td>6</td>
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<td>11.</td>
<td>Positive disposition to job search</td>
<td>64</td>
<td>9</td>
<td>76</td>
<td>2</td>
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<td>12.</td>
<td>Use of professional counsellors in Job search.</td>
<td>15</td>
<td>24.5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>13.</td>
<td>Creating opportunities for self employment</td>
<td>22</td>
<td>23</td>
<td>53</td>
<td>10.5</td>
</tr>
<tr>
<td>14.</td>
<td>Environmental altering skills</td>
<td>58</td>
<td>11</td>
<td>47</td>
<td>12</td>
</tr>
<tr>
<td>15.</td>
<td>Change of life style</td>
<td>69</td>
<td>6.5</td>
<td>53</td>
<td>10.5</td>
</tr>
<tr>
<td>16.</td>
<td>Use of defence mechanisms e.g. flight, denial fantasy</td>
<td>47</td>
<td>14.5</td>
<td>35</td>
<td>17</td>
</tr>
</tbody>
</table>
In answer to the first question "which are the most prevailing strategies used to cope with general stress by job-searching graduates table 1 was computed. Table 1 shows frequency percentage of the coping strategies used by both male and female unemployed graduates with between one and five years of unemployment experience. The items are rank ordered as in Table 1.

Table II: Rank-Orders-Choice of coping strategies used by male and female subjects

<table>
<thead>
<tr>
<th>Helpful Strategies</th>
<th>Unhelpful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>2, 3, 8, 1</td>
<td>2, 11, 6, 1</td>
</tr>
<tr>
<td>5, 7, 15</td>
<td>3, 10, 24, 4</td>
</tr>
<tr>
<td>10, 11, 24, 15</td>
<td>25, 13, 15</td>
</tr>
<tr>
<td></td>
<td>21, 12, 13</td>
</tr>
<tr>
<td></td>
<td>17, 18, 19</td>
</tr>
<tr>
<td></td>
<td>22, 5, 6</td>
</tr>
<tr>
<td>Common Items: 1, 2, 3, 10, 11, 24 &amp; 15</td>
<td>Common items: 5, 18, 21, 22, 12, 17</td>
</tr>
<tr>
<td>$r = 0.54$</td>
<td>$r = 0.83$</td>
</tr>
</tbody>
</table>

The Table II above shows the ranking of helpful and the unhelpful strategies used by the subjects. It also shows that there are seven commonly chosen items by both sexes:
<table>
<thead>
<tr>
<th>Item</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Use of influential of significant people</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1. Seeking assistance of community business</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3. Use of one's school old students' association</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Item 10 Use of newspapers for collection of job-related information</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>11 Positive disposition to job search</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>15 Change of life style</td>
<td>6.5</td>
<td>10.5</td>
</tr>
<tr>
<td>25 Positive interpretation of the job situation</td>
<td>10</td>
<td>7.5</td>
</tr>
</tbody>
</table>

The table also reveals that six of the items were the most mutually and infrequently chosen by both sexes. The items are:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Use of one's social clubs</td>
<td>24.5</td>
</tr>
<tr>
<td>2</td>
<td>Use of professional counsellors in job-search</td>
<td>22</td>
</tr>
<tr>
<td>17</td>
<td>Resignation to one's fate</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>Distancing with focus on stressful feelings</td>
<td>24.5</td>
</tr>
<tr>
<td>21</td>
<td>Misuse or abuse of drugs</td>
<td>18.5</td>
</tr>
<tr>
<td>22</td>
<td>Reorganization of values and belief system</td>
<td>18.5</td>
</tr>
</tbody>
</table>

Discussion: A close look at table I and II revealed that ranking done by the male and female...
respondents do not tally in many cases except items 1 and 2. (1) Seeking assistance of community business and (2) Use of significant people which are rated 4th and 1st respectively by male and female groups. Item 3 "Use of one's school old students' association which the males ranked 2nd and the female 5th could be considered too. High ranks of these three items may be explained as follows. The respondents probably believed that they were all qualified to obtain jobs related to their training -just like any other job-seeker. They probably felt they had satisfied only by other people. Such people included highly placed individuals in government ministries, parastatals, non-governmental organisations and well-established institutions in the private sector. Individuals would include influential products of one's concerned relatives, friends of one's uncles and aunts, in-laws, parents of friends and one's former teachers' colleagues. Those seeking jobs had observed that some of those who have jobs had obtained their jobs through the additional help rendered by other senior and helpful significant individuals they knew either directly, or through others who knew them.

