

Management of Students' Stress in Federal Colleges of Education in Nigeria

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Abstract

This study focused on management of students' stress in Federal Colleges of Education in Nigeria. Descriptive survey research design was used. Two research questions guided the study. The population of the study consisted of 1,322 students enrolled in year-three and year-one National Certificate of Education in the two Federal Colleges of Education in Enugu and Anambra States. The random sampling technique was used to select a sample of one hundred and eighty (180) respondents. Data collected were analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significance. A researcher-developed structured questionnaire was also used titled "Management of Students' Stress Questionnaire" (MSSQ) for data collection. The instrument for data collection was a questionnaire containing 34 items. The major findings of the study revealed that: course-related factors were the most prevalent causes of stress amongst college students; students in different levels/years of study experienced similar severity of stress and there was evidence that academic stress is a common problem for college students irrespective of year of study. Based on the findings, it was recommended among others, that lecturers should advice college students on their career options, credit unit requirements; government should make more funds available for provision of adequate school plant; school management to organize activities to promote mental health of students, develop computer software for easy processing, storage and retrieval of results; and above all employ enough qualified staff to counter the effect of increased student enrolment in federal colleges of education in Nigeria.

Keywords: stress, stress management, students' stress, federal college of education.

INTRODUCTION

The most fundamental health problem that affects people of all ages and classes globally is stress. Stress refers to a person's mental, physical, emotional and behavioural response to any demand made on it. According to D'Arcy (2007), stress is the body's way of rising to a challenge and preparing to meet tough situation with focus, strength, stamina and heightened alertness. It is also defined as the perception of discrepancy between environmental demands (stressors) and individual capacities to fulfill these demands (Topper, 2007). Stress has been identified as a 20th century disease and has

been viewed as a complex and dynamic transaction between individuals and their environments (Evans & Kelly, 2004).

Though stress is often perceived as bad, it can actually be good in some respects. The right kind of stress can sharpen the mind and reflexes; when a student responds to a stressor and it produces positive results then such student have coped well and experienced the feeling of success (WHO, 2002). Stress might be able to help the body perform better, or help individual escape a dangerous situation. According to D'Arcy (2007), stress can be a good thing, but overload of it leads to negative consequences. Stress overload is as a result of overreaction or inability to readjust properly. Whereas stress provides the means to express talents and energies and pursue happiness; it can also cause exhaustion and illness, either physical or psychological; heart attacks and accidents. The important thing to remember about stress is that certain forms are normal and essential to one's body. Our bodies are poised to either run away from the stressor or stick around and fight against it.

According to the American Psychological Association (APA, 2012), there are three types of stress – acute stress, episodic acute stress and chronic stress, each with its own characteristics, symptoms, duration and treatment approaches. Acute stress is the most common form of stress and it is short term. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Because it is short term, acute stress does not have enough time to do the extensive damage associated with long-term stress (American Psychological Association, 2012). The most common symptoms are emotional distress, muscular problems, stomach, gut and bowel problems and transient over-arousal. Signs of acute stress include trembling hands, increase in heart rate and blood pressure and panic (Hillman, 2015). Acute stress can crop up in anyone's life, and it is highly treatable and manageable. According to Legg (2016), acute stress is not always negative but might actually be healthy as it gives the body and brain practice in developing the best response to future stressful situations.

Episodic Acute Stress on other hand is an extension of acute stress because its occurrence in people's life is more frequent than acute stress. This form of stress comes from ceaseless worry. People affected by episodic acute stress tend to be over-aroused, tense, more anxious and depressed than angry and hostile (American Psychological Association, 2012). The symptoms of episodic acute stress are the symptoms of extended over-arousal: persistent tension, migraines,

hypertension, chest pain and heart disease. Negative health effects are persistent in people with episodic acute stress since it is hard for them to change their lifestyle, as they accept stress as a part of life (Legg, 2016). This type of stress is as a result of workload or having so much to do at the same time while chronic Stress is the type of stress that wears people away and results to anxiety and depression. It is the stress of poverty, of dysfunctional families, of being trapped in an unhappy marriage or in a despised job or career. Chronic stress comes when a person never sees a way out of a miserable situation. According to Hillman (2015), chronic stress becomes unhealthy as the sufferer become tense for long periods of time, has high blood pressure and high heart rate, suppresses the immune and digestive systems and will ultimately fatigue the adrenal glands. It is the stress of unrelenting demands and pressures for seemingly interminable periods of time. With no hope, the individual gives up searching for solutions. Some chronic stresses stem from traumatic, early childhood experiences (such as rape and child abuse) that become internalized and remain forever painful. Chronic stress kills through suicide, violence, heart attack, stroke and, perhaps, even cancer. People wear down to a final, fatal breakdown (American Psychological Association, 2012).

