



"A STUDY ON GENDER AS A FACTOR EFFECTING STRESS ON FACULTIES OF PRIVATE UNIVERSITIES IN THE STATE OF UTTAR PRADESH, INDIA."

Neha Singh

Department of Management Commerce and Economics, Shri Ramswaroop Memorial University

Dr Rajlaxmi Srivastava

Department of Management Commerce and Economics, Shri Ramswaroop Memorial University

ABSTRACT

Rapid growth of the economy has led to the development of various health related problems among people. One such major problem these days is Stress. If proper care is not taken STRESS can lead to various health hazards, which could become life threatening too.

This research is an attempt to study Gender and its impact on faculties in private Universities of Uttar Pradesh.

In this paper it is checked whether Gender has any role to play in increasing stress of faculties in the private universities of Uttar Pradesh, India. Dr Uday Pareek's standard ORS Questionnaire is used for collecting data from the faculties of the universities and t-Test is used to see whether any dimension of stress has any Relationship with Gender or not.

KEYWORDS : Stress, Occupational Stress, Organizational Role stress scale

1. Introduction

"Hans Selye" introduced stress as a concept in 1936. As it is popularly said that "Prevention is better than cure" and these days stress is the main reason for many problems in our life be it physical or psychological so once we are clear about the reason for this stress we can possibly find a way out of it. **Stress** can affect various aspects of our life; further its impact can also leave a long lasting effect on our family's life too. The word stress is so often used by almost all of us that we think individually everybody is very well aware about what stress is, but ironically that is not true at all. It is not something, which is occurring to us only now rather it was always there in our lives. It is only that now we are able to identify it and recognize it.

"HANS SELYE" popularly known as the father of the word stress and introduced the term in the early 19th century.

Now we are very well aware that what does stress actually means. For instance if someone says that "I am under stress" it certainly means that here stress is being used negatively and not positively. We all often experience stress; it can sometimes be motivating & encouraging and sometimes be discouraging and very harmful. Stress has become persistent feature of every body's life in the current world. In spite of huge growth in Comforts and luxuries in people's life majority number of people seem to have been suffering from a high degree of stress in various phases of their lives.

Consistent feeling of dissatisfaction in general reflects a degree of stress faced by people in today's world. We are not saying that stress is something, which has emerged now-, it has always been there right from the inception of the society but today it has become more evident and prevalent. It has become more common and for which the reasons could be many like lifestyle, eating habits, complexities in relationship, carrier of people, mindset etc. People's life in today's world has become more demanding, mechanical, uncertain. This is the reason so many researches are taking place in today's world in the field of STRESS. We can find many people taking about the term stress but there are very few who use the term significantly in the same way, as it is suppose to be used and defined. The term is so loosely used that the actual meaning of STRESS is taken for granted. Selye (1980) has stated, "The concept of stress is still fraught with definitional contradictions and suffers from the mixed blessings of being too well known and too little understood."

The origin of STRESS is said to be from a Latin word "stringer" meaning to draw light. It was used to denote adversity and difficulties. Various other terms also been used against Stress like anxiety, pressure, strain etc. There were few physiologists like Walter

Cannon who in his work described stress as a "term to elaborate on emotional states that had possible detrimental physical impact on focal organism". Icaancevich and Matteson (1950) state, "Lack of group cohesiveness may explain various physiological and behavioral outcome in an employee desiring to stick together." French and Caplan in 1975 defined stress as "Pressure of both qualitative and quantitative overload can result in the need to work excessive hours, which is an additional source of stress." It is clear by certain studies that stress increases to a different level altogether as and when the deadlines of work come nearer.

When an employee is given big responsibility but no authority and power is delegated to him Stress increases. Stress also increases when a person feels that he is not competent enough to handle the responsibilities, when he lacks the skill to do a particular work assigned to him, when he lacks knowledge and training is not provided to him.

2. Review of Literature

There are various studies on stress out of which few important findings are discussed below:

Ahlam B. El Shikieri¹ and Hassan A. Musa² (2011) studied the factors associated with occupational stress and their relationship with organizational performance at one of the private universities in Sudan. Abdul Qayyum Chaudhry (2012) found Inverse relationship between occupational stress and overall job satisfaction in faculty members of private universities; i.e. no relationship between the occupational stress and overall job satisfaction in faculty members of public universities. Kitila Mkumbo (2014) in his research found Results that indicate work stress is a common phenomenon among institutions of higher education with its associated consequences such as low job satisfaction, which is likely to affect staff's productivity.

