Direct Research Journal of Management and Strategic Studies
Vol. 5(2), Pp. 49-65, June 2024
ISSN: 2787-009X
DOI: https://doi.org/10.26765/DRJMSS2550963144
Article Number: DRJMSS2550963144

https://journals.directresearchpublisher.org/index.php/drjmss

Assessment of Stressors in Academic Environment: The case of Oil and Gas Institute, Effurun, Warri, Delta State

Ikpesu, Jasper Ejovwokoghene[1,2,3]*, Ovuru, B.S.[1], Ali, Peace[1]; Aminu, Momodusani[1] and Emmanuel Gospel Melvin[1]

[1]Petroleum Training Institute, Department of HSE and General Services, Delta State, Nigeria.
[2]School of Chemical and Metallurgical Engineering, University of the Witwatersrand, South Africa.
Corresponding author email: Jasper.ikpesu1@students.ac.za ; jasper.ie70@gmail.com

Received 2 May 2024; Accepted 27 May 2024; Published 15 June 2024

ABSTRACT: This study aimed to assess occupational stress level among academic institution. Its objectives were to identify the stressors among academic staff and nonacademic staff, to ascertain stress level among academic and non-academic staff using a structured stress questionnaire, to compare and evaluate the stress level between gender of academic staffs and non-academic and to identify the stressors among students. For this to be accomplished standard questionnaires was used and a data was analyze and presented using appropriate tables and frequency distribution bar chart; 68% of the respondents said that It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice while 17% of that respondent said it doesn't for academic staff; 85% of the respondents said that It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice while 15% of that respondent said it doesn't for non-academic staff; 77% of that respondent said it doesn't for academic staff; 100% of the respondents said that It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice while 23% of that respondent said it doesn't for students. From the findings gotten so far, it is reasonable to conclude that in the Oil and Gas Institute, the non-academic staffs and students face more stress than the academic staffs. Conclusively, the non-academic staffs and students have more level of stress compared to the academic staff. Some of the stressors identified include: pressured to work/study long hours to meet up management demand, student's poor behavior and results, management policies etc. Based on this the following were recommended Management should ensure that working/learning conditions are adapted to people's differing physical and mental aptitudes, Employee/students should be given the opportunity to participate in the design of his/her own work/school situation, management should ensure that in the processes of change and development it shouldn't really affect the employees work or the student's academic life.

Keyword: Stressors, academic and non-academic staff, work environment

Citation: Ikpesu, J. E., Ovuru, B.S., Ali, P. Aminu, M. and Emmanuel, G. M. (2024). Assessment of Stressors in Academic Environment: The case of Oil and Gas Institute, Effurun, Warri, Delta State. Direct Res. J. Manage. Strat. Studies. Vol.5 (2); Pp. 49-65.

INTRODUCTION

Stress is a normal reaction the body has when changes occur, resulting in physical, emotional and intellectual responses (ClevelandClinic, 2021). According to Clevelandclinic (2021), stress is a normal human reaction that happens to everyone. In fact, the human body is designed to experience stress and react to it. When you experience changes or challenges (stressors), your body produces physical and mental responses. Stress responses help your body adjust to new situations. Stress can be positive, keeping us alert, motivated and ready to avoid danger. For example, if you have an important test coming up, a stress response might help your body work harder and stay awake longer. But stress becomes a problem when stressors continue without relief or periods of relaxation. According to healthline (2020), when you sense danger, the hypothalamus at the base of your brain reacts. It sends nerve and hormone signals to your adrenal glands, which release an abundance of

hormones. These hormones are nature's way of preparing you to face danger and increase your chances of survival. One of these hormones is adrenaline. You might also know it as epinephrine, or the fight-or-flight hormone. In rapid fashion, adrenaline works to:

- increase your heartbeat
- increase your breathing rate
- make it easier for your muscles to use glucose
- contract blood vessels so blood is directed to the muscles
- stimulate perspiration

inhibit insulin production while this is helpful in the moment, frequent adrenaline surges can lead to: damaged blood vessels, high blood pressure, or hypertension, higher risk of heart attack and stroke, headaches. As a matter of fact, stress could lead to:

- anxiety
- insomnia
- weight gain

Here is what else you should know about an adrenaline rush. Although adrenaline is important, it isn't the primary stress hormone. People react differently to stressful situations. What is stressful for one person may not be stressful for another, and almost any event can potentially cause stress. For some people, just thinking about a trigger or several smaller triggers can cause stress; there is no identifiable reason why one person may feel less stressed than another when facing the same stressor. Mental health conditions, such as depression, or a building sense of frustration, injustice, and anxiety can make some people feel stressed more easily than others, previous experiences may affect how a person reacts to stressors (Felman, 2020). In accordance to Mayoclinic (2021), stress symptoms can affect your body, your thoughts and feelings, and your behavior. Being able to recognize common stress symptoms can help you manage them. Stress that's left unchecked can contribute to many health problems, such as high blood pressure, heart disease, obesity and diabetes.

According to Scolt, (2020), not all types of stress are harmful or even negative. Some of the different types of stress that you might experience include: Acute stress, chronic stress, episodic acute stress and Eustress A stressor is anything that causes the release of stress hormones (CSHS, 2019). According to the Center for Studies on Human Stress (2019), there are two broad categories of stressors: Physiological (or physical) stressors and Psychological Stressors. The aim of this study is to assess occupational stress level among academic institution.

LITERATURE REVIEW

Occupational stress

Occupational stress is stress related to an employee's work. In other words, stress that builds up in the workplace. Having to deal with unexpected responsibilities may trigger this type of stress (Market Business News, 2021). Stress nowadays is a natural and unavoidable part of everyday life and all people need a certain amount of stress, otherwise their lives would be dull. Stress is responsible each year for the loss of some 100 million working days; perhaps this is why the topic of stressful work has attracted the attentions of many researchers (Johnson & Indvik, 2016). Seley, (2017), characterized stress as "the spice of life", although too much stress may be damaging to body, some stress may be a source of motivation if put under proper control. The long-term exposure to stress can be a triggered for many psychosomatic disorders (Gangwar & Kiran, 2016), poor job performance, poor job satisfaction, poor family, peer and coworker relations, as well as decreased life satisfaction and general well-being (Donald, et. al, 2019).
According to Hans Selye, (2016) as cited by Adams, (2021), who defined stress as "the non-specific response of the body to any demand for change". Selye had noted in numerous experiments that laboratory animals subjected to acute but different noxious physical and emotional stimuli (blaring light, deafening noise, extremes of heat or cold, perpetual frustration) all exhibited the same pathologic changes of stomach ulcerations, shrinkage of lymphoid tissue and enlargement of the adrenals.

Categories of academic stressors

There are majorly five (5) categories of academic stressors, these includes (Misran & Castillo, 2004)

Frustrations

Academic frustration is a state caused by harm of some academic goals. frustration associated with academic failure or even unawareness to the possibility of such failure. Staff has to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parent's academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal (Lai, 2014). In the 2019 report, on the question of how they would describe their financial situation, 13% of more than 200,000 college students responded with "always stressful." 21.1% of the staff responders considered their

financial situation as “often stressful,” and 35.8% said that it was “sometimes stressful’’ for 21.9% of college staff, their financial situation was “rarely stressful,” and for only 8.1%, it was “never stressful.” According to these results, staff stress related to their financial situation during their college studies was present in some 70% of staffs (CCMH, 2019).

Conflict

Response tendencies to academic goals. For instance, conflicts making decisions, or otherwise straining abilities, or it can exist because of numerous social demands on time (Prabu, 2015). An article published in the Medical Journal of Depression and Anxiety, states that, among other known stressors, self-identity conflicts are the most common, but much ignored, reasons for stress and mental health issues among college staff, the study was conducted on 67,000 college staff from over 100 college campuses, and it showed that the mental health diagnoses were the most numerous in staff who identified as sexual minorities and statistics also show that in the period between the school years 2001–2002 and 2015–2016, there were 190 shooting accidents on college campuses, resulting in 167 victims and 270 wounded staff. During this period, college shootings were aimed at 437 people in 142 colleges. In the colleges where the shootings took place, around 2.5 million college staff were exposed to gun violence, What’s more, there’s a 241% increase in casualties of college shootings in the period 2010–2016 in comparison with the 2001–2006 period. The frequency and visibility of such events contribute to the overall stress levels of college students (Kovacheska, 2020).