One may note the advantage in the strategy as being helpful to individuals utilizing such strategies. This situation creates room for concern. It may lead to relegating meritocracy to the background. In its place, mediocrity may gain in ascendency in the society of the best of the qualified applicants who do not know "those who matter are not given appointments; while those who are graduates but not the best are appointed.

Another cause for serious concern is rank 21 out of 25 accorded. "Use of professional counsellors in job search". This is a poor rating. It is a sort of non-recognition of the relevance of counsellors by this group. It is known that job-seekers are often experiencing emotional stress which counsellors can alleviate. Job seekers should be encouraged to know that counsellors are specialists in treating emotional problems such as vocationally-induced stress. It is however heartening to note that the least-chosen strategy is "misuse or abuse or drugs" with rank 25 by both sexes. It means the applicants are rational, educated people, who would not succumb to such a harmful practice. Item 17 with rank 22 resignation to fate" suggests that applicants did not believe they should give up the struggle and that they probably should adopt the motto "the struggle continues". The six least chosen strategies are regarded as unhelpful. It is believed that they do not provide permanent solution. They could lead to other problems which may be emotional, degenerative and or physiological problems.

Some ideas can be adduced to explain some of the differences in the strategies used by males and females. Both sexes rated "use of one's school is 6 old students' association" high-2 by males and 5 females. This is probably because there are not as many old girls' association and member as are old boys' associations. While the males rated items 8 and 9 very high (3 and 5) the females rated them, very low (16 and 20 respectively). One may proffer a guess that the males placed higher premium on their personal attributes which they hoped would get them the jobs they were searching for. For item 6 "use of religious affiliations". The female respondents rated it 3 while the male rated it 17. This difference is very wide. That the female respondents rated this item, as high as this is similar to their overwhelming presence in religious groups or settings. The females tend to be older to religious groups during periods of stress - such as the one under discussion than males. Instead, the males tend to spread their time to other sources such as items 4, 7, 11, 15.

Implication of the Study: Increasing incidence of stress and its effects on the emotional well-being of individuals, especially unemployed Nigerian graduates has implications for clients and counsellors. There is need to mount highly structured stress-reduction programmes for the employed and unemployed graduates. Counsellors themselves should be aided to understand stress, design and implement counselling interventions to mediate its effects. Efforts should be made to broadcast or publicise the efficacy of counselling in vocationally-related problems such as job choice, search and retention. It is hoped that awareness of several strategies would be created by this work.
References


DEVELOPING STRESS MANAGEMENT PROGRAMMES FOR THE INDIVIDUAL

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Abia State University, Uturu.

Abstract
This paper focused on the major issues and problem areas involved in stress, stress management and the development of stress management programmes. It further discussed the biology of stress and sources of stress to the individual as well as an analysis of the effectiveness of stress interventions.

Introduction
The field of stress and its essential management has been an area of research attention since the middle of this century. Yet, researchers are unable to isolate the most effective intervention strategies for a particular stress situation in spite of enthusiastic and flourishing research activities of psychologists. Stress management programmes have been undertaken in varied settings. In situations where distressed individuals have received stress counseling or group therapy, the general outcome is substantial improvement in their conditions. But in situations where non-clinical populations have received stress management, available evidence indicate poor long term effect (Palmer 1996). This could reflect the limitation of the research methodologies or the skills of the researchers teaching the relevant components.

