A Study on Causes of Stress among Teachers and Its Effect on the Academic Performance at Schools in Nairobi, Kenya.

Abstract

Stress significantly affects performance in terms of psychology, physiology, and academic achievement. The majority of research that has been done and published on the effects of stress on teachers has focused either on social ties in the classroom or on family dynamics. This essay's main objective was to raise awareness of the pervasive which often ignored problem of "stress" and how it affects teachers in schools. During research, the study involved 300 secondary teachers to evaluate the physiological responses to stress and how their work performance is affected, school relations, attitude and relationship among individuals. To arrive at the conclusion, the study used correlation approaches, regression analysis and descriptive analysis. The internal consistency of the questionnaire survey and reliability of the scale employed was assessed by the reliability static Cronbach's alpha. The study found that work stress 'occupational stress' and job security to be specific was the main stress factor and contributed to moderate impact on teacher's performance in school. The response of the teachers to physiological stressors has mild effects. Some teacher develops long-term high blood pressure and diabetes due to stress factor. The researcher sought permission from the Ethics and Review Committee at Pwani University NACOSTI who accredited ethics certificate permit to carry on with research within the schools in Nairobi-County. The researcher also sought a permit from the Ministry of Education director office of Nairobi. The results were stressors had no correlation with performance, but the r-value-0.22 job-related stress has a negative impact on performance at a medium level. There is no correlation (r=-0.13) between overall stress (as determined by four stress indicators) and performance. The variance in performance in overall stress, B-value -0.02 which shows that performance increases by 0.02 units for every unit decrease in overall stress.

Keywords: Job-related stress, Individual related stress, performance, Cronbach's alpha, stress

Introduction

Stress as a notion has a history that goes back to ancient times. The word for hardship, strain, adversity, or misfortune comes from the Latin word "Stringer." A major worry for workers and other stakeholders in businesses has been occupational stress. Stress is the body's general reaction to a demand made of it (Abonyo, 2020). When someone feels that their personal and social resources are being depleted more quickly than they can be used, they may suffer stress (Akanji, 2015). Internal conflicts are brought on by a variety of external circumstances that cause nervous strain (Gustems, Calderón, Calderón, 2019). According to Cooper and Cartwright (Bayerm, 2022), occupational stress is a significant issue at many learning institutions. In several today's institutions, the expense of work place stress is substantial. As per the research of

Midgley (Beavon, 2013) and the International Labor Organization (ILO), inefficiencies resulting from stress at work can account for as much as 10 percent of a nation's gross domestic product (GNP). According to Birtwell, Williams, Marwijk, Armitage & Sheffield (2019) job stress is the sense of a mismatch between environmental expectations (stressors) and a person's capacity to meet these needs.

The reasons for job stress, according to Agbogun and Ehiuedu (2022) is feeling as though individual's job and security are being lost, sitting for extended periods or doing heavy lifting, a lack of safety, the complexity of repetitive tasks, and a lack of autonomy in one's line of work. Lack of supplies and equipment is another factor that contributes to employee stress at work. Other factors such as work schedules that require overtime or late hours as well as organizational culture are also thought to have a role in the contribution of stress (Keari et al., 2024). Workplace stress is frequently accompanied by high employee discontent, job mobility, burnout, subpar work output, and ineffective interpersonal relationships (Atlindag, 2020).

Similar arguments were made by Johnson (Ehiuedu & Obi, 2022), who stated that treatments such as recognizing or determining the indicators of stress, identifying the signals' potential causes, and proposing potential remedies for each sign of stress are necessary. Stress is the adaptive response that a person responds an external circumstance, which can cause behavioral, mental, and physical changes. There are four main sources of stress, according to (Giao, Vuong and Tushar, 2020) the surroundings, social stressors, the body, and the mind.

The modern world is more stressful because of urbanization and globalization, which lead to fierce rivalry. Modern life is unavoidably stressful; for most workers, the workplace has turned into a volatile stress factory, and this era is appropriately dubbed the "age of anxiety." While stress can be detrimental to humans in a variety of ways, not all pressures are harmful. (Omwenga & Kayusi, 2024). An appropriate level of stress can really awaken a person's passion for work, unlock hidden talents, and even spark creative ideas. According to Gibbons, 2021) stress is a dynamic state that arises when a person is presented with a chance, demand, or resource that is connected to their desired end but for which they believe the conclusion is both unclear and significant.

