Chapter 2

Review of Literature

2.1 Theoretical Framework

The purpose of the current study is to provide empirical information about a professional occupational group, academics, within theoretical framework which places the sources of stress in the interaction between the personal resources, job resources and Occupational stress. Seward (1997) defined occupational stress as “a perceived imbalance between job demands and the individual’s ability to perform when the consequence of failure is important”.

2.2 Stress

For any new research project, the earlier studies attempted in that area gives an in-depth focus on research project. Review focuses comprehensively on research project. It previews the credible point of view of researcher in the field of research. It is useful to investigate various replications and implications, and to justify a research work. Review directs the investigator to have a right view and helps to achieve the desired outcome of study. If the researcher has a clear texture about the earlier researches, it becomes easy for him to get a concrete idea regarding the research project. Besides that, the investigator can avoid repetition and resemblances of previous projects. Review also helps him to prepare pleasant opinion for researcher investigation.

The overall review of literature outlines the mode of the researcher to progress without hurdles and to complete the investigation accurately. Hence it is not only compulsory and it gives awareness for any research investigation. Many researchers conducted studies on occupational stress; hence it is one of the emerging areas in an organizational context. A comprehensive literature review has been made to discover the established research gap and to recognize the related subjects for the study. This chapter offers a draft of connected studies set in logical order. The collected literature review in the outstanding route of the study has helped the researcher to enclose out the pertinent extent for the research.

In this competitive world stress seems to be a very common factor in every human being. “Eustress” is said to be good stress, which motivates an individual to strive. “Distress” is said to be bad stress, which leads to harmful effects. Robert M.Yerkes and John D.Dodson (1908)
identified the relationship between pressure and productivity of an employee and named it as “Yerkes-Dodson law”. According to “Yerkes-Dodson law” whenever stress increases, productivity also increases, but only up to some extent. Joseph Sharit (1982) focused on the concepts associated with stress factors, measurement, and management of stress. Endres and Wearden (1996) examined the impact of stress at workplace and outlined that stress becomes unnecessary and gives negative effects.

In 1936, Hans Selye firstly coined the term “Stress” in the area of life sciences and it is derived from the Latin word “stringere”. Hans Selye defined stress as “the non-specific reaction of the body to any demand placed upon it.” When an individual is incapable to deal with the situation that arises in life, he/she will experience stress. (Eres et al, 2011). Giving importance to such kind of situations depends on the person, because stress is physically and psychologically threatening factor (Baltas, 2002). Some researchers like Steers (1981) argued and proved that moderate level of stress sources will lead to higher performance levels. Little, Simmons and Nelson (2007) also expressed the same view that if the individual knowledge of responsibility is positive then moderate level of stress could boost the performance of an individual.

2.3 Demographic and Socio-Economic Factors on Occupational Stress

Many researchers like Chan et al., (2005), Ravichandran and Rajendran, (2007), Bhadoria and Singh (2010) organized research on work place stress independent factors such as gender, age, marital status, experience, income, number of dependents, which were said to be demographical and socio-economic factors. Vast studies considered that gender is an important demographic aspect at work stress. Mondal et al., (2011), outlined that there is a important difference among the genders and said that higher point of stress was identified among male teachers.

Working conditions survey at Europe (2005) reveals that there is a little difference between male and female stress levels. This study observed lower stress levels of young and old employees at workplace among middle aged employees. Rubina, Sadaf and Masood (2011) conducted a study among 400 primary and secondary school teachers and found strong gender disparity amongst teachers. Likewise Cheng Kaa-Lee (1993), Chaplain (1995), Brember, Brown and Ralph (2002) and Gursel et al., (2002) reported same as above.
In 2008, Tony La Montagne and McCaughey has originated that approximately twenty one thousands Victorians experienced gloominess because of high profession demands and near to the ground control over how the job gets done or job strain. The outcome of the study reveals that at work place female employees are suffering with stress compared to male employees. The study also found that work stress is more in lower skilled occupations. Milczarek et al., (2009) also supported this view.

