

ORGANIZATIONAL ROLE STRESS AMONG UNIVERSITY ACADEMIC STAFF: REFLECT AND INFLUENCE

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Abstract: The present research was planned to ascertain the reflect and influence of age and gender with organizational role stress amongst academic staff of Prince Sattam bin Abdulaziz University, Kingdom of Saudi Arabia. The total questionnaires included in the investigation were 546 academic staff working in various colleges in the university. Organizational role stress scale and demographical blank sheet were used to explore the perceptions towards occupational stress of academic staff. Means, rank and *t*-test were used to analyze the data. The results appeared that the group of male faculty were found higher degree of role stress on IRD, RE and RI whereas, female faculty member experienced higher degree of role stress on IRD, RO and RI. Further, male employees found higher degree of role stress than female faculty member on RE which has been observed statistically significant. RO, RI and IRD were observed high among younger faculty and older faculty member reported higher degree of role stress on IRD, RI and RIn. Finally, younger and older faculty member of Prince Sattam bin Abdulaziz University (PSAU) were found differ significantly on PI. The significance and implications of the study were discoursed to spark to gainnovel value in the current contemporary areas of information.

Keywords: Organizational role stress, Stress, Role, ORS Scale.

INTRODUCTION

In the era of globalization, privatization, liberalization, tough competition, mergers and acquisitions, technological revolutionizes, supervisory or managerial pressures to complete the task on time and so on inclined the employees to perceive the organizational role stress and also observed throughout the globe that such stress is mounting up at the place of work. It is evident that organizational role stress influences the employees badly. Thereby, long back Coleman (1976) emphasized that the modern world has been called as the era of stress, worries and anxiety. Whereas, Cox *et. al.*(2000) accentuated that the increasing degree of stress at workplace which affect negatively for retaining and attracting the workforces in their organization across the world. The teaching community is one of the vital pillars of the society or the nation that provides the education and training to the community to shape their identity for the betterment of the society. In the changing epoch and complexities, workforces are suffering from varied degree of difficulties in their job which has serious consequences for their outcomes. Indeed, the consequences of organizational role stress and anxious employees cannot perform quality work in contrary to those who areaway from such stressful situations.

The ongoing research and different findings in organizational behavior or development has vastly focused on stress and the performance of the employees to

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determine overall organizational excellence. Chusmir and Franks (1998) emphasized that reasonable level of stress is good for the individual as well as organization. The well-known researcher Pestonjee (1992) has tried to explain the features of stress and its consequences of the stress attributes and found three vital domains of one's life where stress instigates. These are (a) the social area, (b) job as well as organization, and (c) intra-psychic sector. The first, namely, the social area means representing socio-cultural attributes of human life (language, food habits, dress, caste, creeds, religion etc.). The job as well as organization pave the way to understand overall work culture (policy, administration, colleagues, environment, atmosphere, security etc.). The intra-psychic sector emphasizes to understand the internal state of individual such as health, ability, temperament, skills, talents, norms and values. However, role stress is considered as one of the global phenomenon not only in teaching but in all occupations. Pareek (1983) said that organizational role stress denotes to tension and conflict due to the roles being performed by an individual at any specified time period. However, in this particular research our focus is to understand organizational role stress and its ten facets and their degree of stress provided by the respondents that contributing to total organizational role stress. The ten dimensions of role stressors are following:

- (i) Inter-role distance (IRD): Refers to the conflict between organizational and non-organizational roles.
- (ii) Role Stagnation (RS): Feeling of being lesser opportunities for growth and learning in the roles performed by them.
- (iii) Role expectation conflict (REC): Conflicting demands and expectations from peers, subordinates and superiors.
- (iv) Role erosion (RE): Stress is characterized by the feeling that incumbent's role has being shared or performed and someone else get the recognition for doing the roles.
- (v) Role overload (RO): Stress arises when the expectation from incumbent's to do much more than actual input.
- (vi) Role isolation (RI): Refers to lack of connection between incumbent's roles with other roles.
- (vii) Personal inadequacy (PI): Stress is characterized by lack of potentials, skills, abilities, training and development to discharge the roles.
- (viii) Self-role distance (SRD): Stress emerges due to conflict to understand one's self-concepts with the demands of organizational role.
- (ix) Role ambiguity (RA): Stress is perceived incumbents not getting adequate information required to discharge the role.
- (x) Resource inadequacy (RIn): Stress arises due to lack of adequate resources required to execute effective role.

