

**RELATIONSHIP BETWEEN LOCUS OF
CONTROL AND OCCUPATIONAL STRESS
OF UNIVERSITY TEACHERS**

BY

Benazir Ayesha



NATIONAL UNIVERSITY OF MODERN LANGUAGES

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AND OCCUPATIONAL STRESS OF UNIVERSITY
TEACHERS**

By

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ABSTRACT

Thesis Title: Relationship between Locus of Control and Occupational Stress of University Teachers

The aim of this study was to investigate the relationship between locus of control and occupational stress of university teachers. The research was based on the theory of locus of control by Rotter (1990) and the theory of occupational stress by Osipow and Davis (1998). The major objectives of the study were to explore the relationship between locus of control and occupational stress of university teachers, examine the relationship of both internal locus of control and external locus of control with occupational stress among university teachers, to assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control and occupational stress of university teachers. The population of the study was 817 university teachers employed in Social Sciences and Management Sciences Faculty of the Federal area. Stratified random sampling technique was used. Sample of the study consisted of 387 (145 males and 242 females) public university teachers. The researcher developed Occupational Stress Questionnaire consisting of 100 items to measure occupational stress of university teachers. For measurement of Locus of Control a Questionnaire based on 27 items was developed. The Cronbach Alpha reliability of locus of control scale was .81 and that of occupational stress scale was .856 for occupational roles, .883 for personal strain and .862 for personal resources. For data analysis Mean, t-test, ANOVA and Pearson correlation were applied. Data analysis revealed locus of control had a positive relationship with occupational stress. University teachers have higher internal locus of control as compared to external locus of control. University teachers experienced occupational stress. Non-significant positive relationship was found between internal locus of control and occupational stress whereas a significant positive relationship was found between external locus of control and occupational stress. No significant difference was found in responses between male and female university teachers regarding internal and external locus of control. Female university teachers experienced higher occupational stress as compared to males. It is recommended that higher management of the universities or authorities may conduct seminars, stress management programs especially for female teachers and training workshops on locus of control for both male and female university teachers.

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LIST OF ABBREVIATIONS

Abbreviation	Terms
OS	Occupational Stress
OSI-R	Occupational Stress Inventory-Revised
ORQ	Occupational Role Stress Questionnaire
PRQ	Personal Resource Questionnaire
PSQ	Personal Strain Questionnaire
LOC	Locus of Control
OR	Occupational Role
PR	Personal Resources
PS	Personal Strain
M	Mean
S.D	Standard deviation
SPSS	Statistical Package for Social Sciences
H	Hypothesis
T	Test of Significance
N	No. of Items
Sig	Significance Difference
EFA	Exploratory Factor Analysis

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DEDICATION

I dedicate this humble effort, the fruit of my thoughts and study to my affectionate father, my husband and my son Rehan Ahmed and my daughter Saira Azeen for their unconditional love and support to make my dreams become a reality.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The present research examines the locus of control and occupational stress among university teachers, focusing on demographic variations. The relationship between these variables was explored due to their importance in maintaining well-being. Locus of control and stress are vital determinants of performance as well.

Stress is the physical and psychological state that results when an individual's resources are insufficient to cope with the demands and pressures of situations. A common source of stress in our society is work. Every job carries some stressful aspects, which can create imbalance and invite several challenges to coping abilities.

Traditionally, the teaching profession has been considered a less strained profession. However, in the past few years, the teaching profession has been regarded as highly stressed (Olivier & Venter, 2003). In the past, the teaching profession was deemed honorable and noble, but current research reveals that teaching is one of the most stressful occupations (Ravichandran & Rajendran, 2007) at both national and international levels. Teaching staff continuously report stressful experiences in their workplace environments, whether in private institutions or public sector institutions (Ryan et al., 2017). Teachers experience some of the highest levels of occupational stress and lowest levels of well-being of any profession (Herman et al., 2020). Teacher stress and burnout are major concerns in the educational context (Shen et al., 2015).

Classroom management issues are primary causes of teachers' burnout and stress (Glock et al., 2019). When teachers put all their resources and energy into their

teaching, they often feel emotionally exhausted, like a “flat battery” (Maslach et al; 2008). Such emotional exhaustion indicates a lack of power to take care of the concerns of one’s interaction partners, such as students or colleagues. Kyriancou (2001) argues that teaching profession is one of the top 10 most difficult and stressful professions. Occupational stress is defined as “A condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment”. Stress can result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction. Feeling overly stressed can result in erosion of one’s idealism, sense of purpose and enthusiasm (Maslach et al., 2001).

Universities play an important role offering different services such as teaching services, information and education, latest technology research and education of new concepts and laws (Light et al., 2009). Teaching is the key agent of change in today’s knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all. In education, while some teachers might burn out and leave the profession precipitously, many survive the challenges and transform teaching into their lifelong passion (Gregersen et al., 2021).

The major goal given to universities around the globe is that they have to produce highly skilled human resource and make required research work in order to achieve desired goals of social and economic development (Bloom et al., 2006). Therefore, teaching jobs in universities are considered more powerful and influential than in teaching in graduate colleges (Siemund et al., 2014). Teaching job in universities are crucial for students’ learning and occupational stress and locus of

control determining unique styles of coping. Teachers at this level are highly overburdened and due to that they are unable to achieve their desired goals and perform well. Further, they become demotivated with their teaching profession due to the occupational stress and their personality has external locus of control (Crothers et al., 2010). The management of this stress largely depends on locus of control of teachers.

The locus of control is linked with coping strategies and occupational stress. The concept of locus of control was first marked as 'self as agent' and it means that whatever we think and act in our lives, is controlled and regulated by either oneself or by some external force coming from the environment (Ahlin & Antunes, 2015). When the teachers' teaching process passes through the locus of control, then it can positively or negatively affect their cognition, bodily and psychological behavior, and in result overall performance of the teaching staff can be affected (Kutanis, 2011).

