

Multitasking – A Source Of Workplace Stress

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Received: 14 April 2020 Revised and Accepted: 8 August 2020

ABSTRACT

Research Problem: In the present competitive world, the race to reach a better place in the market has become the major aim of every organization. This particular race hassles the employees directly or indirectly in their workplace. In addition to this, the employees are also assigning with multiple tasks to complete within the due time, which in turn creates stress among the employees in their workplace.

Research Objective: So many new implications were introduced in the education sector to improve the quality of education through various modules like outcome-based learnings, etc. by setting some standard criteriatio achieve national level accreditations like NBA, NAAC. Here, this approach towards enhancing the education quality is perfectly acceptable. Still, at the same time, it creates multiple tasks to the teaching group apart from their regular teaching and academic-related works. And now, the researcher makes use of this section as a research objective.

Research Methodology: The present study initiated to measure the role of multitasking in creating various kinds of stress among teachers of select autonomous institutions located in Hyderabad City, Telangana State, through a well-structured questionnaire.

Research Findings: The findings of the statistical results demonstrate that the teachers of varied age groups and designations are opining that they are experiencing a low level of Eustress and a high level of Distress while handling multiple tasks in their workplace.

Keywords: Multi-tasking, workplace, education quality, outcome-based learning.

I. INTRODUCTION – A PRIMER VIEW OF STUDY

The well-known story of the tortoise and the hare portrays a statement that "slow and steady movement will always lead to success." The tortoise won the race because of its commitment towards the completion of the race instead, which tells us that anyone can achieve their success by handling work or a race with a high level of commitment. In the present competitive world, everything is running quite faster in the workplace to achieve success one step before the competent reaches to it. In the same way, the role and responsibilities of employees are also increasing quite rapidly, with no change in the time limit. This provokes the employees' concentration in their work, and sometimes, forcibly (by self or order), they being accepting and completing multiple tasks to reach their targets. In the present working scenario, we have more work less time where we need to complete the multiple tasks in the given limited time, and this makes the individuals handle the multiple tasks at a time and achieve them.

I.1. THE FAIRYTALE OF MULTITASKING

Everyone thinks that 'Multitasking' is a smarter way to complete the works in a scheduled time, but here the fact is that multitaskers may be less efficient. The researchers of *Michigan University*, through their research, found that the employees took a longer time to complete the multiple tasks at a time rather than completing one at a time. In a few observations, 50% of employees handling multiple tasks found to be less efficient. Whereas, in another study, the people handling multitasks face a difficult time to complete the two or more works at a time by considering the relevant work data and ignoring unwanted data in each task. Sometimes, this led to confusion and then converted to stress in their job. A 2009 *Stanford University Study from Clifford Nass* found that the multitaskers were with less organizing skills with multiple tasks, and struggled at switching from one task to another and had a hard time to sort out the relevant and irrelevant details of each job while handling simultaneously. *Bob Schafer, Vice President of research at Lumosity*, said that "Multitasking can hurt efficiency for two reasons, it takes time to switch between the tasks and the process of switching the tasks by gathering individual information can lead to errors and mistakes."

I.2. MULTITASKING AND THE STRESS IN THE EDUCATION INDUSTRY

The present demands in the education industry are almost towards the enhancement of teaching outcomes in terms of students' performance towards handling multiple situations and career demands. Here, every educational institution is concentrating on only one single word called "*Outcome Based Education*." And this can be achieved only through the application of various innovative teaching methodologies in teaching modules and academic activities. To compete in the modern competitive education industry, it has become a mandate for every educational institution to get accreditation by national-level bodies like NAAC & NBA. In the past decade, very few institutions are following this outcome-based education concept equal to the universities. Still, now every college is trying to improve itself by adopting innovative and qualitative teaching methodologies to obtain quality outcomes through students' performance in the pedagogy. This adoption of higher standards in teaching pedagogy has resulted in the raise of teachers' responsibility towards enhancing the students' quality not only in subjects but also in the practical implementation of theoretical learnings in real-time situations. This enhanced working environment makes the teaching fraternity to record everything and maintain proofs for every activity towards the growth of students and organization. The present research is focusing on the employees of autonomous colleges who are handling multiple tasks and experiencing different kinds of stress like Eustress or Distress. For example, if an employee who is ready to accept any type of work is experiencing stress due to handling multiple tasks, then he/she may take it as positive stress and receive it by learning new skills and knowledge in work apart from the regular teaching profession. In contrast, an employee who is only restricted to his/her teaching work and not showing interest in enhancing skills and knowledge may feel that handling multiple tasks will create Distress always.