Student stress is like other forms of stress. It is a common human phenomenon and part of life as a college student. According to Thawabieh and Qaisy (2012), the period of transition from school environment (secondary schools) to university environment (including College of Education) could cause psychological, academic and social shock to students. This may result to stress as they struggle to meet academic demands, adjusting to new living environment, and/or making new friends. Additionally, Ibrahim, Mohtar, Sabo, Rahim and Ariffin (2015) assert that tertiary institution environment with its different working surroundings poses challenge to new students as they face new methods of teaching-learning, new academic requirements and new type of relationship between fellow students and lecturers. Stress can be destructive if not well managed. In addition to its effect on the health of the individual, it also has a direct bearing on the individual's performance (Mate, 2014). Stress, therefore, is part of human existence which every human being (including students) has to live with.

Student stress comes in different dimensions. Broadly speaking, stress can either be positive or negative. According to Tooper (2007), the response of a student to a particular stressful situation can make the stress either positive or negative. Positive stress (Eustress) is a feeling of happiness and excessive excitement. It is a form of stress that is not going to cause health issues but is actually good because it motivates students to revise and memorize what they learn as well as to work hard (Hillman, 2015). This form of stress is a natural feeling, designed to help students cope in challenging situations. When a student responds to a stressor and it produces positive results, such a student has coped well and experiences a feeling of success (WHO, 2002).

Negative stress (Distress) comes as a result of feeling of anxiety, frustration or conflict. Oboegbulem (2002) defines anxiety as an emotional feeling characterized by a feeling of

anticipated danger and tension. This can lead to frustration. Frustration occurs when pursuit of some goal is thwarted or foiled; while conflict in the life of a student occurs when two or more incompatible behavioural impulses compete, leading to a state of indecision and uncertainty. Leaving home to start college leads to lots of changes to many students such as moving to new areas, being separated from friends and families, establishing new social networks. For most students, these changes are exciting and challenging, but for some, the changes are overwhelming and can affect their health if the stress level is too high. A high level of stress can result to medical and social problems such as ailments and social rejection. Since it is established that stress is an integral part of daily living that cannot be completely avoided, it follows that stress has to be managed.

According to Modeme and Sunday-Kanu (2014), stress management is all about taking charge of your thoughts, emotions, schedule, environment and the approach to problem solving. It is imperative that students have to device strategies to cope with stressors encountered in colleges. Federal Colleges of Education equip students with necessary competencies and the right skills that will enable them to engage in a life of work as well as for self-employment, among others.

“National Policy on Education (2004), states the goals of tertiary education to include: contribute to national development through high level manpower training; develop and inculcate proper values for the survival of individual and society; develop the intellectual capacity of individuals to understand and appreciate their local and external environments; acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; promote and encourage scholarship and community service; forge and cement national unity; and promote national and international understanding and interaction” pp.35/36.

According to Ebisine (2013), the above goals are to be pursued through teaching, research and development, virile staff development programmes, generation and dissemination of knowledge, a variety of modes of programmes including full-time, part-time, block-release, day-release, and sandwich programmes.

The development of the attributes of productivity, creativity, entrepreneurship and lifelong learning cannot be achieved by students without stress. Apart from the enormous tasks of providing positive attitude towards their studies in their various departments, students are expected to work very hard, conduct little researches and meet up with other social activities of their life. These competing roles cause stress for the students, particularly when they find it difficult to cope with the challenges of living up to expectations on their studies. Some students in the federal colleges of education are

unable to cope with pressures arising from their competing roles. This makes them exhibit various symptoms of stress that could impede their productivity. Studies have identified some various symptoms of stress. Some of these are sleeping difficulties, loss of appetite, poor concentration, emotional outbursts, performance dip, drug abuse, tension and anger (Hart, 2011). Others include high blood pressure, depression, restlessness, anxiety, among others (Ongori, 2007). The causes of these symptoms may be due to greater academic demands, being in a new environment with new responsibilities, changes in family relations and social life, financial responsibilities, exposure to new people and ideas. Ibrahim, Mohtar, Sabo, Rahim, & Ariffin, (2015) opined that the demands of academic environment of our tertiary institutions can constitute stressful atmosphere, which are potential source of stress that can affect students' mental, social and physical health as well as their academic achievement.