According to well-known work of Rotter framework, the locus of control is generally and broadly classified into two major classes, where one is internal locus and other is external locus, as supported by research work of Fretwell, Lewis and Hannay (2013). Internal control suggests that individual's behavior is influenced and guided by his own will, and external control behavior supports that individual behavior is under the control of some external force (Saadat et al., 2012). The locus of control that is found in human beings' was an idea from research work of psychologist named (Rotter, 1954). Further, his framework was based on social learning theory and he argued that it is expectations which are governing actions of individuals. He further adds that individuals can be differentiated from each other based on the point they believe that things happening to them are originated from their internal will or controlled by some outside force (Darshani, 2014).

By using two dimensions of locus, first part suggests that internal individuals always see themselves as controller of their own ships, while on the other side there are external individuals, who view themselves as captains of their own ships but controlled by some external forces (Oguz & Sariçam, 2016). Psychologically, teachers with an internal control point trust that their own conduct controls the reinforcement in their life while teachers with an external control point believe that their actions are under control of others such as fortune. Therefore, locus of control is very important factor for the teachers because it can affect their teaching abilities as well as their performance and occupational stress (Botha & Pienaar, 2006).

In our busy daily scenario, strain is the most common thing we can see; the causes can be many; but sometimes work stress is the most important reason. Stress is something that makes you physically and mentally weak, and sometimes there comes a time in life when you see yourself in the state of depression (Sabherwal & Ahuja, 2015). It has been concluded that stress is the order of the day in the workplace of workers these days. The health and performance of an employee is drastically affected by the continuous inflow of stress from work related issues. This leads to the individual feeling frustrated and demoralized and losing many hours of work due to health problems (Mark et al., 2008). According to some studies, employees in developing as well as developed countries are being affected by work-related issues that are faced in everyday life and it is the drastic risk employees are facing nowadays (Piyasena & Kottawatta, 2018). The interpersonal life of employees is influenced at workplace by lot of things such as the way heads of the institution behaves with their subordinates, dealing among co-workers at workplace, issues with subordinates while working, and other issues etc. In some cases, stress has been found something dangerously affecting life of employees at their workplace (Bell et al., 2012).

Eventually the high intensity of stress leads to poor health and it influences the potential of the individual. In addition, the professional environment is also a main factor which becomes the cause of stress. The main reason for conducting research on teacher stress is that prolonged professional stress in teaching leads to poor mental and physical health, which ultimately negatively affects the professional performance of teachers. Regardless of age, education and background, elevated stress leads to decreased intellectual abilities and functioning of an individual (Farooq et al; 2016).

Occupational stress and locus of control has long been a problem for teachers doing their teaching work as it has a bad influence on the actual performance of teachers. Currently as per different researchers, a global phenomenon that is hitting employee performance in one form or another shape is the employee stress and locus of control. In today's professional life, teachers tend to work longer hours as increasing responsibility forces them to make even more efforts to meet rising job performance expectations. According to findings of Van de Ven (2002) there is direct and positive association between work related stress and employee dissatisfaction, absenteeism from work and finally intention to quit the job. Therefore, the increased workload at work can lead to increased stress, ultimately leading to poor teacher performance (Garcia-González et al., 2020). Therefore, the locus and work stress cannot be overlooked. Hence, “the foremost objective of this research study is to explore in that there is an association between locus of control and occupational stress among teachers at university level”.

The stress and burnout associated with residency may impact male and female residents differently. Speculations that burnout occurs more frequently among women are not uncommon (Maslach et al., 2001). Even trained clinicians and physicians are not exempt from such assumptions as they are more likely to diagnose female patients

than male patients with depression and anxiety disorders, both when presented with vignettes, or with real patients (Lichtenberg et al., 1993). If the higher authority tend to perceive female employees as disproportionately more prone to stress as male employees, women may be passed up for challenging assignments and promotions. Second, assuming that workplace stress is a mostly female experience may result in men not receiving enough attention or appropriate care when they do experience stress. The latter issue becomes even more noteworthy when one considers that the two gender may experience burnout in different ways. For example, in their qualitative review of the burnout literature, Maslach et al. (2001) observed that there is a tendency for women to score higher on emotional exhaustion than men, whereas men tend to score higher on depersonalization than women. Women should be more likely to express feelings of emotional and physical fatigue because they learn to display their emotions, whereas men should be more likely to shut off and withdraw under stress because they learn to conceal their emotions. However, both the general public and trained professionals alike tend to associate emotion-expressive behaviors with psychological distress, whereas emotion-suppressive behaviors tend to be associated with strength, masculinity and psychological adjustment. This suggests that men's burnout at the workplace may be unrecognized.

In brief, assuming that women are more stressed than men may lead to implicit or explicit work discrimination against women, and may result in failure to recognize stress in men. Furthermore, discussing gender differences in stress levels implicitly puts the focus on only one of its two central components such as emotional exhaustion because emotional exhaustion has become synonymous with burnout itself (Maslach & Leiter, 2008).

1.2 Rationale of the Study

Teachers play a crucial role in the teaching and learning process, requiring thorough preparation for their significant responsibilities. With the advent of information and communication technology, educators at all levels must equip themselves to address new challenges and meet the evolving educational needs of learners. University-level teaching, in particular, presents heightened challenges and necessitates continuous acquisition of updated knowledge and information (Xu et al., 2023). As teachers prepare for instruction and navigate personal and professional challenges, they encounter strains and stressors that can impact their physical health and psychological well-being. One vital factor that may assist teachers in confronting these challenges or stressors is locus of control.

Teaching is a challenging job; teachers have to keep themselves abreast with new knowledge. In order to deal with the various challenges of university teaching, a supportive work environment is required. If such an environment is not available, it will pile up pressure and stresses in their lives.

Personality is also one of the factors that can affect the stress management ability of university teachers. Since Pakistan is a country of various dynamics, teachers are sometimes pressed to work harder. University teachers are willing to modify their teaching (from on-campus to online) during times such as the COVID-19 pandemic and various political situations. Additionally, university teachers are accomplishing their assigned tasks, constantly pursuing higher education, conducting research work, and putting efforts into publishing their research work in various journals. Such challenges can interface with their life challenges and add more pressure, which can lead them to distress. If their locus of control is not supportive, it may exacerbate distress, ultimately

hindering their performance (Glock et al., 2019).

