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## **Job Stress Management Practise in AICTE Approved Colleges in Haryana**

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### **ABSTRACT**

The modern age of liberalization, privatization and globalization has brought the unwanted gift of 'stress' along with it. The recent times have witnessed great reorientation of outlook in the field of commerce. But human behavior and the impact of commercial activities on it has still not been explored. Since the colleges approved by AICTE produce professionals of commercial field who have to face this economic world's ups and downs like the recent economic meltdown. Stress management has become very essential part of the lives of faculty and students i.e. teacher and taught. In order to take adequate preventive measures to save work force from the stress related problems of the modern age, the present study has been undertaken. Keeping in view the piecemeal and inadequate studies so far made in this field, it is strongly felt that there is a need for the proper study of the aforesaid topic. This study will help to prepare the work force which will be much better equipped to cope up with the highly competitive and stressful work environment.

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### **INTRODUCTION**

Stress is an inevitable fact of life all over the world in the twentieth century due to ever-changing materialistic life style. In everyone's life stress starts from early part of life and continues till death. Everyone experience it to a more or less extent. So natural question is what is stress?

Stress is a dynamic condition in which an individual is confronted with an opportunity, constraints or demands related to what he/she desire and for which the outcome is both uncertain and important. Clarke observes that loss of work adversely affects individuals where the job did not give high levels of satisfaction or enjoyment and it increases stress.

The word stress is derived from the Latin word. "Strictus", which means to "Tighten". This is appropriate when one thinks of the feeling that often accompany stressful situation. The

highest level of stress intensity is due to lack of opportunity for advancement, poor or inadequate supervision and insufficient personnel to handle an assignment.

However; stress may also be experienced due to pressure within ourselves and from our habits behavior and personality. Although we may not be aware of many of our attitudes, we tend to be controlled by them. They filter as well as influence our perceptions, allowing us to experience only what we want to do or we will experience. This is every aptly brought out in the saying "Life is 10% of what really happens and 90% is how an event that matters more than the event itself."

"Job" stress can be defined as the harmful physical and emotional responses that occur when the requirement of the job do not match the capabilities, resources or needs of the worker. Job stress can lead to poor health and even injury." (USNIOSH 1999)

"Stress is the reaction of people due to excessive pressure or other type of demand place on them." (United Kingdom Health and Safety Commission, 1999)

Now, the most commonly accepted definition of stress (mainly attributed to Richard S Lazarus) is that stress is a condition or feeling experienced when a person perceives that demand exceeds the personal and social resources the individual is able to mobilize.

People feel little stressed when they have the time, experience and resources to manage a situation. They feel great stress when they think they can't handle the demand put upon them. Stress is, therefore, a negative experience. And it is not an inevitable consequence of an event. It depends a lot on people's perceptions of a situation and their real ability to cope with it. The strategies for coping stress are divided in two parts: individual and organizational.

**A. Individual Strategies:** Under individual strategies, employees take personal responsibilities for reducing their respective stress. They try to prevent the stress as well as to reduce the stress. They may request for job transfers, find alternative employment, request for an early retirement, take tours and resort to physical exercise. Individual strategies are:

1. Time Management - To do list, Action programmes, effective scheduling, Personal goal setting, achieve much more with the same efforts.
2. Physical exercise - Physical Relaxation Techniques, Yoga, meditation, Anger Management, get enough sleep.
3. Behaviour Sell Control - optimism, learn to forgive, Keep sense of humor, connect with others, Avoid people who are a source of stress, learn to compromise.

4. Information Skills - Fully aware with the events occurring in surroundings.

5. Communication Skills - Helping people understand each other, better public speaking and presentation, effective e-mail, win-2 negotiation.

6. Organizational Strategies - It includes the way and means attached with the organizational structure, goal setting, designing and redesigning of Jobs, improved communication and employees participation. Organizational stressor are categorized in terms of corporate policies, physical condition organizational structure, process and functions which are focused for developing organisational strategies. Each and every stressor is worked out to eliminate organizational stress.

1. Goal setting and job designing - Clear and realistic goals, specific and challenging goals, task identity, task significance, autonomy and feedback.

2. Reducing Conflicts - Reduce functional conflicts and role defining.

3. Career planning - Training and career development, joint efforts of employees as well as employers for career planning, self assessment and self-understanding.

4. Creating healthy climate - Successful delegation, mentoring, balancing task and people oriented leadership, use of Adm's equity theory.

5. Providing Counseling - Advice, reassurance, release of emotional tension, SWOT analysis, clarified thinking and reorientation.

All these strategies or a combination thereof should be applied to make the work environment less stressful to a level, which is positive and challenging.

