

CAUSES, EFFECTS AND MANAGEMENT OF ANXIETY
AMONG CADETS OF NIGERIAN DEFENCE ACADEMY,
KADUNA.

BY

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A THESIS

SUBMITTED TO THE POST-GRADUATE SCHOOL, AHMADU
BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTERS (M.ED) IN PSYCHOLOGY

2002

DECLARATION

I hereby declare that this thesis leading to the award of the degree of Master in Educational Psychology has been written by me, and that it is a record and production of my own work. All quotations are indicated by quotation marks and the sources of information are duly acknowledged by references.

To the best of knowledge, this thesis has never been presented either partially or wholly for any other degree nor is it being concurrently submitted for another degree.

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CERTIFICATION

This thesis entitled "Causes, Effects and Management of Anxiety among cadets of Nigerian Defence Academy Kaduna " by Okorie Agnes Onyejere meets the regulations governing the award of degree of Master of Education in Psychology, of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This piece of work is dedicated to CHIAZO and CHINEDU.

ACKNOWLEDGEMENT

A study of this kind will certainly require moral, financial as well as professional support to ensure a successful completion of the work. In appreciation of such assistance I wish to express my sincere gratitude to all who contributed in one way or the other to the completion of this study.

My sincere gratitude goes to my major supervisor Dr. Musa Balarabe, for his insightful suggestions and encouraging comments, which continuously sustained me. I appreciate his useful criticisms and suggestions.

Similarly, my sincere gratitude goes to my second supervisor Dr. A Okatahi, for her useful comments and suggestion and her massive contribution to the success of this work. I am grateful to Dr. E. Adewuyi for her suggestions and comments, Dr. S. Mohammed and Dr. A Mohammed for her guidance and useful suggestions.

My sincere appreciation goes to my beloved parents Andrew and Grace for their prayers and support, and for standing by me firmly this far. I thank my brothers and sisters, Alice, Albert, George and Georgeline for their contributions and support. To Sam Atti for his encouragement and support, I say, "thank you very much".

It is also my wish to thank all the Lecturers and officers in Nigerian Defence Academy who contributed in one way or the other to the success of this study.

Above all, I give thanks to the ALMIGHTY GOD for HIS guidance and protection throughout the duration of my academic pursuit.

ABSTRACT

This study was designed to find out the causes, effects and management of anxiety among cadets of Nigerian Defence Academy, Kaduna. Sources of anxiety are issues that are intricately related to Academy life because of its peculiar nature, and these may have serious consequences on the lives of cadets.

The three faculties in the Academy were used for this study. From these faculties 278 and 205 cadets and academic staff have been used respectively as subjects. Two sets of validated questionnaires were used to gather the data analysed for the study. Four hypotheses were formulated on the causes, effects and coping strategies. The focus of hypothesis was to identify the difference in handling anxiety issues among the levels of cadets in the academy.

The main statistical tool applied for testing the hypotheses was the T-test. It was found out that the cadets differ significantly on what causes anxiety for them, the effects and the coping strategies they apply when under anxiety. For hypothesis 1 the T-test analysis gave value of 0.42, which is higher than the critical value at $P < 0.05$. Testing hypothesis 2 the computed t value of 0.76 shows that the cadets differ in their response as to the effect of anxiety in them. The frequency distribution table shows that the effect of anxiety on year 2 cadets differs from year 3 cadets. Therefore this hypothesis is rejected. On the coping strategies both cadets and staff differ significantly in their choice of coping strategies. That shows that cadets identified the causes of anxiety in the academy, the effects it has on them and different coping strategies they use.

It is recommended that the Academy should have functional counseling units in each faculty. Such counseling units should develop appropriate seminar/workshop materials on anxiety issues and its management. Such counseling units should also hold regular workshops for and with Academy Officers who usually have the first contact with the new cadets on arrival to the academy.

LIST OF TABLES

| TABLES | | PAGES |
|--------|--|-------|
| 4.1 | Frequency distribution of Cadets responses to "Causes of Anxiety". | 29 |
| 4.2 | Frequency distribution of Cadet's responses to "Possible effects of Anxiety | 31 |
| 4.3 | Frequency distribution of Cadet's responses on "Coping strategies in Anxiety giving Events" | 33 |
| 4.4 | Frequency distribution of staff responses on "Coping strategies for cadets under Anxiety | 35 |
| 4.5 | T-Test analysis on Cadet's responses to "Causes of Anxiety". | 37 |
| 4.6 | T-Test analysis on cadet's responses to the "Effects of Anxiety" | 37 |
| 4.7 | T-Test analysis on cadet's responses on "Preferred coping strategies" | 38 |
| 4.8 | T-Test analysis on female and male staff responses On "preferred coping strategies" for cadets. | 39 |

DEFINITION OF TERMS

AWOL – Absent without official leave

PUTTEE – Punishment awarded to toughen a Cadet.

ORDERS - An interview that is being called by a superior

FIRE ALARM – Emergency ringing of bell to call or alert the attention of
Cadets or soldiers.

GRAZING – Punishment given to cadets in form of forwardroll

KPARUFING – To roll inside mud water or gutter.

OYO – On your own

ROGER KNOCK – Malicious knocking on somebody's head.

NIGHT NAVIGATION – Silent exercise or punishment carried out in the night.

SAMAKWE – Something very precious to you.

TABLE OF CONTENTS

| | PAGE |
|---------------------|-------------|
| Title page | i |
| Declaration | ii |
| Certification | iii |
| Dedication | iv |
| Acknowledgement | v |
| Abstract | vi |
| List of Tables | vii |
| Definition of terms | viii |
| Table of Content | ix |

CHAPTER ONE

| | | |
|-----|-------------------------------------|---|
| 1.1 | Introduction | 1 |
| 1.2 | Background to the study | 2 |
| 1.3 | Statement of the Problem | 3 |
| 1.4 | Research Questions | 4 |
| 1.5 | Hypotheses | 4 |
| 1.6 | The Objective of the Study | 4 |
| 1.7 | Significant of the Study | 5 |
| 1.8 | Assumption | 6 |
| 1.9 | Scope and Delimitation of the Study | 6 |

CHAPTER TWO: REVIEW OF RELATED LITERATURE

| | | |
|-----|--------------------|---|
| 2.1 | Introduction | 7 |
| 2.2 | Meaning of Anxiety | 8 |

| | | |
|-----|-----------------------|----|
| 2.3 | Sources of Anxiety | 10 |
| 2.4 | Types of Anxiety | 14 |
| 2.5 | Effects of Anxiety | 15 |
| 2.6 | Management of Anxiety | 20 |
| 2.7 | Summary | 23 |

CHAPTER THREE: RESEARCH METHODOLOGY

| | | |
|-----|-------------------------------|----|
| 3.1 | Introduction | 25 |
| 3.2 | Research Method | 25 |
| 3.3 | Population | 25 |
| 3.4 | Sample and Sampling Technique | 26 |
| 3.5 | Instrumentation | 26 |
| 3.6 | Validity and Reliability | 27 |
| 3.7 | Procedure for Data Collection | 27 |
| 3.8 | Data Analysis | 28 |

CHAPTER FOUR: DATA ANALYSIS

| | | |
|-----|--------------|----|
| 4.1 | Introduction | 29 |
| 4.2 | Results | 29 |
| 4.3 | Findings | 36 |
| 4.4 | Hypothesis 1 | 37 |
| 4.5 | Hypothesis 2 | 37 |
| 4.6 | Hypothesis 3 | 38 |
| 4.7 | Hypothesis 4 | 38 |
| 4.8 | Discussion | 39 |
| 4.9 | Summary | 45 |

CHAPTER FIVE: SUMMARY, CONCLUSION AND

RECOMMENDATION

| | | |
|-----|----------------|----|
| 5.1 | Introduction | 46 |
| 5.2 | Summary | 46 |
| 5.3 | Conclusion | 46 |
| 5.4 | Recommendation | 48 |

REFERENCES

APPENDIX

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CHAPTER ONE

1.1. INTRODUCTION

Psychologists perceive anxiety as a state of mind generated by actions which are threatening to the individual well being. Freud considers the ego the actual seat of anxiety. Myers (1989), in his earlier theorizing, conceived anxiety as proceeding from the libido involved in repressing instinctual impulses. Later he concluded that the ego's anxiety initiates repression.

Anxiety may emerge directly from libido when excessive tension renders the ego helpless. With a real known danger, an individual responds effectively with anxiety and acts to protect him or herself. The obstacle can be dealt with directly and anxiety admitted consciously. "When threatened, the ego withdraws from a menacing perception or impulse and invests the energy in anxiety" Nevill (1977).

When speaking in front of a class, when waiting for a big game to begin, any one of us might feel anxious. At one time or another most of us feel enough anxiety in some social situation that we fail to make eye contact or we avoid talking someone "Shyness" we call our social anxiety. According to the national institute of health about 1 in 12 people suffers so much from persistent that anxiety that they are classified under people with "anxiety disorder" Regier Myers and Kramer (1984). Anxiety is part of our everyday experiences. Fortunately for most of us, it does not entail the intense suffering endured by those with anxiety disorder, of which there are three important type. Generalized anxiety disorder, in which a person, for a apparent reason, feels uncontrollably tense and uneasy, Phobic disorder, in which the person feels irrationally afraid of a specific object or situation, and Obsessive-compulsive disorder, in which the person is troubled by repetitive thoughts and actions.

1.2 BACKGROUND TO THE STUDY

The daily life of human being is filled with a wide range of activities broadly made up of thinking and doing. These activities take place between people as individuals or as groups. Consequently behavioural patterns often emerge to deal with each form of interaction. In many cases, the emergent behaviours to given situations are normal while in some instances they appear abnormal.

All people are occasionally placed under conditions of stress and conflict that causes them to experience strong feelings of anxiety. Hilgard (1971) in writing on "Behaviours Disorder" stated that some of us by virtue of our biological make-up, the techniques we have developed to handle conflict and the amount of support provided by our environment are better able to withstand stress than others. He however, confirm that there is no such thing as an ideally adjust person. While a few get along in the world exceptionally well, and most are fairly successful in their environment, a few have problems that make them seriously unhappy.