In our cultural context, hardly any study has focused on the relationship between locus of control and occupational stress, specifically among university teachers. In this situation, the question arises as to whether findings from studies in other countries (Glock et al., 2019; Herman et al., 2020; Gregersen et al., 2021) regarding these variables are applicable in our context. People in Western countries have individualistic orientations, whereas in countries from South Asia including Pakistan, employees have collective job orientations. Hence, there is a dire need to check the applicability of studies done in Western countries on the subject matter in the context of Pakistani society. The chief contribution of this study is that it has tried to investigate the association between job-related stress and locus of control among teaching staff in public universities in Islamabad only. Therefore, the proposed research was expected to inspect the connection between LOC and occupational stress in university teachers in public sector universities in Islamabad only.

As for demographic variations such as gender, department, qualifications, and designation, they have effects on how teachers handle stress. While teachers working in the departments of Social Sciences and Management Sciences may be subject to the same behavioral expectations, they may exhibit different types of locus of control and levels of occupational stress. Similarly, other demographic variables such as departments, qualifications, designation, and gender can also influence their locus of control and level of stress (Kiral, 2019).

This study places emphasis on gender due to two primary reasons. Firstly, gender disparities across various domains, including competence, personality, leadership, and well-being, tend to be overstated, often to the detriment of women

(Anmol & Rath, 2022). Specifically, regarding stress, there are assertions that stress is predominantly experienced by females (Maslach et al., 2001). However, the precise nature of the relationship between gender and stress remains ambiguous, as only a limited number of researchers have directly investigated this association, yielding mixed empirical findings. Given the potential repercussions of inflated claims about gender disparities for both genders, this study contributes to clarifying this issue by offering empirical insights into differences between males and females in occupational stress and locus of control. Secondly, gender is intertwined with numerous other variables, including educational background, occupation, culture-specific social roles and expectations, and even economic and political contexts (Braun et al., 2022). This research study endeavors to disentangle the influence of gender from these confounding factors. However, there are hardly any studies that investigated locus of control and job stress with reference to differences between males and females among public sector university teachers in the Pakistani context. This study will provide a pathway for future research work and implementing any training and stress management related activity in Pakistan.

1.3 Statement of the Problem

Current research has been designed to explore the relationship between locus of control and occupational stress among university teachers, as locus of control plays a vital role in determining our behavior towards life. It affects motivation, perception, and explanations of events happening around us. Since this concept acts as an underlying cause and determinant of behavior, it may be important to determine how various forms of locus of control, i.e., internal locus of control and external locus of control, affect other experiences like occupational stress.

University teaching is demanding, requiring teachers to work hard and think creatively to effectively handle teaching challenges. Stress affects their performance, physical health, and psychological well-being if not properly managed by university teachers. Since locus of control is a hidden aspect that can play a vital role if developed properly in managing stress and reactions towards stressful events in life. As already mentioned, the two dimensions of locus of control, namely internal locus of control and external locus of control, affect our behavior and reactions towards stressful events in life and can pave the way to success or failure, which explores the teachers' way of thinking about their success and depicts their psychological needs.

Although the type of locus of control affects various psychological aspects, occupational stress is one of them, but there is insufficient evidence available in the literature on this aspect. University teachers having an internal locus of control may feel more empowered to address difficulties, leading to better stress management and job performance. Therefore, this study was intended to assess the relationship between locus of control and occupational stress among university teachers. Moreover, there is also no clear evidence of what relationships exist with demographic variations. Hence, empirical evidence is needed to reveal the connection between locus of control and occupational stress among university teachers.

Therefore, the problem of the current study was to explore the relationship between locus of control and occupational stress in the context of university teachers. It further aims to assess the effect of demographic variations i.e. gender, department, qualification, and designation with locus of control and occupational stress of university teachers.

1.4 Objectives of the Study

Following are the objectives of the study:

1. To explore the locus of control of university teachers.
2. To examine the occupational stress of university teachers.
3. To find out the relationship between internal locus of control and occupational stress of university teachers.
4. To find out the relationship between external locus of control and occupational stress of university teachers.
5. To assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers.
6. To assess the effect of demographic variables such as gender, department, qualification and designation in relation with occupational stress experienced by university teachers.

1.5 Research Questions

1. What are the dimensions of locus of control of university teachers?
2. What are the levels of occupational stress of university teachers?
3. How differences exist in the locus of control of university teachers due to demographic variation of gender, department, qualification and designation?
4. How differences exist in the occupational stress of university teachers due to demographic variation of gender, department, qualification and designation?

1.6 Null Hypotheses

Ho1. There is no relationship between internal locus of control and occupational stress of university teachers.

H02. There is no relationship between external locus of control and occupational stress of university teachers.

H03. There is no significant gender difference in locus of control of university teachers.

H03a. There is no significant gender difference in locus of control i.e., internal locus of control of university teachers.

H03b. There is no significant gender difference in locus of control i.e., external locus of control of university teachers.

H04. There is no significant difference in the locus of control of the teachers working in the faculty of Social Sciences and Management Sciences.

H05. There is no significant difference in the locus of control of the teachers having M. Phil and Ph.D. degrees.

H06. There is no significant difference in the locus of control of the teachers working on various designations.

H07. There is no significant gender difference in occupational stress of university teachers.

H07a. There is no significant gender difference in occupational roles of university teachers.

H07b. There is no significant gender difference in personal strain of university teachers.

H07c. There is no significant gender difference in personal resources of university teachers.

H08. There is no significant difference in the occupational stress of the teachers working in the faculty of Social Sciences and Management Sciences.

H09. There is no significant difference in the occupational stress of the teachers having M. Phil and Ph.D. degrees.

H010. There is no significant difference in the occupational stress of the teachers working on various designations.

1.7 Significance of the Study

Locus of control and occupational stress have been researched in the Western context. The focus of these studies is on various variables, and specifically demographic variations were not explored. Moreover, these studies mostly used demographics as control variables in regression models, including gender, qualification, department, and designation.

The challenging question in this regard is whether university teachers are aware of the concept of locus of control, its types (external as well as internal locus of control), and the influence of locus of control on their job-related stress. The focus of the study was on demographic variation, specifically on the difference between males and females in the context of locus of control and occupational stress. Therefore, the findings of this research will be used by the management of different universities so that they can develop strategies to assist teaching staff in handling job-related stress through locus of control.