## **RESEARCH PROBLEM**

In the recent past there is mushroom growth of private unaided self financed professional colleges running the courses of management (M.B.A, Hotel Management and Tourism Management), computer and Information Technology (M.C.A), Medical (pharmacy) Education (B.Ed., D.Ed., M.Ed) etc. This growth is all over India. The northern part of the country has experienced it very recently. This growth has provided an opportunity to the students to excel in different fields but serious allegations have also leveled against such institutions on count of financial improprieties and exploitation of faculty members of paying them less than they deserve and asking them to work overtime without overtime payments. This all has created lot of problems for the faculty members. They are the victims of the stresses and facing various types of disorders. Gone are the days when teaching was considered a mission and noblest profession. These days such type of

institutions is run on corporate style and pattern where the employees are supposed to be on duty round the clock.

Considering their involvement and returns, it seems there is no relationship between the two. Thus, level of stress and job dissatisfaction is increasing.

### **OBJECTIVES**

- To find out relationship or effects of stress on job-satisfaction, motivation, morale, performance of employees.
- To ascertain the disorders on count of health and psychology.
- To judge the impact of such stress on their work place and family set-ups and society.
- To suggest certain measures to overcome such stresses so that there can be effective stress management.
- To suggest various steps to reduce organizational complexities to reduce stress.

### **HYPOTHESIS**

There is no significance difference in the management of stress strategies followed by faculty members in AICTE approved colleges in Haryana.

### **SAMPLING**

The study is based on AICTE approved college in Haryana. According to 2001 census, the population of Haryana is approximately 2 crores. The total number of non-aided colleges approved by AICTE in Haryana is 173 for such a huge population sample size should be fairly large. Requirement of in-depth study in combination with a huge population size forced the researcher to define sample size.

**Table 1: Districts in different divisions**

<b>Divisions</b>	<b>Districts</b>
HISAR	Hisar, Bhiwani, Sirsa, Fatehabad, and Jind
AMBALA	Ambala, Panchkula, Kaithal, Kurusshetra, Yamuna Nagar
ROHTAK	Rohtak, Jhajjar, Sonapat, Panipat, Karnal
GURGAON	Gurgaon, Faridabad, Rewari, Mahendergah, Mewat, Palwal

**Source:- Abstract of Haryana 2010-11**

Four districts have been selected from each division depending upon number of AICTE approved colleges in these districts. From Hisar Division Hisar, Bhiwani Sirsa and Jind districts selected. Ambala, Kaithal, Kurukshetra and Yamuna Nagar has been selected from Ambala Division. Rohtak, Sonapat, Panipat, Karnal districts has been chosen from Rohtak Division. From Gurgaon Division, Gurgaon, Faridabad, Rewari, Palwal District has been selected.

**Table 2: Total respondents in AICTE approved colleges in Haryana**

Gender	Engg. Colleges		Mgt. Institutions		M.C.A Institutions		Polytechnics		Pharmacy Colleges		other		Total	
	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%	Res.	%
Male	62	25	40	16	42	17	59	24	30	13	12	5	245	100
Female	60	24	32	13	57	22	50	20	31	12	25	10	255	100
Total	122	24	72	14	99	20	109	22	61	12	37	8	500	100

Source: Primary Data

**DATA ANALYSIS**

$$t\text{-value} = \frac{\text{Deviation from the population parameter}}{\text{standard error of the Sample statistic.}}$$

The calculated value of t is compared with the table value of t for the given degree of freedom at certain specified level of significance. The strength of prediction of a population parameter from a sample statistics is increased, as the number of independent variables or the degree of freedom is increased. **T-test** is considered as an appropriate test for judging the significance of difference between for the samples. **T-test** was calculated for the sample data, at 5 % level of significance with degree of freedom.

**Degree of freedom :** The number of degree of freedom, usually denoted by the Greek symbol  $\nu$  (read as nu) can be interpreted as the number of useful items of information generated by a sample of given size with respect to the estimation of a given population parameter. The number of degree of freedom, in general, is the total number of observation minus the number of independent constraints imposed on the observations.

For this study the value of degree of freedom is calculated as follow:

$$V = n_1 + n_2 - 2$$

The t-table is the probability integral of t-distribution. It gives over a range of values of v (degree of freedom) and different levels of significance. By selecting a particular degrees of freedom and level of significance, we determine the tabular value of t. If our computed t-value is greater than table value, we reject the null hypothesis and if our computed t-value is smaller than table value we accept the null hypothesis.