In fact, Wallis (1983) remarked that anxiety is tied to everyday living and that there is no question of being free from it whether one is a child, an adult or an aged person. Whenever there is a sustain period of anxiety, stress usually follows in its wake. This is so because anxiety puts one's mind under strain and psychological pressure and until sources of anxiety is removed, the stress persists.

The academy environment comprises of people who are living and are exposed to environment where they experience anxiety. Some of the cadets are adolescents. As stated by Ikeotuonye (1983), the adolescence stage is generally accepted by psychologists as one of storm and stress. The academy may fir into one or a number of the following descriptions.

- i It is a place of intellectual activity that terminates in the award of first degree in different disciplines.
- ii The individual lives under strictly controlled situations and are regularly supervised.
- iii It is a place where cadets combine academic and military work.
- iv It is a meeting point for student of all the socio-economic, socio-cultural, political and religious backgrounds.
- v There can be wide range interpersonal relationships, from intimate to distant.

In the light of some the characteristics listed above, a cadet coming into the academy for the first time is not likely to be completely used to it. Some of the features of the academy life will be conducive to his personality, while some will constitute source of problem anxiety.

1.3 STATEMENT OF THE PROBLEM

The source of anxiety as highlighted by Williams (1987), are issues that are intricately related to academy life. Cadets live a restricted life, they cannot go out without permission. In the academy they combined both academic and military work. Cadets are conscious of whatever they do, conscious of officers and fellow cadets. Fire alarm can be sounded any time and you drop whatever you are doing. Any activity that concerns cadet must be attended by all. Thus a cadet can hardly go through the academy without giving some thought or attention to some if not all them.

In some cases, cadets are not capable of knowing what their problems are. It is part of focus of this study to identify the causes of anxiety and its effects among selected cadets of the academy. Moreover, life in the academy and other tertiary institutions is seen as transitional stage between

- i Academic life and work life

- ii. Youthful life and adult life
- iii. Dreamer's life and realist's life

It is then necessary to identify the causes of anxiety, its effects and management strategies. Having identified the strategies for the management of anxiety, such could be brought to their attention and possibly they can be trained in them

1.4 RESEARCH QUESTIONS

1. What are the causes of anxiety among cadets of Nigeria Defence Academy?
2. What are the perceived effects of anxiety on cadets of Nigerian Defence Academy?
3. Which coping strategies are most preferred by cadets under anxiety?
4. Which coping strategies do the staff recommend for cadets suffering from anxiety?

1.5 HYPOYHESES

1. There is no significant difference between the first and fifth year cadets with respect to their responses on the causes of anxiety in Nigeria Defence Academy
2. There is no significant difference between second and third year cadets on their perception of the effect of Nigerian Defence Academy
3. There will be no significant difference between first and fifth year cadets as to the preferred coping strategies when they are under anxiety
4. There is no significant difference between male and female academic staff as to their preferred coping strategies for cadets under anxiety

1.6 THE OBJECTIVES OF THE STUDY

The study is set out to achieve the following objectives:

1. Identification of the causes of anxiety among cadets of Nigerian Defence Academy
2. Identification of academy staff's perception of anxiety among the cadets
3. To identify any perceived effects of anxiety among cadets

- 4 Identification of the most preferred coping strategies for cadets under anxiety
- 5 To obtain cadets and staff rating of the level of seriousness of identified effects of anxiety

1.7 SIGNIFICANCE OF THE STUDY

The academy is an important "Transit Camp" in the lives of officer. It is not only a place of military training but also a place of academic pursuit "School of the life" where young men are exposed to certain realities of life and experiences possibly for the first time.

In course of the academy training, a cadet will go through some "Ups and downs, which inevitably will lead, to stress and anxiety. Iwuji (1990) assert that stress and anxiety are part of life and necessary for survival and self-actualization. Factual as this may be, many researchers have stressed the adverse effects of anxiety on human personality general and not learning in particular. Anxiety must therefore be controlled so that concern subjects do not break under them.

The knowledge about a particular problem helps in finding solution to it, so Parents, lectures, officers, cadet brigade branch and counselors, and cadets need to acquire the knowledge about the causes and effect of anxiety on cadets so that they may be able to develop appropriate management skills in resolving anxiety related problems.

In the light of this consideration, the investigation is focused on the causes, effects, and management of anxiety among cadets of Nigeria Defence Academy. It is expected that this study will be different from other studies done on anxiety because Nigerian Defence Academy is a military University where both academic and military courses are taught. Also life in the academy is a regimental one where freedom to certain style of life is restricted.

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1.8 ASSUMPTION

Individuals vary with respect to causes and effect of anxiety. Even in the area of coping strategies.

- i. It is assumed that older people are exposed to more experiences and should be able to cope better than younger ones
- ii. It is also assumed that women being more resilient should cope better than men

1.9 SCOPE AND DELIMITATION OF THE STUDY

Cadets encounter with the various components of academy life is bound to bring about some disturbing effects in the emotional, social and psychological aspect of their lives. In studying the causes, effects, management of anxiety among cadets, the investigation has the following delimitation

- a. The sample is limited to first, second, third and fifth year cadets of the academy. The fifth year cadets will soon pass out and many of them must have developed some positive or negative coping strategies of their own.
- b. Cadets of the first and second year are being considered for coverage because being in the adolescent stage of development, their developmental needs include learning to attain adult status by social relations and by good citizenship. A study of this nature will help them to make adjustments. Also, some of them are unable to use their time effectively. This coupled their other pressures and problems relating lives social relations and academic progress which are capable of generating stress and anxiety, and the need to focus attention on the causes, effects, and coping strategies/methods have spurred the researcher to concentrate on cadets at these levels.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Many renowned psychologists have given various opinions about anxiety, the causes, effect and how it can be managed. In this chapter an attempt shall be made to examine some of such writings.

Ikeotuonye and Bashir (1989) affirm that stress and anxiety are twin terms and have used the two terms to describe a situation perceived as dangerous or threatening. They gave the example of a situation of impending examination and the accompanying emotional state of fear, worry, nervousness and tension as stress and anxiety. That is, a stressful state generates anxiety.

Hilgard (1971) a famous psychologist states that, most of us have experienced feelings of anxiety and tension in the face of threatening or stressful situations. These feelings he contended are normal reactions to stress and are considered to be neurotic only when they become habitual ways of responding to situations that most people can handle with little difficulty. He described anxiety neurotic as a person who has strong feelings of inadequacy and inferiority yet at the same time maintains unrealistically high standards of achievement and feels guilty when he fails to live up to them. It is reported that no matter how successful such a person may be he cannot relax. He still feels apprehensive about his ability to meet the demands of the future and any sudden happening in his life situation may precipitate an anxiety attack.

Spielberger (1979) holds the view that anxiety refers to situations and experiences that directly affect people's lives. According to him, when people interpret anxiety situations as dangerous or threatening they experience feelings of tension, apprehension and worry.

2.2 MEANING OF ANXIETY

The question therefore is, what is anxiety? To understand the apprehension to which human beings are subject, it is useful to distinguish fear from anxiety. According to Skinner (1984), anxiety is a painful uneasiness of mind concerning impending or anticipated ill. The uneasiness denoted by anxiety differs from the uneasiness involving fear, as these terms are commonly used, in this respect. The apprehension of danger or disaster in anxiety arises from something within the person himself, from his own conflicting drives and impulses, and unresolved problems. Thus anxiety is a response to a hidden and subjective danger, fear to an obvious and objective danger. Also according to this concept, the subjective factor that leads to anxiety may be unconscious or unrecognized.

Leighton (1960) defines anxiety as vague worry, the source of which is not clearly understood, which has tendency to "free floating" and seems excessive to an outside observer. Because anxiety seems excessive, he opines that it may be necessary to have a belief that rationalized it, that is often far from the real cause. He has identified three types of anxieties. They are "normal, acute and chronic high anxieties. The normal anxiety, which occurs to most people sometimes, is called worry while acute anxiety is panic and chronic high according to him is characteristic of neuroses.

In defining anxiety, Sorenson (1964) states that it is a generalized feeling of apprehension, of discontent and of distress. Larine (1966) seem to have similar view. To him anxiety is a reaction to expectation of danger, which involves the possibility of being hurt either physically or psychologically. Anxiety therefore is simply seen as a response to threat or feelings of threat.

Brvant (1964) describes anxiety as a condition of mental uneasiness arising from fear, solitude and apprehension. Any situation, which threatens the well being of an organism,

is referred to as "Anxiety producing state". This is why anxiety is perceived as a realistic response to perceived danger in an environment

The work of Freud (1948) show that anxiety is 'something felt' a specific unpleasant emotional state or condition of the human organism. In putting it broadly that anxiety states are all that is covered by the word nervousness, which include experimental physiological and behavioural components. Freud affirmed that anxiety state can be distinguish from other Unpleasant emotion such as anger, sorrow, fear and grief by their Unique combination of experimental, physiological and behavioural manifestations

Myers (1990) refers anxiety to the individual's response to a threatening stimulus. widened eyes, accelerated heartbeat, flushing, trembling, sweating, and so on. This response is an observable fact, but anxiety, is also in another way to mean "a motivator of hand washing, has an underlying cause which is anxiety. The physical manifestation of responses to psychological pressures is anxiety since it is only natural that when one is under psychological/emotional/physical pressure (i.e. stress), the physical person must exhibit some manifest behaviour (anxiety).

From the various definitions of anxiety therefore, it is clear that it deals with abnormalities of the personally usually not based on disease as such but on the individual's Unfavourable adjustment to life. They become seriously distressed because of the problem in their environment for which they could not find adequate solution. For a person who has found life to be so disappointing, experiences of anxiety may become exaggerated to the extent of the individual attempting bodily harm to himself

This is where the services of a guidance counsellor become inevitable such individual may respond favourable to the kindness and sympathy of some people whom he feels he can trust. It is such people whom may be able to bring improvement as he tactfully persuade the effected accept reasonable interpretation of his circumstances

Successful treatment of anxiety therefore consists of sympathetic relationships in most cases. Other treatment of anxiety according to medical opinions includes or consists of removing the cause of the problem if such removal is possible.