Furthermore, the findings of the study will not only benefit university teachers and administration in handling stress among teachers at the workplace, but also for funding agencies, the international community, and policymakers, as they may formulate strategies to address stress management in the workplace by developing internal locus of control. Additionally, the study will assist in increasing university teachers' job satisfaction and work performance by controlling occupational stress through internal locus of control.

1.8 Theoretical Framework

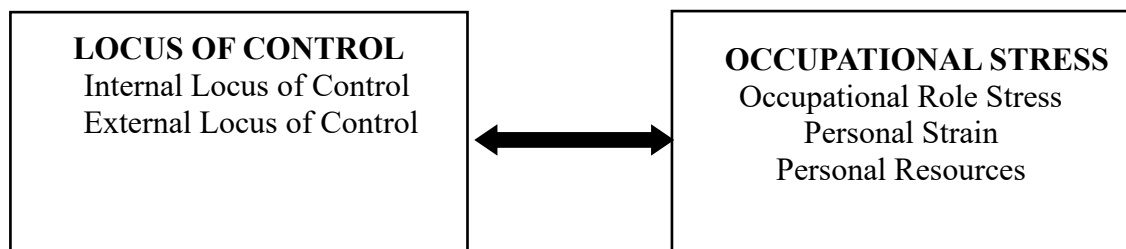
Locus of control was originally introduced by Rotter (1990, as cited in Siraji & Haque, 2022, and Bitsadze & Japaridze, 2016). It is a well-known social cognitive theory that represents a cognitive-behavioral and psychological attribute used to describe teachers' perceptions regarding their ability to control life circumstances, particularly their learning behaviors and overall performance. The concept encompasses two dimensions: internal and external locus of control.

Individuals with an internal locus of control believe that events are largely influenced by their actions, abilities, or mistakes. Those with a higher internal locus of control tend to experience greater levels of happiness and success compared to individuals with a higher external locus of control. Conversely, individuals with an external locus of control are inclined to attribute events in their lives to forces such as fate, chance, luck, environmental factors, or the actions of others.

The LOC is evaluated on a continuum from internal to external. Individuals at the inner end of this continuum have an internal locus, while those at the outer edge have an external locus. Furthermore, people with an internal locus of control assume that the results of their actions are the outcomes of their own capabilities. Individuals with an internal locus believe that their hard work will yield positive results. However, people with an external locus of control assume that many things happening in their lives are beyond their control. They believe that their actions are outcomes of external elements that are far from their control (Rotter, 1990, as cited in Siraji & Haque, 2022, and Bitsadze & Japaridze, 2016).

Essentially, stress is a natural phenomenon that arises when an individual is unable to cope with the demands of the workplace. It manifests as a harmful physical

and emotional response when job demands exceed an individual's skills, coping abilities, or organizational requirements. In this context, an occupational stress theory was presented by Osipow & Davis (1998, as cited in Roberts et al., 2021). The Occupational Stress theory consists of three dimensions: occupational role, personal strain, and personal resources. Furthermore, the occupational-role dimensions consist of role overload, role insufficiency, role ambiguity, role boundary, responsibility, and physical environment. Moreover, personal strain consists of vocational, psychological, interpersonal, and physical strain, whereas the personal resources subscale consists of recreation, self-care, social support, and cognitive coping.



Source: Rotter ,1990 (as cited in Siraji & Haque,2022 and Bitsadze & Japaridze, 2016)

Source: Osipow & Davis,1998 as cited in Robert et al;2021)

Figure 1. 1: Theoretical Framework of the Study

1.9 Research Methodology

Present research design is descriptive correlational in nature which intended to explore the relationship between locus of control and occupational stress in the context of university teachers. Quantitative approach was used in this correlational research.

1.9.1 Population

The population of this study comprised university teachers working in the faculty of Social Sciences and Management Sciences. At present, in Islamabad there are 12 public sector universities that are having the faculty of Social Sciences and

Management Sciences. Among these universities, four were selected for the research, constituting a total population of 2400. Within these four universities, there are 817 teachers working in the faculty of Social Sciences (545) and Management Sciences (272).

1.9.2 Sampling

Population of the study comprised of 817 university teachers from faculty of Social Sciences (545) and Management Sciences (272). For data collection stratified random sampling technique used by dividing population into two subgroups, faculty of Social Sciences and faculty of Management Sciences. For data collection 468 teachers contacted, only 387 teachers returned the questionnaires therefore, sample size was 387 teachers working in four public sector universities (selected out of 817 from four public sector universities in Islamabad).

1.9.3 Instrumentation

After finalizing the questionnaire, in order to verify overall validity and reliability of the measuring instrument the researcher has performed a pilot study on 100 university teachers. Further, in order to quantify LOC, 27 items developed by the researcher and items has been calculated on a dichotomous scale. For occupational stress, the occupational stress questionnaire based on 100 items developed by researcher was used to measure the occupational stress and items were calculated on a five- point Likert scale. Data was collected through questionnaires shared with university teachers of public sector. As the data was collected, it was analyzed by using SPSS tool. By using the above tool, various statistical tests such as mean, t-test, ANOVA and Pearson correlation were performed and finally conclusions were drawn from the findings.

1.10 Operational Definitions

The definitions of key terms used in this research are given below:

1) Locus of Control

People believe that they have the ability to control the events and outcomes in their lives.

a) Internal Locus of Control

The individuals who have above orientation believe that whatever is happening or may happen at any time is in their own control and they are responsible for the failure or success in their lives.

b) External Locus of Control

People who take above orientation assume that their lives are controlled by some external stimuli and their own actions are not responsible for their success or failure.