### **JOB STRESS MANAGEMENT**

Though stress has become an inevitable part of our social functioning, it may not be considered as totally uncontrollable and unmanageable. It can be prevented, dealt with and effectively managed to a considerable extent, through planned efforts. Stresses of job life can be conveniently managed, to a large extent, at different stages of their operation through various individuals (cognitive – behavioural) and organisational interventions. It would be the best and most convenient part of stress management if the focal person himself could prevent or moderate his stresses and consequent strains by adopting certain specific cognitive and behavioural strategies without depending on others. The employee can develop, through self learning or training, the stress – resistant cognitive strategies to prevent, mitigate or effectively cope with the situations of job stress. Though it is a difficult task, yet not totally beyond the capability of the individual. (**Lazarus and Associates, 1965**) have suggested ‘intellectualization, rationalisation isolation and denial as effective cognitive – \*coping strategies’. Though denial and isolation may not be considered as very healthy coping strategies wherein individual denies the stressfulness of the situation and adopt a detached attitude towards the situations of stress and threat, this cognitive strategy may be quite appropriate when the situation of stress is total beyond the control and coping capacity of the focal person. Various techniques used by female and male faculty for managing stress are being analyzed here. These statements are:

MS-1: Talk to others, MS-2: Avoid the company of people, MS-3: Sleep more than usual, MS-4: Try to feel better by smoking, MS-5: Try to feel better by alcohol, MS-6: Try to feel better by drugs or medication. MS-7: Try to think better side of things. MS-8: Jogging or doing other exercises, MS-9: Pray or seek spiritual help, MS-10: Relax by doing something enjoyable, MS-11: Balance Yourself, MS-12: Wishing the situation to go away or somehow be finished, MS-13: Proceed on leave, MS-14: Try to balance more efficient by owing higher responsibilities, MS-15: Do not use your main talents in your role, MS-

16: By counselling yourself in problem solving, MS-17: Join some social organization to interact with different people informally.

**Table 3: Testing of significance of difference between males and females**

Group Statistics							
GENDER		N	Mean	Std. Deviation	t-value	df	p-value
MS-1	(Female)	255	1.80	.401	-1.465	498	.143
	(Male)	245	1.75	.437			
MS-2	(Female)	255	4.25	.437	-1.465	498	.143
	(Male)	245	4.20	.401			
MS-3	(Female)	255	3.20	.401	-1.465	498	.143
	(Male)	245	3.25	.437			
MS-4	(Female)	255	5.00	.000	20.138	498	.000
	(Male)	245	3.84	.904			
MS-5	(Female)	255	5.00	.000	15.684	498	.000
	(Male)	245	4.00	1.002			
MS-6	(Female)	255	2.75	.437	-1.465	498	.143
	(Male)	245	2.80	.401			
MS-7	(Female)	255	2.00	.000 <sup>a</sup>			
	(Male)	245	2.00	.000 <sup>a</sup>			
MS-8	(Female)	255	2.32	.903	4.989	498	.000
	(Male)	245	2.78	1.140			
MS-9	(Female)	255	1.25	.437	1.465	498	.143
	(Male)	245	1.20	.401			
MS-10	(Female)	255	1.36	.481	5.938	498	.000
	(Male)	245	1.14	.346			
MS-11	(Female)	255	1.82	.389	7.903	498	.000
	(Male)	245	1.50	.501			

MS-12	(Female)	255	2.20	.401	1.189	498	.143
	(Male)	245	2.16	.367			
MS-13	(Female)	255	2.20	.401	1.189	498	.235
	(Male)	245	2.16	.367			
MS-14	(Female)	255	2.15	1.019	.310	498	MS-14
	(Male)	245	2.12	.909			
MS-15	(Female)	255	3.89	.992	6.817	498	MS-15
	(Male)	245	3.20	1.252			
MS-16	(Female)	255	3.99	1.050	8.552	498	MS-16
	(Male)	245	3.13	1.185			
MS-17	(Female)	255	2.82	1.053	4.412	498	MS-17
	(Male)	245	.22	.970			

**Source: Primary data**

t cannot be computed because the standard deviations of both groups are 0.

As per (Sharma, 1996) it is the quality of human factors alone that ensure effective management of stress environment of 21<sup>st</sup> century. The technological revolution would present the explosion of knowledge, job, skills and abilities thereby demanding environment in the quality of manpower potentialities characterized by discrimination, ability, greater sensitivity and better adjustability.