This paper will not focus on the setting up of stress management programmes per se, but would centre on the issues and problems involving stress management and the development of stress management programmes as it relates to the individual.

The Concept and Nature of Stress
Stress is an occasional attribute of every persons ecology, as a result, everyone has a personal experience of what stress is. Like most other constructs in psychology, it is very difficult to give a precise definition for stress. The word stress was originally derived from "stringe" a latin word used three centuries ago to describe hardships (Sedgwick and Wallace 1978). Subsequently it denoted stress or effort.

Although the concept of stress has long been noted in psychology and psychiatry, it was popularised by Selye’s findings of how life experiences affect the body. Selye (1956) technically defined stress as "the state manifested by a specific syndrome which consists of all the non-specifically induced changes within a biologic system" (P. 54). As indicated by the above definition, there is no way to identify a stressed individual unless the internalized experiences are betrayed by some physiological or behavioural changes referred to as stress syndrome. The syndrome which is characteristic of stressed individuals is referred to by Selye (1956) as General Adaptation Syndrome usually abbreviated as G.A.S. This syndrome includes a variety of physiological changes, diseases and disorders. Some of the physiological changes include increased production of the adrenal hormones, shrinkage of the lymphatic organs, gastrointestinal ulcers, loss of body-weight and may lead to the muscular tenseness, hand tremors, blushing and sweating. Others are stomach pain, allergies, angina, asthma, backache, migraines, palpitation and chronic fatigue. Long-range disease
processes may be set in motion and acute diseases such as heart attack cancer, coronary heart
diseases, diabetes, diarrhoea and high blood pressure may be precipitated. Some of the psychological
symptoms of stress include anxiety, anger, depression, psychosis, intrinsic thoughts/images,
obsessions, altered motivation and impaired intellectual activities (Sechrest and Wallace 1967, Tallent
1978). Behaviourally the stressed individuals may display such symptoms as aggression, substances
abuse, avoidance, checking rituals, insomnia, withdrawing from relationships, lowered motivation,
lack of concentration, impaired intellectual activities, loss of interest in activities that were eagerly
sought, slurred speech/stuttering and restlessness (Sechrest and Wallace 1967, Tallent 1978 and
Palmer 1996).

The general adaptation syndrome (GAS) which Selye (1956) described as the bodily induced
defense against the stress agents or the consequences of stress operates in three stages. The first is
the alarm reaction. In the initial phase of this stage, (Shock phase), resistance is lowered. The later
phase (counter shock phase) the individual starts to defend himself. Then comes the second stage of
resistance, when the individual adjusts, as much as it can to the stress. If stress continues or resistance
is not successful, the stage of exhaustion is reached. According to Selye (1956) the stress syndrome
is a specific one in that it is characteristics of stress alone but is non-specifically induced since all
forms of stressful simulations will produce the same syndrome.

One aspect of stress research that can lead to confusion is the use of the terms, stress. Stress
has been used to refer to the external stimulus which produces a reaction and to the reaction itself.
Attempts have been made by scholars to distinguish the stress stimulus from the stress response. For
example, Selye (1956) suggested that the stress producing stimulus should be referred to as stressor,
while the term stress should be reserved for the individuals organismic response/reaction to the stress
producing stimulus. On the other hand Langner and Michael (1963) suggested that the stimulus
should be referred to as stress while the reaction to stress is referred to as strain. Which ever term
an individual uses is a matter of choice and differences in semantics.

The literature on stress-related disorder and diseases is prolific. However it is important for
the counselling psychologist to ensure that the disorders are directly attributed to stress response over-
activation and are not due to organic causes.

The Biology of stress

When an individual perceives a situation as threatening, the actions of two physiological
systems are activated, notably, the automatic nervous system (ANS) and the endocrine cortex system
(ECS). The first of the two actions involves the automatic Nervous System (ANS) which is
responsible for controlling the heart, lungs, stomach, blood vessels and glands.

