



OCCUPATIONAL STRESS AMONGST WOMEN EMPLOYEES – A REVIEW OF LITERATURE

Priya Makhija¹, Dr Gajendra Naidu², Rakesh T.N³

¹Research scholar, Pacific University, Udaipur, ²Dean MBA,

³ Lecturer, Indo Asian Academy Degree College

ABSTRACT

Introduction

Stress is a common feature in our lives, especially as the pace of development increases. Work is a common term which is applied for all sorts of occupation. It is a basic condition for most people and is an important component of the atmosphere for human survival. It is also a major element for the development of the individual as well as the economy of the nation. Many adults spend half of their lives in work related activities. It is natural to experience work related stress on tension or strain in the body or the mind if there is no release or outlet for the bent-up feelings. A phrase “stress collapses everything” has a prominent place in the minds of millions. It is a silent killer in the modern age. The word “stress” is defined by the Oxford Dictionary as “a state of affairs involving demand on physical or mental energy”. In medical parlance “stress” is defined as a perturbation of the body’s homeostasis. Extreme stress conditions are detrimental to human health. But in moderation stress is normal and in many cases, proves useful. An occupational stress can be caused by too much or too little work, time pressure and deadlines, fatigue from physical strains of work environment, excessive travelling, long hours, having to cope with changes in work. Occupational stress, in particular, is the inability to cope with the pressures in a job (Rees, 1997), because of a poor fit between someone’s abilities and his/her work requirements and conditions (Holmlund- Rytönen & Strandvik, 2005). It is a mental and physical condition which affects an individual’s productivity, effectiveness, personal health and quality of work (Comish & Swindle, 1994, 26). Main components of the work-stress process are potential sources of stress (stressors), factors of individual differences (moderators/mediators), and consequences of stress (strain) (Lu et al., 2003, 481).

SCOPE

This study of the stress depends on the women employees. Because the stress related to work, family, decision, future, and more. Stress is both physical and mental. It is caused by major life events such as illness, the death of a loved one, a change in responsibilities or expectation at work and increase job promotion, avoids loss, or changes in the organization, changing worker demographics (race/ethnicity, gender, and age) and worker safety and health. This study allows us to understand the stress level faced by the women in the academic and corporate sector.

Research Objectives:

- ❖ To Provide Literature Review of Organizational Stress
- ❖ To Provide Literature Review On Factors Governing Occupational Stress
- ❖ To Provide Literature Review on Occupational Stress

- ❖ To Provide Literature Review On Occupational Stress and Professional Women
- ❖ To To Provide Literature Review On Occupational Stress and Demographic Variables (age, gender, rank and marital status)
- ❖ To To Provide Literature Review of Stress Symptoms

RESEARCH METHODOLOGY:

This research paper discusses the various factors that cause stress to individuals and affect their work-life balance. Various research papers have been discussed here to highlight the effects of stress and the disruption caused in the work-life balance among working women. The present study will show the way of balancing the work and personal life of working women as previous studies have not addressed this issue.

KEYWORDS: Stress, Occupational stress, Professional colleges, Corporate women, Work and Family.

Organizational Stress

Colligan and Higgins (2006) have observed that organizational stress is a complicated concept that is primarily caused due to the basic concept called stress. Hence, organizational stress is caused when there is a mismatch between the work demands and the abilities of the workforce (Dewe and Trenberth, 2004). Both positive and negative stress cause individuals to respond to situations in order to survive the detrimental conditions and overcome stress (Colligan and Higgins, 2006). Employees are generally found to face hardships in adapting themselves to the work requirements due to the structural lack of fit (Mazzetti & Blenkinsopp, 2012).

Organizational stress can be handled at organizational and individual levels. The organizational stress management is about identifying the stress factors and negating the actual stress without considering the individual differences; whereas, the individual stress management is about the emotional behavior, interaction at workplaces and learning processes of individuals required to effectively handle stress on a personal level. The organizational stress management is more of a generalized nature aiming to eradicate stress as a common goal whereas the individual stress management is dependent on an individual's intake and output capabilities, as these factors may vary from person to person. Identification of stressors leads to the formulation of solutions that require educational and training sessions for both the employers and employees to sensitize them on various concepts of stress and the effective way of handling and overcoming them (El Shikieri and Musa, 2012).