2.3 SOURCES OF ANXIETY

Shyrock et al (1980) states that illness is not the only circumstances that drains a person's store of vitality and narrows his capacity for abundant living. In other words, they affirmed that illness can cause anxiety and that any factors which draw heavily on one's vital energies has the same effect. The list of such factors they contended includes indiscretion and dissipation such as over eating, being deprived of sufficient sleep, the use of intoxicants, resources to stimulants, sexual excess or the practice of other devitalising habits. Emotional excesses according to them do the same. Person haunted by fear or worry for example are said to waste valuable energy which should conserve, and a troubled conscience according to the source, drains the sufferer's reservoir of vital force making him less able to resist diseases. Anxiety is emotional excess that affects the victim physically, psychologically and emotionally. Anxiety does not come from life but is manufactured by system. Mills (1951). A similar school of thought also states that anxiety and fear come either from life or the social system. Social system for instance permits job insecurity which according to Iwuji (1990) is a source of anxiety. The modern worker for instance is said to be in a state of constant fear and anxiety for his future.

Contributing to the identification of sources of anxiety, Klapp (1972) affirms that the world suffered excessive fear and anxiety from many sources—some obvious, some not so obvious. He explains that developing countries suffer the break up of traditional cultures and authority systems as well as outright threats such as starvation. Modern countries he continues suffer insecurities that were focused more on demands and expectations than the mere business of keeping alive. In concluding he said international

tension and threat of aggression, which hang over all are sources of anxiety to the citizens of such countries.

Iwuj (1990) in her article "Stress, Anxiety and modern living" assert that every organism or living thing (both plant and animal) has numerous sources of anxiety in its environment. She went on to say man has in limited sources of his five senses which are anxiety provoking could be physical such as a feeling of frustration. It could also be internal like an attack of a virus or external like a loud noise or a strong offensive odour.

Salmon (1992) in writing on the topic "The anxiety and strain of life" tries to answer the question, 'what is the cause of anxiety? Simply put, he states that anxiety occurs when nervous system has been overworked because of a score of everyday worries. He explains that problems that are real or imaginary, past, present or future have sapped the vitality of the nerve until they are unable to behave normally.

It is evident from the work of Hilgard (1971) that when conditions place the organism under great strain, the homeostatic mechanisms no longer operate smoothly and that if the stress continue the organism may suffer injury as a consequences of its own efforts to meet the stress. In this opinion, the agent and events that can put the organism in state of anxiety includes infections, nervous strain, and physical injury, excessive or cold and muscular fatigue.

In describing anxiety, Iwuj (1990) states that it is a part of life and that living is a continuous battle with anxiety. She affirms that in order to ensure man's survival and exploration of his environment, nature built into him some anxiety factors to spur him into action. According to her, it was the anxiety or discomfort of hunger that led man cultivate food and that sexual anxiety leads to procreation and condition of life. Research studies as stated by her have shown that almost every critical event of our life such as marriage, death of a spouse, change in financial position, or ceremonial occasion such as

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Christmas carries with it certain amount of anxiety. It is further explained that since there is a limit to every persons store of nervous and physical energy, the supply could be used up prematurely by unduly anticipation future difficulties and fretting unnecessary over past failures. It is reported that when the reserve is exhausted the affected person is left tired long before the day's work is done

The work of Iwuji tallies with Hilgard's (1971) who also states that the conditions of modern life place some people in a state of anxiety for long periods of time and that the physiological changes that occur when the body tries to adopt to stress may lead to "Disease of adaptation". He further pointed out that psychosomatic disorder in which psychological stress manifests in form, of worry or anxiety may produce tension states resulting in such conditions as ulcers or high blood pressure.

Selye's theory in Iwuji (1990) indicates that every anxiety state calls for a pattern of reactions known as "General adaptation syndrome" (GAS). According to findings, when the body is in such state, its first reactions is that of an alarm during which it mobilizes all its organs namely (The brain, the liver, the lungs, the heart e.t.c.) to prepare it to respond to its source. The alerted organs then work at increased rates to produce extra energy for the body to fight or flee from it. The report also indicates that the activities of the organs of the body at the alarm stage usually work up strong emotions such as anger, fear, or lust depending on the nature of the cause of anxiety

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Tobias (1979) wrote on test-anxiety and defined it as anxiety aroused in evaluation situations especially by the variety of tests administered in most educational institutions. He went on to identify the three possible point where anxiety can exert a lot of effect on instruction as

- i The point of processing
- ii During Processing

iii. After processing and just before output.

During processing according to him, anxiety affects learning by interfering in the degree to which external stimulation has been internally represented or registered. In continuation, Tobias said that less anxious students generally perform better than anxious ones who devote more of their attention to task demand and less concern to task that are relevant. He also established that the difficulty of the task, reliance on memory and organisation of the task could arouse anxiety, which will affect the cognitive operations of the processing state and thereby hinder learning.

Anxiety may mean the expectation of harm rather than obvious external threats. Spielberger (1966), while Ikeotuony and Bashir (1989) states that when a stressor is in operation the inevitable result is anxiety, that is, an emotional state of fear, nervousness, worry and tension. According to them one has led to other. They also identified the following as causes of stress and anxiety in the university.

They are

- i. Physical and health
- ii. Financial
- iii. Social
- iv. Sexual
- v. Psychological
- vi. Religion
- vii. Family
- viii. Academic
- ix. Vocational and future
- x. Environment

Viewing earlier in the same line with Ikeotuoye and Bashir (1989) assertion, Hilgard (1989) assertion, said that any sudden stress in life situation may precipitate an acute anxiety attack according to Hilgard (1971) include the following: the threatening loss of professional or social goals, the loss of parents or other person upon whom one feels dependent and the threatening break through of unacceptable and dangerous impulses

Conflict leads to frustration. Frustration causes stress, and stress in the turn can lead to anxiety, that dreaded feeling of inner turmoil and sense of impending disaster. All of us experience anxiety when we cannot resolve a conflict

2.4 TYPES OF ANXIETY

Two types of anxiety have been identified by May (1967) who called them neurotic and normal constricting. Neurotic anxiety he argued prevents people from realizing their full potentials, from enjoying life to the fullest and from recognizing personal worth. It causes the sufferer to become less human and to be apathetic. The normal anxiety, which he said, results from recognizing and accepting the complexities of life, enables people to accomplish what they want. This type of anxiety according to the author helps meet threatening situations. Instead of being constricting, it is said to be expending and instead of desensitizing a person it enables one to see that real world to make decisions and to commit oneself to a way of life

Carlson (1987) sees anxiety as a part of our everyday experiences. Fortunately for most of us, it does not entail the intense suffering endured by those with anxiety disorders. He identified three types of anxiety: generalized anxiety disorder, in which a person, for no apparent reason, feels uncomfortably tense and uneasy, phobic disorder, in which the person feels irrationally afraid of a specific object or situation, and obsessive compulsive disorder, in which the person is troubled by repetitive thoughts and actions

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Reading Hilgard's (1971) grouping of anxiety, it differs from the above mentioned. He grouped anxiety into "free-floating" and the "bound anxieties". While the 'free floating' anxiety is not associated with particular stimulus or object but occur in a wide variety of situations, the 'bound' anxiety is evoked by specific situations like speaking before a group or going out on a blind date. In his opinion, bound anxiety is less incapacitating than free floating anxiety but it sometimes can be troublesome enough to be classed as neurotic. He however concluded that most anxiety reaction lie between the very diffuse free-floating anxiety and highly specific.

Anxiety is a necessary and important condition in life, which should not be avoided. Neville (1977) To him, "anxiety is the dizziness of freedom". To dare, to challenges, to live is anxiety-provoking but that not to venture is to lose one's essential humanness, to the capacity to act, to relate, to become enraptured, to lose the chance to become complete individuals by embracing all of life with all its complexities.

Anxieties are also connected with the alienation and comeliness of life in a mass society. This assertion was made by Leighton (1960) who identified status anxiety as a prominent characteristic of a modern society.

2.5 EFFECTS OF ANXIETY

So far, various opinions expressed on the meaning and causes of anxiety have been examined. There is no doubt that anxiety will constitute serious problems that detract the student from maximum academic output and effective social life.

Therefore, it is relevant to examine some of the opinions expressed on the effects that anxiety can have on people particularly on students at the tertiary level of education.

Selye in Jwuji (1990) observes that though the number and types of stressor, to human body are numerous and varied, the body tends to react in a unitary way to each stressful situation.

Selmon (1962) a medical practitioner has traced the symptom for the state of anxiety from the time the sufferers concentrate on some small aches until they can think of nothing else. He contended that the more they dwell on the aches, the more serious the conditions becomes until they begin to complain of a headache that is *throbbing from the back of the head through to the front*. The problem according to him sometimes radiates into the back the neck, the stomach, digestion becomes upset and cause loss of appetite. The bowels are said to be constipated and the nerves becomes row and taut. Usually on thorough examination and the doctors is reported to find every thing organically normal.

When it happens like that, the nervous system is said to have been over worked because of a score of everyday worries that eventually sap the totality of nerves until they are unable to behave normally. In order to cope with weariness brought about by the stressful reactions, Selmon (1962) explains that some resort to taking coffee and a few cigarettes thereby *going more wearily on their way*. The result of this restless overloading of the nervous system is that such people are never happy themselves or life generally. They are reported to be easily irritated with those around them with close friends "getting on their nerves". Noises he further explained bother them and they begin to dislike their work and cannot stand the pressure.

