Causes of Work Related Stress Among the Management College Faculty
(With reference to Indore city)

Megha Jain* and Abhikrati Shukla**

* Shri Vaishnav Institute of Management, Indore
** Shri Vaishnav Institute of Management, Indore

Abstract

Happiness is a choice. You can choose to be happy. There is going to be stress in your life, but it is your choice, whether you let it affect you or not. Adopting the right attitude can convert negative stress into a positive one. Stress, not only affects your ability to work, consequently affecting your business, but more importantly, it affects your health. Causes of workplace stress may be job content and how the work is organized. This research paper throws light on the causes of work related stress, among the management college faculty. The basic aim behind this research is to, analyze the working environment of management college faculty in Indore Region. This paper depicts the study of causes of work related stress and to check its, physical and mental impact on individual's productivity in Indore city.

Key Words

Work Related Stress, Management College Faculty, Working Environment and Individual's Productivity.

INTRODUCTION

Stress can come from any situation. It is a thought, that makes you feel frustrated, angry or anxious. Physicist and engineers refer stress, to a force, that produces deformations. In medical science, it refers to the changes in physiological actions in response to some reactive stimuli. Stress exists, when a force is applied to distort the body. The effect is manifest as elastic or

non-elastic distortions are measurable as strain. In a recent Health and Safety Executive Survey (2007), one in six of all working individuals in the UK reported that, their job is very stressful. Work related stress is also one of the biggest causes of sick leave. It is impossible to escape pressure at work altogether, so you need to learn how to manage stress effectively. Stress differs from person to person. What is stressful to one person is not necessarily, stressful to another. Every job has a level of stress associated with it. Workplace stress is usually brought on by unreasonable demands, that are too large or numerous for an employee to overcome. We all get stressed at some time in our working life, some more than others. The way we deal with stress is the main difference. The degree to which we are affected is also a major variable.

SOME TYPICAL CAUSES OF STRESS ARE

Workplace stress is different for everyone, what is stressful for one person may not be stressful for another. What is stressful for you may be different for your friend, spouse and colleagues or even for your boss. But still some of the common causes of stress are related to personal life like relationship with spouse, children, health, marriage, death of family member etc. Sometimes excessive or high workload and unrealistic deadlines makes people feel stressful. One of the reasons for stress is also, a lack of control over work activities and interpersonal support or poor working relationships among the superior and subordinates. Sometimes people feel stressed due to the feeling of job insecurity, lack of career opportunities, or level of pay. In case of woman, a reason for stress is detected sometimes as mental or physical harassment at work place. In some cases multiple reporting and commanding lines for employees, with each manager asking for their work to be prioritized is the reason, to feel people fall in a stressful situation. Some other reasons pointed out by Northern Territory Government report (2003) are failure to keep employees informed about significant changes to the business, causing them uncertainty about their future, a poor physical working environment, longer working hours and participation and non participation from co-workers and superiors.

STRESS AND TEACHER PERFORMANCE

Too much stress can contribute to health problems. Stress can also reduce the ability to perform at the highest levels (Chan, 1998). The negative effects of stress can impact negatively on performance and quality of life. The effects of stress are unmistakably many. They include increase heart rate, rapid breathing or slow and bradypnea breath, muscle tightness to prepare to fight

or to flee, circulating blood to the brain and major muscles (away from digestion, hands / feet, Reproductive organs), releases stress hormones like cortisol and adrenaline, slows or stops digestion, causes the brain to be more reactive, less thoughtful, increases perspiration, reduces immune system response (Guglielmi and Tatrow, 1998). Tension headaches, neck / back / shoulder pain, tight jaw, sleeping problems, fatigue, loss of concentration, learning problems can increase, irregular or rapid heart rate, migraine headaches, poor circulation, Raynaud Syndrome, high blood pressure, Sexual Dysfunction (in either sex), digestive problems, upset stomach, ulcers, colitis, hormone imbalances, reduction of immune system function, over reaction by immune system (allergies or autoimmune diseases worse), increased asthma activity, increased aging rate, anxiety, depression, substance abuse, poor habit control, over-eating, low energy, prone to accidents or mistakes, can impair communication, poor performance, among others effects are characteristics of stress (Guglielmi and Tatrow, 1998).