LITERATURE REVIEW

Organizational role stress is one of those topics which have been debated widely on the globe because of its adverse effects on their performance and health. Various investigations have been initiated by the researchers on organizational role stress, job stress or stress with job performance, organizational commitment, turnover, job satisfaction, absenteeism, employee creativity, personality characteristics, organizational culture, job involvement,, interpersonal trust, perceived organizational support on different occupations and reported varied findings (Pareek, 2011; Allam, 2013; Gharib *et. al.*, 2016; Khattak *et. al.*, 2013; Al-Kahtani & Allam, 2015; Bano and Talib, 2011; Pestonjee & Azeem, 2001; Brown and Peterson, 1993; Sager, 1994; Yaacob & Long, 2015; Ello & Patil, 2012; Macklin *et. al.*, 2006; Kamal & Reddy, 2015; and Zafar *et. al.*, 2015).

Romano and Wahlstrom (2000) and Macklin *et. al.*, (2006) observed that male workers perceived lesser degree of stress as related to female colleagues but different findings have been reported by Kamal and Reddy (2015) and observed no significant difference between male and female employees. However, earlier researcher Dua (1994) explored that younger age group of employees reported higher degree of stress than their counterparts. Further. it is noted by Ushashree and Jamuna (1990) that younger age group of employees perceived higher degree of stress in their workplace. Another researcher, Beena and Poduval (1992) accentuated that roles stress increases with the increase in the age and Hunnur and Bagali (2014) revealed that demographic variables such as age, experience and gender has positive relationship with occupational role stress and its various parameters.

Cascio (1993) reported that downsizing of the employees caused due to work overload to experience stress. Testaand Simonson (1996) explored that beyond the tolerable level of stress may have inverse influence on psychological well-being of the employees. Whereas, Sharma and Devi (2011) conducted a study on role stress and revealed that both private and public sectors people differ with respect to role augmentation, self- diminution and role fortification in relation to role stress. Karimi *et. al.* (2014) instigated an investigation among nursing staff in Iranian hospital and explored positive significant correlation with role overload, role ambiguity, occupational role stress and role conflict.

Al Kahtani and Allam (2015) begun a study among employees of Prince Sattam bin Abdulaziz University and explored that strategy a factor of defensive communication climate were exhibited negative significant correlation between supportive communication climate & role ambiguity.

Deepa and Nambudiri (2016) emphasized that externally controlled group were found higher level of role stress than their counterparts. Gharib *et. al.* (2016) initiated an investigation on academic staff to explore the influence of job stress

on performance and revealed that role ambiguity did not significantly influence the performance of the teaching staff.

Objective of the Study

The researcher intended to draw some inferences on the basis of gender and age on various facets of organizational role stress among the faculty members in Prince Sattam bin Abdulaziz University. Hence, on the basis of available literature and retrospection of the study, certain objectives have been initiated such as:

- To determine the rank of male and female faculty members on various facets of organizational role stress in Prince Sattam bin Abdulaziz University.
- To identify the rank of younger and older faculty members on various facets of organizational role stress in Prince Sattam bin Abdulaziz University.
- To explore the influence of male and female faculty members on various facets of organizational role stress in Prince Sattam bin Abdulaziz University.
- To understand the impact of younger and older age groups of faculty members on various facets of organizational role stress.

Hypotheses

In the light of the above-mentioned purposes and with the help of various literatures available on variables of the current study, certain null hypotheses were formulated as:

- **H₀₁:** There would not be a significant difference between female and male faculty members in relation to organizational role stress and its various dimensions.
- **H₀₂:** There would not be significant differences between younger and older faculty members with organizational role stress and its various parameters.

METHODOLOGY

Sample: The sample of the current investigation consisted of 546 faculty members employed in different colleges of Prince Sattam bin Abdulaziz University located at various places of AlKharj region in the Kingdom of Saudi Arabia. 300 male and 243 female and 3 not responded. Further, younger and older age groups have been categorized based on median and were 140 and 151 respectively.

Scale and Method: Following scales were administered to the respondents by taking into consideration of socio-demographic and cultural values of the population.