Arranging for a proper work flow amidst healthy work places reduces stress and such organizational initiatives must be taken for long-term. These type of interventions reduce the work stress on employees thereby providing better workplace environments. The identification of environmental, socio-cultural and lifestyle factors contributing to stress getting accumulated is also necessary to subdue such stressors. The environmental factors may consist of ergonomic norms and standards and their application; the socio-cultural factors may comprise of job satisfaction, good communication skills, work-life balance, and social support; and, the lifestyle factors consist of proper working hours and health awareness. All of these factors cumulatively aim to prevent, reduce and bust the stressors altogether (Dimitru and Mitovski, 2009).

Factors of Organizational Stress

It is important to study the factors that affect the well-being of employees at workplaces and cause stress. Such stressors can interrupt the normal work-life balance and pose serious health hazards. Both organizational and non-organizational factors cause stress among employees who are subject to work in accordance with the organizational framework. Managers are generally expected to perform without any role definitions and are responsible for execution of multiple events. Such extraordinary work demands cause stress among such employees (Michie, 2002).

Eight stress factors have been identified among working women namely Inter Role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict (REC), Role Erosion (RE), Role Overload (RO), Personal Inadequacy (PI), Self-Role Distance (SRD) and Role Ambiguity (RA) (Pareek, 1983).

Inter Role Distance (IRD)

Inter Role Distance (IRD) is the stressor caused by the struggle and conflict between the organizational and the non-organizational roles (Aravindha & Kanthi, 2012).

Role Stagnation (RS)

Role Stagnation (RS) is a stressor faced by employees where they are not promoted and required to continue in their present capacities. Employees suffer stagnation and feel oppressed being in the same role. Such individuals tend to think that there are no bright chances for them to see their career graphs grow and they eventually feel depressed. The employees' commitment to their work and sense of well-being is adversely affected by this stressor (Pareek, 1983).

Role Expectation Conflict (REC)

Role Expectation Conflict (REC) is a stressor that is caused by when an employee is not certain about how to continue his/her work due to the huge differences in work procedures suggested by different seniors collaborating on a common project. In such instances, employees' superiors and colleagues may not suit to each other's needs and not correspond to each other's requirements. Role conflict also occurs when an employee is asked to perform a function that is not part of his/her job (Pareek, 1983).

Role Erosion (RE)

Role Erosion (RE) is a situation where employees feel that certain work need to be under their purview but is reassigned to and executed by their colleagues and that such work originally belonged to them (Bano & Jha, 2012).

Role Overload (RO)

Role Overload (RO) is a stressor that occurs when employees are expected to perform certain functions that are not mentioned in their role and such overexpectations can cause stress. Role overload requires an employee to perform several roles simultaneously consuming much of his/her time and resources. Such overburdened individuals may unknowingly commit errors in their work execution thereby affecting the job quality (Pareek, 1983).

Personal Inadequacy (PI)

Personal Inadequacy (PI) is caused when employees are expected to deliver more than their abilities in order to meet certain organizational requirements. In such cases, employees may be lacking in some of the vital skills required for executing the functions that are entrusted to them (Bano & Jha, 2012).

Self-Role Distance (SRD)

Self-Role Distance (SRD) is a stress factor that causes individuals to feel that the role which they are supposed to play does not match their expectations and that their role was far from what they had originally thought and conceived (Srivastav, 2006).

Role Ambiguity (RA)

Role Ambiguity (RA) is a stressor in which employees are either not well-informed about their roles or the employees themselves have not understood the intricacies of their roles. It is a situation where there is no clarity about the work role of employees who have not been adequately informed (Schmidt, Roesler, Kusserow, & Rau, 2014).