There is an association between the amount of stress a body accumulates at a given period of time and a probability of mental or physical break down. Iwaji (1990) stated that the prolonged unresolved stress is associated with psychosomatic illness. These according to her are illnesses that are precipitated by emotional arousal, which includes *asthma, ulcer, hypertension, headaches, stroke, heart attack* etc. Shryock et al (1980) who referred to anxiety reaction as emotional illness said there are attack of an unsettled state of mind characterized by apprehension, nervous tension, physical

and mental fatigue and panic. Anxiety has also been linked with such reactions as the phobic reaction, and phobia has explained as representing a carry-over of some unresolved conflict and the individual concern manifest an unreasonable, unjustified anxiety regarding some particular situation

Sorenson (1964) states that emotion-laden behaviour often occurs as a response to anxiety which is aroused by fears and conflicts and their attendant worries that grow out of frustration and effort to satisfy our needs, exercise our drives or fulfill our motives. He stated further that if the situation does not improve, anxiety emerge in form of a state of mind characterized by tension and fear and worry sometimes over specific or generalized objects. Sorenson has given the under-listed items selected from the 12 questions on the children's form of the "Taylor manifest anxiety scale" as being accurate though incomplete. He listed some symptoms of childhood anxiety

It is hard for me to keep my mind on anything

I get nervous when someone watches me work

I feel I have to be best in everything

Others seem to do everything easier than I can

I have trouble making up my mind

I get angry easily

I have to go to the toilet more than most people

My feelings get hurt easily

I worry about doing the right things

I am afraid of the dark

It is hard for me to keep my mind on my schoolwork

The effects of anxiety as given by Hilgard (1971) are similar to those already cited

According to him, in anxiety reaction, the typical anxiety neurotic lives each day with a

level of tension much greater than that of a normal individual. The chronic state of apprehension he explained is often punctuated by acute anxiety attacks that may occur as often as several times a day or as infrequently as once a month. During the acute attacks the individual is said to have an overwhelming feeling that something dreadful is about to happen, the feeling according to the source is usually accompanied by such physiological symptoms as heart palpitation, rapid breathing, perspiration, muscular tension, faintness and nausea.

Myers (1968) has discussed the effect of anxiety in relation to the incumbents' Output. He identified excessive anxiety as one of the potent factors in backwardness. He maintained that homes, which engender anxiety and insecurity, would almost certainly be homes, which provide the children with the minimum of stimulation. Anxiety caused by fear of the teachers or even by being in unusual circumstances such as a strong room for an examination according to him, will tend to act as an inhibitor for a child's activity. He therefore warned that the teacher should ensure that any specific anxiety generated in connection with the solving of problem in children learning should be overcome by letting the problem solving take place within a generally conducive environment.

Other opinions expressed on anxiety and its instruction includes those of Alaiyemola (1988). She observes that several independent studies conducted in a variety of school subject areas revealed negative correlation between anxiety and student achievement. Still talking in the same vein, Jegede et al (1987) said it is important that anxiety be reduced to the barest minimum if not entirely eliminated if teaching and learning are to be effective since according to them, anxiety as a major psychological variable in education has been shown to be a serious impediment to students classroom functioning and achievement of important cognitive and effective outcomes.

Lastly, Ikeotuonye and Bashmir's (1989) list of the symptoms, which could also be called effects of anxiety, are reproduced below:

- | | |
|---|---|
| 1) Tension | 2) Headache |
| 3) Feels hot and uneasy all over the body | 4) Fear |
| 5) Nervousness | 6) Being upset |
| 7) Loss of voice | 8) In extreme cases bitterness in the mouth |
| 9) Worry | 10) Trembling |
| 11) Change in heart beat | 12) Fast breathing |
| 13) Shortness of breath | 14) Dizziness |
| 15) Restlessness | 16) Fatigue or general body tiredness |
| 17) Boredom or mental tiredness | 18) Increase in blood pressure |
| 19) Dilation of pupil | 20) Sleeplessness or restless sleep |
| 21) Night mares | 22) Being confused |
| 23) Disturbing thought | 24) Cold sweat particularly in the palms |
| 25) Perspiration | 26) Dryness in the throat and mouth |
| 27) Aggressive behaviour | 28) Intolerance |
| 29) Poor performance on problem solving tasks | |

Those who undergo attacks of anxiety may suffer from heart palpitation, breathlessness, chest pains, dizziness, fainting and apprehension. To make worse the body becomes so keyed up that the person over reacts to noise, light and even heat. Constant physical anxiety can also impair concentration and reduce reaction time with accidents becoming much more probable. Therefore, unresolved anxiety can be dangerous to human health and inimical to human comfort.

2.6 MANAGEMENT OF ANXIETY

As many psychologist as possible who expressed views on anxiety have also suggested management strategies. The signal for the ego to utilize one of its defences is the anxiety produced by an intrapsychic conflict. This unpleasant condition motivates the ego to apply a defence mechanism and thus reduce the anxiety.

Skinner (1984) suggests two major techniques to combat this situation, fighting and withdrawing. He said both are appropriate in some circumstances, but continue use of these behavioural mechanism result inadequate coping with the environment and destruction of what ability the person has to find a satisfactory life.

Three strategies that can be used to reduce anxiety were suggested by Horney in Alaiyemola (1988). They are:

- i. Move against (control other, be aggressive)
- ii. Move away (aloof, detached) from.
- iii. Compliance (conformity, appeasement)

He went further to say that in daily behaviour, anxious person will use combination of these responses and may exhibit different method in different situations.

Anxiety is typically conceived of as a self-protection mechanism that surfaces in threatening situations, young children are more likely to handle their anxiety by compliance or withdrawal while older student exhibit aggressive behaviour in the classroom Good (1970).

Sorenson and his colleagues in Good (1970) have been especially concerned about the effects of test anxiety and tried to develop an anxiety measure that identified low and high anxious individuals. The report states that Sorenson's position which derived from psychoanalytic theory suggested that anxious students feel that they must obtain high test scores to continue receiving the provisional approval of the teacher. In suggesting

management strategy Tobias (1979) implored teachers to be aware of test anxiety reducing programme and adopt instructional strategies that will reduce anxiety interference and de-emphasize competition.

Fraser et al (1983) who said that anxiety is perceived emotion experienced by students also states that lower anxiety levels have been found among students whose teachers use more positive reinforcement and more directiveness and exhibits communicative supportive behaviours. He therefore implored teachers to use positive reinforcement and exhibit communicative behaviour for effective teaching & learning

Selmon (1962) recognized that there are problems that virtually concern every living person over which he has no control whatever. Such problems in his opinion present themselves repeatedly and often result in frustration and despair. He recognized that at times no solution is at sight and there is no one to turn to for help. According to him, under such circumstances he must find support from some source outside oneself that is superior to oneself. He felt that unless the concern does so, he might go to a state of nervous exhaustion in spite of all his earnest effort to be brave. Selmon affirmed that it is in times of such extremity that many by turning to such source have found a miraculous solution not only the immediate problem but to all life perplexities. In the sources he continued, they have discovered the underlying purpose of life, the answer to the question, "what are we here for?" The source, according to Selmon is God who he said impacts to everyone who seeks comfort and enlightenment. He said God supplies power and strength which enable the troubled soul to fulfill life's true purpose

Shryock et al (1980) in suggesting management strategies felt that love is the magic factors, which gives depth to one's life. Love of God demonstrated by living with a clear conscience and love to men manifested in rendering services to humanity he affirmed, completes the electric circuit as it were, vitalizing all life's activities

Still relying on spiritual solution for management of anxiety, Klapp (1972) said that the prime institution for reassurance in most society is the church. To him, the church functions against primary anxiety induced by death, disease and other causes by prayer and propitiation. The church according to him also functions to relieve secondary anxiety that he said results from breach of rites and traditions.

In his own view Hilgard (1971) felt that in dealing with anxiety neurotic, tranquilizers reduce anxiety and make other wise disturbed persons more severe. He then suggested that a psychotherapist who takes an eclectic approach might first use tranquillizers and relaxation training to help reduce the patient's level of anxiety. A client centred therapist on the other hand may according to Hilgard use educational techniques for instance, he suggested that the therapist may provide information about sex and reproduction to help relieve the anxieties of an adolescent who has been badly misinformed and feels guilty regarding his sexual impulses.

Finally, Ikeotuoye and Bashir (1989) have identified the following management strategies for anxiety. They are:

1. Recognition of the symptoms which may include those listed at the end of 2.5.
2. Avoidance of the sources of anxiety
3. Reappraised of source of anxiety (if you cannot avoid the source).
4. Use of coping behaviours. These are further groups as follows
 - a. Dangerous coping behaviours. These are grouped as follows:
 - i. Drinking
 - ii. Smoking
 - iii. Overeating
 - iv. Use of drugs

v. **Hyperactivity**

b. **Antisocial coping behaviours. They include:**

- i. **Withdrawal**
- ii. **Quietness**
- iii. **Aggressive behaviours, for example, shouting.**

c. **Strange coping behaviours. They are:**

- i. **Gum Chewing**
- ii. **Singing**
- iii. **Drinking**
- iv. **Dipping one's hand into water**
- v. **Writing down the problem on paper and tearing it.**

d. **Normal coping behaviours.**

- i. **Deep breathing**
- ii. **Thinking of pleasant situations**
- iii. **Crying**
- iv. **Relaxation**
- v. **Chatting with a trained helper**

2.7 **SUMMARY**

Anxiety relates to a dangerous or threatening situation. Anxiety refers to situations and experiences that directly affect human life. In this review, it is emphasized that anxiety form part of modern living and cause psychological, emotional and physical distress which affect living generally and learning in particular.

There are various sources of anxiety, some of the common sources include physical and health, financial, social, sexual, psychological, religious (moral), family, academic,

vocational and future, and environment each of these sources may produce stress and anxiety on its own or in conjunction with other factors.

Cadets of Nigerian Defence Academy as human beings are not precluded from experiencing anxiety. Among this group, the sources are probably similar to those already listed. It has however been stated that the symptoms of anxiety from a long list which includes tension, headache, fear, nervousness, being upset, general body tiredness, being confused, aggressive behaviour and so on. These symptoms are observed to be prevalent among students.

Various methods of anxiety management have been reviewed. Some of such management strategies are described as dangerous, antisocial and strange while some are normal and helpful. If all known methods or strategies of managing anxiety fail, it is recommended that one should turn to God who imparts to everyone who seeks, comfort and enlightenment and also supplies power and strength to fulfill life's true purpose.