REVIEW OF LITERATURE

R. G. Kennedy (2011) in his article, Stress Management Techniques for Teachers, reveals that the stress can be observed in any kind of job, but due to the unique circumstances, the teachers are involved in, they have to seen an increased level of stress than others. Because of the nature of their job, they are so stressed out daily so that there is a need for them to practice techniques to manage their stress. Techniques relieving stress, not only improve their health but also their careers as well. The teacher must take a quick nap, these techniques for relieving stress can improve the overall health and helps to improve career of the teacher.

Li-fang Zhang have conducted a study on titled Occupational Stress and Teaching Approaches among Chinese Academics (2009). Researcher suggested that, controlling the self-rating abilities of the participants, the Favorable conceptual changes in teaching approach and their role insufficiency predicated that the conceptual change in teaching strategy is negative.

Usman Ali *et al.* (2014) found that workload, role conflict and inadequate monitory rewards are the prime reasons of causing stress in employees that leads to reduced employee's efficiency.

P. S. Swaminathan and Rajkumar S. in their work on, Stress levels in Organizations and Their Impact on Employee's Behavior (2013). They have conducted a study, that focused on the level of stress among the age group, profession, different varieties of jobs, hours of work and the influence of work

environment on the degree of stress faced by employees. Stress is an employee's individual in nature. This study indicates that, an optimum level in which every individual can perform with his full capacity and identified three conditions responsible for work stress they are 1. Role overload 2. Role self distance 3. Role stagnation.

Satija S. and Khan W. in their research work titled, Emotional Intelligence as Predictor of Occupational Stress among Working Professionals (2013). According to them Occupational Stress is as same as Job Stress affect that needs to be controlled at the workplace, otherwise, it will negatively affect on employee's work attitudes & behavior. This study investigates that, the relationship between, Emotional Intelligence and Occupational Stress. This study revealed the findings that, Emotional Intelligence is a most significant predictor of Occupational Stress.

Deepa Sikand Kaut S. (2008), in her article, Teaching Stress : An Emerging Area of Research in Teacher Education Constitutions reveals that the teacher is the most important element in any educational program. The daily interaction with pupils, co-workers and the incessant and fragmented demands of the teaching in general, often lead to over whelming perused and challenges which further leads to stress and strain.

Faisal F.; Noor N.; and Khair A. (2019) in their article, Causes and Consequences of Workplace Stress among Pakistan University Teachers have made an attempt to examine the concept of workplace stress and its impact on the performance of faculty members working in Pakistani Universities. Data was collected from five public and private sector universities. The six workplace factors identified as sources of stress for university teachers are, work overload, role ambiguity and role conflict, management ineffectiveness, disparity of rewards and recognition, unsupportive coworkers and lack of career development opportunities. In the survey phase, a questionnaire was developed and distributed among 350 teachers in selected universities. Entrant teachers (Lecturers) were found to be more prone to stress than senior faculty members on higher posts. Excessive workload and role conflict were found to be the highest stress causing factors. Effective and supportive management and career progression opportunities are suggested as means to reduce the stress level and address suboptimal performance of university teachers.

Prasad K. D. V.; Vaidya R.; and Kumar V. A. (2015), in their article, A Study on Causes of Stress among the Employees and Its Effect on the Employee Performance at the Workplace in an International Agricultural Research

Institute, Hyderabad, Telangana, India have focused on widespread issue *Stress* and its impact on employees. A survey of 200 employees of the institute carried out to assess the job related, organization related, individual related and physiological reactions to stress and its effect on employee's performance. Descriptive analysis, correlation techniques and regression analysis were used to arrive the conclusions. The study concluded that, the occupational stress is having moderate impact on the employee's performance of the institute, the job related stress in general and the stress factor job security in particular. The employee's reaction to the stress that physiological factors also has moderate effect the performance of an employee.

