



ISSN: 2319-9490

RESEARCH ARTICLE

FEMALE BREADWINNERS' STRESS AMONG COLLEGE FACULTY

***Gabriel C. Delariarte, Rome B. Moralista and Elsa F. Lanceta**

West Visayas State University- Calinog, Campus, Philippines

Received 18th October, 2018; Accepted 24th November, 2018; Published 25th December, 2018

ABSTRACT

This research is basically a study on stress experienced by female faculty members of West Visayas State University who are breadwinners of their respective families. The respondents of this study were the thirty-five (35) female college professors who were administered a questionnaire each after they had been selected through purposive sampling techniques. All questions in the survey pertained to the bread winner's stress among female faculty members of WVSU and the stressors they experienced. The data collected were processed and statistically analyzed through the SPSS Ver.11.5. To evaluate the answers to the statements in the female earners' stress among college faculty were rank, means, and standard deviations employed as statistical tools. The result showed that as a whole and when categorized, the level of stress experienced by the subjects was Very High, and when categorized. The results further showed that the top stressors were: rank (1) physiological stress; followed by (2) psychological stress, and (3) the last behavioral stress. Finally, there was a significant difference in the level of stress experienced by female breadwinners among college faculty of West Visayas State University-External, Campuses regarding physiological, psychological, and behavioral stress.

Key words: Female; Breadwinners; College Faculty; West Visayas State University; External Campuses; physiological stress; psychological stress; behavioral stress.

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Citation: Gabriel C. Delariarte, Rome B. Moralista and Elsa F. Lanceta, 2018. "Female breadwinners' stress among college faculty" *International Journal of Current Research in Life Sciences*, 7, (12), 2915-2919.

INTRODUCTION

Globally, many women are forced to become breadwinners because their partners have no jobs, or they want to augment the income of their spouses. However, it is not as simple as that because along this line women have developed stress in the different aspects of their lives. Female breadwinner stress refers to the bodily and mental response to the demands placed on them which are a normal part of life and a usual part of any job. Without stress, one would not meet deadlines, strive to hit lesson targets, or line up a new lesson. Meeting the demands and challenges of a job is part of what makes work likeable and satisfying, and it is frequently what allows female college faculty to develop new skills and advance in their careers. In the workplace, female members of the faculty regularly experience stress-causing situations, react to them with heightened tension, and then return to a more relaxed state when the crisis, big or small, is resolved. However, problems occur when stress is so overwhelming or constant that the tension never decreased and one can never get to relax. The school management has paid a significant amount of attention to the tremendous growth in the "women's market," and justifiably so. Women are increasingly controlling more of the nation's wealth, and the rise of the breadwinner woman is causing seismic shifts in families, communities, and marketplaces.

Family structures and employment patterns are profound in recent decades which are widely recognized. Prominent is the rise in lone-parent and single-person households and the relative decline in the numerical dominance of the traditional nuclear family unit and the main changes have also occurred within married couple families, with couples today far less likely to rely solely on the male as the source of earned income (Martin and Kats, 2003). These scenarios are also prominent in the Philippine context today. Further, among these families, the media tend to focus on "Mr. Mom" families with the type of stay-at-home father found in the movie of the same name, performing traditionally female tasks such as child rearing, cleaning, and cooking (Halliday 2004). Gerson (1993) saw the image of a man with traditional gender ideology losing his job, and throwing himself haplessly but wholeheartedly into cleaning, cooking and changing diapers in response, tends to overstate the contributions of such men, who typically reduce their assistance to housework following job loss, this image also does a disservice to men who believe in gender equity and view competence in household tasks as a signal of their commitment to their families and their beliefs (Williams 1999). Further, although the existence and publicising of "Mr. Mom" families might help to break down gender stereotypes, it also affirms the traditional breadwinner/ homemaker division of labor that feminists fought so long to change, which is associated with depression, anxiety, and psychological distress for women who are homemakers (Rogers and DeBoer 2001).

*Corresponding author: Gabriel C. Delariarte,
West Visayas State University- Calinog, Campus, Philippines

Ideology of gender equity encouraged other female family breadwinners to become persistent. The distinction between economic and balanced types is consistent with the claim by Brennan, et al. (2001) that Gender Role Ideology (GRI) is a key moderator for understanding the effects of female breadwinning on marital quality. Given they take GRI as exogenous, it seems reasonable to extend their argument to incorporate the possibility that GRI is a determinant of both whether and why female breadwinning emerges in a family. Specifically, where the man holds strong beliefs in gender equity, he might be willing to subsume his career aspirations, geographically relocate for the woman's career advancement, and take on a greater burden of housework and child care and to create a more egalitarian family structure. In such cases, the intra-family earnings differential is largely irrelevant; in some equity-focused families, the man will earn most while in others the female will, in the latter instance, the family will be classified as a female breadwinner family, but irrespective of how dependent the family is on the woman's earnings, power within the home will be shared equally. Risman (1998) and Deutsch (1999) stated that the term 50-50 denotes relatively equal sharing of household responsibilities, employment, and power; these families should not be viewed as just male breadwinner families with gender roles reversed. In many countries in different regions of the world, women are now outnumbering men in college level education and they are also graduating more successfully (Lutz, Cuaresma, and Sanderson 2008; Vincent-Lancrin 2008). Traditionally, women tended to marry men who were at least as highly educated as themselves while men tended to marry women who were less educated. This pattern is no longer compatible with the distribution of age, sex, and education on the marriage market (Van Bavel, 2012).