The review has enlightened the researcher with respect to cause, effects and possible management methods of anxiety, hence, the available literature will be of value in resolving some of the questions raised in this study

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This Chapter discusses the methods and procedures employed in carrying out this study. It therefore consists of the following: Research method, population of the study, sample size and sampling technique, instrumentation, procedure for data collection and procedure for data analysis.

3.2 RESEARCH METHOD

The design of this study is descriptive survey. Survey research involves gathering of data about a target population from a sample and generalizing the finding obtained from the analyses of the sample to the population. This design seeks cause-effect relationship whereby the researcher has no control over the variables of interest and therefore cannot manipulate them. The researcher only attempts to link some variables as causative agents. Subjects are already assigned to or classified into various levels whose effects are being investigated.

3.3 POPULATION

The population was made up of cadets of year I, II, III and V of Nigerian Defence Academy Kaduna, 1999/2000 academic year. Consequently, the population considered relates to the cadets registered in the faculties in the academy. The three faculties situated in Nigerian Defence Academy are:

1. Faculty of Arts and Social Sciences
2. Faculty of Engineering
3. Faculty of Sciences

The population of cadets in the three faculties is two thousand, one hundred and one (2101). The study also requires response from the staff members in the academy who:

relate to the cadets on regular basis. All such academic staff members (438) form part of the population sampled for this study. Only the academic branch staff was considered in this study for convenience of obtaining meaningful responses to the questionnaire.

Dagari (1994) described population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. Population he continues may be all the individuals of a particular type or a more restricted part of that group

3.4 SAMPLE AND SAMPLING TECHNIQUE

A sample is a small proportion of population selected for observation and analysis Krejcie and Morgan (1970). By such observation of the small proportion inferences could be made on the characteristics of the population when such sample was selected based on the principles of randomness.

From a total of one thousand and one cadets (1,001) made up of year I, II, III and V of the Defence Academy, a total of two hundred and seventy eight (278) cadets were used as sample for this study. This is an appropriate sample size for a population of one thousand and two (1002) Krejcie and Morgan (1970). The population of the academic staff is 438; the sample of staff is 205. This is an acceptable proportion going by the statistical guidance of Krejcie and Morgan, which recommends a sample of 205 for a population of 440

A simple random sampling technique was used for selecting cadets from the departments for this study. The academic staff members who were drawn from the same eight departments like the cadets were also sampled using the random technique

3.5 INSTRUMENTATION

The instruments used for data collection in this study were two sets of questionnaire. The cadets questionnaires were grouped into A, B and C where they identified the possible causes of anxiety, the effects and coping strategies they preferred. While the staff

members questionnaire was on coping strategies recommend for cadets. The cadet and staff questionnaires therefore contain 20, 26, 15, 15, items as shown in Appendices I and II.

In each questionnaire, the cadets and staff respondents were required to identify the possible causes of anxiety and degree of seriousness of each item considered as cause of anxiety. Also to be identified by the respondents were the possible effects of anxiety on cadets and the coping strategies most preferred in dealing with each anxiety-generating event.

3.6 VALIDITY AND RELIABILITY

The sets of questionnaires were presented to a team of experts in psychology and guidance and counseling for modification, correction and addition before they were finally used. The expert opinion of the lecturers in psychology and guidance and counseling confirm validity of the instruments. They went through the items and removed some that are not relevant for this study.

A pilot study was carried out with 30 respondents who were not part of the main investigation. The same number of items, and questions that are related to the ones set for this study were given to the thirty respondents. It was scored and kept for comparison. This is was to determine the reliability of the questionnaires engaged in this study.

3.7 PROCEDURE FOR DATA COLLECTION

The researcher asked for and collected a letter of introduction to the provost, Nigerian Defence Academy Kaduna from the Head of Psychology section, faculty of Education Ahmadu Bello University, Zaria.

The letter request on behalf of the researcher for data needed for the study.

The questionnaires were distributed to both the cadets and staff who form the sample for this study, to respond to. The data were collected after three days of distribution.

3.8 **DATA ANALYSIS**

The relevant statistics selected for the treatment of the data were the non-parametric statistic. This was because the data were inherently ranked. Specifically frequency counts, percentages and T-Test analysis were applied to the sets of data for the resolution of the four hypotheses set for the study

CHAPTER FOUR

4.1 DATA ANALYSIS

INTRODUCTION

The purpose of this Chapter is to present the results of the analysis of the data collected in the course of the study

There are four areas in which relevant data are analyzed and results presented. These include

- i. Possible causes of anxiety
- ii. Effect of anxiety
- iii. Possible coping strategies by cadets
- iv. Recommended coping strategies by staff

4.2 RESULTS

The tables below present the frequency tabulations of responses from cadets and staff on the possible causes of anxiety, its effect, and coping strategies.

TABLE 4.1

Frequency Distribution of Cadet's Responses to "Causes of Anxiety"

| S/NO. | Statement on causes of Anxiety | RESPONSES | |
|-------|--------------------------------|---------------|--------------|
| | | Yes | No |
| 1 | Adapting to Academy life | 250 (90.2) | 27 (9.8) |
| 2 | Academic Problems | 180 (65.1) | 27 (27.4) |
| 3 | State of physical health | 100 (36.1) | 130 (47) |
| 4 | Being hunted by fear | 160 (58.1) | 84 (30.3) |

| S/NO. | Statement on cause | RESPONSES | |
|-------|---|---------------|---------------|
| | | Yes | No |
| 5. | Future goals | 230 (83.0) | 37 (13.4) |
| 6. | Speaking before a group | 80 (29.1) | 147 (51.0) |
| 7. | Threatening loss of social goals | 90 (32.4) | 159 (57.4) |
| 8. | Feeling of inadequacy because of nutritional value | 130 (47.0) | 100 (36.1) |
| 9. | Unduly anticipating future difficulties | 80 (29.2) | 100 (36.1) |
| 10. | Death of a close relation | 91 (33.1) | 77 (28.1) |
| 11. | Excessive cold weather | 60 (22.1) | 171 (62.0) |
| 12. | Change in financial position | 100 (36.1) | 102 (37.0) |
| 13. | Lack of sufficient sleep | 190 (69.1) | 54 (19.5) |
| 14. | Unfavourable adjustment of life | 100 (36.1) | 99 (34.1) |
| 15. | Being distressed because of problem you cannot find adequate solution | 61 (22.0) | 178 (64.2) |
| 16. | Anxiety over impending examination | 190 (69.1) | 36 (13.1) |
| 17. | Impending challenging events e.g. sports competition | 170 (61.4) | 99 (36.0) |
| 18. | Loneliness | 56 (20.2) | 140 (51.0) |
| 19. | Being haunted by troubled conscience | 60 (22.4) | 198 (70.0) |
| 20. | The way to react situations | 66 (24.0) | 194 (70.0) |

In table 4.1 above the following issues attracted 50% and above "Yes" responses. They are:

- 1 Adapting to Academy life
- 2 Academic Problems
- 3 Being haunted by fear
- 4 Future goals
- 5 Lack of sufficient sleep
- 6 Anxiety over impending examinations
- 7 Impending challenging event e.g. sports competition

The researcher is inclined to view any item that attracted 50% and above "Yes" as a strong cause of anxiety.

TABLE 4.2

Frequency Distribution of Cadet's Responses to "Possible Effects of Anxiety"

| S/NO | Statement on Possible Effects of Anxiety | RESPONSES | |
|------|--|---------------|---------------|
| | | Yes | No |
| 1 | Headache | 245 (88.4) | 32 (11.6) |
| 2 | Indigestion/Constipation | 47 (17.1) | 201 (72.6) |
| 3 | Illness | 80 (28.9) | 147 (53.1) |
| 4 | Feeling nervous | 190 (68.6) | 54 (19.5) |
| 5 | Feeling uneasy all over the body | 91 (32.9) | 77 (27.8) |
| 6 | Disturbing thought | 230 (83.0) | 37 (13.4) |
| 7 | Mental Fatigue | 100 (36.1) | 102 (36.8) |
| 8 | Pains all over the body | 56 (20.2) | 140 (50.5) |
| 9 | Anger | 202 (72.9) | 31 (11.2) |

| | | | |
|-----|--|---------------|---------------|
| 10. | Fear | 170 (61.4) | 99 (35.7) |
| 11 | Deep in thought | 30 (10.8) | 166 (59.5) |
| 12 | Inability to realize full potentials | 91 (32.9) | 77 (27.8) |
| 13 | Inability to interact with other | 159 (57.4) | 97 (35.0) |
| 14 | Becoming apathetic | 41 (14.8) | 199 (71.8) |
| 15 | Tension over specific objects | 99 (35.7) | 143 (51.6) |
| 16 | Failure to recognize personal worth | 77 (27.8) | 30 (10.8) |
| 17 | Misinterpretation of events | 200 (72.2) | 56 (20.2) |
| 18 | Loss of appetite | 198 (71.5) | 67 (24.2) |
| 19 | Being easily irritated | 88 (31.8) | 79 (28.5) |
| 20 | Lack of concentration | 130 (46.9) | 56 (20.2) |
| 21 | Disliking one's work | 70 (25.3) | 31 (11.2) |
| 22 | Inability to stand pressure of work | 200 (72.2) | 54 (19.5) |
| 23 | Carry over of unresolved conflicts | 68 (24.5) | 194 (70.0) |
| 24 | Aggressive behaviour | 80 (28.9) | 63 (22.7) |
| 25 | Poor performance in problem solving task | 180 (65.1) | 76 (27.4) |
| 26 | Feeling that something dreadful is about to happen | 61 (22.0) | 178 (64.3) |

The table above represents the pattern of cadets Responses with respect to the effects of anxiety on them. As indicated in the table above, ten statements carry 50% and above "Yes" responses as the effects of anxiety on them.

They are

1. Headache
2. Nervous tension
3. Disturbing thoughts
4. Anger
5. Fear
6. Inability to enjoy life fully
7. Misinterpretation of events
8. Impairment of concentration
9. Inability to stand pressure of work
10. Poor performance in problem solving task

The researcher once again opts to choose these responses to indicate high probability of inclination towards the effects of anxiety on cadets.