Through behavioral, emotional, cognitive, and psychological elements, psychological stressors have an impact on one's health (Bennet and Dorjee, 2016). Negative relationships and typical sources of stress include role ambiguity, role overload, role conflict, and demanding work

environments (Boss & Mancini, 2017). The nature of an employee's work is another source of stress, and people who are assigned work related to their field are better equipped to handle stress than people assigned work unrelated to their field (Gilboa, Shirom, Fried, Cooper, 2008). Stress in an organizations or institutions is characterized as a mismatch between an individual's strengths and skills and the demands of their work, as well as a mismatch in terms of an individual's needs not being met by their workplace. According to Marlene & Carlos (2017), occupational stress refers to external stressors or environmental issues such as work overload, role conflict, role ambiguity, and unfavorable working conditions related to a certain job. Stress is the body's general reaction to a demand made of it (Meteke & Onuorah, 2022). When someone feels that their personal and social resources are being depleted more quickly than they can be used, they may suffer from stress. According to Better Health Channel (2020), internal conflicts are brought on by a different external circumstance that cause nervous strain.

Literature Review

Obaro, Onuorah, Evesi and Ehiuedu (2022), brought the idea of stress to the field of biological sciences. According to Ogah (2020), there are two role systems: the role space and the role set. The expectations of key roles are shaped by the dynamic interplay between the self and the different roles that an individual occupies such as the role space and role set (Omwenga & W, 2024). The person who represents the pattern of relationship between the function under consideration and other roles which depends on the circumstances causes a great deal of stress (Tang & Vandenberghr, 2016) distinguished 10 categories of organizational and institutional role stressors, hence initiating the field of role stress research. Many people believe that the General Adaptation Syndrome provides a thorough explanation of the stress phenomenon (Birtwell, Williams, Marwijk, H., Armitage & Sheffield, 2019).

Regarding stress and its consequences, several hypotheses have been put forth. Despite of a person's actual career choice, Stillwell, Vermeesch & Scott (2017) outlined six employment roles that they felt were stressful. The concept of Role Overload (RO) pertains to the degree to which an individual's employment expectations surpass their personal and workplace resources, as well as their ability to complete tasks (Stomff, 2014 & Towler, 2020). An employee suffering from role overload may get irate and frustrated with those they perceive to be the cause of their job overload (World Health Organization [W.H.O.], 2020). Physiological arousal measurements were found to correlate with both the impression of exertion and declines in cognitive performance,

according to Krausman, Crowell, and Wilson (Brown, 2021).

Researchers studying memory performance have found that anxiety is the most prevalent stressor (Yang & Cho, 2019). It is commonly known that this stressor negatively impacts working memory (Odita, Ehiedu & Kifordu, 2020). Additionally, people with high levels of anxiety are also known to process different parts of mathematical functions more slowly and deliberately and it has been discovered that time constraints impair performance in several cognitive domains (Yeboah, Tawiah & Ashie, 2018).

A variety of performance domains have been found to suffer when under time pressure, including visual search behavior, vigilance and attention processes, judgment and decision-making (Odita, Ehiedu & Kifordu, 2020; Yeboah, Tawiah & Ashie, 2018), memory recall strategies (Odita, Ehiedu & Kifordu, 2020; Tang & Vandenberghr, 2016) and subjects' self-rating of performance (Kifordu, 2020). In addition to a decreased ability to work, weariness may also result in impairments to attention, perception, decision-making, and skill performance, according to (Yeboah, 2018). Simply expressed, fatigue could be defined as experiencing feelings of exhaustion, drowsiness, or fatigue (Ogah, 2020).

Workers who had two supervisors whom they perceived differently while working in the same workplace were found to have significant negative health impacts by Cozzolino, Girelli, Vivo, Limone & Celia, 2020). According to some research, working under a supervisor who is well-liked can lower blood pressure and reduce the risk of cardiovascular disease. Problematic work characteristics have also been linked to bullying and severe supervision (Cheung, 2016).

According to Yang & Cho (2019) conducted a thorough review of the literature on bullying on behalf of the Health Safety Laboratory and found that numerous studies have found significant associations between bullying experiences and psychological strain (such as depression, anxiety, and suicidal thoughts), physical strain (such as chronic fatigue, sleep difficulties, and stomach problems), and absence from work due to illness. The cardiovascular system may suffer harm from recurrent episodes of emotional distress, such as depression, anxiety, and anger (Cozzolino, Girelli, Vivo, Limone & Celia, 2020).