Pressure

When the staff is under heavy demands of time and energy to meet academic goals. There is often a lot of pressure that comes along with finishing one’s job. There is studying, homework, tests, labs, reading, and quizzes. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities (Prabu, 2015). A survey done by ACHA, (2018) as cited by Kovacheska, (2020), found that academic workload is the primary cause of college stress, one that was extremely hard for 50.2% of college staff to handle.

Changes

Change in the style of delivery from teachers end and providing mentors can bring fresh air to the teaching style. Prabu (2015) researched on the higher secondary school staff and implied that male staff are more stressed than the female staffs (Singhai, 2018).

Self-imposed

Students experienced higher stress due to pressure and self-imposed stress as compared to changes/conflict/frustration. Emotional & cognitive reactions to the stressor occurred often, while behavioral and physiological reactions to the stressor were reported less frequently (Cismas, 2018). A survey done by Salon, (2018) as cited by Kovacheska, (2020), in an attempt to respond to a tough job market and double their chances of employment, 30–40% of college staffs are taking double majors. The requirements for the two majors add to the staffs’ workload, and, consequently, increase the overall stress levels of college students. Obtaining a double major requires staffs to put extra effort into managing their schedules, which, in some cases, is next to impossible.

Causes of stress

Several studies that have attempted to identify the sources of stress have indicated that stressors vary and that they tend to change from one context to another (Harris & Hartman, 2019). In a study by Sajuyigbe et al (2015) to assess the influence of job-stress on job performance among academic staff at the University of Ibadan in Nigeria, the study revealed that lack of adequate and appropriate infrastructure, work overload, time pressure, compilation of results and student’s indiscipline are major causes of job stress in universities. Christo and Pienaar (2006) argued that the causes of job-stress include perceived loss of job, sitting for long periods, complexity of repetitiveness and lack of autonomy. Academic staff in Nigeria higher learning institutions have multiple roles of which they act as teachers, researchers, mentors, counselors, loco parentis and also as managers. These put a lot of pressure on lecturers resultantly leading to stress and its related disorders. Most academic staff work long hours even during weekends in order to meet required targets. Academic staff members are promoted based on publications. Heavy teaching schedules and lack of funds have been identified as major drawbacks to research and publications. All these become pressures which if not managed lead to stress (Emmanuel & Bhebhe, 2019).

Effect of stress on the body

Our bodies are well equipped to handle stress in small doses, but when that stress becomes long-term or chronic, it can have serious effects on your body (APA, 2018).

Recent college students and stress statistics reveal that almost a quarter of students have gone through a stressful event in the past 12 months; such a situation can cause setbacks in their academic progress and plenty of other mental issues, 3. 20% of students

reported being stressed six or more times in the past year (Harvard Medical School, 2021).

Musculoskeletal system

When the body is stressed, muscles tense up. Muscle tension is almost a reflex reaction to stress the body's way of guarding against injury and pain. With sudden onset stress, the muscles tense up all at once, and then release their tension when the stress passes. Chronic stress causes the muscles in the body to be in a more or less constant state of guardedness. When muscles are taut and tense for long periods of time, this may trigger other reactions of the body and even promote stress-related disorders. For example, both tension-type headache and migraine headache are associated with chronic muscle tension in the area of the shoulders, neck and head. Musculoskeletal pain in the low back and upper extremities has also been linked to stress, especially job stress. Millions of individuals suffer from chronic painful conditions secondary to musculoskeletal disorders. Often, but not always, there may be an injury that sets off the chronic painful state. What determines whether or not an injured person goes on to suffer from chronic pain is how they respond to the injury. Individuals who are fearful of pain and re-injury, and who seek only a physical cause and cure for the injury, generally have a worse recovery than individuals who maintain a certain level of moderate, physician-supervised activity. Muscle tension, and eventually, muscle atrophy due to disuse of the body, all promote chronic, stress-related musculoskeletal conditions. Relaxation techniques and other stress-relieving activities and therapies have been shown to effectively reduce muscle tension, decrease the incidence of certain stress-related disorders, such as headache, and increase a sense of well-being. For those who develop chronic pain conditions, stress-relieving activities have been shown to improve mood and daily function (APA, 2018).

Respiratory system

The respiratory system supplies oxygen to cells and removes carbon dioxide waste from the body. Air comes in through the nose and goes through the larynx in the throat, down through the trachea, and into the lungs through the bronchi. The bronchioles then transfer oxygen to red blood cells for circulation Stress and strong emotions can present with respiratory symptoms, such as shortness of breath and rapid breathing, as the airway between the nose and the lungs constricts. For people without respiratory disease, this is generally not a problem as the body can manage the additional work to breathe comfortably, but psychological stressors can exacerbate breathing problems for people with pre-existing respiratory diseases such as asthma and chronic obstructive pulmonary disease (COPD; includes emphysema and chronic bronchitis). Some studies show that an acute stress such as the death of a loved one can actually trigger asthma attacks. In addition, the rapid breathing or hyperventilation caused by stress can bring on a panic attack in someone prone to panic attacks. Working with a psychologist to develop relaxation, breathing, and other cognitive behavioral strategies can help (APA, 2018).

Cardiovascular system

The heart and blood vessels comprise the two elements of the cardiovascular system that work together in providing nourishment and oxygen to the organs of the body. The activity of these two elements is also coordinated in the body's response to stress. Acute stress that is momentary or short-term such as meeting deadlines, being stuck in traffic or suddenly slamming on the brakes to avoid an accident causes an increase in heart rate and stronger contractions of the heart muscle, with the stress hormones—adrenaline, noradrenaline, and cortisol acting as messengers for these effects. In addition, the blood vessels that direct blood to the large muscles and the heart dilate, thereby increasing the amount of blood pumped to these parts of the body and elevating blood pressure. This is also known as the fight or flight response. Once the acute stress episode has passed, the body returns to its normal state. Chronic stress, or a constant stress experienced over a prolonged period of time, can contribute to long-term problems for heart and blood vessels. The consistent and ongoing increase in heart rate, and the elevated levels of stress hormones and of blood pressure, can take a toll on the body. This long-term ongoing stress can increase the risk for hypertension, heart attack, or stroke. Repeated acute stress and persistent chronic stress may also contribute to inflammation in the circulatory system, particularly in the coronary arteries, and this is one pathway that is thought to tie stress to heart attack. It also appears that how a person responds to stress can affect cholesterol levels. The risk for heart disease associated with stress appears to differ for women, depending on whether the woman is premenopausal or postmenopausal. Levels of estrogen in premenopausal women appears to help blood vessels respond better during stress, thereby helping their bodies to better handle stress and protecting them against heart disease. Postmenopausal women lose this level of protection due to loss of estrogen, therefore putting them at greater risk for the effects of stress on heart disease (APA, 2018).

Endocrine system

When someone perceives a situation to be challenging, threatening, or uncontrollable, the brain initiates a cascade of events involving the hypothalamic-pituitary-adrenal (HPA) axis, which is the primary driver of the

endocrine stress response. This ultimately results in an increase in the production of steroid hormones called glucocorticoids, which include cortisol, often referred to as the “stress hormone” During times of stress, the hypothalamus, a collection of nuclei that connects the brain and the endocrine system, signals the pituitary gland to produce a hormone, which in turn signals the adrenal glands, located above the kidneys, to increase the production of cortisol. Cortisol increases the level of energy fuel available by mobilizing glucose and fatty acids from the liver. Cortisol is normally produced in varying levels throughout the day, typically increasing in concentration upon awakening and slowly declining throughout the day, providing a daily cycle of energy. During a stressful event, an increase in cortisol can provide the energy required to deal with prolonged or extreme challenge (APA, 2018).