TABLE 4.3

**Frequency Distribution of Cadet's Responses on
"Coping Strategies in Anxiety Giving Events"**

| S/NO | Events That May Lead To Anxiety | Preferred Coping Strategy | Response Frequency | Response Percentage % |
|------|-------------------------------------|-------------------------------|--------------------|-----------------------|
| 1 | Inability to perform duties | I seek medical attention | 200 | 72.2 |
| 2 | Problem of adapting to Academy life | I become aggressive | 215 | 77.6 |
| 3 | Anxiety over impending examination | I try to do some serious work | 267 | 71.8 |
| 4 | Loneliness | I seek help from | | |

| S/NO | Events That May Lead To Anxiety | Preferred Coping Strategy | Response | |
|------|--------------------------------------|---|-----------|--------------|
| | | | Frequency | Percentage % |
| 5 | Lack of sufficient sleep | I sleep in the classroom | 230 | 83.0 |
| 6 | Being haunted by fear | Pray to God for help | 198 | 71.5 |
| 7 | Speaking before a group | Relax and take things easy. | 174 | 62.8 |
| 8 | Future goals | Discuss with friends | 221 | 79.8 |
| 9 | Impending challenge event e.g sports | I do extensive practice | 225 | 81.2 |
| 10 | Change in financial position | Become withdrawn and aggressive | 168 | 60.6 |
| 11 | Academy problem | I do constructive and positive thinking | 250 | 90.3 |
| 12 | Noise pollution in my environment | I avoid the source | 169 | 61.0 |
| 13 | Muscular fatigue | Seek medical attention | 222 | 80.1 |
| 14 | Frustration | I punish the junior ones | 245 | 88.4 |
| 15 | Death of a close relation | I turn to God for comfort | 180 | 64.9 |

TABLE 4.4

Frequency Distribution of Staff Responses on
“Coping Strategies for Cadet under Anxiety”

| S/NO | Event That May Lead to Anxiety | Preferred Coping Strategies | Responses | |
|------|---|--|---------------|-----------------|
| | | | Frequency | Percentage % |
| 1 | Change in financial position | Borrow friends | 187 | 90.2 |
| 2 | Problem of adapting to Academy life | Comply with rules and regulations | 191 | 93.2 |
| 3 | State of physical health | Seek medical attention | 162 | 79.0 |
| 4 | Anxiety over impending Exam | Relax and settle down to serious work | 199 | 97.1 |
| 5 | Impending challenge events e.g. sports | I do extensive practice | 173 | 84.4 |
| | | | 475862 | |
| 6 | Noise pollution in cadets environment | I avoid the source | 139 | 67.8 |
| 7 | Academy problem | I do constructive and positive thinking | 100 | 97.6 |
| 8 | Loneliness | See a guidance counselor | 181 | 88.3 |
| 9 | Lack of sufficient sleep | Seek medical attention | 159 | 77.6 |
| 10 | Being haunted by fear | Pray to God | 189 | 92.2 |
| 11 | Future goals | Discuss with friends | 190 | 92.7 |
| 12 | Speaking before a group | Relax and take things easy | 179 | 87.3 |
| 13 | Excessive cold weather | Try to adjust | 180 | 87.8 |
| 14 | Muscular fatigue | Do regular exercise | 196 | 95.6 |
| 15 | Death of a close relation | View the situation positively | 196 | 82.4 |

4.3 **FINDINGS**

The cadets used in this study do not consider "Excessive cold weather, loneliness, being haunted by troubled conscience, the way you react to situations, threatening loss of social goals" as causes of anxiety. The cadets have agreed that the following causes of anxiety are extremely serious. They are: "Adapting to academy life, future goals" lack of sufficient sleep, Anxiety over impending examination, impending challenging events e.g. sport competition

The effects of anxiety are found to be high on the cadets, one of the pronounced effects are Headache, Nervous Tension, Disturbing Thoughts, Anger, Fear, Misinterpretation of events, impairment of concentration, inability to stand pressure of work, poor performance in problem solving task, inability to enjoy life fully. All these have been shown with their relevant frequencies of responses in table 4.2

There are similarities in the responses of cadets and staff on the coping strategies to be adopted in the event of anxiety. The eight most preferred coping strategies indicated by cadets are becoming aggressive, Do some serious work, sleep in classroom, discuss with friends, practice extensively, Do constructive and positive thinking, seek medical attention, punish the junior ones

The academic staff on their own identified the following, as the most preferred coping strategies for cadets under anxiety. They are. Comply with rules and regulation, borrow from friends, settle down to serious work, see a counselor, Pray to God, Discuss with friends, Do regular exercise, see a guidance counselor

The descriptive analysis on the three main areas of this study showed that the cadets and academic staff agreed to an appreciable extent on:

i. The causes of anxiety among the cadets of Nigerian Defence Academy

- ii. The fact that anxiety have adverse effects on cadets and
- iii. The fact that coping strategies have been identified

4.4 **HYPOTHESIS 1.**

“There is no significant difference between the first and fifth year cadets with respect to the causes of anxiety in Nigerian Defence Academy” In order to test this hypothesis, the data generated were subjected to a T-Test statistical analysis

TABLE 4.5

| GROUPS | N | Mean | Std Dev | Std Error | F Value | Df | T Value |
|----------------------|-----|-------|---------|-----------|---------|-----|---------|
| 1 st Year | 129 | 45.16 | 11.70 | 1.05 | 2.28 | 205 | 0.42 |
| 5 th Year | 86 | 9.88 | 8.05 | 0.95 | | | |

At $P < 0.05$, the t value of 0.42 show a significant difference between the groups. The cadets differ significantly in their opinions as to the causes of anxiety, hence hypothesis 1 is rejected

4.5 **HYPOTHESIS 2**

“There is no significant difference between second and third year cadets in their perception of the effect of anxiety in Nigerian Defence Academy” In testing this hypothesis, the data from the cadets responses were analyzed with a T-test statistic, and the result is presented in table 4.6.

TABLE 4.6

| GROUPS | N | Mean | Std Dev | Std Error | F Value | Df | T Value |
|----------------------|-----|-------|---------|-----------|---------|-----|---------|
| 2 nd Year | 105 | 40.00 | 16.63 | 1.51 | 2.17 | 206 | -76 |
| 3 rd Year | 81 | 41.76 | 10.71 | 1.38 | | | |

The computed t value of -76 shows that the cadets differ in their responses as to the effects of anxiety on them. Therefore hypothesis 2 is rejected. The frequency distribution table shows that the effect of anxiety on year two cadets and year three varies

4.6 **HYPOTHESIS 3**

There will be no significant difference between first and fifth year cadets as to the preferred coping strategies when they are under anxiety. The data collected in this hypothesis were subjected to a T-test analysis.

TABLE 4.7

| GROUPS | N | Mean | Std Dev | Std Error | F Value | Df | T Value |
|----------------------|-----|-------|---------|-----------|---------|-----|---------|
| 1 st Year | 129 | 44.15 | 10.67 | 1.05 | 2.28 | 205 | 2.05 |
| 5 th Year | 86 | 8.91 | 7.06 | 0.96 | | | |

t = 2.05 (P = 0.05) t is significant

The t - value obtained (2.05) is more than 0.05, hence the respondents differ significantly in their opinion as to the coping strategies to employ in the event of anxiety.

Hypothesis 3 is therefore rejected. That is, that the cadets responses do not agree as to the strategies they will adopt to ward off anxiety.

4.7 **HYPOTHESIS 4**

There is no significant difference between male and female academic staff as to their preferred coping strategies for cadets under anxiety. In testing this hypothesis, the data from the staff responses were subjected to a T-test analysis.

TABLE 4.8

| GROUPS | N | Mean | Std Dev | Std Error | F Value | Df | T Value |
|---------------|----------|-------------|----------------|------------------|----------------|-----------|----------------|
| MALE | 126 | 51.31 | 2.42 | 0.19 | 1.60 | 209 | 1.55 |
| FEMALE | 71 | 44.95 | 2.12 | 0.27 | | | |

The obtained t value of 1.53 is higher than the critical value of 1.16 at $P=0.05$, hence there is a significant difference in the perception of the academic staff with regard to the preferred coping strategies they recommend for cadets

4.8 DISCUSSION

In an earlier part of the study, the resolution of the hypotheses set for this investigation has been briefly discussed. In each case, the T-Test values were stated and the decision also highlighted. In this section, effort will be made to discuss the findings.

HYPOTHESIS 1

This hypothesis stated that "There is no significant difference between the first and fifth year cadets with respect to the causes of anxiety in Nigerian Defence Academy" Responses that attracted 50% and above were used to test the hypothesis. These were shown in the frequency distribution table

In addition to the pattern of responses in the distribution table, the T-test analysis gave value of 0.42 since these value is higher than the critical value at $P=0.05$, hypotheses one is rejected.

The cadets responses as shown on the frequency distribution table therefore indicate that the respondents are overwhelmingly in agreement as to the possible cause of anxiety among the cadet population. They do differ in a way in their responses. The

year one cadets were able to list out some of the things or event that are cause of anxiety for them. They are -

- a) Fire Alarm
- b) Night Navigation
- c) First flight to the mess
- d) Missing parade
- e) Pronouncement of camp initial
- f) Attacks by senior cadet:
- g) Charges
- h) Orders
- i) When resumption date gets nearer
- j) Puttee
- k) First period
- l) Obstacle crossing competition
- m) Endurance race

On the side of the fifth year cadets, they too experience anxiety in the academy. There are some events that are not causes of anxiety for them, such as first flight to the mess, puttee, and resumption date getting nearer. Adjutant's parade, orders, fire alarm, Charges, and missing parade are causes of anxiety for them. That goes to show that with the peculiar nature of the academy every cadet experience anxiety, the difference in the causes are much.