2) Occupational Stress

The stress which arises when an individual is unable to cope with the demand of the workplace is occupational stress. It is basically a hurtful bodily and emotive response that happens, when demands of the job do not cope with skills and coping abilities or the need of the organization. It has been based on three major elements such as occupational role stress, personal strain and personal resources. The detail of the major elements are as under:

i) Occupational Role Stress

Occupational role gauges the amount of stress stimulated by work role taken by an employee. It has six scales.

a) Role overload

Role overload measures the extent to which job demands exceed resources (personal and workplace) and the degree to which the individual is able to accomplish workloads.

b) Role Insufficiency

Role insufficiency measures the degree to which an individual's training, education, skills, and experience are appropriate to the job requirements.

c) Role Ambiguity

Role ambiguity measures the degree to which priorities, expectations, and evaluation criteria are clear to the individual.

d) Role Boundary

Role boundary measures the degree to which the individual is experiencing conflicting role demands and loyalties in the work setting.

e) Responsibility

Responsibility measures the degree to which the individual has, or feels, a great deal of responsibility for the performance and welfare of others on the job.

f) Physical Environment

Physical environment measures the degree to which the individual is exposed to high levels of environmental toxins or extreme physical conditions.

ii) Personal Strain

Measuring the outcome of the occupational stressors such as vocational, psychological, interpersonal, and physical is expressed as personal strain.

a) Vocational Strain

Vocational strain measures the degree to which the individual is having problems in work quality or input. Attitudes toward work are also measured through this strain.

b) Psychological Strain

Psychological strain measures the degree of psychological and/or emotional problems being experienced by the individual.

c) Interpersonal Strain

Interpersonal strain measures the degree of disruption (e.g., withdrawal or aggressiveness) in interpersonal relationships.

d) Physical Strain

Physical strain measures complaints about physical illness and/or poor self-care habits.

iii) Personal Resources

It counts the handling mechanisms utilized by the individuals to handle their stress and consist of four scales.

a) Recreation

Recreation measures the degree to which the individual makes use of and derives pleasure and relaxation from regular recreational activities.

b) Self-Care

Self-care measures the extent to which the individual regularly engages in personal activities which reduce or alleviate chronic stress.

c) Social Support

Social support measures the degree to which the individual feels support and help from those around him/her.

d) Rational / Cognitive Coping

Rational coping measures the degree to which the individual possesses and uses cognitive skills in the face of work-related stresses.

CHAPTER 2

LITERATURE REVIEW

This chapter shall examine the theoretical premise regarding occupational stress and locus of control. Various Western studies have shown a relationship between occupational stress and locus of control with respect to gender. However, no study directly examined the relationship between these two variables of locus of control and occupational stress among university teachers in the public sector. In this section, the theories, concepts, models, and dimensions of locus of control and occupational stress will be presented, along with an overview of relevant research on the variables of LOC and OS.

2.1 Locus of Control

Goal setting plays a vital role in feeling comfortable and enjoying achievements and ambitions in life. People who don't set their targeted goals of life often face many problems, while those who do set their goals tend to enjoy life more. When targeting your life goals, the next step is to adjust your objectives to achieve your desired goals within a particular time frame. We can easily differentiate between people who set their goals and those who don't in various aspects of life. It is observed that several concealed forces of psychological mechanisms in the human brain play their role, where locus of control is one of the top strengths people are blessed with (Hawkins, 2014).

The word "locus" originates from the Latin word "locus," which means "place." Whereas, the term "locus of control" has been derived from Rotter's theory of social learning (1966). (Leone and Burns, 2000) stated that LOC is the social learning theory presented by Julian Rotter in 1966. It was actually an integration of social learning theory and personality theory. Since then, his theory has opened several avenues of

research in various fields; educational psychology being one of them, and it has become one of the most significant developments in the field of personality development.

The theory assumed that individual differences exist among the people as they perceive responsibility for their actions. It concerns how people make choices about their behavior. Different researchers described above theory of social learning in more detail with its aspiration contents, the motivation of individuals and perception regarding daily routine activities in every walk of life. Nowadays, it becomes an obligatory factor of anyone's personality (Yildirim et al., 2020).

Actually, scholars of developmental studies and "social science" have been exploring these dynamics for many eras to recognize the sources of mechanism which are influencing human behavior at home or workplace (Shinde & Joshi, 2011). Locus of control is one of the best-known topics in psychology which suggests that people believe whatever happens to them whether good or bad has resulted from some stimulus (Nowicki & Duke, 2016).

Further, in some cases it is also considered as the expectations of an individual about what may happen after some time, when they are doing something. In other words, they imagine that there is something behind whatever good or bad is going on their lives. The word LOC can be explained as the extent to which individuals perceive the relationships between their behavior and their results, whatever happens to them (Nowicki et al., 2018).

In a study Sardogan et al. (2006) investigated that LOC is characterized as a personal idea or feeling about one's abilities or factors out of one's control, a convincing good / bad event during its existence. Basım and Sesen (2006) suggested in the study that LOC was related to whatever happened to an individual, it was explicit or implicit

but it has an impact on one's achievement and failure. Such traits were not only related to the possibility of influential people who were beyond human reach, but also to the consequences of their own perspectives. Spector and Fox (2005) described LOC by identifying the attitude, feelings, well-being and inspiration of individuals, as well as leadership in educational associations and foundations.

The place of control refers to the belief that results of some events are determined by oneself. The control place in human beings can be classified into two categories where one was internal control location and another was external control location. Internal control point refers to people who believe in themselves and their abilities (Martin et al., 2005). In this study, there are people who believe that everything that happens to them was due to their own efforts and not because of external influence or stimulus. Further, here was another group of individuals, who thought that whatever may happen to them was not in their own control but there was something unknown which was responsible for their upcoming outcomes that may happen in their lives. Such individuals were known as externally controlled people (Landy & Conte, 2004).

Leone and Burns (2000) stated that the locus of control which had been designed by Rotter founded on social cognitive theory. LOC and theory of social learning were interlinked because both dealt with individual behavior and personality interaction. Furthermore, theory of social learning expressed that the reinforcement strengthens the expectation of a specific behavior or an event in the future. Moreover, expectancy was considered a special form for comparable or related conditions in different behavior choices. For instance; judgment, attitudes, and beliefs among people. One of the personality factors that influenced overall outcomes of an individual when exposed to a stimulus and leads to stress was called the locus of control (Pickering, 2001). According to some researchers, individuals in a society can be broadly divided into two

major categories; the one with outer LOC, and the other one with inner LOC, when it comes to dealing with events happening in their lives (Spector et al; 2002).