Health and Safety Laboratory report (2005) revealed that women experienced highest level of stress from the age of 25, where as men experienced this level at the age of 35. Other studies also proved the same as less experienced young teachers are under stress when compared with experienced and old aged teachers. (Abdul Majid, 1998; Lau et al., 2005; Jepson and Forrest, 2006; Platsidou and Agaliotis, 2008; Hadi et al., 2009; Bhadoria and Singh, 2010; Johannsen, 2011; Koruklu et al., 2012)

In 2011, Eres and Atanasoska, organized a comparative study on occupational stress in Turkey, where he observed high stress levels of male. There is lack of clarity that still exists with regard to gender.

Marital status is also a demographical variable, which has high stress levels amongst widowed, divorced and separated employees. This factor has more influence on occupational stress (Smith et al., 2000). In contrast, Chona and Roxas (2009), Yahaya et al., (2008) and Cheng Kaa-Lee (1993) reported that there is no influence of marital status at work place.

### 2.4 Studies Related to Occupational Stress

Cluskey (1994) organized an investigation on accountants and revealed the factors for their stress is heavy workload, unable to complete the tasks in stipulated time, confusion in hierarchy, working under more than one boss, be deficient in progress in career, disparity between personality and job description.

Researchers like Chand and Sethi (1997) examined that the job related factors and identified organizational factors are causing job stress among 150 junior officers in banking sector at Himachal Pradesh. Those organizational factors are listed as conflict of role, exhausting
working conditions and job role overload were in the list of factors causing for work pressure. Sehgal (1997) evaluated that point of association of an individual determined the effect of role stress, to deal with stress isolation and coping mechanism.

Schneidar (1997) study outcome of discriminate function analysis said that both job related and emotional outcomes are varying between the women, who had experienced low, medium and high frequencies of harassment and who had not been harassed. This study results that different types of sexual harassments are resulting in negative consequences for working women.

Ali and Avison (1997) presented a longitudinal examination of the consequence of employment changeover on the emotional distress of 398 single and 454 married mothers. The findings of the study said that the impact of employment transitions on distress have a purpose of different impact on changes in stressors and emotional resources among single and married mothers, which were varied in the monetary situation and meaning of service transitions.

Mishra (1998) in his research work intended to trace some of the predictors of work family conflict among Indian working women. An attempt was made by the author to analyze occupational differences (both type and level) with regard to role conflict. The results revealed that the pattern of predictors were similar but not identical for different conflict areas. The strongest predictor was spouse support, profession versus parent area exhibited maximum role.

Pillai and Sen (1998) conducted a study on working women. Their study centralized on the role of women as a professional and responsible care taker of her family. Findings of the study revealed that all the coping strategies are interlinked with government initiatives, general societal orientation and family friendly organizational schemes.

Merrick N. (1998) in his article titled “Grievous procedure (stress management)” discussed about the methods adopted by North East Essex Mental Health Trust (NESSMH) located at United Kingdom, to approach and help its staff to deal with the stress caused by the closure of one of its hospitals. The study underlined that stress is common within the health service employees. The author found that between a quarter and a third of NESSMH employees were under stress, including a high proportion of managers as well as clinicians.

Sharma and Wellington M. (1998) explored the opinions regarding job prospects of couples with employment and non-employed wives. The results revealed that husbands of employed as well as non-employed wives expect that major part of the roles related to children,
housekeeping, recreation and entertainment and religion should be performed by the wives and the major part of the role related to money matters should be performed by them alone and this in general leads to stress among the women.

Paton D and Flin R (1999), in their work titled “Disaster stress: an emergency management perspective” had discussed personal factors that influence ability to cope and reactions that can occur under stress and found that over-involvement, loss of concentration and considered that training played a pivotal role in managing stress reactions.

Briner R and McElearney N (1999) argued that stress is an umbrella term which is used to label a range of specific problems at work, such as absenteeism, anxiety and poor performance. The authors considered for these as the main reasons for many stress interventions not working effectively. The author’s point out that, despite widespread discussion of stress in the workplace, research had been unable to pin down what the scale and impact of stress is. A strategic approach to manage stress focuses on the specific problems causing stress among employees and the results are encountered to the prevailing problems.