II. RESEARCH SCOPE & SIGNIFICANCE

The education industry has a wide range of universities and colleges providing numerous courses to the students in distinct disciplines. Apart from the universities' range, there are two more classifications in the educational institutions, namely '*University Affiliated Colleges*' and '*Autonomous Colleges*.' In the present demanding working conditions to adopt and implement outcome-based education for improving the quality of students, the employees are witnessing different levels of stress while handling multiple tasks in their work role along with the regular teaching job. And this stress may lead to different kinds of stress like '*Eustress* (Positive Stress)' and '*Distress* (Negative Stress).' The stress which makes an employee get self-motivate and complete multiple tasks in time by prioritizing them in sequential order can be considered as '*Eustress* (Positive Stress)' and the stress making the employees feel insecure due to their lack of KSAs to perform multiple tasks in their job role is taken as '*Distress* (Negative Stress)' in the present study. Though the research becomes vast by covering two types of stress with multitasking, the researchers want to explore the real insights of teaching employees in the Autonomous institutions whether they are facing Eustress or Distress by handling multiple tasks in their profession. The present study targets the teaching group of autonomous colleges located in Hyderabad City.

III. REVIEW OF LITERATURE

Mark, G., Wang, Y., & Nilya, M. (2014) focused on information workers from millennials group who grew up with digital media in the study "stress and multitasking in everyday college life: An empirical study of online activity." The researchers observed the logging time of computers and the biosensors using by the 48 students to measure their stress levels for seven days. The observations based on the review show that there is a positive relationship between the number of hours' students spending time in front of computers with their stress. The positive kind of stress called Eustress exists among the students because of multitasking when the students are spending knowledge-based time with the computers. In contrast, there occurred significant Distress among them while spending time with social media. In addition to this, the researchers found that the students who sleep late in the night are spending more time on computers for unwatchful works and spending less time in their daily work with multiple tasks in their job. Finally, the present study exemplifies that college students multitask two times more when compared with the education of information employees.

Russ, M., & Crews, D. E. (2014) managed a survey to measure the multitasking behavior among the employees in organizations to explore the association between multitasking and individual differences (age, gender, designation, etc.) and organizational outcomes. The researcher assumed that the individual differences with respect to the employees' age, gender, appointment, personality, station seniority with the present employer, and in the industry might influence the organizational outcomes, including commitment, job, and pay satisfaction. For this, the researchers selected the alumni batches of executive MBA and Undergraduate programs and conducted the present research. From the outcomes of the research analysis, the select employees are experiencing conflictual behaviors due to multitasking in their job, and this influences organizational effectiveness. The researchers suggested that the organizations have to be keener on their employees. At the same time, they are assigned multiple tasks in their job role; it is the employers' duty to train the personnel in handling multitasking in their job role without any effect on their behavior and organizational outcomes as well.

III.1. RESEARCH OBJECTIVES

1. To analyze and understand the perceptions of teaching professionals on multitasking as a source of Eustress (positive stress).
2. To analyze and understand the perceptions of teaching professionals on multitasking as a source of Distress (negative stress).

III.2. RESEARCH HYPOTHESES

In every workplace, the occurrence of stress due to various sources or situations will occur in general in every organization. As the researchers considered the education industry and the teaching group of autonomous colleges as the target respondents for the study, by connecting the research objectives with the targeted respondent group (w.r.t. age group and designations), the researchers framed the following hypotheses.

H₀₁:The teachers handling multitasks opine similarly that multitasking is a source of Eustress.

H₀₂: The teachers handling multitasks opine similarly that multitasking is a source of Distress.

IV. RESEARCH METHODOLOGY

The present research survey performed on the employees of Autonomous colleges affiliated to Osmania University in Hyderabad City, Telangana State. By using cluster sampling, the autonomous colleges divided into two clusters based on their university affiliation. As the research is restricted to Hyderabad City only, only two public domain universities are operating in the city viz., O.U. And JNTU Hyderabad. From the UGC Approved status list of Autonomous Colleges affiliated to these universities as on 19-12-2019 are "34 for JNTUH" and "23 for O.U.". As the researchers are working in O.U. Affiliated colleges, by using convenient sampling method, the researchers selected the twenty-three autonomous colleges affiliated to Osmania University, Hyderabad. A sample of 164 faculty members from around 23 autonomous colleges of O.U. Chosen with the use of convenience and judgment sampling methods.