Narahari L.; and Koneru K. (2015), in the article, A Study on Stress Management among College Teachers in Andhra Pradesh has discussed that, in the workplace and at home stress and other difficult situation remain all-time high. Factors such as job insecurity, long hours, continuous change and impractical deadlines, can cause serious problem for workers. The aim and goal of the paper is, to know the various factors to stimulate stress level among teachers in college level. Workplace stress occurs, when there is an imbalance the demands and perceived pressures of the work environment and a specific ability to cope. An individual's experience of stress at work is to a large extent affected by the level of control, they have over their working condition, densities, the degree of support, that they receive from others at workplace and the strategies they use to respond to work pressures.

RATIONALE OF THE STUDY

We all need to have some mental pressure in our life which makes our work satisfying and help us to meet deadlines. Too much pressure, without having the chance to recover out of the situation causes stress and it damages our health too. When the demands and pressures placed on individual worker's do not match the resources available or do not meet the individual's needs and motivations, stress can occur and endanger, that person's health and well being. Workplace stress differs from person to person. It can depend on your personality type and how you respond to pressure. Stress is the result of any emotional, physical, social, economic or other factors that require a response or a change. The rationale of the study is to find out various work related causes that lead to stress with respect to work culture in educational institutes. Factor analysis is used to analyze the causes of work related stress. The results show

various causes of stress among the management faculty, occurring frequently and occasionally.

OBJECTIVES OF THE STUDY

1. To analyze the working environment of management faculty.
2. To find out major factors causing stress.
3. To check its physical and mental impact on individual's productivity.

RESEARCH METHODOLOGY

Type of Study

The research is descriptive in nature.

Descriptive Research is used to describe characteristics of population or phenomenon being studied, it does not answer question about how, when, why, the characteristics occurred. Descriptive studies, primarily concerned with finding out, what is, might be applied to investing the following question. What are the factor that affect during the work related to the faculties? How can we overcome them?

Population : The study is confined to Indore Management Colleges.

Sampling Techniques : Simple random sampling technique.

Sample Size : Sample size 100 selected randomly

(Professionals of five colleges were considered as respondents)

Methods of Data Collection : The required data is collected through :-

Primary Source : Structured questionnaire

Scaling Technique : 5 pointer likert scale.

The collected data has been analyzed with the help of frequency tables, bar diagrams and pie-charts, and through hypotheses.

LIMITATIONS

As the research is restricted within Indore city, results are not applicable to other areas of India, Limited number of respondents has been taken due to time constraint and this could affect the accuracy of result to certain extent.

## DATA ANALYSIS AND INTERPRETATION

To what extent do you agree, that, the following factors cause work related stress during your regular work performance?

Mark the following factors on bases of :

5-Great Extent, 4-Some Extent, 3-Don't Know, 2-Little Extent, 1-No Effect.