Stress and health

61% of college students seek counseling for anxiety, depression, academic performance, family issues, and relationship problems. (Zuckerman, 2020). Glucocorticoids, including cortisol, are important for regulating the immune system and reducing inflammation. While this is valuable during stressful or threatening situations where injury might result in increased immune system activation, chronic stress can result in impaired communication between the immune system and the HPA axis. This impaired communication has been linked to the future development of numerous physical and mental health conditions, including chronic fatigue, metabolic disorders (e.g., diabetes, obesity), depression, and immune disorders (APA, 2018).

Gastrointestinal system

The gut has hundreds of millions of neurons which can function fairly independently and are in constant communication with the brain—explaining the ability to feel “butterflies” in the stomach. Stress can affect this brain-gut communication, and may trigger pain, bloating, and other gut discomfort to be felt more easily. The gut is also inhabited by millions of bacteria which can influence its health and the brain’s health, which can impact the ability to think and affect emotions. Stress is associated with changes in gut bacteria which in turn can influence mood. Thus, the gut’s nerves and bacteria strongly influence the brain and vice versa. Early life stress can change the development of the nervous system as well as how the body reacts to stress. These changes can increase the risk for later gut diseases or dysfunctioning (APA, 2018). When stressed, individuals may eat much more or much less than usual. More or different foods, or an increase in the use of alcohol or tobacco, can result in heartburn or acid reflux. Stress or exhaustion can also increase the severity of regularly occurring heartburn pain. A rare case of spasms in the esophagus can be set off by intense stress and can be easily mistaken for a heart attack. Stress also may make swallowing foods difficult or increase the amount of air that is swallowed, which increases burping, gassiness, and bloating (APA, 2018).

Stomach

Stress may make pain, bloating, nausea, and other stomach discomfort felt more easily. Vomiting may occur if the stress is severe enough. Furthermore, stress may cause an unnecessary increase or decrease in appetite. Unhealthy diets may in turn deteriorate one’s mood. Contrary to popular belief, stress does not increase acid production in the stomach, nor causes stomach ulcers. The latter are actually caused by a bacterial infection. When stressed, ulcers may be more bothersome. Stress can also make pain, bloating, or discomfort felt more easily in the bowels. It can affect how quickly food moves through the body, which can cause either diarrhea or constipation. Furthermore, stress can induce muscle spasms in the bowel, which can be painful. Stress can affect digestion and what nutrients the intestines absorb. Gas production related to nutrient absorption may increase. The intestines have a tight barrier to protect the body from (most) food related bacteria. Stress can make the intestinal barrier weaker and allow gut bacteria to enter the body (APA, 2018).

Nervous system

Over 75% of US students report physical or emotional symptoms of stress such as headaches, tiredness, and changed sleeping patterns (Zuckerman, 2020).The nervous system has several divisions: the central division involving the brain and spinal cord and the peripheral division consisting of the autonomic and somatic nervous systems; The autonomic nervous system has a direct role in physical response to stress and is divided into the sympathetic nervous system (SNS), and the parasympathetic nervous system (PNS). When the body is stressed, the SNS contributes to what is known as the “fight or flight” response. The body shifts its energy resources toward fighting off a life threat, or fleeing from an enemy. The SNS signals the adrenal glands to release hormones called adrenalin (epinephrine) and cortisol; These hormones, together with direct actions of autonomic nerves, cause the heart to beat faster, respiration rate to increase, blood vessels in the arms and legs to dilate, digestive process to change and glucose levels (sugar energy) in the bloodstream to increase to deal with the emergency. The SNS response is fairly sudden in order to prepare the body to respond to an emergency situation or acute stress—short term stressors. Once the crisis is over, the body usually returns to the pre-emergency, unstressed state.

This recovery is facilitated by the PNS, which generally has opposing effects to the SNS. But PNS over-activity can also contribute to stress reactions, for example, by promoting bronchoconstriction (e.g., in asthma) or exaggerated vasodilation and compromised blood circulation. Both the SNS and the PNS have powerful interactions with the immune system, which can also modulate stress reactions. The central nervous system is particularly important in triggering stress responses, as it regulates the autonomic nervous system and plays a central role in interpreting contexts as potentially threatening. Chronic stress, experiencing stressors over a prolonged period of time, can result in a long-term drain on the body. As the autonomic nervous system continues to trigger physical reactions, it causes a wear-and-tear on the body. It's not so much what chronic stress does to the nervous system, but what continuous activation of the nervous system does to other bodily systems that become problematic (APA, 2018).

How to manage academic stress

30% of Us students eat comfort food "more than the usual" when faced with a challenging or stressful event; 51% of US students and adults engage in prayer a routine activity when faced with a challenge or stressful situation; Coping mechanisms of Gen Z and Millennials experiencing stress in the US 44% of Gen Z and 40% of millennial's sleep in while exercising counts for 14% and 20% respectively; 49% of US adults report enduring stressful situations as a coping behavior to handle stress; Less than 25% of those with depression worldwide have access to mental health treatments (Zuckerman, 2020). According to University of New Hampshire (UNH) (2021), there are about 8 major ways to manage academic stress. Listed just below are what UNH suggested, these include:

Use campus resources

The Center for Academic Resources (CFAR) has drop-in study groups, study skills groups, time management groups, and study mentoring. Office hours are posted and available. TA's have study groups and lab groups. Some professors post notes online. There are groups here at PACS that address such topics as anxiety, negative moods, and social fears. There are urgent care/same-day appointments and counselors ready to help you at PACS when things get too stressful or too overwhelming (Harris & Hartman, 2019).

Stay present

The past is gone, and the future is not yet here. The moment over which you have full control is the present moment. When you notice that your attention has drifted to the future or to the past, gently refocus yourself to the present moment (Harris & Hartman, 2019).

Learn new skills through practice

We are human and we make mistakes. Every mistake you make provides you with an opportunity to learn about yourself. The way you learn a new skill is by practicing. If you want to improve your singing, learn to play an instrument, become a gourmet chef, or sharpen your sports performance, you have to practice. The more you practice healthy thinking patterns and behavioral choices, the better you will feel. The more you practice good study skills and time management, the more prepared you will be for the test or for writing the paper (Harris & Hartman, 2019).

Use positive self-talk

How you talk to yourself influences how you feel about yourself. If you "beat yourself up" and "belittle yourself," you might start believing the voice of that internal critic. If you learn instead to "cut yourself some slack" or be a "support for yourself," then you will feel more hopeful, have more energy to achieve results, and be more likely to realize your full potential. Throughout the day, notice your thoughts. Are they anxious? Negative? Self-critical? If so, then you can choose to disregard them, gently letting them float away. You can practice replacing negative thoughts with thoughts that are helpful and inspiring. You can learn to be kind to yourself (Harris & Hartman, 2019).

Take responsibility for mistakes

When you make a mistake, take responsibility for it. If you are late when turning in a paper or lab, acknowledge your mistake, and then take action. You can apologize to a professor or lab partner and then be more prepared next time (Harris & Hartman, 2019).

Forgive yourself

We are taught to apologize to others when we have been unkind to them or when we have made a mistake that affects them. But we sometimes don't forgive ourselves for mistakes. It is important to forgive yourself when you stumble. If you do poorly on a test, forgive yourself. If you make an unhealthy choice, forgive yourself. Compassion is something that we can give not only to others but to ourselves as well (Harris & Hartman, 2019).

Focus on what you can control

Some of us are taught that we are responsible for others' happiness and that we should NOT focus on ourselves. We are taught that, to focus on our needs is "selfish."

However, if you don't take care of yourself, you will have little to offer others over the long-term. Realize that you are ONLY in control of yourself; others are in control of themselves. You do not have the power to control others' actions, feelings, behaviors, or choices. Others make their own decisions about their lives and even if they make decisions, you do not agree with, it's their right to make those decisions. You can study in the library even if your roommate wants you to stay in the dorm and study with her. You can go to study hours even if friends are not going. You can control your own choices even if others disagree with you (Harris & Hartman, 2019).