Stress management is a way of identifying the causes and possible solutions to reduce it. Some of the healthy ways of managing stress identified in various studies include self-control, proper time management, keeping sense of humour, relaxation and non-competitive exercise, positive thinking, among others (Ugoji and Isele, 2009). The Center for Disease Control and Prevention recommend the following to help cope with stress: take care of yourself, by eating healthy, exercising, and getting plenty of sleep; find support by talking to other people to get your problems off your chest; connect socially, as it is easy to isolate yourself after a stressful event; take a break from whatever is causing you stress; and avoid drugs and alcohol, which may seem to help with stress in the short term, but can actually cause more problems in the long run (Legg, 2016).

According to Pandya, Deshpande and Karani (2012), stress in academic institutions can have both positive and negative consequences if not well-managed. Health and academic performance can be affected when stress is perceived negatively or becomes disproportionate (Campbell & Svenson, 1992). The occurrence of stress is extremely common among students, who have to survive academically and prepare themselves for further graduate or professional training (Pandya, Deshpande & Karani, 2012). It is clear that there is intense pressure on students to earn good grades and achieve a degree, contributing to stress that may in turn result in them dropping out of college. The purpose of the study is, therefore, to determine commonly experienced students' stressors in Federal Colleges of Education in Nigeria and ascertain strategies for coping with students' stress in Federal Colleges of Education.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study:

1. What are the commonly experienced students' stressors in Federal Colleges of Education in Nigeria?

2. What are the strategies for coping with students' stress in Federal Colleges of Education in Nigeria?

Hypothesis

The following null hypothesis is formulated to guide this study and will be tested at 0.05 level of significance:

- H0₁: There is no significant difference in the mean ratings of year one students and year three students on the commonly experienced students' stressors in federal colleges of Education in Nigeria.

METHOD

This study adopted a descriptive survey design since the major purpose of research of this nature is to describe events and situations as it is without manipulation. This involves asking a sample of a given population a number of questions and recording the answers for further analysis. The basic idea of this design is to measure variables by asking questions, obtaining answers and examining the relationship between the variables. This approach made the collection and analysis of the data easier as the whole population was represented by a smaller portion known as the sample.

The target population of the study was year one students made up of 832 students and 500 year three students totaling 1332 students enrolled in three-year National Certificate in Education (NCE) in the two Federal Colleges of Education in Enugu and Anambra States. The two Federal Colleges of Education that made up the population of the study were Federal College of Education Eha-Amufu, Enugu State with a total number of 702 students and Federal College of Education (Technical), Umunze, Anambra State with a total number of 630 students. The sample size for this study was determined by using Taro Yamane's (1985) proportional sampling formula which gave 180 students. A stratified sampling method was later adopted so as to give a fair representation to the designated classes in the ratio of 2:1 using the proportional formula thus: $Q = A/N \times n/1$.

The instrument used for data collection was a researcher-developed structured questionnaire titled "Management of Student Stress Questionnaire" (MSSQ) which was divided into two sections. Section 'A' sought bio-data information of the students. Section 'B' sought commonly experienced students stressors which consisted of 17 items (1-17) and strategies used by the students to manage stress which also consisted of 17 items (18-34). A 4-point scale of very severe stress (4 points), moderate severe stress (3 points), severe stress (2 points) and no stress (1 point) were used to assess the items.