Occupational Stress

According to Cooper and Marshal (1976), occupational stress includes the stressors such as work overload, role ambiguity, role conflict and poor working conditions. Organizational role stress is caused by conditions in the workplace that negatively affect an individual's performance and well-being (Pareek, 1976). By exploring inter-role relationships, Pareek's (1976) organizational role stress model is associated with Kahn's (1973) views of conflict, ambiguity and overload.

Four types of role conflict namely intra-sender role conflict, inter-sender role conflict, person-role conflict, and role overload were identified by Miles and Perrault (1976). The use of role concepts suggests that job related stress is linked with individual, interpersonal and structural variables (Katz and Kahn, 1978; Whetten, 1978). Supportive peer groups and relationships with supervisors are negatively correlated with role conflict (Caplan et al., 1964).

Forty interacting factors were identified as sources of work stress by Cooper and Marshall (1978). These factors were categorized in six major groups namely job-intrinsic factors, workplace relationships, progress in career path, organizational environment, organizational connect, and organizational role.

According to Cartwright and Cooper (1994), responsibility exceeding an individual's capabilities clearly causes stress; however, a lack of responsibility may also cause stress as an individual may perceive the concept of work underload. Responsibility to manage people is identified as being particularly stressful.

Occupational Stress and Professional Women

Negative factors severely affect the personal outlook and its impact is more in working women. These negative stressors could relate to personal life experiences such as low self-esteem, low morale and constant urge of maintaining social status (Goodman, 1980; Schnacke, 1982; Schwanke, 1981).

According to a study conducted by Farber (1984), factors such as failed administrative meetings, excessive paperwork, and lack of career advancement caused among suburban teachers in the United States of America.

In a study conducted by Smilansky (1984), it was found that administrative matters and working relations did not really affect elementary school teachers as their occupational stress was related to their interactive experiences with pupils and the subsequent behavior of pupils.

Van Fleet (1988) states that unusual situations coupled with extreme demands and pressures causes stress to a person. However stress may not be necessarily bad as it turns to be a motivating factor in certain cases. According to ILO (1986), stress is recognized as a major challenge to mental, physical and organizational health.

The role orientation and role performance of professional women depends upon the perceptions of their colleagues and peers. Professional women's work and career potential is jeopardized by the domestic role and social expectations (Taylorson, 1984). Work performance, health and psychological status of teachers is determined by the work related stress (Cooper, 1986; Capel, 1987; Pierce and Molly, 1990). Studies on teachers have revealed that teaching performance, job satisfaction, and decision making are affected by health and psychological issues (Quick and Quick, 1984; Eckles, 1987).

Conventionally thought to be a less stressful occupation (French et al., 1982), teaching profession is getting transformed to being more stressful over the last two decades (Olivier and Venter, 2003). Factors such as bureaucracy, paperwork and pupil unruliness have rendered more challenges to the profession of teaching. Teachers' sense of well-being and willingness to stay in the teaching profession is determined by the stressors. When generally compared, teachers stand to experience low levels of job satisfaction and high levels of psychological distress (Schonfield, 1990). According to Borg (1990), a sizeable quantity of teachers deem their profession as highly stressful as they stand to being exposed to many stressors.

According to Kyriacou (2001), teacher's stress is defined as a teacher's unpleasant experience charged with negative emotions – such as anxiety, tension, anger, frustration, depression – resulting from the teaching aspect. Furthermore, many factors such as work demands and work load, intermittent changes, assessment by seniors and pupils, handling peers, maintaining self-respect, control and position, role obscurity and improper work conditions have been enlisted by Kyriacou (2001) in his study of stress among teachers.

In a study on stressors and stress management among college teachers in Dharwad city, Jayashree Nayak (2008) posited that due to the complicated nature of the teaching occupation, many women teachers were always under some kind of stress.

As postulated by Sudalaiyandi et al. (2011), more than half of the engineering college teachers in Tirunelveli were unhappy with their workload as they were expected to conduct special classes.

Factors that cause stress among women educators are long working hours, insufficient resources and overcrowded classrooms as postulated in an article by Kodavatiganti and Bulusu (2011) who state that women academicians face higher level of stress than men.