The ANS consists of two sub-systems: the sympathetic (SNS) and the parasympathetic
nervous systems (PNS). Messages are conveyed along neurons from the cerebral cortex and the limbic
system to the hypothalamus. (The limbic system is associated with the emotions of anger and fear
which correspond to the well-known ‘fight’ or ‘flight’ stress response). The anterior hypothalamus
triggers the sympathetic arousal of the ANS. The main sympathetic neurotransmitter is called
noradrenaline which is released at nerve endings. The adrenal gland is located on top of both kidneys
and is involved with the production of a number of stress hormones. The SNS is directly connected
via a nerve to the adrenal medulla, the central part of the adrenal gland, which produces noradrenaline
and adrenaline. Depending upon the relative levels of these two catecholamines, which are released
into the blood supply, the body is prepared to either fight or flee. Generally noradrenaline is
associated with anger and the fight response, whilst adrenaline is associated with fear and the flight
response. In contrast to the SNS which prepares the body for action, the PNS aids relaxation and
conserves energy. The PNS sends its messages by a neurotransmitter called acetylcholine which is
stored at nerve endings. (Palmer, 1996).
The second system is known as endocrine or pituitary-adrenal cortex system. In this system, the hypothalamus instructs the pituitary to release adrenocorticotrophic hormone (ACTH) into the blood which then activates the outer part of the adrenal gland, the adrenal cortex. The adrenal cortex synthesizes cortisol which aids fat and glucose mobilization, reduces the inflammatory response and lowers allergic reactions. Individuals who generally feel depressed and believe that they have a loss or lack of control over events experience increased levels of cortisol and this reduces the effectiveness of the immune system leading to increased susceptibility of individuals to suffer from minor colds to more life-threatening diseases (Gregson and Looker, 1994). This is seen in individuals who have suffered from long-term stress. The adrenal cortex releases aldosterone which increases blood volume and thereby increases blood pressure. The pituitary also releases thyroid stimulating hormone which stimulates the thyroid gland to secret thyroxin. Thyroxin is responsible for increasing the metabolic rate and raises blood sugar levels. If the individual perceives that the threatening situation has passed then the PNS restores the person to a state of equilibrium. If the person has suffered from a severe trauma, the restoration of the equilibrium is not likely to occur immediately after the threat is over. Some research suggests that individuals prone to strain have reduced PNS activity which unfortunately heightens the response of their ANS. This could account for the difficulty in treating clients with Generalized Anxiety Disorder.

Issues in developing stress management programmes

There are a number of factors a counselling psychologist need to consider when developing stress management programmes for individuals. These include the individual's coping system, available social support, orientation of locus of control, personality type (type A/hardy personality) and a number of other idiothetic and demographic variables.

Coping system: Coping is a fundamental and essential ingredient in interactional and transactional models of stress. It is described as a problem solving strategy, which starts with a recognition and diagnosis that eventually lead to actions and evaluations through to the analysis of the problem. (Cox, 1993). According to Palmer 1996, coping has three main properties. These are:

- It is a process involving what the person thinks and how the person behaves in a stressful situation.

- It is context-dependent as it is affected by the specific situation or initial appraisal of it, and then by any resources the individual has to deal with the situation.

- Coping as a process is independent of outcome that is, it does not depend upon whether it does or does not lead to a successful result.

Coping can be divided into emotion-focused and task-focused strategies which include rationalizing re-appraisal of the problem, de-awfulizing a problem, seeking social support, denial, information-seeking, delaying action by using distractions or relaxation, developing better skills and competences to deal with the specific problem, and symptom management. However, the outcome of stress management is dependent on which one of the numerous coping styles that are adopted. Stress management may be exacerbated if an unhelpful approach is chosen. Adaptive coping behaviour is considered as developmental whereas maladaptive behaviour is defensive in nature and includes problem denial, procrastination and substance abuse (Sechrest and Wallace 1967, Palmer 1996). Research indicate that if individuals who regularly use more maladaptive coping techniques in contrast to adaptive ones, have increased probability of suffering from negative health outcomes.

