



REVIEW ARTICLE



Effect of Cognitive Behavior Therapy on Stress Reduction among Fine and Applied Arts Trainee Instructors in Colleges of Education in South-East, Nigeria

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Abstract

Fine and Applied Arts Trainee Instructors is the engine house of fast-tracking socio-cultural development. But the effect of stress may bring about significant underperformance among Fine and Applied Arts Trainee Instructors. Such underperformance may in the long run result in national underdevelopment and acute infrastructural deficit as experienced among countries of the World, Nigeria inclusive. In respect to this, this research seeks to understand the effect of Cognitive Behaviour Therapy on stress reduction among Fine and Applied Arts Trainee Instructors of colleges of education in South-East, Nigeria. A quasi-experimental (pretest, posttest and follow-up) research design was employed. Samples of 100 participants were chosen for the study by selecting 20 Fine and Applied Arts Trainee Instructors each from the five states of South-East using convenient sampling technique. The participants were exposed to a three-month cognitive behavior therapy aimed at reducing stress and after which data was collected through a questionnaire and analyzed using repeated measure analysis of variance. The study revealed that there is reduction in stress level of the Fine and Applied Arts Trainee Instructors who were exposed to cognitive behavior therapy than those that were not exposed to it.

Keywords: Stress, Cognitive Behaviour Therapy, Fine and Applied Arts Trainee Instructors, Colleges of Education, SouthEast, Nigeria

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1 | INTRODUCTION

In the process of trying to engage in day to day activities of human environs, every individual irrespective of age experience stress from time-to-time at their various homes or profession. Stress according to Santos-Ruiz, Robles-Ortega, Pérez-García, and Peralta-Ramírez (2017) is a feeling of psychological and physiological tension which influences human endeavours in area of health, education, social setting, family and work. According to Fink (2017) world health organization described stress a 21st century health epidemic. Accordingly, Stough, Simpson, Lomas, et al. (2014) noted that stress as a 21st century health epidemic is as result of high increase of stress in human environment. Stress has also accounted for negative effect on human social environment (Mache, Vitzthum, Klapp&Groneberg, 205).

No wonder, D'arcy (2007) defined stress as the body language of responding to an issue and getting ready to surmount difficult times with all form of strength, sensitive alertness, stamina and focus. Stress according to Topper (2007) is the signal of changes between stressors (demands of human environmental) and abilities of individual to achieve these demands. Stress is a 20th-21st century epidemic, dynamic and complex affairs between man and its environs. Corroborating, Evans and Kelly (2004) noted that stress can be experienced or perceived as been negative or positive depending on the point of manifestation of stressors. Positive form of stress according to World Health Organization (WHO, 2002) improves quality or sound relationship in the social environment. WHO further, noted that abilities of the body to perform task or escape danger is the enablement of stress. Deducing, it simply suggests that those of Fine and Applied Arts Trainee Instructors would improve in governance when they encounter positive stress and in turn the economy will improve. Stress is good as body enablement but its overload is a threat to life (D'arcy, 2007). American Psychological Association (APA, 2012) reported that stress is in three folds; chronic, episodic and acute stress. According to Hillman (2015) poverty, broken homes, high blood pressure, unhealthy lifestyle, bad career encounter and high heart rate among others are

attributes of chronic stress. American Psychological Association (2012) reported that chronic stress is rooted to early-life traumatic encounter which endangers lives and economy. Deducing, it means that distress predispose Fine and Applied Arts Trainee Instructors of South-East ill health and reduce their economy to little or nothing to be competed with other states of federation.

On the count of episodic stress, APA (2012) noted that episodic is an extension of acute stress which is a product of persistent tension, hypertension, migraines, heart disease, chest pain and ceaseless worry. People living with episodic acute stress hardly adapt to healthy lifestyle because it is dangerous and negate their health (Legg, 2016). Legg further stated that acute stress acts normal in an individual as it accommodates stressful circumstances in an individual's life. However, Rook, Hellwig, Florent-Treacy and Kets de Vries (2017) were of the opinion that irrespective of stress class, the world competitive nature in job performance pressures makes stress inevitable to instructors. Onwuasoanya, F. C. et al. (2020) also found that there is existence of stress among fine and applied arts trainee instructors. Stress is a respecter of nobody and need to be carefully handled especially among Fine and Applied Arts Trainee Instructors to enable them respond effectively to their day-day official activities. Nelson and Burke (2000) opined that stress among instructors should be taken serious as its effect does not only affect the leadership quality but also the organization and the society at large because of their influence and position in the ministry.