The much better understanding of locus of control was given by Rotter (1990) in his popular study on *'belief of an individual in his own abilities and capabilities'*. According to him LOC means the scope to which individuals have faith on their own skills and abilities when something occurred in their lives. There can be three possible outcomes when an event occurs in human life, as per his findings; one outcome can be that individuals assumed that they were completely responsible for their own actions at the end of day; second group believed that their overall actions were controlled by some outside forces and their life was beyond their own control; and as per third group's perception their actions were partially controlled by they themselves and some other forces (Ng et al., 2006). The individuals having internal locus of control are also blessed with many positive things such as being social in nature, competitive in work activities, and having ability to lead their lives more independently as matched to those who were having external LOC (Basim et al., 2009).

In addition, (Strauser, 2002) described that LOC was related to individual's confidence and his abilities for holding results of his /her life, LOC played a significant part in motivating and empowering a person to learn and be successful by controlling their thinking. It controlled the mindset through its two dimensions such as internal LOC and external LOC. The phenomenon of believing in oneself for success represented the internal LOC, while the phenomenon of believing in other for success factors represented the external LOC. Externals had low expectancy rate in their lives (Hasan, 2014). This phenomenon contributed significantly to teachers teaching and accomplishment of their assigned tasks. Teacher success included their good performance throughout their academic year. LOC also influenced teachers' personality

development and shaped their attitudes, emotions, thinking, behavior, and actions towards lifelong success or failure.

Basically, LOC theory was presented by Rotter (Robert & Vandenberghe, 2020). LOC is a person's belief in the explanations behind their experiences and the factors that characterize the person for achievement or failure (Anakwe, 2003). Further, he adds that the internal LOC is described as control of individual over a future consequences. The external LOC implies the belief that one does not have any control over his/her actions but it lies in the hands of other strong people, environmental factors, destiny or chance. Furthermore, people who have accepted the inner LOC believe that their destiny is in their own discipline and their experiences are also determined by their own specialties, skills and experience. The following example is best illustration for internal LOC that “the better I get in class, the better I prepare for the exam” (Cetnikalp, 2010). When students associate their successes and failures with luck, happiness, teacher prejudice, or God's will, then such students are said to be externally controlled individuals. In addition, they have a low expectancy in their life and they mostly fail in their lives (Hasan, 2014).

It turns out that the "internal LOC" of males have higher values than that of females due to social attractiveness (Cooper, 1983, cited by Grantz, 2006). Women who believe in social attractiveness have higher "external LOC" than those who believe little in social attractiveness. In this way, the responses of women on the LOC scales are influenced by the role of gender. As a result, women's LOC scores cannot accurately describe true beliefs of an individual at home or workplace.

2.1.1 Definition of Locus of Control

Rotter (1966) demarcated that locus as the trust that individual has an ability to control lifetime actions. He distinguished two placements, named internal orientation

and external orientation points in human beings. Insiders are selective persons who consider that they are the leaders of their purpose and can “control” their own destiny. Consequently, they are usually confident, agile and more inspired when trying to ‘control’ the external environment. In contrast, outsiders are persons who think that they cannot directly “control” their own destiny and are in a passive role in the “external environment”.

Fox and Spector (2006) defined the source of work “control” as the general belief in directing events in the workplace. These people relied on their particular actions or certain behavioral characteristics central to the occurrence of certain events, and these events were opposed to individuals with external sources of control. Robbins (2004) explained that people with outer sources of control had higher regular absenteeism from job, look less satisfied with their work and were found like professionally uninvolved in the workplace. These employees were most of the time out of their workplace and always seem lazy and unwilling to complete their given task. Besides, they put blame of failure on other people such as co-workers or boss and in some cases bad luck.

Jones and George (2003) explained that individuals with internal control sources were usually directly involved in activities that change situations or solve problems. Similarly, Norton (2005) said that people with internal sources of “control” had good surviving skills, and were inclined to tolerate less pressure and actively cope up with complications. However, Edwards (2005) defined that people in external places have low self-direction ability and have been seen stuck in their life failures. These people blame others for their hardship. Conferring to Norton (2005), people facing ‘external locus’ are under greater pressure than those with internal control place. Past research has shown that when comparing internal and external LOC, people with higher

externality scores are not much happy and are displeased with working environment, are more days absent from the job, are more separated from the work life, and have least will to achieve organizational goals or get recognized for their work performance (Shannak & Taher, 2012).

Individuals with “inner LOC” suppose that their reinforcement is dependent on their behavior, qualities, and aptitudes. On the contrary, the individuals with external control of locus do not assume any association among their behavior and reinforcement. The idea of control of locus deal with individuals’ perceptions, which comprised of their values and their expectancy with the circumstances. Instructors who have self-confidence in their teaching abilities will be more internally controlled. When examining the success of teaching staff and institutions, it is important to understand the supposed procedures that make an impact on individual behavior. Undeniably, changing psychologists and “social science” scholars have been discovering these aspects for eras to realize the stimulus of “controlling locus” (Shinde & Joshi, 2011).

The idea of control of locus is closely linked with attribution theory whereby the reasons of the events may be expounded (Jarvis, 2005). Those identified with an external attribution tend to believe that some external factors motivate a given occasion. In contrast, an internal attribution gives interconnection to aspects within a person rather than environmental ones (Vaidyanathan & Aggarwal, 2003). The researchers found that internals tend to persist and complete the task they were engaged in, whereas externals eschew performing the learning task and preferred to work on other tasks (Kernis, 2003).

The concept of LOC can also be expressed in terms of individual confidence in oneself. Therefore, “LOC” is a person’s confidence concerning the sources of his or her

skills and the abilities by which that individual enjoys a victory or regrets a catastrophe (Anakwe, 2003). In contemporary centuries, the conception of locus of control has been preferred by various researchers. Similarly, quantifying the LOC is an important phenomenon for the welfare of the student community. The idea derivative from social theory that what causes individuals to be successful in their lives is largely dependent on the type of controlling mechanism they hold in their lives (Serin et al; 2010).

Some other researchers suggested that “locus of control” addresses a summed-up assumption for compelling elements that relate to reward and discipline throughout everyday life. On one side of the “locus of control” continuum are the individuals who accept that the “locus of control” can fix their capacity to control life occasions, while on the opposite side there are people who accept that life occasions or events happen due to outside components like mishaps, by some coincidence, or fate (Dubey & Nayyar, 2016). Further, they add that externally controlled people always believe that there are some external events that are directing their lives without their self-control.