Sinha A. in their study (2010) found that stress could cause a lot of psychological and physiological disturbances, which could bring serious health hazards for an individual. Khan in there study (2006) proposed four categories for stressors, which are task demand, organization framework, physical and interpersonal demands. Like wise Bevi (1996) stressed on the fact that stress is a result of many stressors and primarily the reason for this is the difference between what we are capable of achieving and what our environment offers. Steinberg and Ritzmann (1990) said that under or overload of any matter results in stress. Eliot (1998) viewed stress as a response of body for anything, which is not acceptable.

Robert M. Klassen and Ming Ming Chiu in their Research paper “**Effects on Teachers self Efficiency and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress**” found that “Teachers gender was linked to sources of stress. Female Teachers averaged 13% more workload stress and 8% more classroom stress than male teachers”

Antoniu et al.(2006) found that female teachers experienced higher levels of work related stress compared with male teachers.

Ushashree et al. (1995) conducted a study with 80 samples each from male and female high school teachers in the age group of 25-40 years and 41-60 years. They aimed to know the impact of gender on teachers’ job satisfaction and stress. Results indicated that significant impact of gender prevailed on stress.

Triveni and Aminabhavi (2002) in their study verified the gender difference in job stress of professional and non-professionals with 300 professionals including teachers and 100 non professionals. The findings exposed that women professional experience significantly higher job stress than men.

Various papers analyzed above reveal that relationship exists between teaching and stress. In this, paper we analyze the relationship between various dimensions of stress and Gender with the data obtained by interviewing the respondents from private university of Uttar Pradesh.

3. Research Methodology

A good research design ensures collection of data and extraction of information from that data so that some worth analysis could be done. Extensive review of literature is done to arrive at our research problem. Both primary and secondary data is collected to come to some conclusion. The primary data is obtained by survey method, observation method etc. where as the secondary data is fetched from some authentic source like books, research periodicals, newspaper and Internet. For primary data collection Questionnaires is filled and special survey panels were set, Observation is done.

3.1 Objectives of Study

- To study the knowledge of role stress and its nature
- To study the impact of Gender and perceived level of stress among faculties of private Universities in Uttar Pradesh.

3.2 Research Design

A good research design ensures that the information obtained is relevant to the questions created by the research objectives and by following and economical procedure, as discussed by Tripathi (2002).

The questionnaire for conducting the research is the standard questionnaire by Dr Uday Parikh (ORS scale) in which there are 50 questions, which are grouped in 10 divisions comprising of 5 questions each. The various dimensions are:

Role space conflicts

Inter- Role Distance (IRD): Refers to the conflict between the organization role and other roles.

Role Stagnation (RS): Takes place when an individual feels that there are few opportunities for learning and growth in the role.

Self-Role Distance (SRD): This stress arises out of the conflict between the self-concept and the expectations of the role, as perceived by the role occupant.

Role set conflicts

Role Expectation Conflict (REC): REC means conflicting demands made on the role by different persons in the organization

Role Erosion (RE): Is a feeling that few important roles which a person was suppose to carry out is being carried out by someone else

Role Overload (RO): It is the result of expected and actual output

Role Isolation (RI): Emanates due to lack of linkages between one’s roles with other roles in the organization.

Personal Inadequacy (PI) : One may experience this stress when a role occupant feels that he is not prepared to undertake this responsibility effectively.

Role Ambiguity (RA): When an individual is not clear about the various Expectations that people have from his role, he experiences this types of conflict. It may be due to lack of information of feedback to the role occupant.

Resource Inadequacy (Rin): This stress is experienced due to non-availability of resources needed for effective role performance.

3.3 Methods of Data Collection

The primary focus of the research study was to see that how does stress plays any role in the life of faculties of private universities in Uttar Pradesh. Before starting the research proper planning was done with the assistance of Literature review and secondary data and finally the research was initiated after a preliminary survey. The target population was chosen because Uttar Pradesh is the largest state of India and also comprises of diverse population. It also has huge number of private universities. The big number of universities gave us a better data to analyze.

Criteria for selecting these universities was:

- The university must be a private university
- The university must be enlisted with UGC
- The university must be located within the state of Uttar Pradesh

For This research we had taken a stratified simple random method.