Practice good self-care

It is important to take care of ourselves. Forgetting to eat or eating pizza and chips for dinner every night depletes our bodies of energy and nutrients. Staying up all night studying or sleeping all day makes concentrating on studies difficult. Staying in our dorm rooms all day and night, not going outside, and ignoring friends keeps us alone and isolated. Getting at least seven hours of sleep at night, eating three meals each day, exercising at Hamel Rec., going for a walk, laughing with others, taking a hot shower to relax at night - these are good things for ourselves. Do three positive things for yourself every day when academic stress is high. You'll be glad you did (Harris & Hartman, 2019).

Methodology

Research area

This research work covers some selected offices and lecture rooms of the academic staffs, non-academic and students respectively within Oil and Gas Institute, Effurun, Delta State.

Population of the study

The target population for the respondent will be 30 academic staff, 20 non-academic staff and 50 students from the Oil and Gas Institute making a total of 10 respondent all together. This study will use the descriptive survey method which involves describing the nature of a demographic segment, without focusing on "why" a particular phenomenon occurs. In other words, it "describes" the subject of the research, without covering "why" it happens. It also involves asking the same question to a large number of audience/respondents through the use of a standard questionnaire that is adopted from another research work. it involved the use of quantitative and qualitative approaches in order to fulfill the study objectives that employs survey design. Quantitative design will be used to collect data that can be quantified numerically. For the course of this study, all questions asked are quantified according to ratings; here, it has 10 items in all and uses a yes or no rating.

Procedure of the study

For the purpose of this research, the stratified sample selection technique followed up by the simple random selection technique will be adopted.

Data source

Data will be collected from primary source only. This type of data collection involves collecting data directly from the source and also collecting from a new source categorized under stress management. The primary data acquisition which includes the use of a self-admitted questionnaire will be used to collect data directly from the Academic, Non-academic staff and Students of selected department within the Oil and Gas Institute, Effurun, Delta State and Personal Observation would be taken once in a week for the period of four weeks.

Research design

Self-admitted questionnaire will be used for the purpose of fulfilling the objectives of this research. The questionnaire that will be used for the study includes:

- A Stress Self-admitted questionnaire in order to evaluate the level of stress faced by Academic and Non-academic staff of the Oil and Gas Institute and to also evaluate the effect of excessive stress on the students' academic performance.

Data collection

Data were collected using self-administrating questionnaire already mentioned in the research instrument. The questionnaire contains both closed and open-ended structured questionnaire which is categorized into:

- Gender: to know the sex of the respondent
- Department: this will help to classify from which department the data collected came from.

Another categorization includes: Section B which contains the questions that will be used to get data directly from the respondents

Data analysis and presentation

Analysis of data generated from the questionnaire survey will be carried out using the self-admitted questionnaire, to which situation in one's life are appraised as stressful. The data would be analyzed and presented using appropriate tables, frequency distribution bar chart and

Table 1: Total Score and Level of Stress.

TOTAL SCORE	LEVEL OF STRESS	PERCENTAGE (%)
0-40	Low stress	0-25
40-80	Mild stress	26-50
81-121	Moderate stress	51-75
122-160	Severe stress	76-100

Table 2: Gender

Items	Respondents					
	Academic Staff		Students		Non-Academic Staff	
	No of Respondents	% of Respondents	No of Respondents	% of Respondents	No of Respondents	% of respondents
Male	33	62	63	70	25	62
Female	20	38	27	30	15	38
Total	53	100	90	100	40	100

Table 3: Age

Items	Respondents					
	Academic Staff		Students		Non-Academic Staff	
	No of Respondents	% of Respondents	No of Respondents	% of Respondents	No of Respondents	% of respondents
18-20	0	0	40	44	0	0
21-30	18	34	45	50	9	23
31-40	20	38	3	3	29	73
41 and above	15	28	2	2	2	5
Total	53	100	90	100	40	100

the use of Statistical Package for the Social Science (SPSS) statistical package will be used to analyze the data gotten. The analyzed data will be presented using tables and bar charts for easy understanding and interpretation.

Results and analysis

For the purpose of this research work the stratified sampling selection technique followed up by the simple random selection technique was adopted to distribute the questionnaire to 100% of a targeted population of 60 academic staff, 40 non-academic staff and 100 students in the Oil and Gas Institute Effurun, Delta state. Out of the questionnaires distributed for each respondent only 183 questionnaires were retrieved back: 53 questionnaires were retrieved from academic staff; 40 questionnaires were retrieved from non-academic staff and 90 questionnaires from students.

Analyzing data from the student stress inventory questionnaire

In terms of score analysis and interpretation, those who obtained the score within 122-160 reflect having stressed, 81-121 reflects having the moderate stress and those who obtained the score 40-80 reflect having mild stress (Table 1).

Table 1 was gotten from the Student Stress Inventory (SSI) questionnaire (Aziz et al., 2016) and Gramin, (2020). Table 1 shows the stress level faced by academic staff, non-academic staff and students of the Oil and Gas Institute Effurun, Delta state.

Table 2 shows that 62% of the respondents were male and 38% of the respondents were female for Academic staff; 70% of the respondents were male and 30% of the respondents were female for students; 62% of the respondents were male and 38% of the respondents were female for non-academic staff.

Table 3 shows that 0% of the respondents were between the age of 18-20years, 34% of the respondents were between the age of 21-30years, 38% of the respondents were between the age of 31-40years and `28% of the respondents were between 41 years and above for academic staff; 40% of the respondents were between the age of 18-20years, 45% of the respondents were between the age of 21-30years, 3% of the respondents were between the age of 31-40years and 2% of the respondents were between 41 years and above for students; 0% of the respondents were between the age of 18-20years, 23% of the respondents were between the age of 21-30years, 73% of the respondents were between the age of 31-40years and 5% of the respondents were between 41 years and above for non-academic staff.

Table 4 shows that 75% of the respondents were married, 25% of the respondents were single and 0% of the respondents were divorced/separated for academic staff; that 4% of the respondents were married, 96% of the respondents were single and 0% of the respondents were divorced/separated for student; 95% of the respondents were married, 3% of the respondents were single and 2% of the respondents were divorced/separated for non-academic staff.

Table 5 shows that 100%of the respondents were academic staffs, 100% were student and 100% were non-academic staff.

Table 6 shows that 85% of the respondents said that

Table 4: Marital Status

Items	Respondents					
	Academic Staff		Students		Non-Academic Staff	
	No of Respondents	% of Respondents	No of Respondents	% of Respondents	No of Respondents	% of respondents
Married	40	75	4	4	38	95
Single	13	25	86	96	1	3
Divorced/Separated	0	0	0	0	1	2
Total	53	100	90	100	40	100

Table 5: Staff

Items	Respondents					
	Academic Staff		Students		Non-Academic Staff	
	No of Respondents	% of Respondents	No of Respondents	% of Respondents	No of Respondents	% of respondents
Academic Staff	53	100		0		0
Non-Academic staff		0	90	100		0
Students		0		0	40	100
Total	53	100	90	100	40	100

Table 6: Do you maintain a good work- life balance/ Do you maintain a good school- life balance?

	Academic staff		Nonacademic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	45	85	8	20	**7**	**8**
No	8	15	32	80	**83**	**92**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 7: Do you enjoy working and handling students/ Do you enjoy studying and handling your mate?

	Academic staff		Non-academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	19	36	12	30	**6**	7
No	34	64	28	70	**84**	93
Total	**53**	**100**	**40**	**100**	**90**	**100**

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	37	70	9	23	**65**	72
No	16	30	31	78	**25**	28
Total	53	100	40	100	90	100

they maintain a good work- life balance while 15% of the respondents said they don't for academic staff; 20% of the respondents said that they maintain a good work- life balance while 80% of the respondents said they don't for non-academic staff; 8% of the respondents said that they maintain a good school-life balance while 92% of the respondents said they don't for student.