Research question

What were the primary causes of stress and how do they affect the effectiveness of teachers in the classroom?

Objectives

i. To determine the origins of teacher stress and how it affects their ability to function at work.

ii. Assessing management skills to manage and lessen stress in the classroom.

iii. To evaluate the physiological response to work-related stress.

Data Collection

Sample size

Inferential statistics was used to extrapolate findings from the sample to the population, where the sample is a subset of the total population (Furlong, 2000). A 300-person sample size was chosen, and the study incorporated information from 289 teachers. To calculate the sample size for the study, Yamane's (1967) [46] simple formula was used and corrected to proportion.
The following formula (CDCEP, 2019, Hussey [43]) was used to determine the necessary sample size.

$$S=Z^2P\ (1-P)/D^2$$

S= The needed sample size at the 95% confidence level
P is the factor's prevalence (5% in this example, self-referrals to the institution); (Cortina, Sodha, Fazel & Ramchandani, 1990).
D= Error allowance (3%)

Response	Frequency	Percentage
Female	196	67.8
Male	93	32.2
Total	289	100

Table 1. *Demographic samples*

Age percentage	Sample size	
20-29	33	11.4
30-34	59	20.4

35-39	61	21.1
40-44	48	16.6
Above 45	88	30.5

Table 2. *Sample* description

Research instruments

A systematic, undisguised questionnaire served as the major source of primary data gathering for the study. The questionnaire was broken up into sections. In the first, the respondent's personal information and background were gathered. The instructors' stress levels, the effect of stress on their performance, and the teachers' physiological characteristics were all determined using the questionnaire's Section II.

There are 45 questions in this section covering the five aspects of stress: performance, school-related variables, work-related factors, individual factors, and physiological factors (stress response). Selecting the best "top-of-the-mind" response for every statement was asked of the responders. All 45 questions were combined methodically to measure each variable.

Reliability test of the questionnaire

In this study, a Likert-type scale comprising items 1–5 was utilized, where 1 denotes strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree. By analyzing how each item in the instrument connected to the entire instrument, the reliability statistic Cronbach's alpha coefficient value was determined for the instrument's internal consistency (Daniel & Santeli, 2020). Thirty teachers served as the pilot group for this instrument's testing. They were instructed to complete the 40 questions and choose the correct response on a 5-point Likert scale.

The Cronbach's alpha was determined to be 84 after their replies from the pilot study were analyzed using the SAS tool, indicating a strong internal consistency. Subsequently, 289 teachers employed the same tool. The questionnaire's total Cronbach's alpha, which included 45 items, was 0.93; the rise was a result of eliminating the questions with low C-alpha values. Table 3 shows how the questions were distributed and the stress level. The dependent variable's rating and degree for each variable are displayed in Table 4.

Questions range	Stress factor
1-9	Individual factors
10-19	School factors

20-29	Physiological factors (reactions to stress)
30-39	Job-related factors
40-45	Performance

Table 3*. Distribution of questionnaires*

Total rating range of mean value variable	Level of influence of the variable on the dependent
$1 \leq x_1 \leq 2.5$	Low level
$2.5 \leq x_1 \leq 3.5$	Medium Level
$3.5 \leq x_1 \leq 5.0$	High level

Table 4. *Rating of the scale*

X1: The average stress connected to the work

X2: The average stress associated to the organization

X3: Individual-related Stress Mean

X4: Stress Mean Associated with Physiology

The dispersion, central tendency, and measures of variability for the analysis were measured using the Statistical Analytical System (SAS) and additional statistical tools. Regression analysis was also performed to characterize the nature of the relationship between the variables, and correlation analysis is also used in the study to determine whether a change in the value of one variable is accompanied by a change in the value of another variable.

Data Analysis

Karl Pearson's correlation coefficient was determined to assess the strength of the association between stressors and performance, and Cronbach's alpha coefficient was utilized to evaluate the dependability of each variable. Regression analysis was employed in order to quantify the cause-and-effect relationship between stress factors and performance.