Preliminary Survey:

- Sample size for the preliminary survey: we were able to tap Approximately 25+ private universities of Uttar Pradesh for this research.

A total of 440 faculties were interviewed from all over the state.

- Instrument for Preliminary survey: Before starting finally with the research an informal discussion was conducted with the faculties asking them various questions like “do you feel stressed?” “ Do you think previously education field was stress free?”. Observation method was also used to study the effect of stress on faculties and their change in behavior.

All this was done primarily to know the stressors and their effect on persons working in the education industry.

Final Study:

On the basis of the ground work done above we were able to answer many questions like which tools can be used for obtaining the data, How much will be secondary data of use to us. The results obtained also helped us in identifying the population used for the research and fix the sample size. A total of 440 people were interviewed for our research from the private universities in Uttar Pradesh. The respondents were divided on the basis of the following independent variables for which a separate demographic question naire was filled

Table 1. Variables

INDEPENDENT VARIABLE	GENDER	Deals with the gender of the faculty.
DEPENDENT VARIABLE	STRESS	The aim of the research is to see whether there is any influence of independent variable on the dependent variable i.e. STRESS

Profile of Faculties surveyed:

- Faculties were working in both Metro and Non Metro Cities
- Faculties were in a age group of 25-45
- Income Level is between 3 Lac- 7 Lac
- Faculties having a status of married, unmarried and divorced
- Faculties having qualification like bachelor, post graduate, Doctorate and Post Doctorate
- Faculties having work experience between 0-8 years
- Faculties belonging to Nuclear as well as joint families

Administration and description of Questionnaire.

Their were two different set of questionnaires first one described the demographics like respondents age, gender, qualification, experience, marital status and type of family

Where as the second part dealt with the ORS Questions. It aimed at determining perceived level of stress – the respondents were supposed to answer the questions with the help of Likert Scale.

3.1 Research Tools

The tool used for analyzing the data is statistical package for social sciences (SPSS).

The faculties were required to give certain information:

- They were supposed to mention the level of stress perceived in their life on Likert rating scale.
- They were also asked to disclose their demographics like, age, gender, qualification, marital status, income, experience

Procedure: For collecting the data personal visit was done at the targeted universities and the respondent's filled questionnaire. First the personal data sheet was filled followed by the ORS Scale and finally analysis.

3.2 Hypothesis

H1- There is a significant positive relationship between Gender and perceived level of stress

3.3 Limitation

- This study was carried out in 25+ universities and there were few, which were left out because we dint get good response from there. Result may have been different if all the universities would have been tapped.
- The study had opinion of people and opinion may change over certain period of time.
- The literature available for education industry was limited.
- Respondents were very reluctant in filling up the questionnaire, the reasons could be many like time constraint,
- The survey was conducted at the workplace only so there are chances that the respondents dint fill genuine answers and were scared of getting the information disclosed. Thus it would be a real good idea if respondents could fill in these questionnaires somewhere in private.
- The study was conducted in the state of Uttar Pradesh only; the result may have varied if some other state would have been covered.

3.4 Scope of Study

- The study can be extended to other industries within education industry like schools and private colleges. The research can also be tried in other industries apart from education like pharma, Consumer durable, FMCG etc.

- There are many other criteria, which can be further explored with the help of case studies.
- Many other variables apart from the one we considered like-qualification, can be considered for the study which may unfold many other results also.

4. Analysis

The study was conducted for 440 respondents whose age were in the age group of 25 and above. From Table 1 it is clear that the majority of the respondents are Male (67.5%), whereas Females are 142 in number i.e. (32.3%).

Table 1: Gender of the respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	297	67.5	67.5	67.5
Female	142	32.3	32.3	99.8
3	1	.2	.2	100.0
Total	440	100.0	100.0	

Table 2 gives us an idea that about the relationship between the independent and dependent variables. The Interpretation of the table and result has been mentioned below in points for better understanding.