Social support

One major coping strategy that can reduce stress or help reframe stressful situation is
appropriate social support. A spouse, a member of the family, a fellow worker or friend may provide a stressed individual with somebody who appears to care and listen. This resource person may enable the individual to use problem-solving skills or reframe the importance of specific events. Research has shown that compatible spouses help the partner cope with stress-related problems. In another study unemployed workers who were able to obtain social support from the community, family and friends had significantly fewer symptoms of stress than those who had less support. In addition, those who had less support also had a higher serum cholesterol level and suffered more depression (Gore, 1978). Caplan (1967) suggests that the family reflects its members' values and behaviours and thereby offers support and ‘reality testing’. A family's belief system helps an individual to interpret and understand the way the world works. According to Cooper et al. (1988) family members may offer 'guidance, mediation, opinions and often, practical assistance such as baby-sitting, repair work or financial aid. It can also provide a rest place and support when a member suffers disappointment or failure. However, a family that does not offer support or is itself a stressor may leave its members more susceptible to stress. In the workplace, co-workers can act as a surrogate family providing support, constructive feedback and friendship which helps buffer the individual from stress. In one study involving 1,400 subjects Morgulis et al. (1974) observed that the lack of support systems and non-participation were significant predictors of work-related stress and strain. In work and non-work situations social support that helps an individual to assess and resolve a problem is preferable to colluding support that prevents a person from accurately appraising the stress scenario.

Locus of control

Locus of control is among the many interesting behaviour patterns that tend to centre attention “inside” the organism (Lefcourt, 1966). The concept of locus of control as derived from Rotter (1954, 1966) social learning theory provides a useful means of measuring individual differences in the extent to which reinforcement is viewed as a consequence of such forces as fate, chance or influential others. The phenomenon of locus of control usually attract two patient questions. First, it is true that reinforcement can come either from “internal” or “external” sources, and second, whether the perception that reinforcement is located inside or outside of him or her makes a difference in the consequences of the reinforcement. (Phillips 1978). The concept of locus of control appears to centre primarily on the mode of the individuals reinforcement orientation or more appropriately on the individuals perception of his reinforcement. Locus of control as noted by Lefcourt (1966) is an expectancy dimension of personality referring to a persons belief about whether or not contingency relationships exists between his behaviour and the reinforcement which follow. It has been argued however behaviour does not only depend upon expectancies for control of ones outcomes, but also upon the value place one place upon outcomes to which behaviour is relevant (Phillips 1978).

Internal locus of control refers to those people who perceive contingency relationships between their actions and the outcome which follow. They believe that positive or negative events are a direct consequence of their own actions and therefore under personal control. They believe that man indeed is the architect of his own fortune, master of his own destiny and incidentally holds firmly to the saying “as you make your bed so would you lie on it”. Such people are referred as internals. (I’s) external locus of control on the other refers to people who generally perceive that their outcomes and their destinies are controlled by extrinsic forces, most often luck, fate, chance or powerful and significant others. They saw no relationship between their behaviours and outcomes of reinforcements. These events perceived as being beyond personal control. These groups of people are referred as externals. (E’s).

This construct can be viewed as a continuum and not bipolar. Perceptions of control increase the ability to deal with frustrating situations and thereby reduce anxiety and stress, whereas little or
perceived control can increase anxiety and depression, and negatively affect psychological health. Paradoxically, when individuals with an internal locus of control perceive that they are unable to influence the outcome of a stress problem, their level of anxiety is inclined to rise higher than a person who has an external locus of control. There is a possibility that when given a choice, ‘internals’ who are occupations where they can exert control over their work environment thereby reducing stress.