IV.1. Research Design: To frame the investigation problem precisely and to write the hypotheses from an operational point of view, the researchers adopted the exploratory research design. The Descriptive research design is applied to specify the objectives of the present study and describe the characteristics of the selected sample.

IV.2. Statistical Tools:ANOVA-One Way classification is used for measuring the significant relationships between the opinions of respondents towards the statement "multitasking as a source of creating either eustress or distress" with respect to their age groups and designations. The reason why these two demographic factors are selected is, the stress levels of employees from different age groups vary in different ways, and this makes them receive occupational stress due to multitasking either in positive or in negative ways. The same principle applies to the designation also.

V. STATISTICAL ANALYSIS & DISCUSSION:

V.1. H₀₁: The teachers handling multitasks opine similarly that multitasking is a source of Eustress.

Here, the hypothesis testing is classified into two sub hypotheses based on the demographic factors viz., age groups, and designations. The sub-hypotheses and the results obtained through data analysis are shown below.

V.1.1. H_{01(a)}: The teachers handling multitasks of varied age groups opine similarly that multitasking is a source of Eustress.

S. No.	Statement	Respondents Age Groups	Descriptive Statistics			ANOVA		H ₀ Accepted/ Rejected
			N	Mean	SD	F	.Sig	
1	Knowledge on Working Procedures	20-30 Years	32	4.6250	0.4919	9.782	0.000	Rejected
		30-40 Years	100	4.2000	0.6356			
		40-50 Years	32	4.0000	0.5080			
		Total	164	4.2439	0.6180			
2	Time Management	20-30 Years	32	4.5000	0.8799	4.235	0.016	Rejected
		30-40 Years	100	4.0800	0.7478			
		40-50 Years	32	4.1250	0.3360			
		Total	164	4.1707	0.7315			

3	Knowledge on handling Multiple Tasks	20-30 Years	32	4.7500	0.4399	20.686	0.000	Rejected
		30-40 Years	100	4.4400	0.5742			
		40-50 Years	32	3.8750	0.6091			
		Total	164	4.3902	0.6218			
4	Multitasking showing the range of potential & commitment	20-30 Years	32	4.7500	0.4399	26.622	0.000	Rejected
		30-40 Years	100	4.4400	0.5742			
		40-50 Years	32	3.7500	0.6720			
		Total	164	4.3659	0.6556			
5	Recognition & Appreciation	20-30 Years	32	4.8750	0.3360	14.675	0.000	Rejected
		30-40 Years	100	4.4000	0.7521			
		40-50 Years	32	4.0000	0.5080			
		Total	164	4.4146	0.6997			
6	Emerging knowledge on working for Accreditations	20-30 Years	32	4.7500	0.6720	12.395	0.000	Rejected
		30-40 Years	100	4.4000	0.7521			
		40-50 Years	32	3.8750	0.6091			
		Total	164	4.3659	0.7596			
7	Adopting Innovative teaching methods using ICTs	20-30 Years	32	5.0000	0.0000	6.800	0.001	Rejected
		30-40 Years	100	4.6000	0.6356			
		40-50 Years	32	4.6250	0.4919			
		Total	164	4.6829	0.5622			
8	Workplace stress as a tool for enhancing Confidence levels.	20-30 Years	32	4.3750	0.7071	2.574	0.079	Accepted
		30-40 Years	100	4.2400	0.7124			
		40-50 Years	32	4.0000	0.5080			
		Total	164	4.2195	0.6833			
9	Job Security through Multitasking	20-30 Years	32	4.1250	1.0701	1.857	0.159	Accepted
		30-40 Years	100	4.2000	0.7521			
		40-50 Years	32	3.8750	0.7931			
		Total	164	4.1220	0.8347			
10	Stress due to Multitasking motivates employees to utilize career growth opportunities	20-30 Years	32	4.5000	0.8799	12.951	0.000	Rejected
		30-40 Years	100	4.0400	0.7775			
		40-50 Years	32	3.5000	0.7184			
		Total	164	4.0244	0.8432			

Source: Questionnaire

V.1.2. $H_{01(b)}$: The teachers handling multitasks of designations opine similarly that multitasking is a source of Eustress.