Table 7 shows that 36% of the respondents said that they enjoy working and handling students while 64% of them said they don't for academic staff; 30% of the respondents said that they enjoy working and handling students while 70% of them said they don't for non-academic staff; 7% of the respondents said that they enjoy studying and handling their mates while 93% of the students said they don't for students.

Table 8 shows that 70% of the respondents said that students poor behavior makes them feel irritated while 30% of the respondents said they don't for academic staff; 23% of the respondents said that students poor behavior makes them feel irritated while 78% of the respondents said they don't for non-academic staff; 72% of the respondents said that their poor behavior makes them feel irritated while 78% of the respondents said they don't for student.

Table 9 shows that 83% of the respondents said that poor student result make them feel irritated while 17% of the respondent said poor student result don't makes them feel irritated for academic staff; 5% of the respondents said that poor student result make them feel irritated while 95% of the respondent said poor student result don't makes them feel irritated for non-academic staff; 73% of the respondents said that poor result make them feel irritated while 27% of the respondent said poor result don't make them feel irritated for students.

Table 10 shows that 43% of the respondents said that management politics makes them feel irritated while 57% of the respondents said they don't feel irritated for academic staff; 36% of the respondents said that management politics makes them feel irritated while 90% of the respondents said they don't feel irritated for non-

Table 9: Does poor student result makes you feel irritated/ Does your poor results makes you feel irritated?

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	44	83	5	13	**66**	73
No	9	17	35	88	**24**	27
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 10: Does management politics makes you feel irritated?

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	23	43	36	90	**63**	70
No	30	57	4	10	**27**	30
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 11: Are you pressured to work long hours/ Are you pressured study long hours?

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	(%)
Yes	17	32	6	15	**73**	81
No	36	68	34	85	**17**	19
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 12: Do you go for leave/ Do you go for break.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	53	100	6	15	**70**	**78**
No	0	0	34	85	**20**	**22**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 13: Do you work extra beyond your usual schedule?

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	30	57	32	80	**83**	**92**
No	23	43	8	20	**7**	**8**
Total	**53**	**100**	**40**	**100**	**90**	**100**

academic staff; 70% of the respondents said that management politics makes them feel irritated while 30% of the respondents said they don't feel irritated for students.

Table 11 shows that 32% of the respondents said that they are pressured to work long hours while 68% of the respondents said they are not for academic staff; 15% of the respondents said that they are pressured to work long hours while 85% of the respondents said they are not for non-academic staff; 81% of the respondents said that they are pressured to study long hours while 19% of the respondents said they are not for students.

Table 12 shows that 100% of the respondents go for leave while 0% of the respondents said they don't for academic staff; 15% of the respondents go for leave while 85% of the respondents said they don't for non-academic; 78% of the respondents go for break while 22% of the respondents said they don't for students.

Table 13 shows that 57% of the respondents said they work extra beyond their usual schedule while 43% of the respondents said they don't for academic staff; 80% of the respondents said they work extra beyond their usual schedule while 20% of the respondents said they don't for non-academic staff; 92% of the respondents said they work extra beyond their usual schedule while 8% of the respondents said they don't for students.

Table 14 shows that 25% of the respondents said that they get headache and/or digestive problems due to stress while 75% of the respondents said they do not for academic staff; 83% of the respondents said that they get headache and/or digestive problems due to stress while 18% of the respondents said they do not for non-academic staff; 88% of the respondents said that they get headache and/or digestive problems due to stress while 12% of the respondents said they do not for students (Figure 1). Table 15 shows that 47% of the respondents said that they share their stress problems with colleagues while 53% of the respondents said they don't for academic staff; 45% of the respondents said that they share their stress problems with colleagues while 55% of the respondents said they don't for non-academic staff; 96% of the respondents said that they share their stress problems with their course mate while 4% of the respondents said they do not for student (Figure 2).

Table 16 shows that 81% of the respondents said that they take time off during work to take care of personal or family while 19% of the respondents said they don't for academic staff; 78% of the respondents said that they take time off during work to take care of personal or family while 23% of the respondents said they do not for non-academic staff; 82% of the respondents said that

Table 14: Do you Get headache and/or digestive problems due to stress?

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	13	25	33	83	**79**	**88**
No	40	75	7	18	**11**	**12**
Total	**53**	**100**	**40**	**100**	**90**	**100**

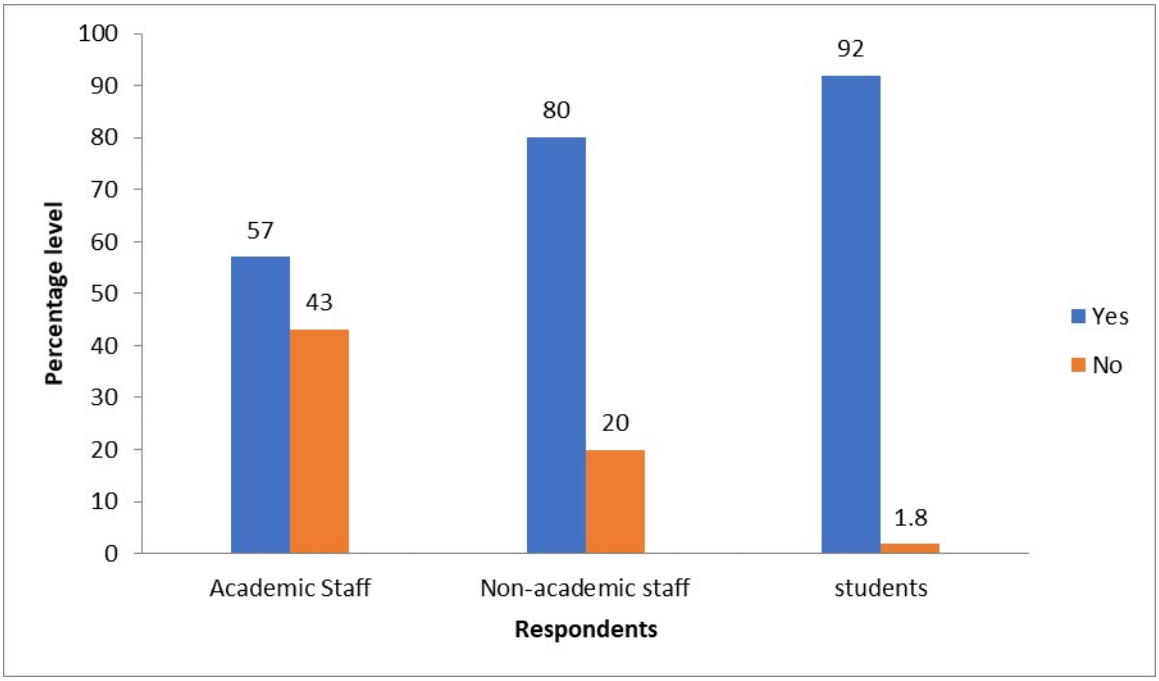

Figure 1: Percentage level of academic, non-academic and students' staff work extra beyond your usual schedule

they take time off during work to take care of personal or family while 18% of the respondents said they do not for non-academic staff.

Table 17 shows that 40% of the respondents said that they have access to stress management or stress reduction programs at their current workplace while 13% of the respondents said no they don't for academic staff; 0% of the respondents said that they have access to stress management or stress reduction programs at their current workplace while 100% of the respondents said no they don't for non-academic staff; 12% of the respondents said that they have access to stress management or stress reduction programs at their current school while 88% of the respondents said no they do not for students.

Table 18 shows that 81% of the respondents said that they find their work stressful while 19% of the respondents said they don't for academic staff; 73% of the respondents said that they find their work stressful while 28% of the respondents said they do not for non-academic staff; 93% of the respondents said that they find their schooling stressful while 7% of the respondents said they do not for students (Figure 3).

Table 19 shows that 68% of the respondents said their work interfere with their personal life while 32% said it does not for academic staff; 78% of the respondents said their work interfere with their personal life while 23% said it doesn't for academic staff non-academic staff; 96% of the respondents said their schooling interfere with their personal life while 4% said it doesn't for students.