Furthermore, 80% of administrative instructors reported that work is their chiefly individual stressor, against 40% instructor report on stress in United

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States of America in 1999 (Campbell et al., 2007). APA (2010) also reported about 33% of USA workforce reported that they were been stressed up in 2007. Another report was further published in 2018 that 64.4% of instructors struggle with job-related stress (Sauter, Murphy, Colligan et al., 2018). Accordingly, Ganesh, Mahapatra, Fuehrer, Folkert, Jack, Jenkins, Bauer, Wahner-Roedler and Sood (2018) were of the view that high proportion of stress experience by instructors is due to their work demands of adequate development of learners, lengthy training and enhancing personal skills. Buttressing further, C Campbell et al. (2007) opined that instructors sometimes embark on social isolation as a result of training-related stress which negates their personal and interpersonal relationship which invariably jeopardizes the quality of learning outcome of the state. It has been reported that stress among instructors is subject to issues of life-work balance and imbalance or limited resources demands (Campbell, Baltes, Martin & Meddings, 2007; APA, 2010; Sauter, Murphy, Colligan et al., 2018; Ganesh, Mahapatra, Fuehrer, Folkert, Jack, Jenkins, Bauer, Wahner-Roedler & Sood, 2018) (Campbell et al., 2007; Ganesh et al., 2018). APA (2010) also reported that human heart and vascular can be impacted negatively by both physical and emotional stress. According to Sauter, Murphy, Colligan, et al. (2017) the consistence manifestation of stress hormones can lead to individual hyperactivity in the hypothalamic pituitary adrenal system. The above postulation of scholars might not be difference from the situation in South-East, Nigeria as the demand in their offices may predisposed them to stress.

Consequence of Stress

It is worthy to note that people's understanding and interpretation of stress differs from person to person because it is been experienced individually (Kocalevent, Levenstein, Fliege, Schmid, Hinz, Brähler & Klapp, 2007). Reacting, Han (2002) maintained that stress has correlational relationship with ability to move on with life, social interaction, support, organization, individual disease state and inherent behavior. Seligman, Walker and Rosenhan (2001) stated that the phenomenon of stress is approximately attributed to 50% -80% diseases such as

bronchial asthma, heart attacks, cancer, arthritis, neurological disease, and stomach ulcer and alcoholism e.t.c. Mattila, Saarni, Alanen, Salminen, Kronholm, Jula, et al. (2010) added that other stress diseases are skin disorders, reproductive, skeletal, urinary tract, muscular and vascular. Going by available literature, it is understandable that stress constitutes most of the dreading diseases individuals face in their different life endeavours including those of Fine and Applied Arts Trainee Instructors of Nigeria and South-East in particular.

There seems a very high increase rate of work-related stress among Fine and Applied Arts Trainee Instructors of college of education in South-East, Nigeria. As stress seems unavoidable in life and those of Fine and Applied Arts Trainee Instructors seem to experience it more often than others because of day-day running activities of their profession and may be possessed with challenges in tackling it. There existed a manifestation of apprehension, frustration, fear, nervousness and anger amongst trainee instructors. This will invariably incubate a lot of health implications to Fine and Applied Arts Trainee Instructors; for instance, they will experience increase of hypertension, diabetes, cardiovascular disease, asthma, gastrointestinal (GI) disorder, tension of the muscle, upset, headache, weight gain or loss, dizziness, back pain, fatigue, depression and sleeplessness. More so, the well-being of individual which is the central mark of neurotransmitter serotonin can be disrupted with the presence of stress. It could inflict atopic dermatitis and hives, peptic ulcers, ulcerative colitis and gastroesophageal reflux disease, cold, affect thinking order, emotions and behaviour. Thus, stress is not totally bad but could be if it's too much, even though it may improve individual's survival. Therefore, stress reduction has personal and societal benefits both health and psychological well-being of trainee instructors. Considering the impact of stress, it is interesting to note that mal-administrative role of Fine and Applied Arts Trainee Instructors of South-East may have been responsible poor infrastructure, human and capital development among others. Although, scholars had reviewed that negative impacts of stress can be ameliorated if adequate managerial measures are to be taken. Therefore, there may be need for Fine and Applied Arts Trainee Instructors

to be enriched with the knowledge of cognitive behavior therapy for easy reduction of stress and attainment of educational objectives, it is uncertain to the researchers the extent to which the Fine and Applied Arts Trainee Instructors of South-East apply cognitive behaviour therapy as enhancing tool in reducing stress amongst them.