McGhee P and Weinstein M (2000) in their research work argues that cultivating a good sense of humour made employees more resilient to change, enhanced creativity and boosted leadership skills. The authors also argued that fun filled work environment can increase their morale and makes them more productive. The author urged employers to make sure that employees know that having fun is allowed and distinguished the triggers of the stress response. They also suggested to record the frequency intensity and duration of stressful events can impact on an individual. It draws attention to the importance of establishing a ‘comfort zone’ in order to cope with stress. The authors also highlighted how individuals must be able to examine effectively their own thought processes in order to deal with stress the study concluded by stating that stress management is essential and ‘must happen by design’.

Hepb Brown et al., (2002) in their article titled “Teacher stress and the management of accountability” presented the detailed analysis of three extracts from the interviews and discussed the way that stress is used in relation to ill-health, power relations within the school and accountability. The authors had described how the term stress management is used flexibly to translate areas of concern into a formal language which demands some form of redress. The authors argued that use of the term is not always helpful to teachers, potentially undermining their case for improving their working conditions by focusing on the problem in relation to the
individual rather than the organization. The authors also emphasized that they must exercise
cautions against using the language of stress because it can mask the real issues that need to be
debated.

approach” highlighted the susceptibility to stress of emergency service personnel when dealing
with disaster incidents. The author had cited prior research that found that stress and comment
that if correctly managed can support positive outcomes. He had presented a model, based on
risk management principles and aimed at supporting emergency mangers, that incorporates
personal, group and organizational characteristics. The author divided stress causing events into
alarm and mobilization, response and let-down and reintegration phases. It identified a range of
risk factors and situations within each phase. For example, comments that stress may be greater
if an incident occurs at the end if shifted. He also had discussed types of behaviour generated by
prolonged incidents and post incident stress arising from reporting pressures and adjustment to
normal family and working life, and suggested how risks should be dealt with and stress
resilience promoted, through selection, training, operational practices and competence
development.

Juniper D. (2003) discussed issues of stress as an individual’s ability to cope with the
syndromes of tension, depression and compulsion. The author commented that stress levels; and
coping mechanisms with particular reference to resource-based coping. The author introduced
the concept of leisure counseling. The author also explained and clarified three approaches to
leisure counseling: distraction, anticipation, which encourages the victim to visualize future
leisure and conformation, which deconstructs the hobby in terms of features which opposed the
problem.

Ormond et.al (2003) had described a process which could make stress management
workshops more effective because it tailors the workshop more closely to the needs of those
attending them. The study lists out the stress process model that underpins the training method.
The authors described how the stress management workshop revolved around a stress audit
which is used to identify the sources of the stress that are affecting participants, the stress
management workshop then provided participants with skills that will help them deal with the
sources of their stress.
In 2008, Ongori Henry and Agolla Joseph Evans organized a study on counselors, professionals, managers and Human resource practitioners of some organizations in Botswana. Convenience random sampling is used and the findings stated that occupational stress affected the productivity, employee turnover and firm performance. Managers are in the process to invent the strategies to reduce cost associated with occupational stress. In the end of the study researcher suggested that the recreational facilities and open communication forums were suitable interventions to be developed to minimize stress.

In 2008, Shahu Rashmi and Gole studied the connection between job satisfaction, performance and occupational stress on managers of private industrialized companies. The outcome of the study revealed that highest level of stress leads to lower performance of the manager, where greater job satisfaction designated superior performance. In the same year Rashmi Shahu and S.V. Gole studied the relationship between job performances, job satisfaction and occupational stress. By using various tools the author advised that high stress levels leads to poor performance and higher job satisfaction pointed to higher performance.

Doctors from Indira Gandhi Medical College and hospital, Shimla underwent an examination of role stress by Dasgupta Hirak and Kumar Suresh in 2009. Researchers observed the key sources of stress as role ambiguity, role inadequacy, role expectation conflict, and role overload, role under load, self-role distance, role stagnation and inter-role distance. Expect role adequacy and inter-role distance, there is not much difference in the stress levels of male and female doctors.