1. **Organizational Role Stress** standardized and developed by Pareek (1983) used to measure the amount of numerous role stressors of the subjects. This particular inventory provides an index of subject's experienced organizational role stress on ten different dimensions which are the following:

- (i) Inter Role Distance (IRD)
- (ii) Role Stagnation (RS)
- (iii) Role Expectation Conflict (REC)
- (iv) Role Erosion (RE)
- (v) Role overload (RO)
- (vi) Role Isolation (RI)
- (vii) Personal Inadequacy (PI)
- (viii) Self-Role Distance (SRD)
- (ix) Role Ambiguity (RA)
- (x) Resource Inadequacy (RIn)

The scale comprises of 50 questions and each question to be graded on the continuum of 5 point Likert scale varied from never (zero) to very frequently (four). In the scale each dimensions ranges from the score zero to twenty. The consistency of the test was found 0.73.

2. **Demographical Information Sheet:** Self- made demographic blank sheet used to gather the various biographical information about the respondents age, gender etc.
3. **Statistical Techniques Used:** The researcher used mean, Standard deviation, rank order to see the level of role stressors among the male & female and younger & older in age group of teaching professionals. Further, *t*-test was applied to see the differences between the groups.

Procedure and Ethics: Firstly, scale translated in Arabic by expert to maintain the reliability and validity of the scale. The total 600 and above questionnaire distributed among the faculty members and finally researcher were able to get 546 filled questionnaires from different colleges of Prince Sattam bin Abdulaziz University (PSAU), KSA. All instructions were given prior to administration the questionnaires to the subjects and they were assured that their responses will be kept secret and will not be revealed to anyone. Further; they were informed that the current study will be used for academic purpose. Indeed, the investigators maintain all the ethics while conducting the study such as permission to conduct study from the concerned authority. Finally, the collected data were put into statistical analyses for findings to add some values in the contemporary knowledge of the study.

It is depicted from the Table 1 that the mean on inter-role distance (IRD) among male faculty observed 6.42 with sd. of 4.470 and found highest among the dimensions of organizational role stress with rank 1. Subsequently, role erosion emerged as a second rank with mean (6.38) and sd.(4.144). The third important stressor have been observed is the role isolation (RI) with a mean score of 6.28 and sd. of 4.589 among all the ten role stressors in male teaching faculty. The standard deviation found lowest for role ambiguity (3.887). The findings can be explained

TABLE 1: SHOWING MEAN, SD'S AND RANK ORDER OF VARIOUS FACETS OF ORGANIZATIONAL ROLE STRESS AMONG MALE FACULTY MEMBERS IN PSAU

<i>Stressors</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
IRD	300	6.42	4.470	1
RS	300	5.04	4.118	6
REC	300	4.51	3.945	8
RE	300	6.38	4.144	2
RO	300	6.22	4.694	4
RI	300	6.28	4.589	3
PI	300	4.42	4.169	9
SRD	300	4.88	4.068	7
RA	300	3.41	3.887	10
RIn	300	6.14	4.249	5

that male faculty members are experiencing conflicting roles i.e. organizational and social roles in the case inter-role distance. Whereas, RE emerged second shows that they experienced the credits of work done by them is taking by someone else in the organization. Table findings also depict that role ambiguity (RA) was emerged as lowest indicates the role and responsibility given to them is clearly understood. The present findings have a contradictory results related to role ambiguity (Sager, 1994; Brown and Peterson, 1993 and Yaacob & Long, 2015).

TABLE 2: SHOWING MEAN, SD'S AND RANK ORDER OF VARIOUS FACETS OF ORGANIZATIONAL ROLE STRESS AMONG FEMALE FACULTY MEMBER IN PSAU

<i>Stressors</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
IRD	243	8.91	5.630	1
RS	242	6.18	4.500	5
REC	243	5.49	4.323	8
RE	243	5.65	4.094	7
RO	243	8.43	5.993	2
RI	243	7.80	4.653	3
PI	243	4.46	3.780	10
SRD	243	5.74	4.508	6
RA	243	4.64	4.313	9
RIn	242	7.36	4.493	4

It is observed from the aforesaid Table 2 that inter-role distance (IRD) emerged as highest stressor among ten dimensions of organizational role stress with mean (8.91) and sd. (5.630) followed by second role overload (mean, 8.43 and sd. 5.993).

Table also showed that personal inadequacy were emerged as lowest among all the dimensions. The result may be attributed that female teaching staff carrying out their roles hardly in home as well as organization and thereby perceived higher level of stress in their work. This finding has been supported by (Pareek, 2011; Ello &Patil, 2012 and Patwardhan *et. al.*, 2014).Among the dimensions of organizational role stressors as shown in the above table, personal inadequacy has found the least potent stressor for the female indicates they were having confidence in their knowledge, skills and other required skill to discharge the responsibilities and found away from the lacking of the skills to do the tasks.