Table 2: t-Test result of Gender and Stress

	Gender of the respondent	N	Mean
IRD	male	297	1.7024
	female	142	1.6423
RS	male	297	0.6157
	female	142	0.6815
REC	male	297	1.8552
	female	142	1.8352
RE	male	297	0.9818
	female	142	0.9944
RO	male	297	1.5719
	female	142	1.5521
RI	male	297	0.9044
	female	142	0.9958
PI	male	297	1.0956
	female	142	1.169
SRD	male	297	1.3313
	female	142	1.3761
RA	male	297	1.8714
	female	142	1.8704
RIIn	male	297	1.0034
	female	142	1.1254

Independent Samples Test				
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
IRD	Equal variances assumed	1.089	437	0.277
	Equal variances not assumed	1.088	277.121	0.278
RS	Equal variances assumed	-1.177	437	0.24
	Equal variances not assumed	-1.022	201.105	0.308
REC	Equal variances assumed	0.365	437	0.715
	Equal variances not assumed	0.371	289.825	0.711
RE	Equal variances assumed	-0.286	437	0.775
	Equal variances not assumed	-0.293	296.578	0.77
RO	Equal variances assumed	0.356	437	0.722
	Equal variances not assumed	0.337	243.678	0.736

RI	Equal variances assumed	-1.95	437	0.052
	Equal variances not assumed	-1.795	227.55	0.074
PI	Equal variances assumed	-1.276	437	0.203
	Equal variances not assumed	-1.213	245.173	0.226
SRD	Equal variances assumed	-0.864	437	0.388
	Equal variances not assumed	-0.785	221.551	0.433
RA	Equal variances assumed	0.015	437	0.988
	Equal variances not assumed	0.014	260.049	0.988
RIn	Equal variances assumed	-2.468	437	0.014
	Equal variances not assumed	-2.146	201.886	0.033

- **Interpretation:** The test statistics shows that for RIn and GENDER t value is 0.000 for which obtained p (significance value) value is 0.033, which is less than 0.05 hence the null hypothesis got rejected, and there is a significance difference in RIn Gender wise.
- The test statistics shows that for IRD and GENDER t value is 1.089 for which obtained p (significance value) value is 0.277, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in IRD Gender wise.
- The test statistics shows that for RS and GENDER t value is -1.177 for which obtained p (significance value) value is 0.240, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RS Gender wise.
- The test statistics shows that for REC and GENDER t value is .365 for which obtained p (significance value) value is 0.052 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in REC Gender wise.
- The test statistics shows that for RE and GENDER t value is -.286 for which obtained p (significance value) value is 0.775 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RE Gender wise.
- The test statistics shows that for RO and GENDER t value is .356 for which obtained p (significance value) value is 0.722 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RO Gender wise.
- The test statistics shows that for RI and GENDER t value is -1.950 for which obtained p (significance value) value is 0.052, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RI Gender wise.
- The test statistics shows that for PI and GENDER t value is -1.276 for which obtained p (significance value) value is 0.203 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in PI Gender wise.
- The test statistics shows that for SRD and GENDER t value is -.864 for which obtained p (significance value) value is 0.388, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in SRD Gender wise.
- The test statistics shows that for RA and GENDER t value is 0.015 for which obtained p(significance value) value is 0.988 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RA Gender wise.
- The reasons for relationship between Gender and stress could be many like there are a lot of expectations from females but they get the least in return of their services. There are also instances when a female suffers more in order to keep a proper work life balance between her job and home.
- Our result is also supported by many researches done before like There were certain variables like gender which were studied by Sen(1981) and even he stated that females are incline to more job stress as related to men. Ushashree et al. (1995) conducted a study with 80 samples each from male and female high school teachers in the age group of 25-40 years and 41-60 years. They aimed to know the impact of gender on teachers' job

satisfaction and stress. Results indicated that significant impact of gender prevailed on stress.

5. Conclusion

- With the help of finding we can make out that Gender reveal a significant relationship with perceived level of stress. Now people are realizing that teaching is no more a stress free field, it has its own stressors, which are increasing on a daily basis, if not worked upon on these factors they can cause serious blunders. Many researches have been working on identifying these stressors like one such research was conducted "The Relationship between Occupational Stress and Job Satisfaction: The Case Of Pakistani Universities "by Mr. Abdul Qayyum Chaudhry.
- This research can be of great help while
- Identifying the reasons for occupational address in Education Industry
- Identifying these stressors will help us in making coping strategies for eradicating these stressors
- It will help us in improving working conditions of the Educational Institutions.
- Identifying better working conditions for women in particular so that they can have a proper work life balance and can be retained for a longer tenure.