Louis George and Tara Sabhapathy (2010) examined the association between degree college teachers’ work motivation and leadership styles of college principals. The outcome of the study after analysis reveals that transformational leadership style supported the teachers to motivate at work, which should enhance enthusiasm, optimism and team spirit.

Robert M. Klassen, MingMing Chiu (2011) examined occupational commitment as dependent variable and self-efficacy, job stress and contextual factors as independent variables on 434 practicing teachers and 379 pre-service teachers. The outcome of the study revealed that higher occupational commitment and lower stress was observed in pre-service teachers, practice teachers were more capable than pre-service teachers with regard to dealing with classroom behavior.
Dr. G. Lokanadha Reddy and R. Poornima (2012) investigated university teachers' occupational stress and burnout. Nine state universities selected from Tamilnadu and Andhra Pradesh and the study outlined that, maximum university teachers had moderate stress levels and professional burnout. The researchers identified positive correlation between professional burnout and occupational stress of university teachers.

Dr. G. Lokanadha Reddy and Dr. R. Vijaya Anuradha (2013) published an article on occupational stress. 327 teachers from Vellore district were examined that the faculty members are with moderate stress and it was suggested that working on self confidence, self esteem, sense of humour, practice of emotional intelligence, yoga and meditation, developing social circle were the coping strategies for stress.

2.4.1 National Authors Reviews on Occupational Stress

<table>
<thead>
<tr>
<th>Author and Year</th>
<th>Factors of occupational stress in teaching profession</th>
<th>Outcome</th>
<th>Limitations of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribhuvan Sunil Lakshman (2017)</td>
<td>Independent variable: Type of the school (permanent and temporary school teacher). Dependent Variables: occupational stress and job satisfaction.</td>
<td>Permanent school teachers were experiencing low occupational stress and high job satisfaction compared to temporary school teachers.</td>
<td>Only differentiated between the types of employment of teacher.</td>
</tr>
<tr>
<td>Naina Sabhrewal and Deeya Ahuja et al., (2015)</td>
<td>Time pressures, lack of student discipline, poor infrastructure, low pay scenario</td>
<td>Moderate stress identified among faculty members, but had no effect on the performance of the faculty members.</td>
<td>Results can’t be justified as 76% were women respondents</td>
</tr>
<tr>
<td>Ansarul Hassan (2014)</td>
<td>Nature of the job, working environment</td>
<td>Primary teachers working in Government sector and private sector had high stress levels.</td>
<td>Highly stressed factors by both groups were neglected</td>
</tr>
<tr>
<td>Jeyaraj (2013)</td>
<td>Working conditions, personal and social characteristics</td>
<td>Government teachers’ had low stress compared to aided school teachers</td>
<td>Both group samples are unequal.</td>
</tr>
<tr>
<td>Ali Qadimi, Praveen K.B. (2013)</td>
<td>Nature of the job and Age group of the respondent.</td>
<td>Age was not an influencing factor of occupational stress, but a little difference can be noticed with less age group experiencing low stress.</td>
<td>Age was considered to be a common factor for occupational stress studies.</td>
</tr>
<tr>
<td>Sapna, Ved Prakash Gabha (2013)</td>
<td>Academic problems, uncertainty, pressures, fear, environment fatigue and</td>
<td>Theoretical concepts have been discussed.</td>
<td>No Statistical analysis to justify the concept.</td>
</tr>
</tbody>
</table>
Rani ritu (2012)  
Gender, Age, type of the school and locality of the school, working environment  
Except age, there was no divergence of occupational stress among secondary school teachers.  
Only 128 samples considered.

Mariya Aftab Tahira Kahttoon (2012)  
Organizational structure and climate change, Age, Marital status, salary package  
Male teachers were experiencing more stress than females. Trained graduates were in high stress levels compared to post graduate teachers.  
Sample design was not justified for the study properly.