The coping construct could be viewed as individuals attempting to exercise control over their stressful environment and perhaps the control construct is the most relevant issue and not coping. Therefore stress management programmes that help individuals to believe they have control over situations or control over their responses to different situations, whether realistic or otherwise, may ameliorate the effects of stress.

type A behaviour

Friedman and Rosenman (1959), observed that specific overt behaviours were associated with increases in blood cholesterol, blood clotting time, incidence of arcus senilis and clinical coronary artery disease. They developed methods of assessment and later labelled the particular behaviour pattern Type A for descriptive purposes. The specific overt behaviours included a chronic sense of urgency, impatience, polyphasic activity, explosive speech patterns, aggressiveness, free-floating hostility, extremely competitive, high-achieving and very strongly committed and involved in work.

Studies such as the Western Collaborative Group Study cited in Palmer (1996) found that type A individuals are twice as likely to experience coronary heart disease than non-Type A individuals (known as Type B). Interestingly, Ragland and Brand (1988) reported a greater risk of mortality with Type B individuals who had survived a CHD incident than with a similar group of Type A individuals. This may indicate that Type A survivors and perhaps the latter deal with the HD incident in a more adaptive manner than Type B individuals. Type A behaviour has been described as a coping pattern, a learnt style of behaviours, and as a personality trait by various researchers. Glass believes that the Type A individual is more likely than the Type B individual to feel helpless. Price (1982) suggests that the Type A behaviour and hostility is due to low self-esteem which is moderated by constant achievement. There is some evidence for both theories which would suggest that cognitive or rational emotive behavioural therapy designed to dispute irrational beliefs about control and/or self-esteem may be beneficial. More recent research has found that ‘anger-in’ and ‘potential for hostility’ were the two main predictors of atherosclerosis (Dembrowski et al., 1985). Individuals with both problems increased their chances of developing atherosclerosis. This research indicates that the most relevant issue that needs to be focused on in cardiac counselling or preventive stress management training may be these areas and not other so-called indicators of Type A behaviour such as impatience.

Fortunately, research shows that the three main CHD risk factors, that is, Type A behaviour, hypertension and serum cholesterol, can be reduced by using stress management techniques (Bennett and Carroll, 1990). Some of the methods successfully used to reduce Type A behaviour have included relaxation, cognitive restructuring, graded behavioural assignments, anger management training, anxiety management, cognitive-behavioural therapy, rational emotive behaviour therapy, meditation, assertiveness training, stress inoculation, problem-solving, general coping abilities training, visualization, rehearsal and weight training (Palmer 1996). The simplest intervention involving the daily self-monitoring of blood pressure has also resulted in a decrease in blood pressure. It is unclear how this intervention works. In one study behaviour therapy had better results than psychoanalytic therapy and control groups at a 6-month follow-up. A few studies have found an increase in cholesterol levels after psychotherapy or stress management interventions which has been difficult to understand. These issues have significant implications for counselling psychologist and they need to
take these issues into consideration when developing stress management programmes.

The ‘hardy personality’

One of the problems with the Type A construct is that it does not adequately explain why some individuals do not suffer from stress-related illness even though they are in stressful situations or occupations. Kobasa (1979) propounded the ‘hardy personality’ theory to account for this inconsistency. She suggested that ‘hardy individuals’ shared three major beliefs - commitment, control and challenge. Commitment refers to belief in oneself and what one is doing, including involvement in many life situations such as work, family, relationships and social institutions and thereby maintaining a balance. Control refer to belief in oneself having influence over the course of events. Also seeking explanations for why something is happening with a focus on one’s own responsibility and challenge refers to belief that change is the normative mode of living.

Hardy individuals would tend to perceive difficult situations as challenges and not as stressful by using cognitive coping skills to keep stressors in perspective. Unpleasant events would be interpreted as new opportunities instead of threatening situations. This may explain why some Type A individuals do not suffer from ill health or cardiovascular disease as they also have beliefs similar to those of hardy individuals. Due to hardy individuals being committed to many life situations they are more likely to be able to obtain social support which is an additional buffer against stressors. The hardy individual theory goes a stage further than Rotter’s locus of control theory as it includes additional constructs. The belief that change is the normative mode of living would help hardy individuals to cope with the change arising in the life of many Nigerians predominantly due to fluctuating government policies, distressed banks and industries and high death toll contingent on the harsh socio-economic climate in Nigeria.