Table 20 shows that 43% of the respondents seek medical-consultation for solving their problem while 57% of the respondents said they don't for academic staff; 80% of the respondents seek medical-consultation for solving their problem while 20% of the respondents said they don't for non-academic; 87% of the respondents seek medical-consultation for solving their problem while 13% of the respondents said they don't for students.

Table 21 shows that 81% of the respondents said they often feel that this job has made their life cumbersome while 19% of the respondents said they don't for academic staff; 83% of the respondents said they often feel that this job has made their life cumbersome while 18% of the respondents said they don't for non-academic; 98% of the respondents said they often feel that this job has made their life cumbersome while 2% of the respondents said they don't for non-academic.

Table 22 shows that 43% of the respondents said that their suggestions and cooperation are not sought in solving even those problems for which they are quite

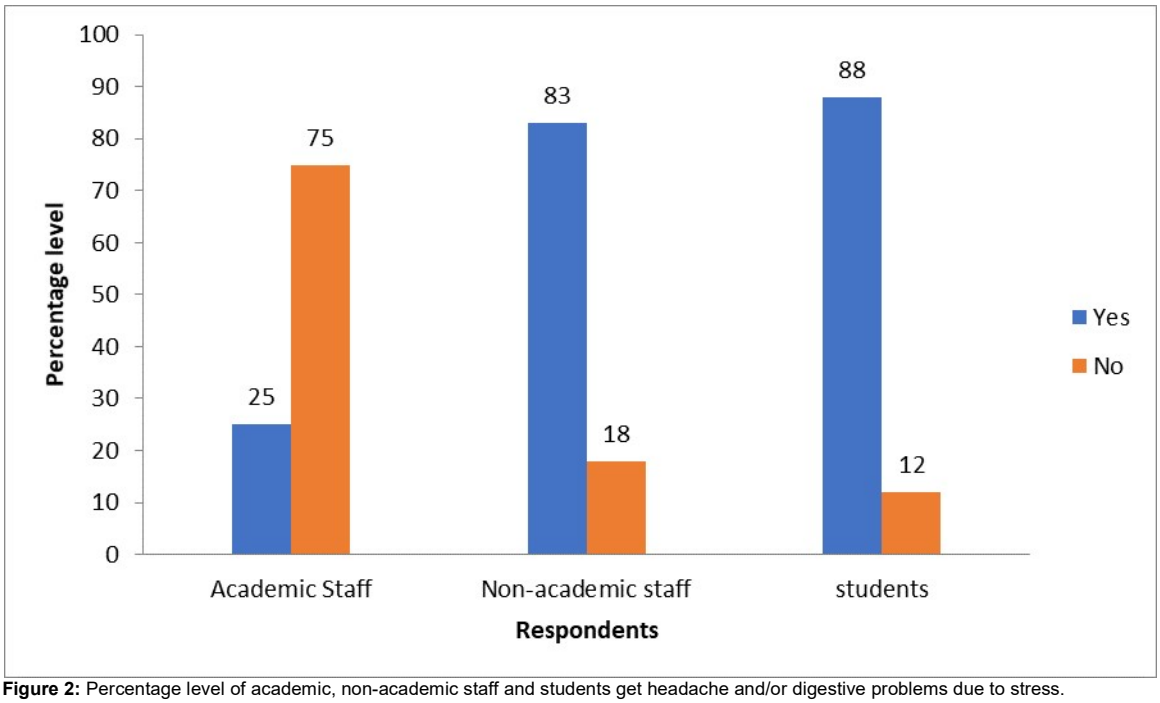

Figure 2: Percentage level of academic, non-academic staff and students get headache and/or digestive problems due to stress.

Table 15: Do you share your stress problems with colleagues/ Do you share your stress problems with course mate?

	Academic staff		Nonacademic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	25	47	18	45	**86**	**96**
No	28	53	22	55	**4**	**4**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 16: Do you take time off during work to take care of personal or family.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	43	81	31	78	**74**	**82**
No	10	19	9	23	**16**	**18**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 17: Do you have access to stress management or stress reduction programs at your current workplace/school

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	40	75	9	23	**11**	**12**
No	13	25	31	78	**79**	**88**
Total	**53**	**100**	**40**	**100**	**90**	**100**

competent while 57% of the respondent said their suggestions and cooperation are sought in solving even those problems for which they are quite competent for academic staff; 90% of the respondents said that their suggestions and cooperation are not sought in solving even those problems for which they are quite competent while 10% of the respondent said their suggestions and cooperation are sought in solving even those problems for which they are quite competent for non-academic; 81% of the respondents said that their suggestions and cooperation are not sought in solving even those problems for which they are quite competent while 19% of the respondent said their suggestions and cooperation are sought in solving even those problems for which they are quite competent for students.

Table 23 shows that 68% of the respondents said that It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice while 17% of that respondent said it doesn't for academic staff; 85% of the respondents said that It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice while 15% of that respondent said it doesn't for non-academic staff; 77% of that respondent said it doesn't for academic staff; 100% of the respondents said that It becomes difficult to implement all of a sudden the

Table 18: Do you find your work stressful/ Do you find your schooling stressful

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	43	81	29	73	**84**	**93**
No	10	19	11	28	**6**	**7**
Total	**53**	**100**	**40**	**100**	**90**	**100**

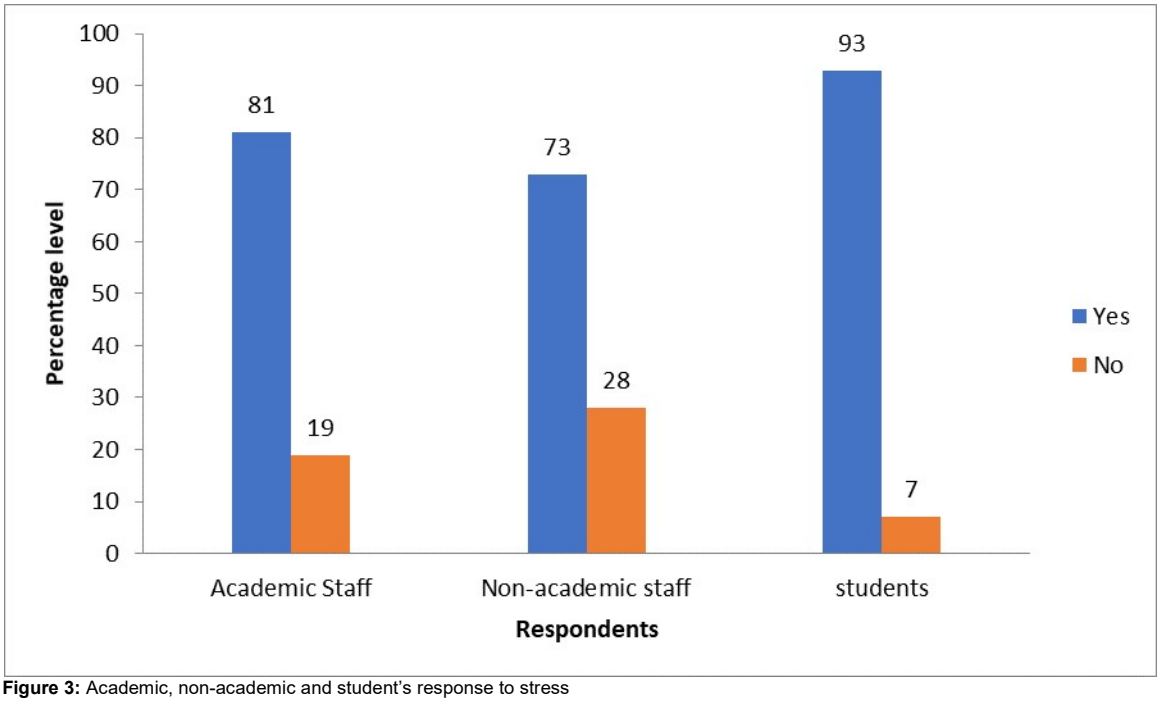

Figure 3: Academic, non-academic and student's response to stress

Table 19: Does your work interfere with your personal life/ Does your schooling interfere with your personal life?