Table - 1.5. ANOVA One-Way to Test the respondents' opinions on "Multitasking is a source of Eustress (Positive Stress) w.r.t. Designations

S. No.	Statement	Respondents' Designation	Descriptive Statistics			ANOVA		Ho Accepted/ Rejected
			N	Mean	SD	F	.Sig	
1	Knowledge on Working Procedures	Asst. Professor	120	4.1333	0.6208	16.641	0.000	Rejected
		Assoc. Professor	28	4.2857	0.4600			
		Professor	16	5.0000	0.0000			
		Total	164	4.2439	0.6180			
2	Time Management	Asst. Professor	120	4.1667	0.6901	8.269	0.000	Rejected
		Assoc. Professor	28	3.8571	0.8483			
		Professor	16	4.7500	0.4472			
		Total	164	4.1707	0.7315			
3	Knowledge on handling Multiple Tasks	Asst. Professor	120	4.3000	0.6430	10.005	0.000	Rejected
		Assoc. Professor	28	4.4286	0.5040			
		Professor	16	5.0000	0.0000			
		Total	164	4.3902	0.6218			
4	Multitasking showing the range of potential	Asst. Professor	120	4.2667	0.6827	9.978	0.000	Rejected
		Assoc. Professor	28	4.4286	0.5040			

	& commitment	Professor	16	5.0000	0.0000			
		Total	164	4.3659	0.6556			
5	Recognition & Appreciation	Asst. Professor	120	4.3333	0.7485	6.877	0.001	Rejected
		Assoc. Professor	28	4.4286	0.5040			
		Professor	16	5.0000	0.0000			
		Total	164	4.4146	0.6997			
6	Emerging knowledge on working for Accreditations	Asst. Professor	120	4.2667	0.8172	4.258	0.016	Rejected
		Assoc. Professor	28	4.5714	0.5040			
		Professor	16	4.7500	0.4472			
		Total	164	4.3659	0.7596			
7	Adopting Innovative teaching methods using ICTs	Asst. Professor	120	4.6667	0.5988	3.232	0.042	Rejected
		Assoc. Professor	28	4.5714	0.5040			
		Professor	16	5.0000	0.0000			
		Total	164	4.6829	0.5622			
8	Workplace stress as a tool for enhancing Confidence levels.	Asst. Professor	120	4.1333	0.6728	13.318	0.000	Rejected
		Assoc. Professor	28	4.1429	0.6506			
		Professor	16	5.0000	0.0000			
		Total	164	4.2195	0.6833			
9	Job Security through Multitasking	Asst. Professor	120	4.0667	0.8573	0.990	0.374	Accepted
		Assoc. Professor	28	4.2857	0.7127			
		Professor	16	4.2500	0.8563			
		Total	164	4.1220	0.8347			
10	Stress due to Multitasking motivates employees to utilize career growth opportunities	Asst. Professor	120	3.9000	0.8735	13.935	0.000	Rejected
		Assoc. Professor	28	4.0000	0.5443			
		Professor	16	5.0000	0.0000			
		Total	164	4.0244	0.8432			

Source: Questionnaire

V.2.H₀₂: The teachers handling multitasks opine similarly that multitasking is a source of Distress.

Here, the hypothesis testing is classified into two sub hypotheses based on the demographic factors viz., age groups, and designations. The sub-hypotheses and the results obtained through data analysis are shown below.

V.2.1. H_{02(a)}: The teachers handling multitasks of varied age groups opine similarly that multitasking is a source of Distress.

S. No.	Statement	Respondents' Age Groups	Descriptive Statistics			ANOVA		Ho Accepted/ Rejected
			N	Mean	SD	F	.Sig	
1	Multitasking leads to psychological illness	20-30 Years	32	4.000	1.016	3.900	0.220	Accepted
		30-40 Years	100	3.400	1.137			
		40-50 Years	32	3.625	0.871			
		Total	164	3.561	1.086			
2	Multitasking leads to Work Confusion	20-30 Years	32	3.875	1.070	6.475	0.002	Rejected
		30-40 Years	100	3.320	1.325			
		40-50 Years	32	4.125	0.942			
		Total	164	3.585	1.253			
3	Excess working hours due to Multiple tasks leads to Distress	20-30 Years	32	4.250	0.672	7.143	0.001	Rejected
		30-40 Years	100	3.400	1.239			
		40-50 Years	32	3.625	1.008			
		Total	164	3.610	1.149			
4	Lack of knowledge on Multitasking leads to Distress	20-30 Years	32	4.250	0.672	4.819	0.009	Rejected
		30-40 Years	100	3.800	1.025			
		40-50 Years	32	4.250	0.672			
		Total	164	3.976	0.926			
5	Insecurity while	20-30 Years	32	3.750	0.984	2.550	0.081	Accepted