Occupational Stress and Demographic Variables (age, gender, rank and marital status)

Demographic variables such as age, gender, rank and marital status play an important role in formation of stress among teachers. With regards to creating professional identity, young women faculty members face more stress than their seniors. Academicians in higher ranks face lower levels of stress than those in lower ranks (Gmelch, Wike, and Lovrich, 1986). In a similar study, Witt and Lovrich

(1988) report that women experience high levels of stress when they are asked to perform within time constraints amid high expectations.

According to Vadra and Akhtar (1989), university male teachers faced more social and family role stress than female teachers and the authors further stated that married teachers were more stressful than unmarried teachers. Various studies have confirmed the widespread perception of teachers who believed that their professions were highly stressful (Kyriacou and Sutcliffe, 1978; Boriles, 1982; Soloman and Feld, 1989; Borg and Falzon, 1989; Pithers and Soden, 1998; OConnor and Guglielmi and Tatrow, 1998).

Compared to male counterparts, female managers experienced stress caused by external discriminatory factors as discovered by the empirical studies of Davidson and Cooper, 1987. Even though men find the decline in career prospects as one of the major stressors (Ibid), this stressor is particularly demanding for women as they are mostly designated in the lower organizational levels (Nelson and Hitt, 1992). Moreover, studies have found that in addition to professional demands, domestic obligations too take a heavy toll on working women (Greeglass, 1985; Nelson and Hitt, 1992).

Occupation environment is a major source of stress as employees experience stress in specific occupations, irrespective of their personal differences. The physical and psychological resources of employees are consumed by various levels of organizational work demands (Orpen, 1991).

Rosasa, Blevinsb, Gaoc, Tengb and White (2011) believe that rather than age and gender, the occupational position determines the level of stress experienced by employees. However, their study confirmed the fact that the stress rate of women was higher than the stress rate of men. Furthermore, they found that sleeping problems, irritability and depression were the chief issues resulting from stress.

Five major stress factors - student interaction, professional identity, reward and recognition, departmental influence, and time constraints - were identified by Gmelch, Wike and Lovrich (1986) in a large national survey on faculty stress. Among these factors, the first three were found to have academic relevance whereas the last two were significant in other professions. The student interaction factor is composed of five points namely evaluation of students' performance, students' evaluation of teachers, quality of student preparedness, resolving student differences, and making class presentations. These points are directly related to teaching obligations. Although "student interaction" may seem to adequately represent this factor, it does not reflect the demands of teaching effectiveness which lies behind most of these points. (Gmelch, Wike and Lovrich, 1986).

Women in managerial and clerical occupations were surveyed by Aston and Lavery (1993) in which managerial women reported more intrinsic rewards, fewer extrinsic concerns, and higher concerns on self-esteem. However, no differences were found in depression, quality of life and symptomativeness.

Various role stressors of lecturers – such as gender, work setup, and behavior pattern – were explored by Dang and Gupta (1994) who found that only work setup was a significant stressor among the surveyed subjects. According to a study by Johnsrud and Wunsch (1994), women faculty members in the U.S.A. reported greater social isolation as they were less likely to integrate themselves into the male network, spent less time in research activities, devoted more time in teaching, and were uncertain in their abilities to procure promotion. The level of organizational role stress among male and female teachers of professional and non-professional courses was investigated by Sultana (1995).

Occupational stress experienced by teachers and executives was comparatively studied by Upadhyay and Singh (1999) on the basis of status factors and intrinsic impoverishment, where teachers were found to be more stressed than executives, as their career aspirations were perceived to be immobilized by other people. The relationship between work related stressors and adaptation pattern among women professionals was studied by Gaur and Dhawan (2000), where it was found that stress levels were similar among professional groups except for women who preferred nurturing career development prospects.

The nature of stressors and the various coping strategies differentiate between occupational stress and other forms of stress (Chang and Taylor, 2014). Workplace stress can be caused by a number of reasons namely work-family conflicts, long working hours, augmented workload, high work expectation, job insecurity, less pay, meeting deadlines, work atmosphere, petty politics and disagreement with peers. Such factors drain employees physically and emotionally.