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	36	68	31	78	**86**	**96**
No	17	32	9	23	**4**	**4**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 20: Did you seek medical-consultation for solving your problem.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	23	43	32	80	**78**	**87**
No	30	57	8	20	**12**	**13**
Total	**53**	**100**	**40**	**100**	**90**	**100**

new dealing procedures and policies in place of those already in practice while 23% of that respondent said it does not for students.

Table 24 shows that 62% of the respondents agreed that they are unable to carry out their assignment to their satisfaction on account of excessive load of work and lack of time while 38% of the respondent said that they are able to carry out their assignment to their satisfaction on account of excessive load of work and lack of time for academic staff; 78% of the respondents said that they are unable to carry out their assignment to their satisfaction on account of excessive load of work and lack of time while 23% of the respondent said that they are able to carry out their assignment to their satisfaction on account of excessive load of work and lack of time for non-academic staff; 98% of the respondents said that they are unable to carry out their assignment to their satisfaction on account of excessive load of work and lack of time while 2% of the respondent said that they are able to carry out their assignment to their satisfaction on account of excessive load of school load and lack of time for students.

Table 25 shows that 36% of the respondents agreed that they are not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me while 64% of the respondent disagreed for academic staff; 83% of the respondents agreed that they are not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me while 18% of the respondent disagreed for non-academic

Table 21: I often feel that this job/schooling has made my life cumbersome

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	43	81	33	83	**88**	**98**
No	10	19	7	18	**2**	**2**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 22: My suggestions and cooperation are not sought in solving even those problems for which I am quite competent.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	23	43	36	90	**73**	**81**
No	30	57	4	10	**17**	**19**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 23: It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	36	68	34	85	**69**	**77**
No	17	32	6	15	**21**	**23**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 24: I am unable to carry out my assignment to my satisfaction on account of excessive load of work/school work and lack of time.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	33	62	31	78	**88**	**98**
No	20	38	9	23	**2**	**2**
Total	**53**	**100**	**40**	**100**	**90**	**100**

Table 25: I am not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me.

	Academic staff		Non academic staff		Students	
ITEM	**Respondents**	**(%)**	**Respondent**	**(%)**	**Respondents**	**(%)**
Yes	19	36	33	83	**77**	**86**
No	34	64	7	18	**13**	**14**
Total	**53**	**100**	**40**	**100**	**90**	**100**

staff; 86% of the respondents agreed that they are not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me while 14% of the respondent disagreed for students.

DISCUSSION

Table 6 shows that majority of the academic staff maintained a good-work life balance compared to the nonacademic staff and students this could be because academic staff actually have enough time to settle down and before each classes, they are expected to finish their class and have 15mins for themselves to walk and prepare for the next class. This is quite different from the way the non-academic staff working schedule they virtually work from 8am till they close and only take an hour break so they hardly have enough time for themselves unlike students according to Olakunle, (2021), personal interview with the students, complained that most of the stress faced is on their practical classes. They complained that their practical classes are so much that they could hardly face their theoretical classes. They also added that most of the time when they are done with their practical class, they fell so week and tied that most times they wouldn't attend the next class, to all these it shows that students don't have enough time for relaxation before the next class. Table 7 shows that about 36% of the academic staff said that they enjoy working and handling the students this quite higher than the nonacademic staff and students which is at 30% and 7% respectively. It is seen that the non-academic staff and students faces psychological stress alongside handling and working with students/their mates. From (Tables 8 and 9) it can be seen that students poor behavior and results easily irrigates academic staff and the students themselves this is because the academic staffs are closed to the students as to the students understands themselves well and so they tend to know where it pitches deep and give reactions as their parents would unlike the non-academic staffs that hardly relates with the students so they don't really care therefore it doesn't stress them at all.

Many studies in recent years show the connections between positive, collaborative relationships at work; a positive, supportive management culture; and higher levels of creative, productive work. The findings of this recent study from Norway of 3000 managers, conducted by researchers at BI Norwegian Business School, added to this knowledge, and are relevant both to managers and those being managed in the U.S. The study examined stress among managers, and found, in essence, that managers who enjoy a positive relationship with their employees suffer less dangerous stress at work. "The best thing a manager can do to prevent work stress is to

develop good relationships with the employees at work," concluded lead researcher Astrid M. Richardsen in a summary of the findings (Douglas, 2014). From (Table 10) it can be seen that the management policies do not really irritates the academic staff because it does totally make them comfortable and stressed relieved unlike the non-academic staff and students which explained that they actually get irritated. The reasons could be because the managements have close relationships with the academic staffs compared to that of the non-academic staffs and students.

Tables 11 and 12 explain that the non- academic staff and students are usually pressured to work/study long hours to meet up management/short deadlines given to them some of the students even confirmed in an interview during the filling of the questionnaire that they even do their homework in the night to complete them so as to meet up demands for the next day or for the week unlike the academic staff, the only period when they fell stressed is `during the compiling of results and marking of students script from (Table 13) it can be seen that academic staff work extra beyond schedule time most of the time to cover up syllabuses and scheme of work but the non-academic staff don't work beyond their scheduled time because they could easily take the work home and complete them. Figure 1 shows a graphical representation of (Table 14). As a matter of fact non-academic staff and students tends to get headache when they are faced with stress, this is seen in (Table 15 and Figure 2).

From (Table 17 and Figure 3), majority of the students and non-academic staff agreed that they find their work stressful I this could be due to the fact that from table 4.18 majorities of the students non-academic staff agreed that their interfere with their personal life and for this, from (Table 19) they usually seek medical-consultation for solving their problems.

From (Table 16), although majority of the students and the non-academic staff don't have access to stress management or stress reduction programs at their current workplace, one major reason why academic staff and non-academic might not be affected by too much stress is because they share their stress problems with their colleagues so it gives relive this is seen in (Table 14). According to Donline, (2020), stress reduction is crucial for the health and wellbeing of employees in the workplace. Employees that feel unstressed and respected share more of their stress issues with confidence to their colleagues to achieve their goals. Reduced stress and increased respect can have both a mental and physical impact on the health of your employees (Donline, 2020).

One major cause of the stress faced by academic, non-academic staff and students is that they are usually unable to carry out their assignment to their satisfaction on account of excessive load of work and lack of time and most of the time the academic staffs are not usually not provided with clear instructions and sufficient facilities regarding the new assignments trusted to them. This work can be compared with a study carried out by Noor, (2016) which revealed that the prevalence of occupational stress among academician is increasing in developed and developing countries. The job is not only to teach, but also involve in doing research, publications, consultation and administrative work. This study aims to assess the prevalence of occupational stress among academic staff in a research university and to investigate the association and correlation between stress and job factors which are career development, research, teaching and interpersonal relationship. One research university in Malaysia was selected randomly. A cross-sectional study was conducted and the respondents were recruited by using a randomized stratified sampling method. A total of 380 self-administered and validated Stress Sources Questionnaires (SSQ) were distributed among academic staff between March to May 2012. Response rate was 81.1%. Stress prevalence was 22.1%. All socio-demographic factors showed no association with stress except ethnic group. This information also confirms the survey done American College Health Association (ACHA) which states that 33.2% of the surveyed college students; namely, students reported that stress was the reason why they received lower grades, failed, or completely dropped a course, 26.5% of them pointed out that their anxiety is an underlying cause of their lack of successful academic results. Overall result showed career development, that include university condition and required publications for promotion were the greatest source of stress among the academicians. Occupational stress showed positive linear relationship to career development, research and teaching. There was a fair positive relationship between occupational stress and career development, research and teaching. It is recommended to organize continuous stress assessment program to identify and evaluate the current level of stress at the university level. This data could be a foundation for implementing prevention and control measures to reduce stress in Noor, 2016).

Conclusion

From the findings gotten so far, it is reasonable to conclude that in the Oil and Gas Institute, the non-academic staffs and students face more stress than the academic staffs. Conclusively, the non-academic staffs and students have more level of stress compared to the academic staff.