Esteve, García-Román, and Permanyer (2012) show that the reversal of gender inequality has indeed undermined the traditional pattern of educational hypergamy (women marrying up) and that hypogamy (women marrying down) has become more prevalent. Van Bavel (2012) and Schwartz and Han (2014) discussed that the changing patterns of educational assortative mating are expected to affect family formation, including the timing and quantum of marriage, divorce, and fertility; a key reason for this is that a switch from hypergamy to hypogamy is likely to affect who is the primary breadwinner in the family: if the wife is higher educated than the husband, she may have a higher earning potential in the paid labor market. In turn, this may affect the decision-making processes related to his and her labor market participation and the timing and quantum of fertility. According to Christofides, Polycarpou, and Vrachimis (2013) and Bettio, et al. (2013), there are several reasons why a gender pay gap to the disadvantage of women may persist; one of them is that, in education, the choice of study subject remains strongly gender-biased. Chevalier (2007) cited that women are more apt to study topics related to health, teaching, and the service group; men are more likely to choose sectors that yield higher salaries, like engineering and business economics, and these are the reasons for the persistence of motherhood penalty: because women scale down their paid labor market activity much more than their male partners do when they have children. Married women are increasingly more educated than their husbands and their position as the focal earner is supported by a growing acceptance of female breadwinning (Wang, Parker, and Taylor, 2013). According to Sussman and Bonnell (2006) the proportion of dual-earner couples with the

wife as the primary breadwinner stood at 25% at the beginning of the 1990s, up from around 19% in the 1980s. Drago, Black, and Wooden (2005) show that a considerable proportion of breadwinner wives held this position only temporarily, because of a temporary dip in their partners' income.

Wang, Parker, and Taylor (2013) found that in almost a fifth of dual-earner households, the wife earned more than her husband in the early 2000s. In the literature about the relative contribution of male and female partners to the household budget, breadwinner refers to who earns most of the income in the paid labor market (Warren, 2007). In contrast to this, the dual-earner model refers to families where both partners earn more or less an equal share of their income, say in the range of 40 to 60% (Nock 2001; Raley, Mattingly, and Bianchi, 2006). Heckert, Nowak, and Snyder (1998) call "non-traditional" types of families, namely: when she earns more than half of the income, and "reverse traditional" couples, where she earns almost all of the income, the mirror image of the male breadwinner – female homemaker model. According to Hakim (2001), the existence of economic persistent female breadwinner families to the extent they indeed involve low levels of commitment by the man to family, and to the extent they rear fewer children, supports the functionalist view. However, the existence of equity persistent female breadwinner families, and their ability to fulfil economic and family objectives supports the feminist view that equality is both normatively valuable and attainable (Barnett and Rivers, 2004). This study sought to establish data regarding the level of stress and the most prevalent stressors experienced by female faculty members at WVSU-External, Campuses. The results of the study may serve as basis for recommendations and interventions strategies to empower the respondents. Likewise, insights especially to the school administration and their colleagues may be gained in such a way they will understand the subjects. Furthermore, the WVSU- External, Campuses female earners are stressed for so many reasons, such as time management, lack of relaxation, budget constraints, no savings, and many others. This feminist study was conducted to delve into women's plight as breadwinners and the strains created unto them. There are a number other reasons to be discovered; hence, this research.

Statement of the Problem

This study aimed at finding out the female breadwinners' stress among college faculty of West Visayas State University-External, Campuses during the school year 2015-2016

Specifically, this study sought answers to the following questions:

1. What is the level of stress experienced by female breadwinners among college faculty of West Visayas State University-External, Campuses as to physiological psychological and behavioral?
2. Is there a significant difference in the level of stress experienced by female breadwinners among college faculty of West Visayas State University-External Campuses based on the three causes of stress?