Stress within Gender

Human environment is been composed of two different fashion of person, notably male and female. Both of them are sometimes seen active in the teaching and learning of fine and applied arts in South-East, Nigeria. Thus, in the bill of equity for good administration, balance of learning/administration became necessary. Therefore, there are series of advocates campaigning for gender equality in education. Thus, in the midst of education, both male and female may likely share equal stress especially as it concerns Fine and Applied Arts Trainee Instructors. Onwuasoanya, F. C. et al. (2020) found that male and female experience stress at different proportion. N [Nwefuru et al. \(2018\)](#) reported that stress effect is portioned to both male and female. American Psychiatric Association (2000) reported also that 0.2% or 2% level of stress is apportioned to female while 0.2% or less level is to the male counterparts. [Ogbueghu et al. \(2019\)](#) also reported that there is high stress among female than male. Reacting, G [Gmelch et al. \(1984\)](#) revealed that women experience stress at home and workplace which make theirs higher than that of men. Accordingly, Brewer and McMahan (2004) noted that conflict and incompatibility of family and workplace roles triggers more proportion of stress to individuals in the place of work especially to women. [Duffy \(1999\)](#) also reported high stress in women than men in administrative role delivery. Anspaugh, Hamrick and Rosato (2004) further found a significant difference in stress variation between men and women. According [Lazarus \(1999\)](#) culture, demands, opportunities and constraints are the major factors that stimulate stress in every individual regardless of being a male or female. Men are stressed than women which its differences is also shown on the health and longevity of both ([Taylor, 2004](#)). Considering the scholarly, it is understandable that both male and female experience stress in one form or the other. Though, it is not clear whether Fine

and Applied Arts Trainee Instructors of Nigeria and South-East in particular perceive stress differently. Therefore, the study wants to understand if there will be any significant difference between the level of stress experience by both male and female of Fine and Applied Arts Trainee Instructors in South-East, Nigeria.

Stress reduction

There are different dimensions of stress reduction. According to [Linden \(2004\)](#) stress reduction is the individual capability to limit stress and to successfully adapt in stressful time. According to Clark, Warren, Hagen, et al. (2011) instructors could manage stress through adequate body-care of physical activities like exercise. Though, anxiety or depression onset has been attributed to individual's inability to manage stress. Considering the inevitability of stress in workplace, Rook, Hellwig, Florent-Treacy and Kets de Vries (2017) stated that a good number of instructors are demanding for variety of stress management coaching and techniques. Multimodality stress programme could be effective for reduction of high level of stress among instructors ([Ganesh et al., 2018](#)). Reduction of stress or management has attracted and continued to attract more scholars on how remedying techniques and coaching styles can be initiated. In this work, the authors want to understand if reduction of stress can be obtained with cognitive behavior therapy.

Cognitive behaviour therapy

It seems like thinking mechanism of any man is the sole determinant of far or well the person can achieve. According to [Hoff and Morgan \(2011\)](#) cognitive behavior therapy is ideological theory that allows people to examine and re-examine their behavioural mistakes and thoughts and thereby affect correction by themselves. Identification of wrong thoughts, assertive and relaxation training, restructuring of ideas, problem solving and stress awareness, time and anger control are elements of cognitive behavioural therapy which are instrumental in reduction of stress ([Linden, 2004](#)). Antoni, Ironson, Schneiderman, Alimohammad, Jookar and Neshat-Doust (2007) asserted that cognitive behavior therapy offers personal coping strategies on depression, stress, anxiety, demands and social isolation. Base on

the above scholarly suggestions, the study wants to x-ray the efficacy of cognitive behavioural therapy in stress reduction for effective teaching and learning of Fine and Applied Arts for socio-cultural sustainability.