These items, which were perceived by the cadets, as causes of anxiety are experience in the academy environment. They are situation that may occur in our lives that can lead to anxiety. In the opinion of Iwujū (1990) every organism or living thing (both plant and animal) has numerous sources of anxiety in his environment. Such

problems like problem of adaptation, frustration, overload and deprivation according to Myers (1989) are psychosocial causes of anxiety, which originated as a result of a complex interaction that exist between socialization and perception

HYPOTHESIS 2

This hypothesis state that "There is no significant difference between second and third year cadets on their perception of the effects of anxiety in Nigerian Defence Academy" Testing this hypothesis, the T-test gave a t value of - 76. This confirms a significant difference between the year two and year three cadet. The frequency tabulation of the cadets responses show that anxiety have profound effects on them.

The second year cadets are the ones that indicated so much about the effects of anxiety on them. The prominent effects of anxiety on them are: -

- a) Headache
- b) Feeling nervous
- c) Anger
- d) Fear
- e) Inability to stand pressure of work
- f) Disturbing thoughts
- g) Loss of appetite
- h) Aggressive behaviour
- i) Poor performance in problem solving task
- j) Misinterpretation of events

Some of them went further to say that the year three, four and five cadets see them as very junior and often equate them with the year one cadets. They have that fear of being relegated to year one. This means going back to meet those ones they have already shown sign of seniority by punishment. The third year cadets emphasized

more on: inability to enjoy life fully, carry over of unresolved conflict, inability to realize full potentials, and being easily irritated. They see themselves as being at the intermediate class, and some of the senior cadets hand over the very junior ones to them for punishment. Fear, Anger and tension for example are serious effects that can bring other effects into manifestation.

Mills (1951) is of the opinion that anxiety does not just come from life but is manufactured by systems. The academy environment itself is full of stress and anxiety provoking factors, while the mode of operating the academy system too contributes in large measures to stressful and anxiety generating situations. In the light of the observations therefore, the academy counseling unit needs to recognize that cadets need more enlightenment on the various causes and effects of anxiety.

HYPOTHESIS 3

“There will be no significant difference between first and fifth year cadets as to the preferred coping strategies when are under anxiety”.

The T-test value of 2.05 is more than the critical value at $P < 0.05$.

This indicated a difference in their responses. This implies that the cadets differed among themselves as to the choice of coping strategies. The fifth year cadets are more experienced and used to academy life therefore know a lot of strategies to apply when under anxiety.

It is worth noting that the fifth year cadets indicated some coping strategies they use. This shows the difference in maturity between them and the first year cadets.

Such coping strategies are

- i. Do constructive and positive thinking
- ii. See myself as an officer that should be hold to face challenges.
- iii. Punish the junior cadets

- iv. Think of something that excites me.
- v. Discuss with friend

These cadets have spent more years in the academy, and have received a lot of military training hence the strategies of seeing themselves as officers that should face challenges at any time. Also the idea of punishing junior cadets is seen as a transferred aggression, as some of them, owned up. When they fall in the hands of officers and knowing the punishment that will follow, they cope by punishing the ones under them.

The first year cadets also listed the coping strategies they often use. They are

- i. Avoid the source
- ii. Become aggressive
- iii. Keep to myself
- iv. Think of somebody I like so much
- v. Hide some where and sleep
- vi. Zero my mind
- vii. Pick my brothers picture look at it, smile and remember the things we do together at home
- viii. Pray to God

From the above one would see the difference in the coping strategies by these two groups. The fifth year cadets are matured in the way they handle anxiety-provoking issues. All these in the view of Iwujii (1990) are direct coping strategies. They are beneficial and assist in solving problems.

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HYPOTHESIS 4

This hypothesis states that *“There is no significant difference between male and female academic staff as to their preferred coping strategies for cadets under anxiety*

In testing this hypothesis the T-test value of 1.53 is greater than the critical value at $P = 0.05$. This indicated a significant difference among the male and female staff in their choice of coping strategies. Female with their nature prefer the cadets to use things like; seeing a counsellor, praying to God, discuss with friends, and complying to rules and regulation. While the male staff would rather suggest, labour for it, repress the source of anxiety, drink alcohol, go out for sport, and should relax.

It is worth noting that differences in choice of coping strategies among cadets and staff respondents can be attributed to different biological, social, economics, ethnic, and religious backgrounds. The second area of difference is in *“Future goals”*. The cadets preferred *“thinking of the present first”*, while the staff preferred *“see a career counselor”*. undoubtedly, the staff preferences are more beneficial on the long run. Since the degree of anxiety experienced as a result of an event differs from person to person, Ikeetunve and Bashir (1989) it therefore stands to reason that some persons will use a combination of coping methods and even exhibit different methods in different situations.

Since the academy setting poses serious challenges to young people taking on new challenges, they need a well-planned approach for their integration into higher level of operating. The issues identified so far call for the need for the academy authority to pay attention to other areas in the cadets’ lives as well as their intellectual upbringing. Such areas include the emotional/psychological needs of cadets.

Appropriate guidance from a functional guidance and counseling clinic on how to cope with issues will possibly make intellectual pursuit more rewarding and less rigorous for the cadets.

4 9 **SUMMARY**

In this chapter, the result of the analysed data to answer and test the researched hypotheses were presented. The chosen level of significance is 0- 05 at the appropriate degrees of freedom. The main statistical test applied for the resolution of the hypotheses is the *T*-test. All the values show that the respondents differ significantly in their responses.

CHAPTER FIVE

SUMMARY, COCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

In this chapter, focus will be on the summary, conclusion and recommendations based on the study "The causes, Effects and Management of Anxiety" among cadets of Nigerian Defence Academy

5.2 SUMMARY

In accomplishing this study, the target was the cadets and staff of Nigerian Defence Academy, Kaduna. The cadets and staff samples were drawn from the three faculties in the academy. These are the Faculties of Arts and Social Sciences, Engineering and Sciences. The data for the study were gathered through the use of two sets of questionnaire administered on the cadets and academic staff.

It has been established through literature review that various writing on human experiences have indicated that anxiety is not only part human life but is necessary for survival and self-actualization. Hilgard (1971) for instance affirmed that all people are occasionally placed under conditions of anxiety while Iwuji (1990) is of the view that anxiety is part of life and that it could be a means to our maturity in life or a test of it.

The academy life with its various inter-personal relationships is likely to constitute some source of anxiety. The need to identify the causes, effects and management strategies of anxiety actually adopted by cadets motivated this research.

5.3 CONCLUSION

From the result of this study, it can be concluded that cadets of Nigerian Defence Academy had identified the causes of anxiety. They also agreed that cadets

experience various effects of anxiety. Preferred coping strategies were also identified by cadets and staff, these coping strategies have been classified into direct and indirect coping methods Iwuji (1990)

In all, four hypotheses were generated and tested. With reference to hypothesis 1 the T-test gave of 0.42. The cadets differ significantly in their perceptions of the cause of anxiety. In fact 55% of the 277 cadets responds answered in the affirmative "Yes" that the listed items are causes of anxiety. Also, seven out of the twenty items attracted 50% and above "Yes" responses.

The second hypothesis gave the T-test value as 0.76 confirming that the effects of anxiety on cadets were identified and they differ significantly. The frequency counts indicated that sixteen out of the twenty-six items attracts "Yes" responses. Hypothesis 3 and 4 were tested on the preferred coping strategies by cadets and the ones recommended by staff. Both were tested with the T-test analysis and gave the value of 2.05 and 1.53 respectively. The hypotheses were rejected because both cadets and staff differ considerably in their preferred coping strategies in the event of anxiety.

Although earlier writing has listed some cause of anxiety e.g. Ikeotuonye and Bashir (1989), a detailed study had not been done to suggest to cadets to identify issues that could cause them anxiety. We now stand in a period when it becomes necessary to identify problems before they manifest. This is necessary because most of our cadets are coming from areas with problems e.g. unsettled homes, poor academic background, lack of love and affection etc. If we are aware of the possible causes of anxiety for those cadets we can work out solutions in advance. It seems economical to do so.

In the light of the findings in this study the following recommendations are made:

1. It is recommended that the academy be strict in the admission processes. Qualified cadets in their respective subject areas should be admitted. This will go a long way in reducing the tension of reading with tears and changing from one department to the other.
2. The academy should have functional counseling units, which should be well staffed with professional and matured counselors. Such counseling units should develop appropriate seminar/workshop materials on causes, effects and management of anxiety among cadets. Also the counseling units should hold regular workshops for and with academy staff who have the responsibilities of meeting with the cadets in their first month in the academy. This is necessary because first impression counts.
3. It is also recommended that the academy appoint officers who should check the activities of the senior cadets over the junior ones. Junior cadets are being disturbed from their sleep in the night; when they go to eat in the mess their seniors deny them the opportunity. Even when they go to read in the library or prep period, the seniors still pursue them. Such excesses should be checked.
4. Most cadets are in the academy out of their wish. Parents force them because they want their children to become officers. This has led to many cadets running away in the process of training. It is therefore recommended that psychologists in the selection board should be allowed to have serious interaction with the candidate. In

the process of the interaction they will be able to find out if it is the wish of the candidate or the parents wish

5. Finally, it is recommended that other researchers should work on some other groups in the society to identify what constitutes to them causes of anxiety and how they cope

It is clear from this study that both the cadets and academic staff know the effects anxiety may have on cadets. Having known these, it is now necessary that steps are taken to reduce the various effects. If some of the suggestions made in this study, particularly under recommendations are carefully examined, solutions to many of the problems are near

The researcher admits that this study is very wide in scope hence detailed investigations was not possible with respect to other human endeavours. It will be helpful for instance to carry studies on

1. What causes anxiety for
 - a. Pilots
 - b. Medical Doctors
 - c. Politicians
 - d. Lecturers
 - e. Obas, Obis, Emirs
 - f. House Wives
 - g. Journalists
 - h. Policemen

2. What coping strategies do they use?

The outcome of such studies will be helpful

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APPENDIX 1

CADETS

INSTRUCTIONS

Please complete the following.

Tick (✓) in the appropriate box.