Another study finds that the source of control states to people's beliefs about their ability to “control” life proceedings (Strauser et al., 2002; April et al., 2012). Relatively, the source of “control” is demarcated as individual’s belief that his/her particular power or uncontrolled power will affect any constructive or harmful condition that happens in his/her life (Sardogan, 2006). The source of control is associated to the strengthening experience by the individual in their lifetime, explicitly the results, the rewards and achievement or failure in one’s life. These attributions not only refer to opportunities, destiny, and the out of control of a powerful person, but also the result of their own approach (Basım & Sesen, 2006).

While environmental situations are not adequate to clarify a success or failure of an individual, the source of control can help clarify the circumstances. For example, persons might occasionally perceive good and bad things in dissimilar approaches. Reference of these dissimilar habits is constructed on internal and innermost power (Taylor, 2006; Asante & Affum-Osei, 2019). Rotter (1966) defines the position of “control” as enhancement in his "Social Learning Theory", that are the basic signs of long-term personal attitudes. The concept of “control source” is very important in the literature to help students with learning and behavior complexities. The LOC is one of the most important notion in the settings of gaining the knowledge facing difficulties and the viewpoint of an individual. This idea encompasses the following viewpoints: persons investigate actions according to their own attitudes throughout their lives, or think that these events are the result of accidents, fate or external powers (Erdogan, 2003).

In his research on social learning theory, Rotter (1966) determines that some individuals show rewards or added value due to their knowledge and abilities, while others show uncontrolled power affecting their performance. On the basis of his research, he expresses the situation of reinforcement based on the attitude of the individual as the source of individual control. Internal or external “control” sources play vital part in keeping the efficiency and pragmatism of teachers’ hypothetical progress. The information, knowing and experience grew by scholars through organizational gaining, is an imperative aspect in improving teaching staff progress. In this case, it is important for the organization to perform the “learning function” in the groundwork and use this function for improving the level of learners and performance of teachers. Further, his research regulates either the university teachers have peripheral source of “control”. In addition, which source of “control” they possess during their teaching.

The term-locus refers to the origin, that is the result of the event is attributable to the person involved internally (internal) or externally (external). Control sources are related to people's insouciances, feelings, wellbeing and enthusiasm, and the behavior of establishments and educational organizations (Spector & Fox, 2005). Further, the overall settings include controlled workplaces and controlled healthy places (Wallston, 2005). In this connection, Rotter (1966) hypothesizes that he would develop a general expectation of control when reinforcement is believed to depend on the behavior of individual under examination. In this connection some researchers suggest that performances that lead to reinforcement help to strengthen the individual's sense of control. On the other hand, when reinforcement fails, the general expected value will decrease or disappear (Gifford et al., 2006).

Araromi (2010) explained the logic of control or source of control as the degree to which a person had faith in that he had control on the consequence. Hence, the source of control was considered to be an important feature of psychology, as proposed by Rotter (1966). Further, LOC is a universal understanding of the root cause of various events in the life of individuals. They have multiple beliefs about who controls their intention. Respectively, a person's intention can be "controlled" by oneself, destiny, Lord, or some authoritative people. The individuals who have confidence that they can govern final results of events that may happens to them .They have internal controlling mechanism, and always blame others for things that may happen to them are externally controlled.

On the topic of LOC, Chegg (2014) elaborated that persons with covert LOC execute well than with outer or overt LOC. The association of LOC with achievement of learners has been analyzed by many researchers from different cultures for a decade (Nejati et al., 2012; Anakwe, 2018) has inaugurate innovative features of investigation

in various dimensionality of human life and about their explanation relating to events of their lives. It should be noted here that numerous researchers have review LOC in the area of teaching (face-to-face) that was the old method, yet less researches have conducted in the setting of distance learning.

2.1.2 Social Learning Theory

Theory “locus of control” by Rotter (1966) can be traced back in “social learning theory”. As this theory defines personality shows an interaction between an individual and the surroundings. Social learning theory states that strengthening will increase expectations for specific behaviors or happenings, and there will be the same reinforcement in the future. On the other hand, when an affiliation is recognized between behavior and fortification or reinforcement, the lack of reward or “reinforcement” will decrease or eliminate expectations. In other words, individuals expect to generalize from a specific state to a situation deemed similar or associated. These general attitudes, opinions and expectations will affect various behavior selections in many different life circumstances.

Rotter (1966) defined behavior as a comparatively constant set of abilities to deal with situation in a specific way. He further added that in order to predict the direction of the performance, one considers the environment as well as the individual. In addition, he provided four key modules of the “social learning theory” and they are, “behavior potential, expectancy, strengthening value, and the psychological condition”. In this connection, he proposed that behavior was affected through public situations or environmentally friendly features, as well as they don’t arise from psychological aspects only. Strong point of “Rotter's social learning theory” was its combinations of both definite and broad paradigms, proposing the assistance respectively. In generic terms, the concepts have a definite complement for all occasionally exact scene, there

is a “cross-situational” general expectancy in this theory. “Social learning theory” composites generalization and signification for simplification to psychologists to extent variables and to make many accurate expectations from these variables. According to him generalized expectations for “control” of strengthening is recognized as “locus of control” as well as it was initially well-known in the 1950s. In the following research studies the theory of Rotter had been used (Nordin et al, 2016; Lacks and Watson, 2018; Ahluwalia and Preet, 2019 and Ali, 2020).

2.1.3 History of Locus

This idea was firstly proposed in the experimental research of Pharos, but later his work was improved by Rotter (1966) and had become a field of research, and various personality variables had later further explored by many researchers had made this concept the subject of many studies in the fields such as education and Social Sciences (Kiral, 2019). The “control of locus” is a concept to whom the reason related to the event they encounter, and the conclusions of these events (Ozmen & Sumer, 2008). The source of control expresses beliefs related to the individual's concern for the trials he has encountered in his lifetime to himself, other more powerful people, and factors such as luck and belief (Cinar & Karcioglu, 2012).

According to a model given by Rotter (1966) locus of control based on social learning theory is an individual choice. Similarly, Bulus (2011) recognized “locus of control” as followed: perceptual “control” is defined as the general expectation of internal control, not the enhancement of external control. The individual with internal control may believe that the enhancement depends on individual's activities, whereas the individual with external control may believe that the entity depends on fate and aptitude or other powerful people. In other words, there are two types of personality

where one type believes that they are regulated by themselves and other type argues that they are under the control of other people.