Results and discussion of the study

The primary data collected through a questionnaire was analyzed based on the 18 criteria in order to determine the number of stressors associated to the job, the organization, the individual, and the body (response to stress) and how it affected performance. Organizational stress variables include control/delegation, organizational climate, and organizational design; job-related stress factors include task overload, time constraints, role conflict, role ambiguity, and role overload. Stress elements associated to an individual include income level, financial limits, competing demands, career advancement, and job stability.

Anxiety and profuse perspiration, difficulty feeling relaxed, chronic pain or muscle discomfort (back, neck, etc.), bloating or upset stomach, and shortness of breath are among the physiological factors that respond to stress that are taken into account for assessment. Apathy/loss of interest in work, low morale, reduced productivity, bad work relations, and absenteeism were used to gauge performance. From Table 3's results, it can be seen that the goal of identifying the cause and degree of stress is met. It also shows that stress is present among Institute personnel and has a moderate impact on their performance.

For each variable, the mean, standard deviation, standard error, and percentages were computed using the information gathered from the 200 respondents. The mean is comparatively close to the true mean of the entire population, as indicated by the overall SE of 0.06, which is quite tiny.

	Stress	**Mean**	**SD**	**SE**	**Level of stress as per decision rule**
1	Job related stress	3.21	0.99	0.04	Medium
2	Organizational related stress	2.56	0.81	0.08	Medium
3	Individual related stress	3.68	0.89	0.06	Medium
4	Physiological (reaction to stress)	3.24	0.93	0.07	Medium
	Stress	3.23	0.86	0.08	Medium

Table 5. *Mean values of stress*

A medium level of stress is indicated by the overall mean value of stress and the mean values for each of the four dimensions. These values fall within the range $2.5 \leq x1 \leq 3.5$, which has an impact on the performance of the personnel at the institute. Stress at work is a little bit higher than stress caused by other variables at the institute.

Level of stress among teachers

The findings of the stress and stressors associated with the job, the organization, the individual, and the body. The decision rule classified the mean values of all four types of stress as medium-level stress since they fell below 3.5 and within the range of $2.5 \leq x1 \leq 3.5$. The mean values of the four types of stress ranged from 2.81 to 3.24. However, the performance of the dependent variable shows an overall mean value of 2.06, which is within the low-level range. The degree of influence of every variable will also be noted based on Table 6.

Variables	**Mean**	**SD**	**SE**
1 Work overload	3.33	1.11	0.10

2	Time pressures	3.31	0.96	0.10
3	Role conflict	3.37	0.87	0.99
4	Role Ambiguity	3.07	0.87	0.12
5	Role overload	3.15	0.79	0.81
Job-related stress		3.22	0.79	0.05
1	Control/delegation	3.15	0.88	0.14
2	Organizational environments	2.79	0.92	0.09
3	Organizational Design	2.49	0.89	0.09
Organizational related stress		2.71	0.92	0.89
1	Income level	2.84	0.96	0.91
2	Financial constraints	2.49	0.98	0.98
3	Conflicting demands	3.38	0.94	0.10
4	Career development	3.24	0.95	0.06
5	Job security	3.99	0.78	0.08
Individual related stress		3.34	0.84	0.08
1	Nervousness and excessive sweating	2.86	0.89	0.06
2	Hard-time feeling relaxed	3.33	0.96	0.09
3	Chronic pain/muscle pain (back, neck. etc.)	3.56	1.11	0.11
4	Bloating/stomach upset	2.79	0.98	0.10
5	Short of breath ness	2.09	1.13	0.11
Physiological factors (reaction to stress)		3.12	0.97	0.06
1	Absenteeism	2.90	0.69	0.06
2	Poor-work relations	1.89	0.51	0.04
3	Reduced productivities	2.44	0.66	0.08
4	Low Morale	2.46	0.66	0.07
5	Apathy/Loss of interest in work	2.00	0.74	0.04
Performance		2.29	0.53	0.04

Table 6. *Level of stress and their stressors*

A correlation analysis was conducted to determine how the four dimensions of stress job, organizational, individual, and physiological correlate. Table 6 shows that the mean values of these dimensions are at a medium level, while performance is at a low level. The goal of determining the relationship between the variables is satisfied by the information in Table 7 about the relationships between the performance and stress dimensions.