Recognition Received

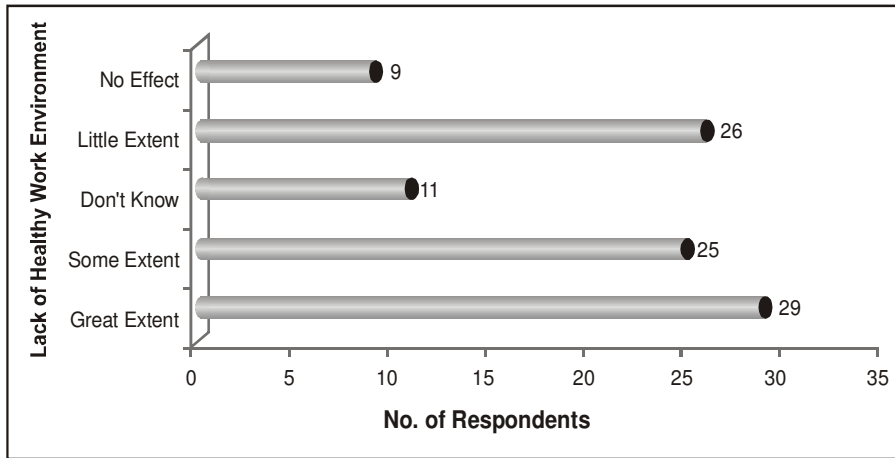| Recognition Received	No. of Respondents
Great Extent	23
Some Extent	40
Don't Know	9
Little Extent	12
No Effect	16
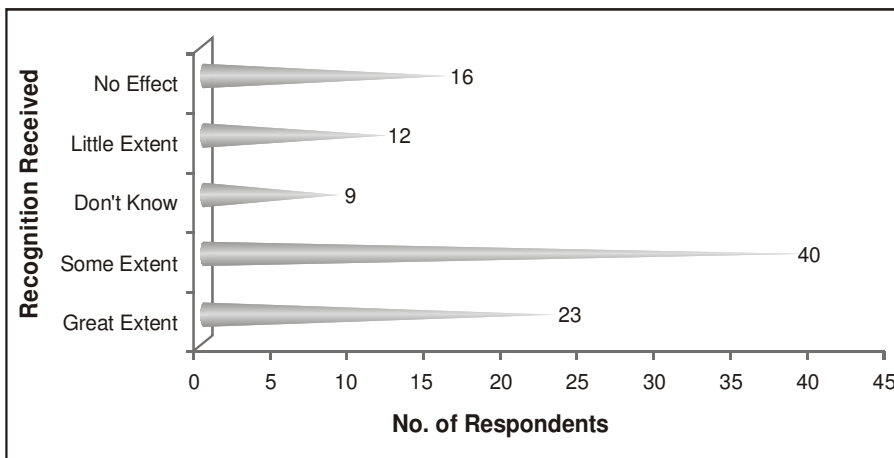
Interpretation

The figure shows that maximum respondents, that is, 40% out of 100 are at Some Extent affected by these stress factor. 23% are affected by Great Extent. 12% are affected by Little Extent and 16% are having No Effect and 9% Don't Know about these factor. It shows that by Some Extent majority of faculties are affected by Recognition Received stress factor.

Lack of Healthy Work Environment

Lack of Healthy Work Environment	No. of Respondents
Great Extent	29
Some Extent	25
Don't Know	11
Little Extent	26
No Effect	9

Interpretation

The figure shows that maximum respondents, that is, 29% out of 100 are at Great Extent affected by these stress factor. 25% are affected by Some Extent, 26% are affected by Little Extent and 9% are having No Effect and 11% Don't Know about these factor. It shows that by Great Extent majority of faculties are affected by Lack of Healthy Work Environment stress factor.

Lack of Regular Breaks

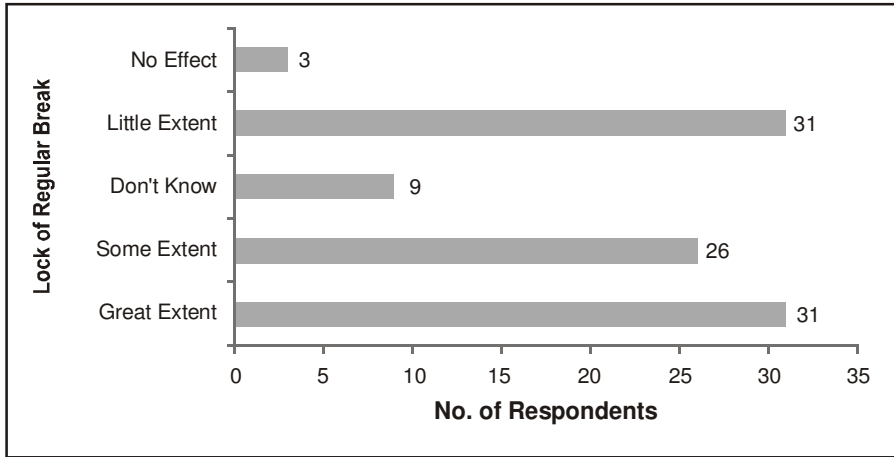| Lack of Regular Break	No. of Respondents
Great Extent	31
Some Extent	26
Don't Know	9
Little Extent	31
No Effect	3