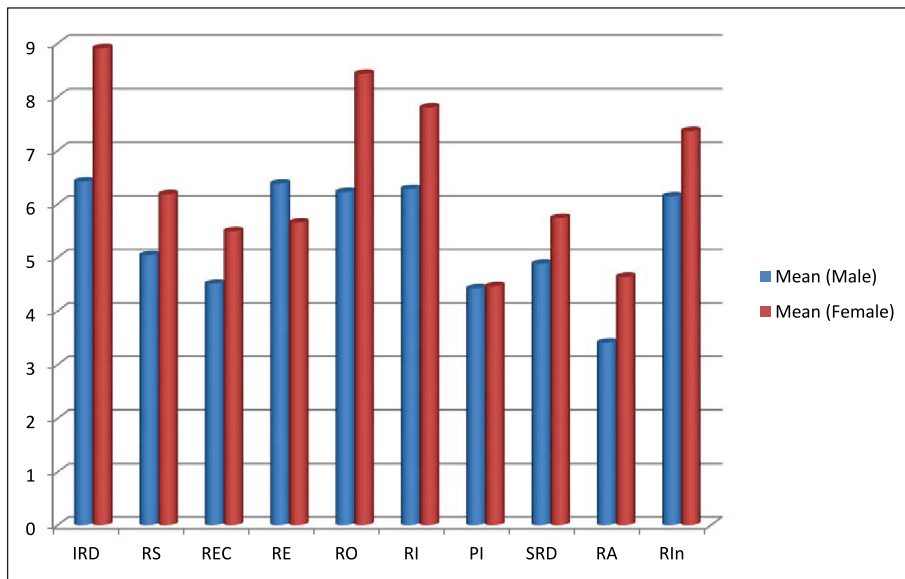


Diagram 1: Presenting Mean of stressors among male and female faculty member in PSAU

Diagram represents the comparative value of different role stressor among male and female faculty members. Indeed, it is observed through the diagram IRD became highest potent factor among all the parameters of role stress. On the other hand diagram depicts some variations in the degree of role stress among both the groups of staffs working in the university as academicians. Through the diagram, personal inadequacy seems to be identical level of stress among both male and female indicates the skills and potentials required to perform the assigned tasks.

It is observed from the Table 3 that female group found to be more consistent higher level of role stressors on all the ten dimensions of organizational role stress except role erosion where male participants showed higher level of role stress.

TABLE 3: SHOWING MEAN, SD'S AND T-VALUE OF MALE AND FEMALE FACULTY MEMBERS ON ORGANIZATIONAL ROLE STRESS AND THEIR FACETS IN PSAU

<i>Stressors</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t-value</i>
IRD	Male	300	6.42	4.470	5.744**
	Female	243	8.91	5.630	
RS	Male	300	5.04	4.118	3.087**
	Female	242	6.18	4.500	
REC	Male	300	4.51	3.945	2.766**
	Female	243	5.49	4.323	
RE	Male	300	6.38	4.144	2.042*
	Female	243	5.65	4.094	
RO	Male	300	6.22	4.694	4.807**
	Female	243	8.43	5.993	
RI	Male	300	6.28	4.589	3.820**
	Female	243	7.80	4.653	
PI	Male	300	4.42	4.169	.097
	Female	243	4.46	3.780	
SRD	Male	300	4.88	4.068	2.347**
	Female	243	5.74	4.508	
RA	Male	300	3.41	3.887	3.487**
	Female	243	4.64	4.313	
RIn	Male	300	6.14	4.249	3.240**
	Female	242	7.36	4.493	
ORS	Male	300	53.70	33.351	3.673**
	Female	243	64.61	35.690	

Significant at **P < .01

Significant at *P < .05

As far as total role stress is concerned female perceived greater degree of stress in terms of role as related to male. Furthermore, it appears from the result that mean organizational role stress as a whole of male and female groups of teaching staff were found 53.70 and 64.61 and sd. were found 33.351 and 35.690. The calculated value of *t* was found 3.673 which is significant at .01 and thereby, the proposed null hypothesis (H_{01}) was rejected. Romano and Wahlstrom (2000) and Macklin *et. al.*, (2006) observed that female workers perceived higher degree of stress as compared to male counterparts. The present findings have not been supported by Kamal and Reddy (2015) and observed no significant difference between male and female employees.