1. Age
a) 16 - 21 _____ (b) 21-26 _____
c) 26-31 _____ (d) 31 -36 _____

2. Marital status
a) Single _____
b) Married _____

4. Religion
a) Christianity _____ (b) Islam _____
c) Traditional worshiper _____ (d) None _____

5. Faculty/ Department.

CADETS**INSTRUCTION**

Below are some possible causes of anxiety. Go through the items carefully and indicate which of them are sources of anxiety for you as a cadet.

| S/N | POSSIBLE CAUSES OF ANXIETY | YES | NO |
|------------|---|------------|-----------|
| 1 | Problem of adapting to Academy life | | |
| 2 | Academy problems | | |
| 3 | When you are not physically well. | | |
| 4 | Being haunted by fear | | |
| 5 | Thinking of what you will be in future. | | |
| 6 | Speaking before a group | | |
| 7 | Threatening lost of social goal | | |
| 8 | Feeling of in adequacy because of nutritional habits. | | |
| 9 | Unduly anticipating future difficulties. | | |
| 10 | Death of a close relation | | |
| 11 | Excessive cold weather | | |
| 12 | When you are financially down | | |
| 13 | Lack of sufficient sleep | | |
| 14 | Unfavourable adjustment to life | | |
| 15 | Being distressed because of problem you cannot find adequate solution to. | | |
| 16 | Anxiety over impending examinations | | |
| 17 | Impending challenging events e.g. sports competitions. | | |
| 18 | Loneliness | | |
| 19 | Being haunted by troubled conscience | | |
| 20 | The way you react to situations. | | |

INSTRUCTION

When you experience anxiety, indicate if it has any of these effects on you. You can use the space below to indicate other possible effects.

| S/N | POSSIBLE EFFECTS OF ANXIETY | YES | NO |
|-----|---|-----|----|
| 1 | Headache | | |
| 2 | Indigestion / Constipation | | |
| 3 | Illness | | |
| 4 | Feeling Nervous | | |
| 5 | Feeling uneasy all over the body | | |
| 6 | Disturbing Thoughts | | |
| 7 | Pains all over the body | | |
| 8 | Anger | | |
| 9 | Fear | | |
| 10 | Deep in Thought | | |
| 11 | Inability to realize full potentials | | |
| 12 | Inability to interact with others | | |
| 13 | Nothing interest you | | |
| 14 | Tension over specific objects | | |
| 15 | Failure to recognize personal worth | | |
| 16 | Misinterpretation of Events | | |
| 17 | Loss of Appetite | | |
| 18 | Being easily irritated | | |
| 19 | Lack of concentration | | |
| 20 | Disliking one's work | | |
| 21 | Inability to stand pressure of work | | |
| 22 | Carry over of unresolved conflicts | | |
| 23 | Aggressive behaviour | | |
| 24 | Poor performance in problem solving task | | |
| 25 | Feeling that something dreadful is about to happen. | | |

INSTRUCTION.

Four coping methods given for each of the events leading to anxiety. Read them carefully and indicate with a tick (✓) which coping strategy you use. State other coping methods you will prefer which are not indicated. Use the space after each group.

| NO | EVENTS THAT MAY LEAD TO ANXIETY | POSSIBLE COPING STRATEGIES |
|----|---|--|
| 1 | Inability to perform duties. | a) I use performance enhancing drugs b) I pray for God's help c) I seek medical attention d) I ignore the problem and carry on. |
| 2 | When I face problems of adapting to Academy life. | a) I become aggressive. b) I feel like crying out. c) I become conscious of the presence of other anxiety generating factors. d) I loose appetite |
| 3 | Anxiety over impending exam | a) I try to do serious work b) I rely on the mosque/church for strength. c) I drink alcohol d) I seek help from friends and lecturers. |
| 4 | Loneliness | a) I seek sympathetic help from a counselor b) I find it difficult to eat. c) I cry out my eyes. d) I try to do some serious work |



| | | |
|----|---|--|
| 5 | Lack of sufficient sleep | <ul style="list-style-type: none"> a) I sleep in the classroom. b) I punish junior cadets. c) I seek medical attention d) I drink alcohol. |
| 6 | Being haunted by fear | <ul style="list-style-type: none"> a) I pray to God for strength b) I resort to <i>drinking</i> alcohol. c) I avoid sources of anxiety. d) I reappraise the sources if they cannot be avoided. |
| 7 | Speaking before a group | <ul style="list-style-type: none"> a) I use drugs/alcohol. b) I put on a pair of dark glasses. c) I relax and take things easy. d) I avoid doing so. |
| 8 | Future goals | <ul style="list-style-type: none"> a) I seek sympathetic relationship with a counselor. b) I discuss with friends c) I pray over it d) I try to think of the present first. |
| 9 | Impending challenging events e.g. <i>sporting competition</i> | <ul style="list-style-type: none"> a) I remove the source of anxiety b) I do <i>extensive practice</i>. c) I drink alcohol d) I relax. |
| 10 | Change in financial position | <ul style="list-style-type: none"> a) I use drugs/alcohol. b) I become withdrawn and aggressive c) I write down the problem and possible solution d) I do constructive and positive thinking |

| | | |
|----|-----------------------------------|---|
| 11 | Academic problem | <ul style="list-style-type: none"> a) I cry out myself. b) I smoke cigarette. c) I seek sympathetic relationship. d) I do constructive and positive thinking. |
| 12 | Noise pollution in my environment | <ul style="list-style-type: none"> a) I avoid the source of anxiety. b) I alter the environment that causes anxiety. c) I become withdrawn and aggressive. d) I seek sympathetic relationship with a counselor. |
| 13 | Muscular fatigue | <ul style="list-style-type: none"> a) I drink alcohol b) I seek medical attention c) I remove the source. d) I go to sleep. |
| 14 | Frustration | <ul style="list-style-type: none"> a) I punish the junior ones b) I go on AWOL c) I eat too much. d) I go to pray |
| 15 | Death of a close relation | <ul style="list-style-type: none"> a) I rely on friends to console me. b) I turn to God for comfort and strength c) I view the situation positively d) I feel like dying too. |

APPENDIX II.

STAFF

Department of Psychology
Faculty of Education
Ahmadu Bello University
Zaria

Sir/Madam,

This researcher is currently undertaking a study on anxiety among cadets of Nigerian Defence academy.

The research is being undertaken to find out to what extent cadets experience feelings of anxiety; the causes, effects, and coping strategy you will recommend for them. It is believed that your honest responses will be of help in planning cadets' welfare and in assisting them to overcome anxiety related problems. You are therefore requested to go through the questionnaire carefully and respond to the items as honestly as possible.

Thanks for your cooperation

Okorie, A. O

STAFF

INSTRUCTIONS

Please complete the following

Tick (✓) in the appropriate box.

1. Age
a) 21-26 _____ (b) 26-31 _____
c) 31-36 _____ (d) 36-41 _____
e) Above 41 _____

 2. Sex
a) Male (b) Female

 3. Marital status
c) Single _____
d) Married _____

 4. Religion
a) Christianity _____ (b) Islam _____
c) Traditional worshiper _____ (d) None _____

 5. Faculty/ Department.
-

STAFF**INSTRUCTION.**

Four coping methods given for each of the events leading to anxiety. Please, read them carefully and indicate with a tick (✓) which one you recommend for a cadet who experiences feeling of anxiety. State other coping methods you prefer which are not indicated below. Use the space after each group.

| NO | EVENTS THAT MAY LEAD TO ANXIETY | POSSIBLE COPING STRATEGIES |
|----|--------------------------------------|--|
| 1 | Change in financial position. | a) Cadet should borrow money should borrow money from friends. b) He can become withdrawn and aggressive. c) Cadet can labour for it. d) He should cry himself out. |
| 2 | Problem of adapting to academy life. | a) Cadet should become withdrawn and aggressive. b) Cadet should disappear from the environment. c) He should comply with the rules and regulation. d) He should pray to God. |
| 3 | State of physical health. | a) He should do self-medication. b) He should avoid the sources of the illness. c) He should seek medical attention d) He should pray over it |

| | | |
|---|---|--|
| 4 | Anxiety over impending Exam | <ul style="list-style-type: none"> a) He should drink alcohol to forget about it. b) Relax and settle down to serious work. c) He should rely on the mosque/church for strength. d) Should seek help from friends or lecturers. |
| 5 | Impending challenging events e.g sporting competition | <ul style="list-style-type: none"> a) He should relax. b) He should repress the source of anxiety. c) He should do extensive practice. d) He can drink alcohol. |
| 6 | Noise pollution in cadets environment | <ul style="list-style-type: none"> a) He should avoid this source of anxiety. b) He alters the environment that causes anxiety. c) He should become withdrawn and aggressive. d) He should seek sympathetic relationship with a counselor. |
| 7 | Academic problem | <ul style="list-style-type: none"> a) He should cry himself out. b) He should smoke cigarette. c) He should think positively. d) He should see a counselor. |
| 8 | Loneliness | <ul style="list-style-type: none"> a) He should go out for sports. b) He should take to drugs. c) He should cry himself out. d) He should see a guidance counselor. |

| | | |
|----|---------------------------|---|
| 9 | Lack of sufficient sleep | <ul style="list-style-type: none"> a) Should seek medical attention. b) Should sleep in the classroom. c) Should relax. d) He should resort to smoking. |
| 10 | Being haunted by fear | <ul style="list-style-type: none"> a) He should pray to God. b) Should vent it on junior cadets. c) He should avoid sources of anxiety. d) He should resort to drinking alcohol. |
| 11 | Future goals | <ul style="list-style-type: none"> a) He should discuss with friends. b) Should start acting out. c) Should see a career counselor. d) Should think of the present first. |
| 12 | Speaking before a group | <ul style="list-style-type: none"> a) Should use drugs. b) Can put on a pair of dark glasses. c) Should relax and take things easy. d) Should avoid doing so. |
| 13 | Excessive cold weather | <ul style="list-style-type: none"> a) Should seek medical attention. b) Should move away from this source of anxiety. c) Should try to adjust to the situation. d) Should become withdrawn. |
| 14 | Muscular fatigue | <ul style="list-style-type: none"> a) He should resort to taking drug. b) Should do regular exercise. c) Should seek medical attention. d) He should relax. |
| 15 | Death of a close relation | <ul style="list-style-type: none"> a) Should rely on friends for consolation. b) Should view the situation positively. c) Should think of dying. d) He should be withdrawn. |