Interpretation

The figure shows that maximum respondents, that is, 31% out of 100 are at Great Extent affected by these stress factor. 26% are affected by Some Extent. 31% are affected by Little Extent, and 3% are having No effect, and 9% Don't Know about these factor. It shows that by Great Extent majority of faculties are affected by Lack of Regular Break stress factor.

Lack of Promotion Prospects

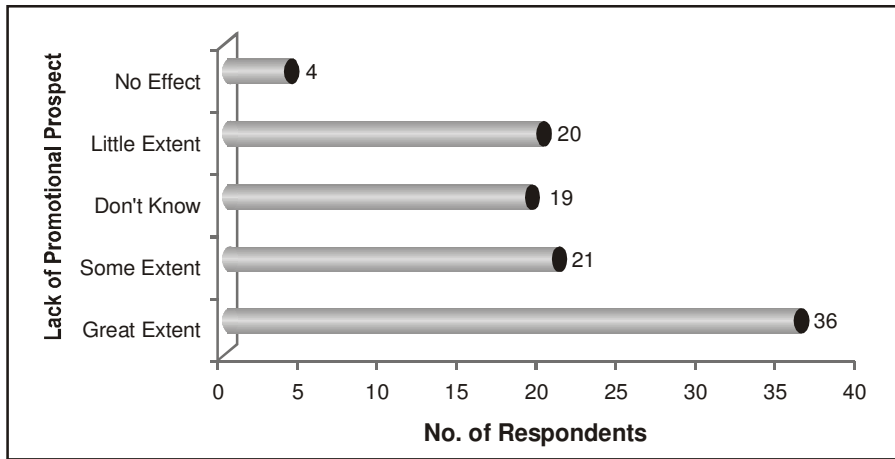| Lack of Promotional Prospect	No. of Respondents
Great Extent	36
Some Extent	21
Don't Know	19
Little Extent	20
No Effect	4

Interpretation

The figure shows that maximum respondents, that is, 36% out of 100 are at Great Extent affected by these stress factor. 21% are affected by Some Extent. 20% are affected by Little Extent, and 4% are having No effect, and 19% Don't Know about these factor. It shows that by Great Extent majority of faculties are affected by Lack of Promotional Prospect stress factor.

Reliability

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.911	.903	41

The reliability of the instrument is calculated by using Reliability statistics on SPSS17. The Cronbach's Alpha value of the instrument has came at .911, i.e., the instrument is 91% reliable.

To calculate the importance of variables we used Factor Analysis with

Rotated component Matrix. The study has extracted 6 factors namely :

1. Academic Factor
2. Role Factor
3. Cooperative Factor
4. Mental Factor
5. Job Description
6. Influencing Factor

Factor Group 1

The details of each factor are as follows :

S. No.	Academic Factor	Eigen Value	Factor Loading
1.	Mental Relaxation	31.094	.852
2.	Healthy Work Environment		.806
3.	Uncertainty due to Merger		.759
4.	Free from Conflict		.737
5.	Authority Granted		.706
6.	New Style of Institutional Management		.684
7.	Recognition Received		.674
8.	Fair Administrative Policy		.670
9.	Problem Sharing		.657
10.	Learning New Things		.648
11.	New Educational Initiative		.611
12.	Work Freedom		.555
13.	Hectic Timing		.555
14.	Personal Problem and Productivity		.515

In Factor 1, which is named as academic factor, mental relaxation is very important for academic factor having highest factor loading with .852, after that, healthy work environment, uncertainty due to merger with factor loading .806 and .759, respectively. Where variable personal problem and productivity is least important with factor loading .515 in academic factor.