To ensure the validity of the instruments used for data collection, the instruments were subjected to face-validation by two experts from Educational Administration and Planning and one from Measurement and Evaluation, all from Faculty of Education, University of Nigeria, Nsukka. They were requested to examine the instrument and assess the suitability of the language, adequacy and relevance of the items in

addressing the research questions bearing in mind the purpose of the study. Their corrections and input formed the basis for modifications of the items on the instruments. The comments and corrections made independently by the experts helped the researcher to modify and produce the final instrument. In order to ensure the internal consistency of the instrument a pilot test was carried out on 20 respondents different from the target group with similar characteristics. This was carried out in Alvan Ikoku College of Education Owerri, Imo State. The result of the reliability test-retest were high as Cronbach's

Alpha (Q) reliability co-efficient were 0.825 and 0.751 while the overall reliability coefficient was 0.788 which was considered appropriate because it ensured the extent of homogeneity of the item in each cluster. The researcher used two research assistants that helped in the distribution and collection of the instruments. There was a 100% return rate of the instrument. Data collected were analyzed using mean and standard deviation to answer the research questions while the hypothesis was tested using t-test at 0.05 level of significance.

RESULTS

Table 1: The Mean Rating of Year 1 and Year 3 Students on Commonly Experienced Students' Stressors in Federal Colleges of Education in Nigeria

S/N Items	Year one students (n) = 105			Year three students (n) = 75		
	\bar{x}	SD	Remark	\bar{x}	SD	Remark
1 Class work overload	2.50	1.20	Very severe stress	2.21	1.11	Moderate stress
2 Delay in release of results	1.14	1.04	No stress	2.11	1.21	Moderate stress
3 Unavailability of academic advisers for consultation during office hours	2.72	1.14	Very severe stress	3.22	1.12	Very severe stress
4 Excess credit unit load per semester	2.66	1.05	Very severe stress	2.87	1.14	Very severe stress
5 Uncooperative attitude of academic staff	3.71	1.11	Very severe stress	3.11	1.21	Very severe stress
6 Inadequate facilities for practical	2.54	1.22	Very severe stress	2.04	1.42	Moderate severe stress
7 Financial issues (fees, dues)	2.27	1.02	Moderate severe stress	2.01	1.10	Moderate stress
8 Shortage of course reference materials	1.00	0.00	No stress	1.21	0.19	No stress
9 Overcrowded classrooms	2.61	0.11	Very severe stress	3.51	1.21	Very severe stress
10 Transportation challenges to and from school	1.20	1.15	No stress	1.10	0.19	Low stress
11 Changes in examination time schedules	1.14	1.04	No stress	2.12	1.16	Moderate stress
12 Assignment and project deadlines	2.86	1.24	Very severe stress	3.88	1.72	Very severe stress
13 Lack of coverage of course contents before examinations	2.20	1.21	Moderate severe stress	3.21	1.33	Very severe stress
14 Delays in releasing examination timetables	2.65	1.19	Very severe stress	2.15	1.22	Moderate stress
15 Clashes in course timetables	2.18	1.11	Moderate severe stress	2.22	1.41	Moderate stress
16 Unsatisfying learning experiences	2.91	1.26	Very severe stress	2.21	1.20	Moderate stress
17 Limited time for practical activities	2.59	1.21	Very severe stress	3.09	1.01	Very severe stress
Overall	2.27	1.02		2.45	1.12	

Table 1 above presents the responses of year one and year three students on the commonly experienced students' stressors in federal colleges of education in Nigeria. The table shows that items 3, 4, 5, 9, 12 and 17 had mean ratings above the cut-off point of 2.50 while items 1, 2, 6, 7, 8, 10, 11, 13, 14 and 16 had mean ratings below the criterion mean of 2.50. However the researcher observed that items 3, 4, 5, 9, 12 and 17 had the highest mean ratings of 2.72, 2.66, 3.71, 2.61, 2.86

and 2.59 for the year one students while the same items had 3.22, 2.87, 3.11, 3.51, 3.88 and 3.09 for the year three students. This indicates that the commonly experienced students' stressors in federal colleges of education in Nigeria include: delay in the release of results, excess credit unit had per semester, uncooperative attitude of academic staff, overcrowded classrooms, assignment and project deadlines as well as limited time for practical activities.