In a study by Harshpinder and Aujla (2001) it was stated that compared to non-working women, working women followed regimens of consuming high fiber diet, using standard furniture and maintaining written records to overcome their work stress.

According to Rajeswari and Ananatharaman (2005), occupational stress and work exhaustion is caused by closer deadlines, dependency on team members, and long working hours in different time zones.

The influence of gender and work tenure in balancing career and parenthood was investigated by Elizabeth et al. (2005) who stated that in comparison to men, women expressed higher levels of stress with regards to their career and family matters, and that social and institutional support for women was not sufficient.

The advantages of stress are highlighted by Robbins and Sanghi (2006) who state that although stress is typically considered to be a negative factor, it also bears a positive value and offers an opportunity of potential gain. This is further affirmed by Rubin et al. (2008) who state that absence of stress is not lively and that stress is not always harmful. However, Usman and Ismail (2010) believe that stress has a direct bearing on the thought processes and destructively affects the job performance of employees thereby creating a need for further scrutiny.

Many occupations were investigated by Johnson, Cooper, Cartwright, Donald, Taylor and Millet (2005) who identified six occupations as the most stressful ones namely teaching, social serving, working in call centres, working as prison officers, working as police and ferrying ambulance, that caused health issues and decreased job satisfaction.

In a research conducted by Bhattacharya and Guha (2006) on stress and coping strategies, that factors that generated stress were identified as odd working hours, erratic work schedules, ineffective interaction, poor interpersonal skills, and ego hassles of superiors.

Various studies have affirmed that work environment and individual characteristics of a person determine the level of occupational stress (Sharma, Sood and Spielberg, 1998; Hansen and Sullivan, 2003; Ahmad, Raheem and Jamal, 2003; Tytherleigh, Webb, Cooper and Ricketts, 2005; Bachkirova, 2005; Grebennikov and Wiggins, 2006; Betoret, 2006; Lazuras, 2006; Jepson and Forrest, 2006 and Zhang, 2007).

The variables of distress, wellness and organizational role stress of employees working in IT sector, together with the effects of gender and age, were studied by Bhattacharya and Basu (2007) who investigated the predictability of variables in coping with and handling stressful life events. The outcomes of the study suggested that older personnel faced more distress and women experienced greater wellness. Distress could not be forecast from life events and coping resources taken together; and, wellness and organizational role stress could be anticipated from these two variables.

When compared to other occupations, teachers experience disproportional levels of stress as observed by Azeem and Nazir (2008). The teaching performance is affected by burnout as teachers try to cope with the ever increasing competition (Shukla and Trivedi, 2008).

In a study conducted by Reddy and Poornima (2012) on teachers from nine south Indian universities, it was posited that moderate to high levels of occupational stress and professional burnout was experienced by university teachers.

Research on women working in BPO and education sectors was conducted by Thriveni Kumari (2011) in which it was revealed that women performing the domestic tasks along with working for economic stability aggravated the stress factors.

Various studies have confirmed the build-up of professional burnout, emotional exhaustion and occupational stress among university teachers (Tamres, Janicki and Helgeson, 2002; Siu, 2012). Stress factors contributed to a decrease in quality of education and research and high levels of occupational stress was reported in a study conducted on staff members across several Australian universities by Gardner (2013).

According to epidemiologist Bengt Arnetz (University of Uppsala, Sweden), stress among Swedish doctors has caused the deterioration of their mental energies and exhausted their intellectual capacities to critical levels.

Michael Marmot (University of London, UK) states that individual perception plays a significant role in the formation of stress factors as different individuals perceive the same work conditions with different approaches, in which some may be highly stressed, some may be lightly stressed and some may not be stressed at all.