According to [Almén et al. \(2007\)](#) CBT base on cognitive theory is effective therapy in ascertaining how rational or objective an individual reasons. Accordingly, Grossi, Perski, Evangard, Blomkvist, Orth-Gomer (2003) asserted that CBT is effective changer of emotions and thoughts especially ones related to stress issues. [O'donohue and Fisher \(2008\)](#) opined that CBT as behavioural therapy is effective means of changing behaviour. [Hayes \(2004\)](#) stressed that CBT as therapy has re-orientation of commitment and acceptance therapy. [H Hayes et al. \(2006\)](#) stated that CBT in concerned with logicity of one's thinking and therefore offers opportunity to reverse when seen as illogical. Grossi [Grossi \(2008\)](#) and Anclair, Hiltunen, [Anclair and Hiltunen \(2014\)](#) were all of the views that CBT helps in reducing an irrational ideas in an individual. However, it is not yet clear if there is any effect of cognitive behavior therapy on stress reduction among Fine and Applied Arts Trainee Instructors and if there is interaction effect of gender and treatment on stress reduction of stress among Fine and Applied Arts Trainee Instructors in colleges of education South-East Nigeria.

Having understood that trainee instructors experience stress irrespective of gender affiliation, it is important to understand how they could be met with solutions. This is inline with scholars position, which installs that instructors were dangerously affected by stress and it needs to be managed adequately but it is unknown if cognitive behavior therapy could be helpful in reducing stress amongst Fine and Applied Arts Trainee Instructors of South-East, Nigeria. Therefore, it is crucial to understand the effect of cognitive behaviour therapy on stress reduction among instructor which will pave way for easy attainment of research objective. It is therefore, needful to understand the effect of cognitive behaviour therapy on stress reduction among Fine and Applied Arts Trainee Instructors in college of education in South East, Nigeria.

Study Objective

The aim of this study is to ascertain the effect of cognitive behavior therapy on stress reduction among Fine and Applied Arts Trainee Instructors in colleges of education in South East, Nigeria. The specific objectives are to ascertain the:

1. effect of CBT on stress reduction among Fine and Applied Arts Trainee Instructors, and
2. interaction effect of gender and treatment on stress reduction of stress among Fine and Applied Arts Trainee Instructors.

Ethical Consideration Statement

The paper got approval in the Department of Educational Foundations Research Ethics Committee, University of Nigeria, Nsukka. The study was conducted in line with the Declaration of Helsinki.

Participants and Procedures

The researchers and eight research assistants recruited participants by convenience sampling on state and federal colleges of education visitations between October and December, 2019. The subjects of the study were 100 trainee instructors recruited from five states of South-Eastern region of Nigeria. Participants of the study were between 21-30 years and above. The sample size were obtained from 512 anticipated target population of the study and screened for eligibility by the researchers. The 100 sampled participants were all Fine and Applied Arts Trainee Instructors of the participating states, (see fig 1).

[Insert Figure 1 here]

G*power 3.1 computer software programme was employed to determine sample size ([Faul et al., 2007](#)). An effect size of 0.25 with a priori percentage power of 87% chosen for conducting ANOVA with repeated-measures, within-between interactions revealed that 65 participants is qualify for the investigation type as evident using G*power.

The inclusion criteria of the study stipulated that participants must be a Fine and Applied Arts Trainee Instructors in states of the South-Eastern, Nigeria and must exhibit stress symptoms at the baseline assessment. Other criteria for participation is that eligible participants must be willing to cooperate in the class exposure of CBT stress reduction based and must also fill consent forms for not to be engaged in

another CBT Stress Reduction class.

In the study, experimental group employed was intervention type (CBT group) and a control group (no-intervention control group). The study participants were randomly assigned to either experimental or no-intervention group researchers. Thus, this study adopted a group randomized controlled trial design.

Per group size, 50 participants were exposed to each intervention type for 18 weeks.

The participants of experimental group (five small groups of 10 Trainee Instructorss) were exposed once in a week to the CBT group, with a CBT evidence-based group items on stress reduction. The CBT group intervention was delivered by researchers with scholars in psychology and CBT theory. The CBT sessions consisted of small groups with compulsory psychological exercises. The control group participants used for comparison were not exposed to any treatment. There wasn't any financial incentive for participation. Group sessions stayed two hours, 45minus long; these sessions occurred in community town hall in the study area, and due to communal activities, group sessions were held in the mid-week (Wednesdays) since all participants indicated convenience at the day.