Factor	job related	Organizational related	Individual related	Physiological related	Performance

	factor				
Job related	1	0.40**	0.32**	0.35**	-0.28*
Organizational related		1	0.40**	0.19NS	-0.11NS
Individual related			1	0.25**	0.09NS
Physiological related				1	-0.15 NS
Performance					1
Overall stress	-0.16 NS				

**Correlation is significant at prob < 0.01; * significant at prob<0.05NS: Not significant at prob >= 0.05

Source: Survey data

Table 7. *Correlation between variables*

The other stressors had no correlation with performance, but the r-value-0.22 job-related stress has a negative impact on performance at a medium level. There is no correlation (r=-0.13) between overall stress (as determined by four stress indicators) and performance. The institute's success in general and job security in particular are greatly impacted by issues connected to the work. The variance in performance can be explained by the overall stress, as shown by the B-value -0.02 in Table 8, which shows that performance increases by 0.02 units for every unit decrease in overall stress.

Model	Unstandardized Coefficients		Standardized coefficients	T	Sig.
	B	Std Error	Beta		
Constant stress	10.047	1.62		6.460	
	-0.02	0.017	-0.13	-1.26	0.21

Table 8. *Coefficients*

In order to test the hypothesis and determine the variable's contribution to the variation in the dependent variable, a linear regression is calculated as follows.

Variables	Coefficient			
Mode 1	Unstandardized coefficients	Standardized coefficients	T	Sig

	B	Std error	Beta	
1 (Constant)	10.11	1.71		7.11
0.0001				
Physiological related	-0.06	0.041	-0.29	-2.4
0.04				
Individual related	-0.04	0.06	-0.05	-0.32
0.81				
Job-related	0.03	0.07	0.09	0.71
0.57				
Organizational related	0.06	0.07	0.08	0.86
0.46				
2 (Constant)	11.13	1.66		7.21
0.0001				
Physiological related	-0.07	0.02	-0.28	-2.29
0.03				
Individual related	0.03	0.04	0.08	0.61
0.57				
Job-related	0.04	0.07	0.10	0.87
0.45				
3 (Constant)	9.78	1.4		8.24
0.0001				
Physiological related	-0.07	0.05	-0.25	-2.44
0.03				
Job-related	0.08	0.07	0.1	0.96
0.31				
4 (Constant)	9.08	1.49		9.15
0.0001				
Job related	-0.09	0.01	-0.18	-2.07
0.02				

Table 9. *Coefficients of the study*

Dependent Variable: performance

Unsatisfactory results were noted in Table 10's introduction of individual, organizational, and physiological stress components. Consequently, it would seem that the three stresses had little bearing on the type and caliber of the employees' performance. When the other three stressors are eliminated, job-related stress factors, however, have a detrimental influence on performance.

Model summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.241[a]	0.06	0.04	1.66
2	0.247[b]	0.06	0.05	1.68
3	0.228[c]	0.07	0.03	1.61
4	0.229[d]	0.04	0.04	1.64

Table 10. *Unsatisfactory results*

[a]Predictors: (constant), job, organizational, individual and physiological

[b]Predictors: (Constant), Job, individual,

Physiological [c]Predictors: (constant), Job,

Physiological [d]Predictors: (Constant), job

related

The multiple regression equation can be represented as follows after removing the stresses associated to organizations, bodies, and individuals.

$Y=a + \beta 1X1 + €$

where X1 is work-related stress and Y is performance. $10.05 + X1(-.07) + €$

Testing of Hypothesis

The findings derived from the average values across all categories indicate that the hypotheses H1, H2, H3, and H4 namely, the relationship between performance and stressors related to the individual, the workplace, the organization, and the body are accepted. Nevertheless, as organizational, individual, and physiological factors have no appreciable influence on performance, the results of correlation and regression analysis did not support H2, H3, or H4. While job-related stressors have a negative and statistically significant impact on employee performance, these factors have little bearing on performance and support hypothesis H1.

Conclusions

It was found from this research study that the overall stress that is indicated by the above stressors has a medium-to-bad effect on performance. The primary issue of the institute's staff is job security. Every variable's value falls between 2.5 and x1 and 3.5, indicating that the institute experiences medium-level stress. The main causes of medium-level stress include job stability, workload, time constraints, and physiological issues including persistent back pain and stress-related panic attacks.

The management of the institute must address these issues by using ergonomics, a profession that applies theory, principles, data, and methods to design to optimize human well-being and overall system performance, to understand the interactions between humans and other elements of a system. Additionally, we have seen that women experience higher levels of stress due to the role conflict that arises from their dual responsibilities of working and taking care of their families at home. The development of appropriate techniques that take into account flexible work schedules, interpersonal relationships, supervision, and employee participation in stress management may be beneficial in assisting employees in managing stress.