TABLE 4: SHOWING MEAN, SD'S AND RANK ORDER OF VARIOUS FACETS OF ORGANIZATIONAL ROLES STRESS AMONG YOUNGER FACULTY MEMBER IN PSAU

<i>Stressors</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
IRD	140	7.52	5.573	3
RS	140	6.04	4.292	6
REC	140	5.44	4.350	8
RE	140	6.28	3.898	5
RO	140	7.79	5.746	1
RI	140	7.59	4.906	2
PI	140	5.12	4.230	9
SRD	140	6.04	4.288	6
RA	140	4.53	4.377	10
RIn	140	7.25	4.644	4

According to the above table that role overload (RO) emerged as highest stressor among ten domains of organizational role stress with mean (7.79) and sd. (5.746) followed by second role isolation (mean, 7.59 and sd. 4.906). It is depicted from the table that RA was emerged as lowest among all the facets of ORS. Younger group of employees have too many to do at work and getting demands to fulfill from the various level of employees. In addition, professional inspiration is also vital for career advancement, thereby discharging varieties of roles at work.

TABLE 5: SHOWING MEAN, SD'S AND RANK ORDER OF VARIOUS FACETS OF ORGANIZATIONAL ROLES STRESS AMONG OLDER FACULTY MEMBER IN PSAU

<i>Stressors</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>
IRD	151	7.66	5.116	1
RS	151	5.26	4.334	6
REC	151	4.79	3.839	8
RE	151	6.42	4.378	5
RO	151	6.75	5.246	4
RI	151	7.13	4.781	2
PI	151	3.77	3.746	9
SRD	151	5.12	4.269	7
RA	151	3.65	3.950	10
RIn	151	7.03	4.483	3

It is evident from the aforesaid Table 5 that IRD one of the domain of occupational role stress emerged as the potent stressor among older employees.

According to the table RA was emerged as lowest among all the facets of ORS. The result highlighted that older employees try to fulfill different types of social obligations and professional demands might lead them to experience higher degree of inter-role distance. Whereas, RA found to be lowest indicates that roles are clear, certain and well instructed to carry out the assigned task. However, earlier researcher Dua (1994) explored that younger age group of employees reported higher degree of stress than their counterparts.

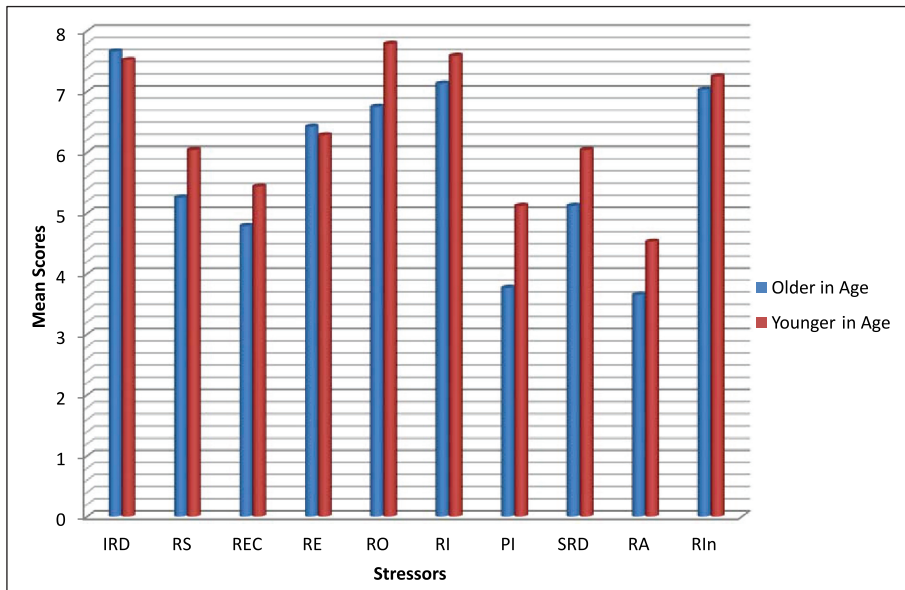


Diagram 2: Presenting Mean of stressors among younger and older faculty member in PSAU

Diagram 2 indicates the degree of role stress among two different categories of teaching professionals i.e. older and younger in age. It has been detected from the diagram that degree of role stress has been found lower with older age teaching staff except on IRD and RE with their counterpart. Further, it is noticed that role stress existed among two categories of employees but in a varied degree. Through the diagram, role ambiguity (RA) observed least potent factor among both the groups. Earlier researchers, Ushashree and Jamuna (1990) reported that younger age group of employees perceived higher degree of stress and their finding supports the present study.