Other factors

There are a range of other different factors that counselling psychologists need to consider when developing stress management programmes. These border on demographic and idiographic variables and include a variety of factors such as ethnicity, cultural background and sex. An individual’s biological age may influence how the stress response is activated and whether the individual perceives a particular situation as stressful. At different stages in life an individual may have different goals and objectives which can be thwarted by life events. For example, loss of job at 25 years may be seen in a different light from loss of job at 55 years by the same person especially if there are financial and familial responsibilities at a particular age. A young manager may respond to a stressful situation by feeling lightly anxious and with a minute rise in blood pressure. The same manager in a similar situation 20 years later may suffer from panic attacks and angina due to long-term stress, smoking and poor diet (Palmer 1996). If an individual’s self-esteem has been heavily dependent on work-related achievement, retirement the person can develop reduced self-esteem leading to depression or psychosomatic symptoms of depression. Preventive programmes can focus on these issues depending upon the age of the individuals.

It has been observed in most cultures that life expectancy of men is lower than women by about eight years. This could be due to a number of factors including Type A behaviour, alcohol intake and smoking as well as genetic and hormonal reasons. With the changing role of women in society and, in particular, the "dual-career couple", women may experience additional stressors due to role conflict and role over load.

Stress Management Programmes for the Individual

When developing stress management programmes for the individual the counselling
psychologist will be influenced by the needs of the client who may require stress counselling for a current problem or preventative stress management to help cope with daily hassles and general stress reduction, or a combination of both. If the individual is stressed by a current problem then interventions based on cognitive-behavioural and problem-solving methods are generally effective. Although relaxation and distraction technique may have some benefit for symptom management they may not necessarily help the individual to reappraise or resolve the problem or stress scenario. If the problem will resolve itself over the course of time then non-directive counselling may appear to be just as effective as more prescriptive or focused approaches. In fact Blowers et al. (1987) reported modest improvements with both non-directive counselling and anxiety management training in the treatment of generalized anxiety. However, further research is required to discover whether non-directive counselling helps individuals manage or resolve future problems. Surviving a difficult life event may in itself lead to an increase in self-efficacy which will help the person adaptively appraise and thereby manage similar events in the future.

In counselling, a thorough assessment of the problem and the client’s symptoms may guide the counsellor towards the appropriate intervention to use. Palmer and Dryden (1995) observed using the multimodal examination of the seven modalities that Lazarus believes comprise the entire range of personality: Behaviour, Affect, Sensation, Imagery, , Cognition, Interpersonal, Drug/biology. A questionnaire can be used to assist this process (Lazarus and Lazarus, 1991). By assessing each modality, it may become apparent that an individual, for example, avoids doing certain useful behaviours, feels anxious, has physical tension, catastrophic imagery, irrational thoughts, passive-aggressive behaviour, and is taking medication for headaches. Once the assessment of each modality is finished a series of research-based techniques and interventions could be discussed and the rationale explained to the client and the most useful interventions applied. Technique selection may depend upon which modality the client may be more sensitive to. Therefore, in a situation where the client’s catastrophic imagery appears to trigger high levels of anxiety then coping imagery may become the desired intervention. Furthermore, individuals suffering from specific stressors such as financial problems do not necessarily find the interpersonal and emotional strategies as helpful as those individuals with relationship difficulties. These factors need to be considered when developing stress management programmes.

Taking into account the stress research and interactional theories of stress, Palmer (1996) suggested four major objectives in stress intervention programme. These are:

* to solve the problem;
* to alter the way the client responds;
* to help the client reappraise the stressor;
* to help the client change the nature of the stressor.

The realization of these objectives may require a range of skills, techniques or interventions to help the individual to manage stress. Consequently, the counselling psychologist also needs to be competent in these skills. As research does not indicate whether stress management programmes are any less effective when applied in group settings as opposed to one-to-one sessions, counselling psychologists working in Nigeria and other developing countries where resources may need seriously to consider running group therapy. This definitely requires additional skills.