	working with seniors leads to Distress	30-40 Years	100	3.400	1.271			
		40-50 Years	32	3.875	0.942			
		Total	164	3.561	1.173			
6	Misunderstanding of objectives	20-30 Years	32	3.875	1.070	1.596	0.206	Accepted
		30-40 Years	100	3.600	1.172			
		40-50 Years	32	3.375	1.008			
		Total	164	3.610	1.127			
7	In-Time task(s) completion leads to distress	20-30 Years	32	4.000	0.880	0.952	0.388	Accepted
		30-40 Years	100	3.760	0.866			
		40-50 Years	32	3.750	0.984			
		Total	164	3.805	0.892			
8	Prioritizing the multiple tasks to complete in-time.	20-30 Years	32	3.750	0.842	0.563	0.571	Accepted
		30-40 Years	100	3.560	1.067			
		40-50 Years	32	3.500	1.016			
		Total	164	3.585	1.015			
9	Workplace stress due to multitasking leads to physical illness	20-30 Years	32	4.250	0.842	1.458	0.236	Accepted
		30-40 Years	100	3.960	0.875			
		40-50 Years	32	4.125	0.942			
		Total	164	4.049	0.885			
10	Multiple tasks due to NBA/NAAC accreditations leads to distress	20-30 Years	32	3.875	1.289	0.515	0.598	Accepted
		30-40 Years	100	4.080	0.895			
		40-50 Years	32	4.000	1.016			
		Total	164	4.024	1.003			

Source: Questionnaire

V.2.2. H_{02(b)}: The teachers handling multitasks of designations opine similarly that multitasking is a source of Distress.

S. No.	Statement	Designation of Respondent	Descriptive Statistics			ANOVA		Ho Accepted/ Rejected
			N	Mean	Std. Deviation	F	.Sig	
1	Multitasking leads to psychological illness	Asst. Professor	120	3.600	1.056	2.536	0.082	Accepted
		Assoc. Professor	28	3.714	0.897			
		Professor	16	3.000	1.461			
		Total	164	3.561	1.086			
2	Multitasking leads to Work Confusion	Asst. Professor	120	3.733	1.214	4.831	0.009	Rejected
		Assoc. Professor	28	3.429	1.317			
		Professor	16	2.750	1.125			
		Total	164	3.585	1.253			
3	Excess working hours due to Multiple tasks leads to Distress	Asst. Professor	120	3.700	1.105	15.557	0.000	Rejected
		Assoc. Professor	28	4.000	0.943			
		Professor	16	2.250	0.856			
		Total	164	3.610	1.149			
4	Lack of knowledge on Multitasking leads to Distress	Asst. Professor	120	3.900	0.982	4.397	0.014	Rejected
		Assoc. Professor	28	4.429	0.504			
		Professor	16	3.750	0.856			
		Total	164	3.976	0.926			
5	Insecurity while working with seniors leads to Distress	Asst. Professor	120	3.533	1.092	1.496	0.227	Accepted
		Assoc. Professor	28	3.857	1.268			
		Professor	16	3.250	1.528			
		Total	164	3.561	1.173			
6	Misunderstanding of objectives	Asst. Professor	120	3.567	1.150	5.896	0.003	Rejected
		Assoc. Professor	28	4.143	0.651			
		Professor	16	3.000	1.265			

		Total	164	3.610	1.127			
7	In-Time task(s) completion leads to distress	Asst. Professor	120	3.867	0.888	15.593	0.000	Rejected
		Assoc. Professor	28	4.143	0.651			
		Professor	16	2.750	0.447			
		Total	164	3.805	0.892			
8	Prioritizing the multiple tasks to complete in-time.	Asst. Professor	120	3.600	1.024	8.487	0.000	Rejected
		Assoc. Professor	28	4.000	0.943			
		Professor	16	2.750	0.447			
		Total	164	3.585	1.015			
9	Workplace stress due to multitasking leads to physical illness	Asst. Professor	120	4.100	0.874	3.544	0.031	Rejected
		Assoc. Professor	28	4.143	1.008			
		Professor	16	3.500	0.516			
		Total	164	4.049	0.885			
10	Multiple tasks due to NBA/NAAC accreditations leads to distress	Asst. Professor	120	4.100	1.016	5.608	0.004	Rejected
		Assoc. Professor	28	4.143	1.008			
		Professor	16	3.250	0.447			
		Total	164	4.024	1.003			

Source: Questionnaire

VI. RESULTS & DISCUSSION

The present section is an attempt to validate the research objectives and hypotheses by mapping them with the results obtained through the primary data analysis. The present section demonstrates whether the statistical results obtained for each hypothesis are reaching the research objective.