REFERENCES

1. Abdul Halim, A. (1981). Employee effective responses to organizational stress: Moderating Effects of Job Characteristics, *Personal Psychology*, 31:561-79
2. Abdul Qayyum Chaudhry "The Relationship Between Occupational Stress And Job Satisfaction: The Case Of Pakistani Universities" (2012).
3. Ahlam B. El Shikieri 1, Hassan A. Musa 2 "Factors Associated With Occupational Stress And Their Effects on Organizational Performance In A Sudanese University" (2011).
4. Agarwal, U. N.(1980) A step to develop a job involvement scale .*Indian Journal of Psychology*, 55: 38-42
5. Beehr, T.A. (1984). Stress and coping research: Methodological issues. In A. S. Sethi & R. S. Schuler (Eds), *handbook of organizational stress coping strategies*, Cambridge, M. A. Ballinger Publishing Company.
6. Beehr, T. A. & Franz, T. M. (1987) The current decade about the meaning of job stress. In J. M Ivancevich D. C. Ganster (Eds.) *job stress : from theory to suggestion*. New York: Haworth Press.
7. Beehr, T. A. & Newman, J. E. (1978). Job stress employee health, and organizational Effectiveness: A facet analysis, model and literature review. *Personnel Psychology*, 31:665-69
8. Blums and Nayler. (1968) *stress: your Friend and foe ?* Bombay: Wagle Process Studio and Press Pvt. Ltd.
9. Crown, S, & Gisp, A.H. (1966) .A short clinical Diagnostic self rating scale for psychoneurotic patients: The Middlesex Hospital Questionnaire. *British Journal Of Psychiatry*, 112:917 -23
10. Dewe, (1993). *Stressful Life Events: Their Nature and effects*. N.Y.: Wiley
11. Druker, P., (1954). *The Practice of Management*. New York: Harper & Row.
12. Dunbar, H. F., (1947). *Mind and Body*. New York: Random House.
13. Dyerman, S.B., & Hayes, O. L., (1991). *The best jobs in America for parents who want careers and tennis for children too*. New York: Rawson Associates.
14. Eden, K., Sherom, A., Kellerman, J. J., Arouson, J., & French, J.R.P., 1977. Stress, anxiety and coronary risk in a supportive society. In C.D. Spellberger & I.G. Sarason (Eds.), *Stress and Axiety*, (Vol.V):251-67. N.Y.: Johns Wiley & Sons.
15. Fair, E.W., (1976). Keeping pressures out of your working life. *Supervisor*. 38:23-24. Field
16. Field ,A.(2005). *Discovering Statistics through SPSS*, London, Sage Publication
17. Frew and Burning, (1987). Person-environment fit, job satisfaction and mental health. *Journal of Occupational Psychology*, 57: 295-307.
18. Fitzpatrick Frank (2016 April), "helppguide.org"
19. Galloway, D. (1984). Mental health, absence from work, stress and satisfaction in a sample of New Zealand primary school teachers. *Australia & New Zealand Journal of Psychiatry*, 18: 359-63.
20. Gardel and Lindell, (1987). Technology, alienation and mental health: Summary of a Social Psychology. U. Stockholm, No. 456, 11.
21. Gavin, J. F., & Axelrod, W. L., (1977). Managerial stress and strain in a mining organization. *Journal of Vocational Behaviour*.
22. Gemmill, R., & Heisler, W. J. (1972). Machiavellianism as a factor in Management *Journal*. 15: 51-62.
23. Gore, S. (1973). The influence of social support and related variables in ameliorating the consequences of job loss. Unpublished Doctoral dissertation, University of Pennsylvania:
24. Hans Selyes (1979), *Stress and infection disease in human*, *Psy, Bull*, 109:5-24.
25. Humphery . (1992) *Job stress related problems and coping strategies*, *J, Com, Gul. Res*, 24 (3):235-242.
26. Ivancevich, J.M., & Gonster, D.C., (1987). *Job Stress: From theory to Suggestional*. New York. The Haworth Press.
27. Ivancevich, J.M., & Matteson, M.T., (1980). *Stress and Work: A Managerial Perspective*. Glenview, IL: Scott Foresman.
28. -----(1981). *Stress and Work*. Glenview, J.L.: Foreman Company.
29. -----(1987). *Organizational level stress management interventions*, In J. M. Ivancevich & Matteson (1988). *Job Stress: From Theory to Suggestions*. New York. The Hawarth Press.
30. Jackson, S.E., (1984). 'Organizational practices for preventive born out'. In A.S. Sethi, &