Factor Group 2

S. No.	Role Factor	Eigen Value	Factor Loading
1.	Career Development Opportunity	12.712	.854
2.	Promotional Prospect		.833
3.	Uncertainty Due to Restructuring		.808
4.	Uncertainty Due to Merger		.759
5.	Participation in Decision Making		.714
6.	New Educational Initiative		.611
7.	Effort not Valued		.541
8.	Lack of Funds / Resources		.494
9.	Lack of Line Management		.473
10.	Lack of Support in Job Role		.440
11.	Bulling Behavior from Management / Staff / Student		.403

In Factor 2, which is named as role factor, career development opportunity is very important for role factor having highest factor loading with .854, after that promotional prospect, uncertainty due to restructuring with factor loading .833 & .808 respectively. Where variable bulling behavior from management/staff/student is least important with factor loading .403 in role factor.

Factor Group 3

S. No.	Cooperative Factor	Eigen Value	Factor Loading
1.	Mental Effort	7.182	.783
2.	Physical Effort		.738
3.	Helpfulness of People		.659
4.	Dealing with Student Discipline		.557
5.	Routine Decision		.456

In factor 3, which is named as cooperative factor, mental effort is very important for cooperative factor having highest factor loading with .783, after that physical effort, helpfulness of people with factor loading .738 & .659 respectively. Where variable routine decision is least important with factor loading .456 in cooperative factor.

Factor Group 4

S. No.	Mental Factor	Eigen Value	Factor Loading
1.	Teaching New Courses	5.495	.637
2.	Lack of Regular Breaks		.611
3.	Job Insecurity		.574
4.	Large Classes / More Students		.569

In Factor 4, which is named as mental factor, teaching new courses is very important for mental factor having highest factor loading with .637, after that lack of regular breaks, Job insecurity with factor loading .611 & .574, respectively. Where variable large classes/more students is least important with factor loading .569 in mental factor.

Factor Group 5

S. No.	Job Description	Eigen Value	Factor Loading
1.	Unclear Job Description	5.439	.790

In Factor 5, which is named as job description unclear job description is very important for job description factor having highest as well as least factor loading with .790.

Factor Group 6

S. No.	Influencing Factor	Eigen Value	Factor Loading
1.	Work Timing Inflexibility	4.436	.790
2.	Change in Terms and Conditions		.490

In Factor 6, which is named as Influencing factor work timing inflexibility is very important for influencing factor, having highest factor loading with 790. Where, variable change in terms and conditions is least important with factor loading .490 in influencing factor.

HYPOTHESES TESTING

To know the association between demographic factors and other components related to Job satisfaction, we have framed the following hypotheses. One way ANOVA has been applied to test the hypotheses.

Age vs. Overall

$H_0 1$: There is no significant impact of age on overall work related stress variables among management college faculties of Indore.

$H_1 1$: There is a significant impact of age on overall work related stress variables among management college faculties of Indore.

ANOVA

Age	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	53.723	35	1.535	17.184	.000
Within Groups	5.717	64	.089		
Total	59.440	99			

The calculated F value 17.184 of age is significant at 0.000 levels with degree of freedom equals to 35. In light of this, the null hypothesis namely $H_0 1$: There is no significant impact of age on overall work related stress variable among management college faculties of Indore is rejected. Hence, there is a significant impact of age on overall work related stress variables among management college faculties of Indore.

Gender vs. Overall

$H_0 2$: There is no significant impact of gender on overall work related stress variables among management college faculties of Indore.

$H_1 2$: There is a significant impact of gender on overall work related stress variables among management college faculties of Indore.

The calculated F value 17.184 of gender is significant at 0.000 levels with degree of freedom equals to 35. In light of this the null hypothesis namely $H_0 2$: There is no significant impact of gender on overall work related stress variables among management college faculties of Indore is rejected. Hence, there is a significant impact of Gender on overall work related stress variables among management college faculties of Indore.