The study allocation chain generated in line with postulation [Saghaei \(2014\)](#) by employing a simple randomization based on a randomization table made possible from a computer software programme. The statistical data analysts and participants according [U Ugwoke et al. \(2017\)](#) were blinded to the allocation chain. By using sealed, opaque envelopes, the allocation chain was also concealed from those who assigned the study participants to each intervention type. The participants completed and returned the outcome measures at various time points: Time 1(pre-treatment); Time 2(post-treatment); and Time 3 (follow-up which was conducted three weeks from the end of the group therapy). The CBT intervention was given in English.

Outcome Measures

The study adopted a measuring scale developed [Cohen et al. \(1983\)](#) called Perceived Stress Scale (PSS-10): The PSS-10 was used at Time 1 for data collection. The PSS-10 is a 10-item self-report instrument

for assessing a individual's stress levels based on a five-point rating scale of never (0) to very often (4). Scores are reversed for items 4, 5, 7, and 8 of the PSS-10. Higher scores signify higher perceived stress level. The internal consistency (Cronbach's α) of the PSS-10 based on this study sample was 0.87.

Trainee Instructorss' Demographic Questionnaire (CDQ): The CDQ was used at Time 1 for data collection regarding characteristics of participants like gender, state and age.

2 | RESULT

Data Analyses Approach

From [Table 1](#) , it can be observed that the mean stress level of both the treatment group and the control decreased over time. However, at post-test and follow-up, the mean stress scores of the treatment group (post-test mean = 16.920 ± 5.20 ; follow-up mean = 17.280 ± 5.09) where slightly lower compared to those of the control group (post-test mean = 17.620 ± 5.76 ; follow-up mean = 17.860 ± 5.71). Similarly, the overall mean stress score of participants who took part in the CBT stress programme where lower compared to that of those who did not participate in the program (Overall mean treatment group = 19.333 ± 5.92 ; Overall mean control group = 19.487 ± 5.89).

The data for the study was analyzed using repeated-measures within and between-subjects ANOVA. In order to link the data at each time point, a paired t-test analyses was conducted. Tests for contraven-tions of claims and data normality were carried out. Statistical claims were met, and data were normally distributed. Screening for missing data was also done. There was no missing data and all Trainee Instructorss completed the pre-test, post-test, and three week follow-up test. All statistical analyses were carried out using SPSS, version 22. Results were considered significant at $p \leq .05$.

df = degree of freedom, MS = mean square, SS = sum of squares (type iii), η^2 = partial eta square.

The repeated ANOVA results in [Table 2](#) showed that overall main effect of time on participants' stress

TABLE 1: descriptive statistics of CBT stress reduction programme on Fine and Applied Arts Trainee Instructors

Group	Pre-test (Mean \pm SD)	Post-test (Mean \pm SD)	Follow-up (Mean \pm SD)	Overall (Mean \pm SD)
Treatment	23.800 \pm 4.80	16.920 \pm 5.20	17.280 \pm 5.09	19.333 \pm 5.92
Control	22.980 \pm 4.58	17.620 \pm 5.76	17.860 \pm 5.71	19.487 \pm 5.89

TABLE 2: Repeated measure ANOVA result of the overall effect of Time, Group and Time x Group interaction of CBT stress reduction programme on Fine and Applied Arts Trainee Instructors.

Source	SS	df	MS	Error (df)	F	P	η_p^2
Time	2380.560	1.033	2304.894	101.22	103.118	< .001	0.512
Groups	1.763	1	1.763	98	.030	.862	< .001
Time x Groups	35.707	1.033	34.572	101.22	1.547	.217	.016

level was significant ($F(1.033,101.22) = 103.118$, $p < .001$, partial eta squared = 0.512). With an average effect on Trainee Instructors stress level as indicated by the values of the partial eta squared, the CBT stress programme had an overall significant effect over time on Trainee Instructors' stress levels. The main effect of group on participants' stress levels were not significant $F(1,98) = .030$, $p = .862$. The result suggests that the group participants belonged had no significant effect in their stress level. This is supported by the very small effect size ($\eta_p^2 < .001$). Similarly, Time \times group interaction was not significant ($F(1.033,101.22) = 1.547$, $p = .217$, $\eta_p^2 = .016$). Thus, participants' average stress level in the different groups did not differ significantly over time.

Based on estimated marginal means.