Table 6 depicts that younger teaching staff below 36 years of age reveal greater degree of stress on all the domain of organizational role stress except IRD and RE. It is also observed that older in age group of teaching staff on total ORS showed lesser degree of role stress than younger age group counterpart but not differ significantly.

TABLE 6: SHOWING MEAN, SD'S AND T-VALUE OF YOUNGER AND OLDER FACULTY MEMBERS ON ORGANIZATIONAL ROLE STRESS AND THEIR FACETS IN PSAU

<i>Stressors</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t-value</i>
IRD	Younger in Age	140	7.52	5.573	.214
	Older in Age	151	7.66	5.116	
RS	Younger in Age	140	6.04	4.292	1.523
	Older in Age	151	5.26	4.334	
REC	Younger in Age	140	5.44	4.350	1.350
	Older in Age	151	4.79	3.839	
RE	Younger in Age	140	6.28	3.898	.298
	Older in Age	151	6.42	4.378	
RO	Younger in Age	140	7.79	5.746	1.610
	Older in Age	151	6.75	5.246	
RI	Younger in Age	140	7.59	4.906	.810
	Older in Age	151	7.13	4.781	
PI	Younger in Age	140	5.12	4.230	2.894**
	Older in Age	151	3.77	3.746	
SRD	Younger in Age	140	6.04	4.288	1.840
	Older in Age	151	5.12	4.269	
RA	Younger in Age	140	4.53	4.377	1.802
	Older in Age	151	3.65	3.950	
RIn	Younger in Age	140	7.25	4.644	.405
	Older in Age	151	7.03	4.483	
ORS	Younger in Age	140	63.59	35.511	1.484
	Older in Age	151	57.58	33.583	

Significant at **P<. 01

The significant difference was observed only in the case of PI at .01 and thereby, the proposed null hypothesis (H_0) was not rejected. Beena and Poduval (1992) pointed that roles stress increases with the increase in the age, but present study has contradictory finding. Whereas, Hunnur and Bagali (2014) revealed that demographic variables such as age, experience and gender has positive relationship with occupational role stress and its domain. In the present finding pertaining to PI younger in age group of teaching staff showed superior degree of role stress may be due to lack of knowledge, competencies or skill to performed the task in the university.

CONCLUSION

The results of the current research discovered that variations occurred between male, female, younger and older faculty member working in the various colleges of Prince Sattam bin Abdulaziz University on various facets of organizational role stress. On the basis of the findings some conclusions have been drawn as:

- The group of male faculty from various colleges of Prince Sattam bin Abdulaziz University (PSAU) were found higher degree of role stress on IRD, RE and RI whereas, least were observed in the case of RA.
- The group of female faculty member from various colleges of Prince Sattam bin Abdulaziz University (PSAU) experienced higher degree of role stress on IRD, RO and RI but shown lessen in the case of PI.
- Female faculty member experienced higher degree of stress on inter role distance, role stagnation, role expectation conflict, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and overall organizational role stress than male counterparts which differed statistically significant. Whereas, male employees found higher degree of role stress than female faculty member only on RE which is also observed statistically significant.
- RO, RI and IRD were observed high among younger faculty member and same group of faculty member experienced least amount of organizational role stress on RA.
- The group of older faculty member reported higher level of role stress on IRD, RI and RIn whereas, least shown in the case of RA which is similar to younger faculty member.
- The two groups' younger and older faculty members of Prince Sattam bin Abdulaziz University (PSAU) were found differing significantly more scores of role stress on PI.

LIMITATION AND SUGGESTIONS

The current research has been instigated to explore the most potent and the least dominant stressors among male & female and younger & older in age groups of faculty member in Prince Sattam bin Abdulaziz University (PSAU). It is observed that degree of stress existed but in a varied manner. It is well known facts that every research has certain restrictions and avenues for forthcoming investigation. This particular research has also certain restrictions such as sample size of comparable groups varying in the present study so it is necessary to have ample size for the study. The current study cannot be generalized for whole university in the Kingdom due to nature of the study. As we know that employees cannot perform better if he/she is suffering from varied degree of stress. So it is the responsibility of higher officials to provide adequate resources, training to cope the stress, assign the task

as per their caliber, job security, good compensation & packages and positive psychological well-being to lessen the degree of stress.

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