Table 2: The Mean Rating of Year 1 and Year 3 Students on Strategies Used by the Students to Manage Commonly Experienced Students' Stressors in Federal Colleges of Education in Nigeria

S/N	Items	Year one students, n = 105			Year three students, n = 75		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
18	Proper time management	2.76	0.98	Very severe stress	2.26	1.80	Moderate stress
19	Deliberately avoiding stressful situations	3.00	1.16	Very severe stress	3.56	1.11	Very severe stress
20	Relying on supportive colleagues	2.17	1.15	Moderate severe stress	2.58	1.04	Very severe stress
21	Going for clinical counseling	3.88	1.21	Very severe stress	2.79	0.99	Very severe stress
22	Getting help from a mentor	3.84	1.27	Very severe stress	2.70	1.21	Very severe stress
23	Non-competitive physical exercise	2.37	1.11	Moderate severe stress	3.11	1.09	Very severe stress
24	Relaxing from routine work	2.54	1.30	Very severe stress	2.44	1.21	Moderate stress
25	Expressing feelings instead of bottling them up	3.47	1.21	Very severe stress	2.45	1.22	Moderate stress
26	Positive thinking	2.68	1.21	Very severe stress	3.11	1.21	Very severe stress
27	Sharing feelings with trusted friends	2.03	1.26	Moderate severe stress	3.96	1.21	Very severe stress
28	Forgiving others	2.33	1.34	Moderate severe stress	3.11	1.30	Very severe stress
29	Adequate sleep	3.21	1.13	Very severe stress	3.90	1.43	Very severe stress
30	Eating a healthy diet	1.11	0.21	No stress	3.35	1.88	Very severe stress
31	Keeping a sense of humour	1.23	0.86	No stress	3.12	1.20	Very severe stress
32	Taking vital medications	2.11	0.98	Moderate severe stress	2.12	1.12	Moderate stress
33	Creating time for leisure activities	3.82	1.89	Very severe stress	1.22	1.01	Low stress
34	Saying no to unreasonable demands	1.16	0.99	No stress	1.22	1.27	Low stress
	Overall	2.73	1.13		2.76	1.25	

Table 2 above presents the responses of year one and year three students on strategies used by the students to manage commonly experienced students' stressors in federal college of education in Nigeria. The table shows that items 18, 19, 21, 22, 24, 25, 26, 29 and 33 had mean ratings above the cut-off point of 2.50 while items 20, 23, 27, 28, 30, 31, 32 and 34 had mean ratings below the criterion mean of 2.50. However the researcher observed that items 18, 19, 21, 22, 24, 25, 26, 29 and 33 had the highest mean ratings of 2.76, 3.00, 3.88, 3.84,

2.54, 3.47, 2.68, 3.21 and 3.82 for the year one students while the same items had 3.56, 2.58, 2.79, 2.70, 3.11, 3.11, 3.96, 3.11, 3.90, 3.35 and 3.12 for the year three students. This indicate that the strategies used by the students to manage commonly experienced students' stressors in federal college of education in Nigeria include: proper time management, deliberately avoiding stressful situations, going for clinical counseling, getting help from a mentor, positive thinking and adequate sleeping.

Table 3. T-test Analysis of Year One and Year Three Students on Commonly Experienced Students' Stressors in Federal College of Education in Nigeria

Students	N	Mean	SD	DF	T-Test	Sig.	Remark
Year one	17	2.28	0.75				
Year three	17	2.48	0.77	32	-0.76	0.450	NS

Result in table 3 is a t-test analysis of difference in the mean ratings of year one and year three students on the commonly experienced students stressors in the federal colleges of education in Nigeria. Result showed that a t-value of -0.76 with a degree of freedom of 32 and probability value of 0.45 was obtained. Since the probability value of 0.45 is greater than 0.05 level of significant, the hypothesis is rejected (NS) ie $0.45 > 0.05$, therefore this implies that there is a significant different in the mean ratings of $(-0.76 (32), p > 0.05; 0.45 > 0.05)$ year one and year three students on the commonly experienced students' stressors in federal college of education in Nigeria

DISCUSSION OF FINDINGS

It was found in the study that the college students experienced severe stress in 13 out of the 17 items related to academic issues investigated. Prominent among these stressors were class work overload, lack of coverage of course contents before examinations and shortage of course reference materials. These three items obtained the maximum mean rating of 4.00 to indicate that all the students in the study experienced them severely. These findings are in line with the situation in Jeddah where Alawad and Slamah (2014) which indicated that among other things, academic overload, project deadlines, and searching for course references presented severe stress to Interior Design and Furniture students.