Role conflict and role stress come into play for women trying to cope with additional household responsibilities along with their work pressures (Frone and Rice, 1987; Greenhaus, Parasuraman, Granrose, Robinowitz and Beutell, 1989). In dual career families, the psychological health and well-being of women is severely impacted by the multiple role stress (Sekaran, 1986). Productivity and turnover of an organization is dependent on the employees' perceptions of the quality of family life that is influenced by conflicts

between domestic and work roles (Higgins, Duxbury and Irvin, 1992). Working women can minimize stress and maximize their levels of controlling and balancing their professional and familial lives if their employers provide them supportive work routines such as provision of flexible working hours, child daycare facilities and career path alternatives (Bardoel, Tharenou and Moss, 1998). The employers and the employees should have mutual concerns for each other paving the way for a win-win situation by adopting policies that simultaneously benefit work-related and family-related requirements (Elloy and Smith, 2004).

Stress Symptoms

If demands of workplace exceed the individual working capabilities of employees, a general tendency is developed where employees exhibit the signs of being stressed out. However, these tell-tale signs are not recognized by employees themselves and hence such symptoms often go unheeded. A professional overlook of such symptoms assists the management to deftly handle such stressors and provide alternative work procedures. Negligence of such situations lead to abnormal mental and physical exertions paving the way for accumulation of unwanted stress. Employees need to be cautious enough in identifying such scenarios, thereby helping both themselves and other fellow workers to stay clear of stress. Stress tests need to be conducted periodically to keep a check on the progressional stages and symptoms of stress (Chang and Taylor, 2014).

The natural human response to stress causes mental and physical harm to the person dealing with the ominous circumstances. Chronic stress is a result of an individual being subjected to repetitive stressors for longer durations and is characterized by hyperactivity, negative emotions, change in hormonal levels, emotional susceptibility and tendencies to undergo neurotic symptoms. Various studies have confirmed the existence of the link between chronic stress and health-related problems (Grimshaw, 1999).

Conclusion

In order to prove themselves in their selected career paths, women undergo a lot of stress in their struggle to break out of the realms of conventional mindsets and prove their detractors wrong. Furthermore, they also shoulder the additional responsibilities of managing their household and social work. In addition to being responsible on the domestic front, today's women have acquired the skills required for successfully building their careers, overshadowing their male counterparts. Although Indian women have defied various odds and made substantial progress in their careers, their paths are not free from familial, social and organizational hurdles. Women tend to get stressed in cases where they do not get enough support from their spouses or family members (Patil, 2016).

Women working full-time are constantly under some form of stress as they are expected to perform multiple tasks. Such women often try to reduce their stress levels by taking certain measures such as opting to work from home. Although such measures may lessen the stress, women may still be left to exhibit their abilities in coping with the office and household responsibilities. Some women also opt to work part-time as it allows some room for them to recuperate. Some women also tend to quit their jobs if they find the stress to be unbearable for them. When it comes to taking care of sick children, men are often at an advantage as their roles as earning members are considered more important than the roles of their womenfolk. Lack of spousal and familial support only aggravates the stress levels of women that may sometimes lead to disastrous outcomes such as legal separation and divorce (Darshani, 2014).

References

- ❖ Afolabi, O. A., & Omole, E. O. (2011). Personality type and workforce diversity as predictors of ethical behaviour and job satisfaction among Nigerian policemen. *Current Research Journal of Social Sciences*, 3(5), 381-388.
- ❖ Aravindan, A., & Kanthi, M. P. (2012). A Study on the Effect of Occupational Stress & Work life Balance Among Women Employees in Mass Media Industry-With Special Reference to Kerala. *Circulation in more than 85 countries*, 1.
- ❖ Bano, B., & Jha, R. K. (2012). Organizational role stress among public and private sector employees: a comparative study.
- ❖ Bakker, A. B., Van Der Zee, K. I., Lewig, K. A., & Dollard, M. F. (2006). The relationship between the big five personality factors and burnout: A study among volunteer counselors. *The Journal of Social Psychology*, 146(1), 31-50.
- ❖ Best, R. G., Stapleton, L. M., & Downey, R. G. (2005). Core self-evaluations and job burnout: the test of alternative models. *Journal of Occupational Health Psychology*, 10(4), 441.
- ❖ Bickford, M. (2005). Stress in the Workplace: A General Overview of the Causes, the Effects, and the Solutions. Canadian Mental Health Association Newfoundland and Labrador Division, 1-3.
- ❖ Calvarese, M. (2015). The effect of gender on stress factors: An exploratory study among university students. *Social Sciences*, 4(4), 1177-1184.
- ❖ Cassidy, C., O'Connor, R. C., Howe, C., & Warden, D. (2004). Perceived discrimination and psychological distress: The role of personal and ethnic self-esteem. *Journal of Counseling Psychology*, 51(3), 329.
- ❖ Chang, K., & Taylor, J. (2014). Do your employees use the right stress coping strategies. *International Journal of Commerce and Strategy*, 5(2), 99-116.