- R.S. Schuler (eds.), *Handbook of Organizational Stress and Coping Strategies*. Cambridge, MA: Ballinger.
31. John, L. Y., (1981). The pineal gland as a modulator of the adrenal and thyroid axes. In R. J. Reiste (Ed.), *The Pineal gland, Extra-reproductive effects*. Vol. III. Boca-Ratom: CRC Press, 107-152.
 32. Jonathan Brown (2007), Do representations of illness matter? *Social Sciences and Journal of The Scholarship of Teaching And Learning*, Vol. 12, No.2, June 2012, Pp. 78 – 93. "Faculty Perceptions of Multicultural Teaching In A Large Urban University"
 34. Julius. S., (1984). Implications for hypertension. In N. I. H. stress reactivity and cardiovascular disease: Proceedings of the Working Conference (pp. 63-71), Washington, D.C. Department of Health and Human Services.
 35. Kahn, R.L., Wolfe, D. M., Quinn, R. P., Sonek, J.D., & Rosenthal, R.A., (1964).
 37. *Organizational Stress: Studies in Role Conflict and Ambiguity*. New York: Wiley.
 38. Karcher, C.L., & Leviden, L.L., (1982). Is work conduction to self-destruction? *Suicide and Life-Threatening Behaviour*. 12: 151-57.
 39. Kutz, D., & Kalin, D., (1978). *The Social Psychology of Organizations*. New York: Wiley.
 40. Katz, R., (1985). Organizational stress and early socialization experiences. In T. A. Beehr & R. S. Bhagat (Eds.), *Human Stress and Cognition in Organizations*. New York: John Wiley.
 41. Khalid,, (2002). *Up is Not the Only Way*. Englewood Cliffs, NJ: Prentice Hall. Kegan & Watson, (1994). *Stress Industry*. London: Priory Press.
 42. Kramer, (1974). *Mental Health of Industrial Worker* New York. Wiley.
 43. Kumar (1994), Occupational stress and social support as predictors of organizational stress and tolerance, *J Com, Gul, Res*, 19 (1) :96-103.
 44. Kaur, Sarbjit / Kumar, Dinesh, "Comparative Study of Government And Non Government College Teacher In Relation To Job Satisfaction And Job Stress" (2008)
 45. Kabita Das, B.K Das, Subhransubala Mohanty Social Security in Informal Sector: A Myth, *Odisha Review*, Sept. 2012, pgs 60-61, 2012
 46. Lai, G., (1995). Work and family roles and psychological well being in urban China. *Journal of Health and Social Behaviour*. 36: 11-37.
 47. relationship in work situation. *Journal of Applied Psychology*. 63: 629-34.
 48. Lazarus, R. S., (1966). *Psychological Stress and the Coping Process*. New York: McGraw Hill.
 49. Lazarus, R. S., (1975). A cognitively oriented psychologist looks at biofeedback. *American Psychologist*. 30: 553-61.
 50. -Lazarus (1982). The stress and coping paradigm. In C. Eisdorfer, D. Cohen. & A. Kteiwun (Eds.), *Theoretical Based for Psychopathology*. N.Y.: Spectrum.
 51. Lazarus, R.S., & Folkman, S., (1984). Coping and adaptation. In W. D. Certry (Ed.), *Handbook of Behavioural Medicine*, 282-325. N.Y.: Guilford.
 52. (1984). *Stress, Appraisal, and Coping*. New York: Springer.
 53. Lazarus, R. S., & Cohen, J.B., (1976). Theory and method in the study of stress and coping in ageing individuals. 5th WHO Conference of Society; Stress and Disease. Stockholm. Sweden.
 54. Lazarus, R. S., & Launier, R., (1978). Stress-related transactions between person and environment. In L.A. Pervin & M. Lewis (Eds.), *Perspectives International Psychology*. New York: Plenum Press.
 55. Lehra & Wopfolk, (1984). *Locus of Control: Current Trends in Theory and Research*. New York: Halstead.
 56. Lodahl, T. M., & Kejner, M., (1965). The definition and measurement of job involvement. *Journal of Applied Psychology*. 49: 24-33.
 57. London, M., & Kilmoski, R.J., (1975). Self-esteem and job complexity as moderators of performance and satisfaction. *Journal of Vocational Behaviour*. 6: 293-304.
 58. Maddi, S.R., & Kobasa, S.C., (1984). *The Hardy Executives: Health Under Stress*. Homewood, IL: Do Jones Irwin.