The mean difference is significant at the 05 level

* Adjustment for multiple comparisons: Bonferroni.

Results in Table 3 . show the post-hoc analysis to ascertain the actual point of significance over time in the different groups. It was observed that in the treatment group, all pair-wise comparison of participant average stress scores at different time were significant with $p < .001$ (between pre-test/post-test; pre-test/follow-up) and $p = .003$ between post-test/follow-up. In the control group, pair-wise comparison was only significant, $p < .001$ between pre-test/post-test; pre-test/follow-up.

In Table 4 , it can be seen that among participants who took part in the CBT stress reduction programme, the effect of the CBT was not particularly felt more by any gender. The pre-test, post-test and follow-up average stress scores were not significantly different between male and female participants (with $p > .08$). Effect size was also very small (less than .01) at the different times.

3 | DISCUSSION

The central idea of this study was to ascertain the effect of cognitive behavioural therapy for stress reduction among Fine and Applied Arts Trainee Instructors of colleges of education in South-East, Nigeria. The study revealed that cognitive behavioural therapy is healthy approach of reducing stress among Fine and Applied Arts Trainee Instructors. The finding is inconsonance with of Nucci (2002) who revealed that the therapy promotes the growth of professions. Sherin and Caiger (2004) also reported that trainee instructors ease off stress by adequate application of behavioural therapy. Ugwoke, Eseadi, Onuigbo, et al. (2018) further reported that cognitive behavioural therapy reduces stress symptoms among individuals. No wonder, Grossi, Perski, Evangard, Blomkvist, Orth-Gomer (2003) revealed that cognitive behaviour therapy is effective changer of emotions and thoughts especially ones related

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TABLE 3: Within-group pairwise comparison of the effect of CBT stress reduction programme on Fine and Applied Arts Trainee Instructors.

Group	J	Mean Difference	Sig. ^b	95% Confidence Interval for Difference ^b	
				Lower Bound	Upper Bound
Fine Arts	2	6.880*	<.001	4.803	8.957
	3	6.520*	<.001	4.422	8.618
	1	-6.880*	<.001	-8.957	-4.803
Applied Arts	3	-3.360*	.003	-.613	-.107
	1	-6.520*	<.001	-8.618	-4.422
	2	3.360*	.003	.107	.613
Interaction	2	5.360*	<.001	3.343	7.377
	3	5.120*	<.001	3.090	7.150
	1	-5.360*	<.001	-7.377	-3.343
Overall	3	-.240	.051	-.481	.001
	1	-5.120*	<.001	-7.150	-3.090
	2	.240	.051	-.001	.481

TABLE 4: Interaction effect of gender and treatment on stress reduction among Fine and Applied Arts Trainee Instructors.

Time	Gender	N	(Mean ± SD)	t	Df	p	Effect size
Pre-test	Male	50	23.300±4.79	0.191	98	.849	0.038
	Female	50	23.480±4.64				
Post-test	Male	50	17.380±5.72	.200	98	.842	0.040
	Female	50	17.160±5.26				
Follow-up	Male	50	17.660±5.65	.166	98	.868	0.033
	Female	50	17.480±5.17				

to stress issues. O’donohue and Fisher (2008) also revealed that the therapy as behavioural therapy is effective means of changing behaviour.

The study further revealed that there is interaction effect between male and female on stress reduction. This finding gives credit to that of N Nwefuru et al. (2018) who reported that stress is a respecter of no gender. American Psychiatric Association (2000) which revealed that female was attributed to 0.2% or 2% stress 0.2% or less was for male. Ogbueghu et al. (2019) reported high stress among female than male. G Gmelch et al. (1984) also reported higher female than men. Duffy (1999) also reported high stress in women than men in administrative role delivery. Anspaugh, Hamrick and Rosato (2004) further found a significant difference in stress variation between men and women.

4 | CONCLUSION

Fine and Applied Arts Trainee Instructors of South-East and Nigeria in general need to be equipped on how to ease their tension through logical reasoning. They are to be engaged for cognitive behaviour therapy by expertise from time-time in the cause of discharging their educational ordinance/roles as trainee instructors. Therefore opening leadership room of rethinking to shape facilitation of teaching and learning, this will immensely improve high level of achievement among them. More so, the training shouldn’t be gender bias because everybody needs to be rational for successful achievement.

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