VI.1. Research Objective – 1: To compare and infer the perceptions of teaching professionals towards the role of multitasking as a source of Eustress (positive stress).

The hypothesis framed for the immediate objective is tested using the ANOVA One Way analysis based on the select demographic factors *viz., age groups, and designations*. The findings and interpretation of the results obtained through data analysis for the above said demographic factors are explained below:

Age Groups: From the statistics of the data analysis (Table – 1.4.) in exploring the significant differences between the perceptions of teaching professionals towards multitasking as a source of *Eustress*, it was observed that the respondents from different age groups are opening similarly towards the kind of stress that they are experiencing due to multiple tasks in their profession and are saying that this kind of positive stress (Eustress) will boost their confidence levels and make them to self-motivate in order to compete in the present competitive world. Whereas, the respondents of different age groups are having divergent opinions towards the other variables that create stress in relation to multitasking.

Designations: From the statistics of the data analysis (Table – 1.5.) in exploring the significant differences between the perceptions of teaching professionals towards multitasking as a source of *Eustress*, it was observed that the respondents working in three different positions are saying that the knowledge and experience in dealing with multiple tasks will provide job security. It was further explained that, in the present competitive world, a man with exceptional domain knowledge or skill could not survive in the market. So, everyone is trying to play multiple roles in their workplace, and by this, they can stabilize their position in the organization to a certain extent. Thus, the stress occurring through multiple tasks will provide job security, and hence, this kind of stress was considered as positive stress or Eustress.

VI.2. Research Objective – 2: To compare and infer the perceptions of teaching professionals towards the role of multitasking as a source of Distress (negative stress).

The hypothesis framed for the immediate objective is tested using the ANOVA One Way analysis based on the select demographic factors *viz., age groups, and designations*. The findings and interpretation of the results obtained through data analysis for the above said demographic factors are explained below:

Age Groups: Depending on the results obtained through ANOVA One Way (table – 1.6.), it was observed that the employees of different age groups are orating similarly that teaching professionals are facing harmful kind of stress called '*Distress*' due to multiple tasks which are supposed to handle in the workplace in many situations. Out of which, the employees under 30-40 years and 40-50 years are experiencing a high level of stress while handling multiple tasks in their job. On the other hand, the employees under 20-30 years are experiencing low to moderate levels of stress due to multitasking. It was observed that the employees between 30-40 years are opining that the exhaustive work schedules and lack of knowledge & skills required for handling

multiple tasks are leading to moderate to a high level of Distress among the teaching professionals. Where, as the employees of 20-30 Years are facing low to moderate levels of stress for the above situation.

Designations: From the results obtained in table 1.7. it was observed that the teachers from different designations are similarly saying that there is a common opinion among the teachers working in different positions are saying that "multitasking at workplace always creates negative stress (Distress) which leads to physiological/psychological illness and effects with insecure feeling while working with the experts who are handling multiple tasks correctly in their job. On the other hand, there exist significant differences among the opinions of respondents working as Asst. Professor, Assoc. Professor, and Professor towards various statements highlighting that multitasking in the workplace creates negative stress (Distress) among them. And from this, it was identified that the employees between 40-50 years are experiencing a higher level of Distress due to this multitasking in the workplace whereas the employees under 30-40 and 40-50 years are experiencing low to moderate level of negative stress (Distress) while handling multiple tasks in the job at their workplace.

VII. CONCLUSION

An act of performing more than two jobs at a time or in a particular duration, by sharing one's focus and concentration on the works to reach perfect outcomes as expected, is represented using a term called "Multitasking." From the present study, the objective-based research findings and interpretation show that the teachers under 40-50 years are having distinct opinions when compared to the teachers among 20-30 years and 30-40 years towards the OSI dimensions' peer & subordinate relations' and 'intrinsic impoverishment,' whereas the teachers from different designations are opining similarly that all the six OSI dimensions are working as a significant source of stress among the teachers working in the select autonomous colleges. The final conclusion based on the results of the statistics represents that the select OSI dimensions create both kinds of stress among the teaching group, where the teachers of different age groups of opining that the stress generated through handling multiple tasks in the workplace is creating low-level Eustress and high level of Distress in various situations. On the other hand, the employees from different designations are with a feeling that the stress occurring while handling multiple tasks creates both Eustress and Distress among them, but at the same time, they are opining that the impact of Distress is more on their lives when compared to the effects of Eustress.

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