### 2.4.2 International Authors Reviews on Occupational Stress

<table>
<thead>
<tr>
<th>Author and Year</th>
<th>Factors of occupational stress in teaching profession</th>
<th>Outcome</th>
<th>Limitations of the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mika Kataoka et. al., (2014)</td>
<td>Gender, profession, conditions of taking salaried leaves, work satisfaction, occupation control, social support and handling skills</td>
<td>Suggested that the paid leaves have to make free to improve mental health of the university teachers.</td>
<td>Limited generalization of study results.</td>
</tr>
<tr>
<td>Koech Jewen David (2014)</td>
<td>Biological, psychological and social system</td>
<td>Employer related factors affected the performance of public primary school teachers.</td>
<td>It was self report survey on randomly selected public primary school teachers.</td>
</tr>
<tr>
<td>Dr. Figen Eres and Dr. Tatjana Atanasoska (2011)</td>
<td>Behavior of school authorities, Parent and student misconduct, deprived colleague relations, decision-making, professional status</td>
<td>High stress levels in deprived colleague relations, Less stress levels in parent and student misconduct.</td>
<td>Only social relationships had given importance in this study. Study was limited to two districts.</td>
</tr>
<tr>
<td>Anthony Winefield Nicole Gillespie et. al., (2002)</td>
<td>Increased workloads due to diminishing resources, job insecurity, poor student/staff ratios, insisting to attract external funds, lack of recognition and indecisive management.</td>
<td>Among 19% of overall Australian population, 50% of Australian university staff felt. psychological illness</td>
<td>Findings could be explained in terms of personality factors.</td>
</tr>
</tbody>
</table>

### 2.4.3 Reviews on Personal Resources, Job Resources and Occupational Stress

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Inference</th>
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Table 2.2 Recent International Author reviews on Occupational Stress

Table 2.3 Summary on personal resources, job resources and occupational stress
<table>
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<tr>
<th>Source</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katja Upadyaya et.al., (2016)</td>
<td>From Job demands and resources to work engagement, burnout, life satisfaction, depressive symptoms and occupational health High workload was positively associated with burnout. The role of resources and demands showed positive relation with work engagement and life satisfaction, and negative relation with burnout symptoms.</td>
</tr>
<tr>
<td>Ariza Montes et.al., (2016)</td>
<td>Workplace bullying among teachers – an analysis from Job demands – resources model perspective Workplace bullying may be reduced by limiting job demands and increasing job resources.</td>
</tr>
<tr>
<td>Anwarkhan, et. al., (2012)</td>
<td>Teachers’ stress, performance and resources – the moderating effect of resources on stress and performance Teachers’ performance is negatively influenced by stressors exists in internal and external institution environment, which hampers in lower individual as well as institutional productivity.</td>
</tr>
<tr>
<td>Korunka et.al., (2009)</td>
<td>Work engagement and burnout – testing the robustness of job demands – resources model Multi-group analyses revealed the model to be invariant across age and gender.</td>
</tr>
<tr>
<td>Xanthopoulo. D et.al., (2009)</td>
<td>Reciprocal relationship between job resources, personal resources and work engagement The study demonstrated that personal resources and job resources were mutually related to each other and positively correlating with work engagement of professionals.</td>
</tr>
<tr>
<td>Bakker &amp; Demerouti, (2007)</td>
<td>The Job-demand resource model : State of art Job related to personal resources has a momentous role in shielding the effects of job stress. Results showed that personal resources did not counteract the association between job demands.</td>
</tr>
<tr>
<td>Xanthopoulo. D et.al., (2007)</td>
<td>The role of personal resources in job demands and resources model Job and personal resources were positively related to high extent. Employees who perceived high job resources also had more positive beliefs about themselves and their abilities.</td>
</tr>
<tr>
<td>Jari J.Hakanen et.al., (2006)</td>
<td>Burnout and work engagement among teachers The results confirmed that work engagement interceded the effects of job resources on organizational commitment. Burnout interceded the effect of high job demands on ill health, and the effects of lacking resources on poor engagement.</td>
</tr>
<tr>
<td>Authors</td>
<td>Title</td>
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<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------</td>
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<tr>
<td>Hobfoll et al., (2003)</td>
<td>Conservation of resources theory – its implication for stress, health and resilience</td>
</tr>
<tr>
<td>Demerouti et al., (2001)</td>
<td>Burnout and engagement at work as a function of demands and control</td>
</tr>
</tbody>
</table>