Effectiveness of interventions

A pertinent ethical consideration for the counselling psychologist is to design stress intervention programme that is based on research and has face validity with the client. For example, there is limited research that points to psychodynamic interventions helping individuals to overcome situation-specific phobias and panic attacks, whereas there is much more published research showing
the benefits of using cognitive-behavioural techniques. There is an interesting paradox in the field of psychotherapy and stress management, that however compelling the published research is for a particular approach, different forms of psychotherapy generally ‘appear’ to have similar outcomes (Shapiro and Shapiro, 1982). This ‘equivalence paradox’ is still being researched to find the specific mechanisms that led to change during psychotherapy and stress management training (Reynolds et al., 1993). When exploratory therapy (psychodynamic and interpersonal) and prescriptive therapy (multimodal cognitive-behavioural) were compared the clients gained personal insight during exploratory therapy and problem definition/solution after prescriptive therapy. The overall outcomes may appear to be equivalent but not necessarily at either the skills or personal insight levels. Long-term follow-ups would have provided useful information to ascertain which approach actually helped the individual to deal effectively with future stress scenarios (Palmer, 1996).

If the client wants to receive preventive stress management training then a psycho-educational approach could be applied. Some examples are stress inoculation training, cognitive-behavioural skills training, rational-emotive behaviour training, multimodal skills training, assertive training, Type A modification, relaxation training, lifestyle management and physical outlets. From the initial assessment, skills deficits such as cognitive skills or relaxation skills may become apparent and these could be the focus of the intervention. These methods have also been used successfully in group stress management training. What is not so clear from the published research is which is the best approach or technique to use for a particular individual. Furthermore, most research has been undertaken with subjects suffering from clinical disorders such as generalized anxiety. What is needed is more research with non-clinical populations and evidence that preventive stress management programmes actually help such individuals manage future stress scenarios.

Considering that the research indicates that a wide range of interventions may help reduce stress and the risk factors involved in coronary heart disease, the most important aspect of a stress management programme may be to help clients increase their subjective belief of control over a particular stressful situation or their psychophysiological response to it. This may help to explain why even placebo interventions such as ‘bogus’ subconscious retaining (White et al., 1992) can help to reduce stress and anxiety if a convincing rationale is provided. This study found that didactic psycho-educational cognitive, behavioural, or cognitive-behavioural ‘stress control’ training for large groups had enhanced post-therapy improvements whilst even the placebo group maintained progress compared to the waiting list. In this study the cognitive and the behavioural training groups were slightly more effective than the cognitive-behavioural group. White has suggested that more training may have been required to teach both cognital and behavioural techniques to the subjects. This could possibly account for the cognitive-behavioural group being less effective. In a different study, Butler et al. (1991) found cognitive-behavioural therapy superior to behoviour therapy, Powell (1987) found that clients rated the experience of being in a group and meeting people with similar problems and information about anxiety and stress’ higher than learning any active coping skills. This may indicate that counselling psychologist running stress management programmes should see their role as facilitators, educators and organizers of self-help services rather than just individual therapists.

Conclusion

Individual stress management programmes are inherently difficult to evaluate due to the many organismic factors involved that could affect the outcome. Since Rotter (1966) observed that an individuals orintations of locus of control often determined his or her response to different situations, much time has been spent on studying Type A behaviour, social support and coping strategies. In the past three decades, stress research in Europe, America and a few isolated cases in Nigeria seems to have gone full circle, with evidence pointing to the core construct of control over
a situation or control over the emotional response to a situation as the main issue. This suggests that intervention focussing on some element of control, whether insight or skill-based, may help to reduce stress. Bearing in mind the equivalent paradox mentioned in the paper, more session-impact research is needed to guide the counselling psychologist in choosing the appropriate interventions for the individual.

References