- ❖ Colligan, T. W., & Higgins, E. M. (2006). Workplace stress: Etiology and consequences. *Journal of Workplace Behavioral Health, 21*(2), 89-97.
- ❖ Cooper, C. L. (2005). The future of work: careers, stress and well-being. *Career Development International, 10*(5), 396-399.
- ❖ Cooper, C. L., & Cartwright, S. (1994). Healthy mind; healthy organization - A proactive approach to occupational stress. *Human Relations, 47*(4), 455-471.
- ❖ Cooper, C. L., Dewe, P. J., & O'Driscoll, M. P. (2001). *Organizational stress: A review and critique of theory, research, and applications*. Sage.
- ❖ Cosman, D., 2010. Psihologie medicala, Ed. Polirom, 14(8), pp. 300-302.
- ❖ Darshani, R. K. N. D. (2014). A review of personality types and locus of control as moderators of stress and conflict management. *International Journal of Scientific and Research Publications, 4*(2), 1-8.
- ❖ de Jong, G. M., & Emmelkamp, P. M. (2000). Implementing a stress management training: Comparative trainer effectiveness. *Journal of Occupational Health Psychology, 5*(2), 309.
- ❖ Dewe, P., & Trenberth, L. (2004). Work stress and coping: Drawing together theory and practice. *British Journal of Guidance & Counselling, 32*, 143-156.
- ❖ Dimitriu, M. C., & Mitovski, A. (2009). *Organizational stress management*. In the Ninth International Conference, Investments and Economic Recovery.
- ❖ Doherty, E. M., & Nugent, E. (2011). Personality factors and medical training: A review of the literature. *Medical Education, 45*(2), 132-140.
- ❖ Dumitru, V. M., & Cozman, D. (2012). The relationship between stress and personality factors. *Hum Vet Med, 4*, 34-9.
- ❖ El Shikieri, A. B., & Musa, H. A. (2012). Factors associated with occupational stress and their effects on organizational performance in a Sudanese University. *Creative Education, 3*(01), 134.
- ❖ Grimshaw, J. (1999). *Employment and health: Psychosocial stress in the workplace*. British Library Board.
- ❖ Hill, R. B. (2003). *The strengths of black families*. University Press of America.
- ❖ Hodgson, C. S., Teherani, A., Gough, H. G., Bradley, P., & Papadakis, M. A. (2007). The relationship between measures of unprofessional behavior during medical school and indices on the California Psychological Inventory. *Academic Medicine, 82*(10), S4-S7.
- ❖ Jex, S. M. (1998). *Stress and job performance: Theory, research, and implications for managerial practice*. Sage Publications Ltd.
- ❖ Jeyaraj, S. S., & Ramamoorthy, K. (2013). Study on individual, interpersonal and organizational factors that influence occupational stress among higher secondary teachers in Madurai district, Tamil Nadu. *International Journal of Management and Social Sciences Research, 2*(5).
- ❖ Kiecolt-Glaser, J. K., & Newton, T. L. (2001). Marriage and health: his and hers. *Psychological Bulletin, 127*(4), 472.
- ❖ Kivimäki, M., Vahtera, J., Elovainio, M., Helenius, H., Singh-Manoux, A., & Pentti, J. (2005). Optimism and pessimism as predictors of change in health after death or onset of severe illness in family. *Health Psychology, 24*(4), 413.
- ❖ Krishnan L. (2014). Factors causing stress among working women and strategies to cope up. *IOSR Journal of Business and Management, 16*(5) 12-17.
- ❖ Landy, F. J., & Conte, J. M. (2004). *Work in 21st Century, An Introduction to Individual & Organizational Psychology*. New York: McGraw Hill.
- ❖ Le Blanc, P., de Jonge, J., & Schaufeli, J. (2000). Job Stress and Health. În Chmiel, N.(Ed.) *Work and Organizational Psychology. A European Perspective*.
- ❖ Le Fevre, M., Matheny, J., & Kolt, G. S. (2003). Eustress, distress, and interpretation in occupational stress. *Journal of Managerial Psychology, 18*(7), 726-744.
- ❖ Mazzetti, A., & Blenkinsopp, J. (2012). Evaluating a visual timeline methodology for appraisal and coping research. *Journal of Occupational and Organizational Psychology, 85*(4), 649-665.
- ❖ McManus, I. C., Keeling, A., & Paice, E. (2004). Stress, burnout and doctors' attitudes to work are determined by personality and learning style: A twelve year longitudinal study of UK medical graduates. *BMC Medicine, 2*(1), 1.
- ❖ Michie, S. (2002). Causes and management of stress at work. *Occupational and Environmental Medicine, 59*(1), 67-72.
- ❖ Panda, U. K. (2011). Role conflict, stress and dual career couples: An empirical study. *The Journal of Family Welfare, 57*(2), 72-88.
- ❖ Pareek, U. (1983). Role stress scale: ORS scale booklet, answer sheet, and manual. Ahmedabad: Navin Publications.
- ❖ Patil, M. (2016). Stress level of working and non working women. *The International Journal of Indian Psychology, 3*(2) 4-31.
- ❖ Rani, R. U., & Bhuvanewari, K. (2014). An analysis on the main factors of occupational stress among Indian women—A soft computing approach. *International Journal of Computational Intelligence and Informatics, 4*(2) 155-162.
- ❖ Schmidt, S., Roesler, U., Kusserow, T., & Rau, R. (2014). Uncertainty in the workplace: Examining role ambiguity and role conflict, and their link to depression—a meta-analysis. *European Journal of Work and Organizational Psychology, 23*(1), 91-106.