Management of stress is very important for an individual. There are various techniques for managing stress. Some people prefer jogging and other exercises while others talking and sleeping and many more. Table-3 depicts mean, standard deviation, t-statistics and p-value for the testing the significance of difference in management of stress between females and males w.r.t. 17 statements i.e. MS-1 to MS-17 stating information that how females as well as males manage their stress by using various techniques. Analysis of MS-3, MS-4, MS-5, MS-6, MS-8, MS-17 statements reveals that males mostly manage their stress by using techniques like try to feel better by drugs or medication, reduce stress level by smoking or alcohol, sleep more, join some organisations as compared to females because mean is more in case of males as compared to females. In the recent years meditation, yoga and other forms of relaxation training have received a great deal of popular attention. During interaction with the respondents it was observed that for

deep physiological rest male faculty members are using yoga and meditation, as female faculty members spares less time for it. Table 6.2 reveals the statistical values of various stress management techniques being used by the faculty members on the basis of family units i.e. nuclear families and joint families.

**Table 4: Testing of significance of difference between persons related with nuclear families and joint families**

Group Statistics		N	Mean	Std. Deviation	t-value	df	p-value
MS-1	Nuclear	264	1.84	.370	3.670	498	.000
	Joint	236	1.70	.460			
MS-2	Nuclear	264	4.16	.370	-3.670	498	.000
	Joint	236	4.30	.460			
MS-3	Nuclear	264	3.16	.370	-3.670	498	.000
	Joint	236	3.30	.460			
MS-4	Nuclear	264	4.36	.892	-1.839	498	.001
	Joint	236	4.50	.817			
MS-5	Nuclear	264	4.58	.813	-1.897	498	.000
	Joint	236	4.44	.900			
MS-6	Nuclear	264	2.84	.370	3.670	498	.000
	Joint	236	2.70	.460			
MS-7	Nuclear	264	2.00	.000 <sup>a</sup>			
	Joint	236	2.00	.000 <sup>a</sup>			
MS-8	Nuclear	264	2.53	1.071	-.401	498	.360
	Joint	236	2.57	1.039			
MS-9	Nuclear	264	1.16	.370	-3.670	498	.000
	Joint	236	1.30	.460			
MS-10	Nuclear	264	1.27	.446	1.132	498	.024
	Joint	236	1.23	.421			

MS-11	Nuclear	264	1.61	.489	-2.526	498	.000
	Joint	236	1.72	.452			
MS-12	Nuclear	264	2.17	.380	-.354	498	.480
	Joint	236	2.19	.390			
MS-13	Nuclear	264	2.17	.380	-.354	498	.480
	Joint	236	2.19	.390			
MS-14	Nuclear	264	2.19	.910	1.314	498	MS-14
	Joint	236	2.07	1.023			
MS-15	Nuclear	264	3.38	1.161	-3.355	498	MS-15
	Joint	236	3.73	1.171			
MS-16	Nuclear	264	3.49	1.258	-1.585	498	MS-16
	Joint	236	3.66	1.120			
MS-17	Nuclear	264	2.96	1.044	-1.417	498	MS-17
	Joint	236	3.09	1.013			

**Source: Primary data**

t cannot be computed because the standard deviations of both groups are 0.

Table-4 depicts mean, standard deviation, t-statistics and p-value for the testing the significance of difference in management of stress between persons related with nuclear families and joint families w.r.t. 17 statements i.e. MS-1 to MS-17 stating information that how faculty members having different family status manage their stress by using various techniques. Analysis of MS-1, MS-5, MS-6, MS-10 and MS-14 statements reveals that persons related with nuclear families mostly manage their stress by using techniques of talk to others and try to feel better by drugs or medication as compared to joint families, relaxing by doing something enjoyable, try to balance more efficient by owing higher responsibilities because mean is more in case of persons related with nuclear families. But the analysis of MS-2, MS-3, MS-4, MS-8, MS-9, MS-11, MS-12, MS-13, MS-15, MS-16 and MS-17 statements reveals that persons related with joint families often manage their stress by using techniques like sleeping more, Jogging or doing other exercises, by praying or seeking spiritual help, balancing themselves, wishing the situation to go away or somehow be finished, proceeding on leave, do not using their main talents in their role, by

counselling yourself in problem solving, joining some social organization to interact with different people informally as compared to males because by statically mean is more in case of females as compared to males.