MATERIALS AND METHODS

This descriptive research aimed at determining the female earners' stress among college faculty of West Visayas State

University-external, Campus. The entire (35) female breadwinning regular teachers were the respondents of this study. The researchers administered a questionnaire to each of them after they were selected. The researchers assured them of the confidentiality of the results and their identities through their cover letter and directions in the questionnaires. All questions in the survey pertained to determine the level of stress experienced by the respondents. The questionnaire included a series of statements and the researchers asked the respondents to indicate their degree of agreement to each statement. The responses were scores on a five-point scale format with (5) as the highest and (1) as the lowest. The accomplished instruments were then collected and the data were processed and statistically analyzed through the SPSS Ver.11.5". The level of breadwinners' stress was determined using mean and standard deviation. Further, means were analyzed and ranked to determine which category of stressors was most prevalent.

RESULTS AND DISCUSSION

Level of Stress Experienced by Female Breadwinners among College Faculty of West Visayas State University-External, Campuses

Generally, the level of stress experienced by female earners among college faculty members of West Visayas State University-External Campuses is Very High (4.62), and when categorized according to the identified categories. Result showed that the top three stress causes experienced by female breadwinner's among college faculty of West Visayas State University-External Campuses in descending order were the following: rank (1) Physiological Stress (M=4.83), followed by (2) Psychological Stress (M=4.77), and the last Behavioral Stress (M=4.26). The result implies that the stress experienced by female breadwinners is very high in all factors causing stress. However, results indicated that physiological stress was the highest stressor. It can be deduced thus that combined responsibilities in school and in the household, including time factors, and fatigue affect these results. Although individual differences cannot be ignored, scientific evidence suggests that certain work-related conditions are stressful for most people: heavy workload, infrequent rest breaks, long hours of work, inability to cope with the volume and complexity of work, poor social environment, lack of training, lack of control among faculty to deal with this kind of situation, job insecurity, unpleasant or dangerous physical conditions such as noise, poor lighting, poor ventilation, poor temperature control, or ergonomic problems. Thus, these results explained the behavior of the respondents in the school context. The way they react, look, and deal with some school situations and responsibilities is an effect of stress they are experiencing.

With nervous energy skyrocketing, the teachers need understanding and support; they need voices of reason to counteract both the stress inducing messages they get from culture, work, and demoralizing, self-defeating beliefs, some of them persist in telling themselves. Many communities accept the many signs of stress. Teachers should be aware of basic truths about the insidious, sometimes devastating, effects of stress on people throughout their lives. The negative effects of stress can negatively affect on performance and the quality of life. The effects of stress are unmistakably many: increased heart rate, speed breathing or held breath, tightened muscle to prepare to fight or to flee, directing blood to the brain and

major muscles (away from digestion, hands/feet, reproductive organs), releases of stress hormones like cortisol and adrenaline, slowing or stopping digestion, causes the brain to be more reactive/less thoughtful, increased perspiration, and reduced immune system response. Finally, the faculty show behavioral stresses with impatience, aggression, competitiveness, and hostility. For example, subjects were asked how they react to waiting in lines, driving in slow traffic, and facing deadlines at work and problems at home, displayed irritation, explosive, loud, and rapid speech and on the behavior and speech patterns observed during the session; the last two carry more weight. In a precise way, many can see the college faculty's intensity of such behavior indicators as head-nodding, rapid eye-blinking, hostile face set, and vehement gestures when they are stressed. Based on their self-perceptions, subjects may be pleased to characterize themselves as ambitious and assertive, less likely to admit to being hostile or impatient. Consequently, women are under significant pressure when they attempt to put their emotional needs and personal fulfillment (joy and subjective well-being instinctively individual) above their idealistic responsibilities and beliefs thereof as a mother, wife or a caregiver (which are socially constructed) (Guendouzi, 2006). These, sometimes unreasonable, stressful and fear-driven societal and cultural expectations induce differential self-views and can be fertile grounds for recurring guilt and shame (Thomson & Walker, 1989; Lewis, 1992), exacerbated by feelings of inferiority, exhaustion, confusion, fearfulness and anger (Douglas and d Michaels, 2004).

Table 1. Levels of Stress Experienced by Female Breadwinners among College Faculty of West Visayas State University-External Campuses

Causes of Stress	M	Description	SD
Physiological Stress	4.83	Very High	.382
Psychological Stress	4.77	Very High	.426
Behavioural Stress	4.26	Very High	.443
General Mean	4.62	Very High	
<i>Mean Scores</i>		<i>Interpretation</i>	
4.21 – 5.00		Very High	
3.41 – 4.20		High	
2.61 – 3.40		Moderate	
1.81 – 2.60		Low	
1.00 – 1.80		Very Low	

The Difference in the Level of Stress Experience by Female Breadwinners among College Faculty of West Visayas State University-External, Campuses Based on the Three Causes of Stress

The ANOVA results revealed that there was a significant difference in the level of stress experienced by female breadwinners among college faculty of West Visayas State University-External, Campuses in-terms of physiological, psychological, and behavioral stress as shown by significance value of .000 which was lower than 0.05 alpha. Thus, the null hypothesis was rejected. It means that the factors that cause stress are different from each other. However, female breadwinner college faculties have significant individual differences regarding stress like in heavy workload, long hours of work, poor social environment, self-defeating beliefs, and reactive/less thoughtful displayed irritation and being ambitious and assertive. In parallel with the significant differences showed in the results, they agree with Harrington's observation, unlike a generation ago, majority of today's professional moms no longer define themselves exclusively as

the family breadwinner. As evidenced by the results of our survey, professional moms desire a greater role in family care giving, place a high priority on being engaged, and being present in their children's lives.