- ❖ Srivastav, A. K. (2006). Organizational climate as a dependent variable: Relationship with role stress, coping strategy and personal variables. *Journal of Management Research*, 6(3), 125.
- ❖ Terrill, A. L., Garofalo, J. P., Soliday, E., & Craft, R. (2012). Multiple roles and stress burden in women: a conceptual model of heart disease risk. *Journal of Applied Biobehavioral Research*, 17(1), 4-22.
- ❖ Törnroos, M. (2015). Personality and work stress: The role of five-factor model traits and cynicism in perceptions of work characteristics.
- ❖ Tripathi, P., & Bhattacharjee, S. (2012). A study on psychological stress of working women. *Zenith International Journal of Multidisciplinary Research*, 2(2), 434-435.
- ❖ Tyagi, V. (2014). Impact of role stagnation on employees' sensitivity. *International Journal of Research and Scientific Innovation*, 1(2) 27-35.
- ❖ Uen, J. F., Wu, T., & Huang, H. Y. (2009). Young managers' interpersonal stress and its relationship to management development practices: An exploratory study. *International Journal of Training and Development*, 13(1), 38-52.
- ❖ Vandenberg, R. J., Park, K. O., DeJoy, D. M., Wilson, M. G., & Griffin-Blake, C. S. (2002). The healthy work organization model: Expanding the view of individual health and well being in the workplace. *Historical and current perspectives on stress and health*, 2, 57-115.
- ❖ Vijayadurai, D. J., & Venkatesh, S. (2012). Study on stress management among women college teachers in Tamilnadu, India. *Pacific Business Review International*, 5.