Academic Qualification vs. Overall

$H_0 3$: There is no significant impact of academic qualification on overall work related stress variables among management college faculties of Indore.

$H_1 3$: There is a significant impact of academic qualification on overall work related stress variables among management college faculties of Indore.

ANOVA

Academic Qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	117.357	35	3.353	13.511	.000
Within Groups	15.883	64	.248		
Total	133.240	99			

The calculated F value 13.511 of academic qualification is significant at 0.000 levels with degree of freedom equals to 35. In light of this, the null hypothesis namely $H_0 3$: There is no significant impact of academic qualification on overall work related stress variable among management college faculties of Indore is rejected. Hence, there is a significant impact of academic qualification on overall work related stress variables among management college faculties of Indore.

Designation vs. Overall

$H_0 4$: There is no significant impact of designation on overall work related stress variables among management college faculties of Indore.

$H_1 4$: There is a significant impact of designation on overall work related stress variables among management college faculties of Indore.

ANOVA

Designation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	47.610	35	1.360	7.704	.000
Within Groups	11.300	64	.177		
Total	58.910	99			

The calculated F value 7.704 of designation is significant at 0.000 levels with degree of freedom equals to 35. In light of this, the null hypothesis namely H_04 : There is no significant impact of designation on overall work related stress variable among management college faculties of Indore is rejected. Hence, there is a significant impact of designation on overall work related stress variables among management college faculties of Indore.

Marital Status vs. Overall

H_05 :   There is no significant impact of marital status on overall work related stress variables among management college faculties of Indore.

H_15 :   There is a significant impact of marital status on overall work related stress variables among management college faculties of Indore.

ANOVA

Marital Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.717	35	.363	7.082	.000
Within Groups	3.283	64	.051		
Total	16.000	99			

The calculated F value 7.082 of Marital status is significant at 0.000 levels with degree of freedom equals to 35. In light of this, the null hypothesis namely H_05: There is no significant impact of marital status on overall work related stress variable among management college faculties of Indore is rejected. Hence, there is a significant impact of marital status on overall work related stress variables among management college faculties of Indore.

Work Experience vs. Overall

H_06 :   There is no significant impact of work experience on overall work related stress variables among management college faculties of Indore.

H_16 :   There is a significant impact of work experience on overall work related stress variables among management college faculties of Indore.

ANOVA

Work Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	119.200	35	3.406	6.909	.000
Within Groups	31.550	64	.493		
Total	150.750	99			

The calculated F value 6.909 of work experience is significant at 0.000 levels with degree of freedom equals to 35. In light of this, the null hypothesis namely H_06 : There is no significant impact of work experience on overall work related a stress variable among management college faculties of Indore is rejected. Hence, there is a significant impact of work experience on overall work related stress variables among management college faculties of Indore.

List of colleges of which respondents were considered is as follow :

1. IPS Academy, Indore
2. Acropolis Institute of Management Studies & Research, Indore
3. Christian Eminent College, Indore
4. Shri RGP Gujarati Professional Institute, Indore
5. SICA College, Indore

CONCLUSION

The study focuses on the causes of stress at work place among the management college faculties of Indore. The study is on work place and job performance which found that negative implications of work stress are recognized as a challenge to both employers and workers. Work related stress is one of the biggest causes of sick leave. The data is collected through primary data, that is, structured questionnaire with the help of 5 pointer liker scale with the sample size 100. From the above findings, it is clear that the respondents are, though not frequently, into stressful situation. These factors not only lead to reduction in the productivity of the employees, but also affect their physical and mental health. To overcome this problem, proper administrative policies can be framed. Similarly, working environment can be made more flexible, but not on the grounds of output and productivity. The hypothesis where also formed to analyze the overall stress factors of respondents and results were in favorable of overall factors, i.e., these are significant impact of age, gender, academic qualification,

designation etc. on overall, work related stress variables among management faculties of Indore.

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