Not surprisingly, much of the severely experienced stressors relative to academic issues are related to course processes in terms of what students learn and how they learn it. The reason for the severe stress experienced due to these course processes is that courses form the basis for the academic activities in higher institutions.

Further, overcrowded classrooms, limited time for practical activities and inadequate facilities for practical works, were also among the severe academic stressors to the college students. This finding may be because many Colleges of Education in Nigeria lack adequate facilities for both lecture and practical work. For instance, many students take their lectures while standing due to lack of classroom space and the lecturers do not use microphones in teaching College students' courses, yet those facilities for practical work are lacking. These no doubt caused severe stress to the students. This finding is consistent with earlier studies (Agolla & Ongori, 2009 and Misra, McKean, West & Russo, 2000) which revealed that poor classroom environment and inadequate facilities are causing students serious problems.

Findings also indicated that the college students experienced moderate stress regarding financial issues, changes in examination time schedules and traffic transportation challenges to and from the College in that order. This implies that even though these issues were stressful to the college students, the students did not consider finance and transportation as stressful as the course related issues were. This finding disagrees with Agolla and Ongori (2009), who found that financial issues and delays in transportation caused severe stress to students in higher institutions. This disagreement could be due to location differences because these studies were carried out outside Nigeria while the present study was carried out in Nigeria. Despite the fact that these issues presented moderate stress to the students, it is crucial to acknowledge and deal with the issues before they become severely stressful in academic society, threatening students' love for learning and willingness to study.

Strategies used by the students to manage academic stressors were also investigated to be controlled through proper time management, deliberately avoiding stressful situations, relying on supportive colleagues, going for clinical counseling, getting help from mentors and non-competitive physical exercise. Expressing feeling, positive thinking and sharing feeling among friends were adopted in managing moderate academic stress by the college students. Relaxing from routine work and forgiving others were used to deal with little stressors; while eating healthy diet, keeping a sense of humour, taking vital medications, creating time for leisure activities and saying no to unreasonable demands were measures adopted by students to prevent stress. This result is in agreement with that of Bataineh (2013) who indicated that students in higher institutions were severely stressed by fear of examinations and getting good grades.

In a related study, Rehhwan, Sami, Karim, Chan and Zaleha (2009) found that time management is a crucial factor in the management of stress and can create a vicious circle where anxiety leads to lack of concentration, which then causes more panic. In addition, meeting family expectation of academic success and balance between college and home demands severely stressed the students. Indeed, as Agolla and Ongori (2009) pointed out, fear of not meeting family expectations, poor performance and continuous poor performance in tests or examinations can frustrate students and may even leave some students with no options but to experience depersonalization and sometimes to withdraw from the campus. Similarly, Rafidah, et al (2009) found that University students in Malaysia experienced high stress due to fear of academic failures and lack of time management skills. Also, in line with the present findings, Nandamuri and Ch (2014) found that students in India experienced stressors due to team work. This

issue of team work is similar to the group work in this study because the students were often mixed in formal teams for the sake of group assignments and presentations. Definitely, since these formal groupings were not done on the basis of habits, preferences, and the individual likes and dislikes, it presented a severe stressor in academics among college students in this study.

CONCLUSIONS

This study has identified various important academic stress experienced by college students of Federal Colleges of Education in Nigeria in their order of severity. The main finding of this research is that course-related factors were the most prevalent causes of stress amongst college students and the strategies used by the students to manage stress. It should be highlighted that students in different levels/years of study experienced similar severity of these stressors. The findings provide evidence that academic stress is a common problem for college students irrespective of year of study. The strength of evidence is enhanced by the fact that reliable patterns of findings have previously been established in other disciplines.

The findings of this study should be taken into consideration when designing out intervention programmes for college students experiencing academic stress as well as strategies used in managing them. It is therefore important for the relevant policy makers and the management of the institutions to consistently ensure that courses are well-structured to limit course overload and improve course coverage. Possibly alternative forms of assessment could be considered and might help to balance the workload more evenly throughout the years.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. The management of the institutions and the government should make more funds available for the provision of adequate facilities and conducive learning environment to the students.
2. Stress management seminars should be organized for students by the management to promote mental health of students in the federal colleges of education.
3. Institutions' management should also try and develop computer software for easy processing, storage and retrieval of students' results at all levels.

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