**Table 5: Testing of significance of difference between assistant and associate professors**

Group Statistics							
Designation		N	Mean	Std. Deviation	t-value	df	p-value
MS-1	Assist Prof.	433	1.76	.428	-1.877	498	.063
	Assoc. Prof.	67	1.85	.359			
MS-2	Assist Prof.	433	4.24	.428	1.877	498	.063
	Assoc. Prof.	67	4.15	.359			
MS-3	Assist Prof.	433	3.24	.428	1.877	498	.063
	Assoc. Prof.	67	3.15	.359			
MS-4	Assist Prof.	433	4.46	.846	1.842	498	.069
	Assoc. Prof.	67	4.24	.923			
MS-5	Assist Prof.	433	4.53	.847	1.552	498	.124
	Assoc. Prof.	67	4.34	.946			
MS-6	Assist Prof.	433	2.85	.359	-1.877	498	.063
	Assoc. Prof.	67	2.76	.428			
MS-7	Assist Prof.	433	2.00	.000 <sup>a</sup>			
	Assoc. Prof.	67	2.00	.000 <sup>a</sup>			
MS-8	Assist Prof.	433	2.59	1.051	1.869	498	.062
	Assoc. Prof.	67	2.33	1.064			
MS-9	Assist Prof.	433	1.24	.428	1.877	498	.063
	Assoc. Prof.	67	1.15	.359			
MS-10	Assist Prof.	433	1.26	.438	.871	498	.384
	Assoc. Prof.	67	1.21	.410			

MS-11	Assist Prof.	433	1.67	.471	1.169	498	.243
	Assoc. Prof.	67	1.60	.494			
MS-12	Assist Prof.	433	2.17	.377	-1.223	498	.225
	Assoc. Prof.	67	2.24	.430			
MS-13	Assist Prof.	433	2.17	.377	-1.223	498	.225
	Assoc. Prof.	67	2.24	.430			
MS-14	Assist Prof.	433	2.10	.957	-1.793	498	.074
	Assoc. Prof.	67	2.33	1.006			
MS-15	Assist Prof.	433	3.58	1.178	1.531	498	.126
	Assoc. Prof.	67	3.34	1.162			
MS-16	Assist Prof.	433	3.60	1.192	1.243	498	.214
	Assoc. Prof.	67	3.40	1.219			
MS-17	Assist Prof.	433	3.01	1.008	-.417	498	.677
	Assoc. Prof.	67	3.07	1.172			

**Source: Primary data**

t cannot be computed because the standard deviations of both groups are 0.

During the interaction with the respondents it was observed that Assistant as well as associate professors said that they analysed the stress producing situation and decided what was and what was not worth worrying about. About 70% of the survey participants said that they tried to recognise signs of stress in themselves and to be aware of what situations induced stress.

Table-5 depicts mean, standard deviation, t-statistics and p-value for the testing the significance of difference in management of stress between assistant professors and associate professors w.r.t. 17 statements i.e. MS-1 to MS-17 stating information that how assistant professors as well as associate professors manage their stress by using various techniques. Analysis of MS-2, MS-3, MS-4, MS-5, MS-6, MS-8, MS-9, MS-10, MS-11, MS-15 and MS-16 statements reveals that assistant professors mostly manage their stress by using techniques of avoiding the company of people, sleeping more, try to feel better by smoking, alcohol, doing Jogging or other exercises, by praying or seeking spiritual help,

relaxing by doing something enjoyable, balancing themselves, do not using their main talents in their role, by counseling yourself in problem solving as compared to associate professors because mean is more in case of assistant professors as compared to associate professors table also shows that assistant professors remains proactive than reactive by asking for information from superiors and colleagues. Moreover, better time management skills, self-delegation and abilities to set priorities help to reduce stress. Assistant professors also use problem-solving strategies to avoid stress. This strategy helps in analyzing and solves various issues. During the interview with the respondents, Assistant professor mentioned that through problem solving technique they put emphasis on root-causes of problems and avoid looking for temporary solutions which work only in short term. The problem solving technique focuses upon (a) Brainstorming (b) Pareto analysis (c) SWOT analysis (d) Problem re-statement technique. The respondents during the interaction with the researcher admitted that they do SWOT analysis frequently to reduce the level of stress.

### **Conclusions and Suggestions-**

Individuals and organisations cannot remain in a continuous state of tension. A deliberate and conscious strategy should be adopted to deal with stress. To the extent these and related steps are implemented, the level of stress within an organisation can be substantially reduced with all the benefits in terms of performance, improved job satisfaction and better personal health this can yield. As we know, in real life, occupational stress is an inevitable phenomenon and it exists in all kinds of occupation although it varies in degree and extent. If teachers stress is left unresolved, it will have substantial negative impacts on teachers' physical and mental health. Worst still, this will accelerate the turnover rate of teachers and aggravate the problem of teacher shortage. The whole educational system will be impaired and inefficiency will ensue. In view of all the possible adverse consequences of teachers stress. Certain measure must be undertaken to alleviate teachers stress and strain in order to enhance their enthusiasm in teaching.

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