Some of the stressors identified include:

- pressured to work/study long hours to meet up management demand
- student's poor behavior and results
- management policies

•working extra beyond schedule time to cover up syllabuses, scheme of work and to meet deadlines set by lecturers or managements
•work/studying interfere with staff personal life
•lack of stress management or stress reduction programs
•and the major stressor of excessive load of work and lack of time.

Recommendation

The prevention and management of workplace/academic stress requires organizational level interventions, because it is the organization that creates the stress. Based on this some of these recommendations are given below:

•Management should ensure that working/learning conditions are adapted to people's differing physical and mental aptitudes
•Employee/students should be given the opportunity to participate in the design of his/her own work/school situation.
•Management should ensure that in the processes of change and development it shouldn't really affect the employees work or the student's academic life.
•Technology, work organization, school and job content should be design so that the employee/students is not exposed to physical or mental strains that may lead to illness or accidents. Forms of remuneration for employees and the distribution of working/studying hours are taken into account for both students and employees
•Work/schooling should provide opportunities for variety, social contact, and cooperation as well as coherence between different working/ studying operations/life.
•Working/studying conditions should provide opportunities for personal and vocational development, as well as for self-determination and professional responsibility.

REFERENCES

Adams, D. (2021). What is stress. Retrieved July 4, 2022, from American Institute of Stress: https://www.stress.org/what-is-stress

American Psychological Association. (2020). Stress report. Retrieved April 28, 2022, from American Psychological Association: https://www.apa.org/workforce/publications/15-health-service-providers/

APA. (2018, November 1). Stress Effect On the Body. Retrieved August 13, 2021, from American Psycological Association: https://www.apa.org/topics/stress/body

CCMH. (2019, May 6). When we look at stress in college students through the lens of statistics from 2019, we see that finances cause stress for a staggering 70% of students. Retrieved August 20, 2021, from Healthcareers.

Christo, B., & Piernaar, J. (2016). South Africa Correctional Official Occupational Stress: The Role of Psychological Strengths,. Journal of Criminal Justice , 34 (1), 73-84.

Cismas, S. C. (2018). Stress Factors in Academic Environments: Inventory of Student Issues inRomanian Technical Universities. Proceedings of the World Medical Conference (pp. 297-301). United States: wseas.

CSHS. (2019, 1 8). Stressors. Retrieved August 14, 2021, from https://humanstress.ca/stress/what-is-stress/stressors/#:~:text=A%20stressor%20is%20anything%20that%20causes%20the%20release,stressors%EE%80%81%3A%20Physiological%20%28or%20physical%29%20%EE%80%80stressors%EE%80%81%20and%20Psychological%20%EE%80%80Stresso

Donald, I., Taylor, P., Johnson, S., Cooper, C., Cartwright, S., & Robertson, S. (2019). Work environments, stress, and productivity: An examination using ASSET. Int J Stress Manag , 12 (4), 409-419.

Donline, C. (2020). The importance of respect in the workplace. Retrieved September 02, 2022, from cpdonline: https://cpdonline.co.uk/knowledge-base/business/importance-respect-workplace/#:~:text=Stress%20reduction%20is%20crucial%20for%20the%20health%20and,physical%20impact%20on%20the%20health%20of%20your%20employees.

Douglas, L. (2014). Managers' Stress and Their Relationships with Employees: Lessons from Norway. Retrieved September 02, 2022, from Huffpost: https://www.huffpost.com/entry/managers-stress-and-their_b_5804544

Ekechukwu, R., & Blessing, C. I. (2016). Stress and Its Associated Health Problems Among Non-Academic Staff In Nigerian Universities: A Case Study Of University Of Port Harcourt. European Journal of Psychological Research, 3 (1), 16-27.

Emmanuel, Z., & Bhebhe, T. (2019). Causes and Implications of Stress among Academic Staff: A Case of the Catholic University in Zimbabwe. Journal of Business and Management (IOSR-JBM) , 21 (2), 19-30.

Gangwar, A., & Kiran, U. (2016). Occupational Stress among Dentists. .J Sci Eng Res. , 4 (7), 28-30.

Harris, O., & Hartman, J. (2019). Organizational Behavior. New York: Best Business Books.

Harvard Medical School. (2021). General Stress in College Students Statistics. Retrieved August 20, 2021, from what to become:https://whattobecome.com/blog/college-student-stress-statistics/#:~:text=20%25%20of%20students%20report%20going%20through%20six%20or,students%20report%20health-related%20issues%20as%20the%20main%20stressor.

Healthline. (2020). Everything You Need to Know About Stress. Retrieved April 25, 2022, from Healthline: https://www.healthline.com/health/stress

Johnson, P., & Indvik, J. (2016). Stress and workplace violence: it takes two to tango. J Manag. Psychol , 11 (6), 18-27.

Kovacheska, M. (2020, May 4). 35 troublin college students stress statistics and facts. Retrieved August 20, 2021, from Healthcareers: https://healthcareers.co/college-student-stress-statistics/#:~:text=A%202018%20survey%20by%20the%20American%20College%20Health,performance%20of%2033.2%25%20of%20the%20surveyed%20college%20students.

Lai, K. (2014, Febuary). ACADEMIC STRESS AMONG ADOLESCENT IN RELATION TO INTELLIGENCE AND DEMOGRAPHIC FACTORS. American International Journal of Research in Humanities, Arts and Social Sciences , 123-129.

Linda, G. (2021). Stress and Your Health. Retrieved April 28, 2022, from All About Psychology: https://gerhartcounseling.com/stress-and-your-health/

Market Business News. (2021). What is occupational stress? Definition and examples. Retrieved August 02, 2022, from Market Business News: https://marketbusinessnews.com/financial-glossary/occupational-stress/#:~:text=Occupational%20stress%20is%20stress%20related%20to%20an%20employee%E2%80%99s,unexpected%20responsibilities%20may%20trigger%20this%20type%20of%20stress.

Mayoclinic. (2020). Stress management. Retrieved April 28, 2022, from Mayoclinic: https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987

Misran, R., & Castillo, L. (2004). Academic Stress Among College Students. International Journal of Stress Management , 2 (11), 132-148.

Natasha, T. (2021). Types of Stress That Impact Mental & Physical Health. Retrieved June 04, 2022, from MantraCare: https://mantracare.org/therapy/stress/types-of-stress/

NIMH. (2021). 5 Things You Should . Retrieved April 23, 2022, from NIMH: https://www.nimh.nih.gov/sites/default/files/documents/health/publications/stress/19-mh-8109-5-things-stress.pdf

Noor, A. (2016). Occupational stress and its associated factors among academician in a research university, Malaysia. semantic scholar Journal , 1 (2), 206-217.

Prabu, D. S. (2015). A study on academic stress amoung higher secondary students. Internatrional journal of humanity and social science invention , 4 (10), 63-68.

Selye, H. (Psychopathology of Human Adaptation.). Stress without Distress. In: Serban G. ((eds) Psychopathology. Springer: Boston PRESS.

Singhai, G. J. (2018). Academic stress amongst students: a review of literature. Prestige e-Journal of Management and Research , 5 (1), 58-69.

Sternberg, E. M.-C.-M. (2019). Care at Mayo Clinic. Retrieved April 28, 2022, from Mayo Clinic.: https://www.mayoclinic.org/tests-procedures/stress-management/care-at-mayo-clinic/pcc-20384900

Stuart, S. (2015). The Rise of the Female Chairman. Retrieved April 28, 2022, from SpencerStuart: https://www.spencerstuart.com/who-we-are/media-center/the-rise-of-the-female-chairman-ukbi-2015

University of new Hampshire. (2021). Stress. Retrieved July 4, 2022, from University of new Hampshire: https://www.unh.edu/pacs/stress

Verywell. (2021). What Is Stress? Retrieved April 28, 2022, from Veerywell: https://www.verywellmind.com/stress-and-health-3145086

Zuckerman, A. (2020, May 21). 61 stress statistics. Retrieved August 20, 2021, from Comparecamp: https://comparecamp.com/stress-statistics/.