Table 2. ANOVA Results in the Difference in the Level of Stress Experienced by Female Breadwinners among College Faculty of West Visayas State University-External, Campuses Based on the Three Causes of Stress

Causes of Stress	F	Sig. Value	Interpretation	Decision
Physiological Stress	23.914	.000	Significant	Reject Ho
Psychological Stress	29.524	.000	Significant	Reject Ho
Behavioral Stress	66.429	.000	Significant	Reject Ho

To determine further which level of stress experienced by female breadwinners among college faculty of West Visayas State University-External, Campuses based on the three causes of stress, Post Hoc test Tukey HSD was used. A significant difference in the level of stress experienced by female breadwinners among college faculty of West Visayas State University-External Campuses existed in physiological stress to those who belong to Lambunao and Calinog, Campus, Psychological Stress to those who belong to Calinog, Pototan, Janiuay and Lambunao, Campuses; Behavioral Stress those who belong to Lambunao and Calinog, Campuses with a significance value of .000. Therefore, the null hypothesis is rejected. The Physiological and Behavioral stress vary in all respondents from different campuses. Perhaps the constraint information load, time factor, fatigue, personality mediators, environmental factors, emotional responses, impatience, aggression, competitiveness, and hostility influenced them. Causes of stress in external campuses varied to each other which disagree with the findings that women today may be seizing opportunities and providing for their families at unprecedented numbers, the vast majority of female breadwinners report they do not feel in control of their destiny, nor has their career given them a greater sense of purpose. One of the few findings from the study that remained remarkably consistent across all campuses surveyed. Further, seeking opportunity comes at a cost – that is, more stress.

Table 3. Post Hoc test Tukey HSD Result in the Difference in the Level of Stress Experience by Female Breadwinners among College Faculty of West Visayas State University-External, Campuses Based on the Three Causes of Stress

Causes of Stress	Campuses		Sig. Value	Interpretation	Decision
Physiological Stress	Calinog	Pototan	1.000	Not Significant	Accept Ho
	Pototan	Calinog	1.000	Not Significant	Accept Ho
	Janiuay	Calinog	1.000	Not Significant	Accept Ho
	Lambunao	Calinog	.000	Significant	Reject Ho
Psychological Stress	Calinog	Pototan	.000	Significant	Reject Ho
	Pototan	Calinog	.000	Significant	Reject Ho
	Janiuay	Calinog	.000	Significant	Reject Ho
	Lambunao	Calinog	.000	Significant	Reject Ho
Behavioural Stress	Calinog	Pototan	1.000	Not Significant	Accept Ho
	Pototan	Calinog	1.000	Not Significant	Accept Ho
	Janiuay	Calinog	.562	Not Significant	Accept Ho
	Lambunao	Calinog	.000	Significant	Reject Ho

However, some campuses do not vary in their categories of it. As what Skoloda (2005) stated, they are in the midst of one of the most significant socioeconomic shifts of this generation. As more moms bring home the dough, they are feeling increasingly empowered to make significant financial and purchasing decisions on their own, yet continue to say that they do not feel in control of their destiny. These changes are having ripple effects on their lives. Then she further concluded although feeling in control of their future may be elusive,

working moms have a very clear vision about how they define their personal success – being in good health, having a strong marriage and having healthy, well-adjusted children.

Conclusion and Recommendation

The stress experienced by female income earners often depends on the nature and demands of the work environment. Moreover, since college teacher female breadwinners are engaged in dual roles, emphasis should be given to the management of social and family stressors and job stress so that they can maintain their quality of life and adjust with family members and workmates. The dual responsibilities of home and work, calls for multiple roles which put greater strain on college teachers. Studies comparing the stress levels of college teachers are also scanty. Ultimately, the researchers further recommend adding more theory to the constructs of factors of stress by using an inductive approach. The aim is “to draw generalizable inferences” from the observations made during the interview process and to describe how female breadwinners experience stress. Rather than assuming that all women fulfilling breadwinning roles experience stress, the researchers choose an inductive process using semi-structured interviews so that unknown groupings and new theories could emerge. The investigators further recommend that the University would innovate a program to help the stressed female breadwinners in the institution. Therefore; there is a need to conduct a more detailed study on stressors among college teachers in this direction.

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