Recommendations

Stress is a modern problem that needs to be treated right away because it is a workplace hazard. There is no "one size fits all" approach to stress management because each person still has autonomy over their lifestyle, thoughts, feelings, and approach to problem-solving. In addition to making an effort to alter the stressful circumstance, one should schedule some time to unwind and rejuvenate. Identifying the actual causes of stress is the first step.

Individual management: Among the dangerous ways to momentarily relieve stress include smoking, drinking, taking relaxation medications, binge drinking, getting too much sleep, and having outbursts. Wholesome techniques Walking will quicken your heartbeat and help you decompress. Stress-relieving activities that are continuous, rhythmic, and involve both arm and leg movement are particularly beneficial. Walking, running, swimming, and aerobic classes are excellent options.

It's important to attempt to focus on the body and the sensations that come with movement, both physical and occasionally emotional. By include this mindfulness component in your workout regimen, you'll be able to stop the vicious loop of negative thinking that frequently follows extreme stress.

Engage socially: Some of the quickest, most effective ways to control stress and prevent overreacting to internal or external events that you perceive as threatening are to reach out to a coworker at work, volunteer, have lunch or coffee with a friend, go to the movies or a concert with someone, call or email an old friend, have weekly dinners, and meet new people through social engagements.

Speaking with a person who makes you feel comfortable and understood can soothe your nervous system more than anything else. Your nervous system's perception of safety is based on nonverbal clues that you hear, see, and feel. Saying "no" to unrelated activities will help you avoid needless stress. You should also be aware of your boundaries and abide by them. Tell the difference between what "should" and "musts" and, if at all feasible, say "no" to taking on too much. Steer clear of those who make you anxious, and take charge of your surroundings. Try to change a stressful situation if you are unable to prevent it.

This frequently entails altering the way you interact with people and conduct yourself on a regular basis. Instead of holding your emotions inside, let them out. Be more forceful and respectfully and openly express your concerns if anything or someone is upsetting you. Have a willingness to make concessions. Improve your time management and learn to accept the things you cannot alter. Avoid attempting to manage the unmanageable. See the bright side. Develop your forgiveness.

Apart from consistent exercise, there exist additional wholesome lifestyle options that can enhance your ability to cope with stress.

- Consume a nutritious diet. Eat carefully since your body can handle stress better when it is well-nourished. Start your day off well with breakfast, then maintain your energy and clarity of mind throughout the day with well-balanced, nutrient-dense meals.
- Lower sugar and caffeine intake. Caffeine and sugar generate short-lived "highs" that frequently culminate in a mood and energy collapse. Your mood will improve and your sleep will be better if you cut back on coffee, soft drinks, chocolate, and sugary foods. Steer clear of drugs, alcohol, and cigarettes.
- Make sure you get enough rest. Both your body and mind are nourished by getting enough sleep. Your stress level will rise when you're fatigued because fatigue can lead to illogical thinking.

Organizational level: The management of the company should also be accountable for the stress levels of its workers by implementing coping and stress management initiatives at the institute level. Programs for yoga, meditation, and employee motivation should be introduced by the company. Giving workers autonomy over their work will result in high-quality work and job satisfaction since the worker will make decisions and arrange his tasks to the best of his abilities. Improved methods of communication and encouraging, guidance-focused supervisors who provide staff members enough support can help reduce stress.

The presence of daycare facilities on the office grounds will greatly alleviate the stress on female employees. The issue of stress can be resolved with the help of flexible work schedules, work redesign, suitable training on new technologies, decentralized decision-making, and frequent health examinations. The concerns pertaining to employment, such as job instability, must be resolved amicably. Getting more sleep, eating better, and finding a more fitting work are some common-sense solutions. Since stress is individualized, each person must learn coping mechanisms and modify their eating and lifestyle choices.

Here are some ideas to lessen workplace stress among employees at the organizational level:

i. Create an effective and supportive relationship between employees and peers
ii. Find time every day for detachment and relaxation with family
iii. Take a walk around the office to keep body refreshed and alter
iv. Reduce personal conflict on the job
v. Give more control over the job to employees
vi. Allow participation of the employees across the activities
vii. Implement flexible working hours

Disclaimer (Artificial intelligence)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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