 59. Mathney, K. B., Aycock, D.W., Pugh, J. L., Curlette, W. L., & Cannella, K. A., (1986). "Stress coping: A qualitative and quantitative synthesis with implications for treatment." *The Counseling Psychologist*. 14: 499-549.
 60. Matteson, M. T., & Ivancevich, J. M., (1987). *Controlling Work Stress: Effective Resources and Management Strategies*. San Francisco, CA: Jossey-Bass.
 61. Milier, (1960). *Health, Stress and Illness: A Systems Approach*. New York: Praeger Publications.
 62. Mott, P.E., (1976). Social and psychological adjustment to shift work. In P. G. Pentos & R.D. Shepard (Eds.), *Shift Work and Health* Washington, DC: U.S. Govt Printing Office.
 63. Mott, P. I., (1972). *The Characteristics of Effective Organisations*. New York: Harper & Raw.
 64. Murphy, L. R., (1988). Occupational stress management: A Review and Appraisal. *Journal of Occupational Psychology*. 57: 367-72.
 65. ----- (1984b). Stress management in highway maintenance workers. *Journal of Occupational Medicine*. 26: 436-42.
 66. Newton, T.J., & Keenan, A., (1987). Coping with work related stress. *Human Relations*. 38: 107-26.
 67. Novotney "American Psychological Association"
 68. Ormen, (1992). Emergency technology and stress. In C.L. Cooper & M.J. Smith (Eds.). *Job Stress and Blue Collar Workers*. New York: John Wiley.
 69. Overbeke, J. E., (1975). Pressures built on today's managers, *Industry Week*. 187: 21-24.
 70. Paine, W. S., (1982). *Job Stress and Burnout: Research Theory and Intervention*. London: Sage Publication.
 71. Pandey, N., & Naidu, R. K., (1986). Effort and outcome orientations as moderators of stress-strain relationship. *Psychological Studies*. 31: 207-14.
 72. Pareek, U., (1981). *Organizational Role Stress: Manual*. Ahmedabad: Navin Publications.
 73. Pareek, U., (1986). Developing and increasing role efficacy. In J.W. Pfeiffer, & Pareek, U. (Eds.), *Motivating Organizational Roles: Role Efficacy Approach*. Jaipur: Rawat Publications.
 74. Perreault, (1976). Blood pressure and catecholamine responses to various challenges during exercise-recovery in man. *European Journal of Applied Psychology*. 58: 551-55.
 75. ----- (1987) Does Type-A behavior moderate the stress-anger relationship in case of managers. Working Paper No. 743, Indian Institute of management,
 76. R. h., (1968). Life change measurement as a predictor of illness. In Proceedings of The Royal Society of Medicine. 61: 1124-26.
 77. Roseman and Friedman (1971) A comparison between Type a and Type B. *J. Indian Aca, App, Psy*. 19(1-2): 1-6.
 78. Sales, S. M., & House, J., (1971). Job dissatisfaction as a possible risk factor in coronary heart disease. *Journal of Chronic Diseases*. 23: 861-73.
 79. Sarason, I. G., & Johnson, J. H. (1979). Life stress, organizational stress, and goal satisfaction *Psychological Reports*. 44: 75-79.
 80. Selye, H., (1956). *The Stress of Life*. New York: McGraw Hill.
 81. (1980). The stress concept today. In I. L., Kutash & L. B. Schteinger (Eds.), *Handbook of Stress and Anxiety*. San Francisco: Jossey Bass.
 82. Sen, (1981). Organizational determinants of labour management relations in Indian *Journal of Industrial Relations*. 19: 1-20.
 83. Tripathi., (2003). Research Methods to identify role conflict and ambiguity among public school teachers. *Journal of Human Relations*. 18: 1063-75.
 84. Wmgate (1972). Psychological research needs on the problems of human stress. In McGrath (Ed.) - *Social and Psychological Factors in Stress*. N.Y: Holt, Rinehart and Winstein.
 85. Wolff, H. G., (1950). Life stress and bodily disease-a formulation in life stress and bodily diseases: Proceedings of Association for Research in Nervous and Mental Disorders, Dec. 2 & 3, 1949. New York, Baltimore: Williams & Wilkins.