2.1.4 Locus of Control Theories

The locus of control can be explained in relation to two psychological theories of learning:-

2.1.4.1 Theory of Attribution

This theory, was given by Weiner in (1986).Graham and Chen (2020) expresses theory of attribution as “the method you attribute and describe desirable and undesirable actions to yourself can influence your life in ways you may not understand”. LOC refers to an impression associated with expectations about the upcoming, while style of attributional is an idea that is related with descriptions of results for past consequences.

Amadi (2010) discovered the theory of attribution that individuals try to choose their actions why they done that actions. i.e., their conduct is attributed by the reasons linked to it. To design an attribution process comprised of three stages underlies. Stage one: the conduct must be seen or observed by an individual. At stage two it is struggled to make logic of if the conduct was deliberate, and stage three is to decide whether the individual had forced to play out that specific conduct. The last happen afterward, that is, they are explanations for events that have just happened. Anticipation, which concerns upcoming events, is a basic part of LOC. Similar to LOC, our style of attribution will disturb our conduct.

2.1.4.2 Theory of Self-Efficacy

This theory was suggested by Albert Bandura (2010), is the degree to how an individual is skilled in attaining their goal line. He was a societal psychologist, showed

that no matter how brilliant an individual may be, if they do not have faith that they are capable, this faith will have a very strong consequence on their abilities to success in their life. Than their locus will be external. People with strong self-efficacy will have higher level of determination and will own LOC that will be internally inclined. These people will not give up easily than those with low level of efficacy. There is a durable association between self-efficacy and LOC.

Amadi (2010) concluded that LOC based on the expectancy-value theory that describes person's behavior as dictated by the superficial possibility of an event or outcome happening reliant on the behavior being raised, and the worth set on that event or outcome. The expectancy theory describes that if (a) somebody esteems a precise outcome and (b) that person admits that making a definite change will generate that consequence, at that point (c) they are assured to make that definite move.

2.1.5 Internal LOC

Rotter (1990) defined the covert or internal "control of locus" as: "the point to which individuals presume that reward or "reinforcement" or consequence of an individual's overall behavior is totally dependent on their own efforts or what they themselves do". According to Parkes (1986), internal locus of control has been found to be related to successful adaptation to stressful work settings (Kao, Cooper & Spector, 2000). Siu and Cooper's (1998) study revealed that internal locus of control was related to lowered perception or work role stress (Kao, Cooper & Spector, 2000).

People with inside "control" of locus accept that they can "control" their lifecycle occasions since their conduct relies upon inner components, for example, difficult work, dynamic, critical thinking capacity, exertion, and influence. Educators with inner controlling point are answerable for their own prosperity or disappointment

because of inside components, so they become progressively independent in accomplishing their objectives. In addition, since they accept, they can do this, they are additionally better at taking care of issues (Gray-Stanley & Muramatsu, 2011).

Teachers with internal locus strive to achieve learning goals and teachers appear to be more motivated to perform better and express greater job fulfillment than other teachers who believe that some external control force is controlling and regulating them (Khan et al., 2012). Teachers who were witnessed to exhibit external locus have been observed with less focus on hard work and more belief on luck, chance and fate. Therefore, teaching capabilities and overall performance of such externally controlled teachers will be negatively affected by stress from work (Mahajan & Kaur, 2012).

It can be defined as a person's belief that actions normally happen due to individual's own personal behavior or from relatively persistent characteristics and actions. Employees who are having some inner control point are more sensitive to environmental stimuli or changes that they believe are useful in determining their future behavior compared to employees with an outside point of control; they are more excited about changing environmental conditions and put more emphasis on their abilities, achievements, or failures (Chiang et al., 2019). Hence, based on above discussion, the internally controlled teachers are with an internal LOC therefore they accept responsibility for their own lives and actions, while their performance depends on their own practices and actions (Flory et al., 2006).

Teachers with an internal locus assume that their successful performance and failure are the result of their own actions. When individual with internal control achieve something then they feel happy and consider the event as movement of pride for them and their loved ones (Hargreaves, 2005). However, when they can't achieve their

desired goals, they feel guilt and shame. Therefore, the teachers with internal control point were found to be motivated to achieve their teaching goals and perform well in their workplace. Whereas, the teachers with external locus assume that some actions are not in their control. Therefore, they don't struggle hard in their lives to achieve their desired goals (Mahajan & Kaur, 2012).

According to Kiral (2019) individuals mostly think that good or bad outcomes were due to their own behavior, even when they feel safe and believe in themselves. People with internal control have a high level of motivation and success; they were enterprising, courteous and socially responsible; and this was also related to self-esteem and emotional stability (Judge & Bono, 2001). The elements which are adding in internal locus control are overall physical and mental health of an individual, satisfaction from job achievements, commitment to organization, job-related performance, positive psychological capital employees have, self-efficacy, good working hours, entrepreneurship skills, complete attendance at workplace and good relationship with others whether colleagues or bosses (Cetin, 2011; Erdem, 2014).

Karabay et al. (2016) proposed that external locus of control was built up in an individual and it was adversely related to the helpless structure of the association between individual and results of events, whereas internal locus of control was emphatically connected with the helpful structure of the association. It should be noted that the impact of an external control locus in the work environment has been likewise found by Eatough and Spector (2014) giving understandings into its impacts on tension in the activity condition and its direct impact on mental strengthening. Moreover, the source of internal control is connected to seeking help and optimistic thinking and inferior levels of work pressure (Gore et al., 2016).

Regarding the locus, educators and analysts may emphasize on altering the source of control after some event so that individual can take responsibility for their actions. Besides, the source of control is linked to the psychological features of many people, such as self-control, self-esteem, nervousness, stress, hopelessness, work perseverance and persistence, bodily and mental health, and the formation of internal control sites, which is an important structure of personality, hence the consistency of the community and mental health depend on its correct direction (Miu, 2016). Persons with inner sources of “control” accept as true that they play an important role in influencing events that affect their existence. In addition, they consider that they have the power to express their attitudes by possessing an optimistic self-concept, and they think that they can modify their lives according to their desires (Gulveren, 2008).

Insiders have more control over the environment, and they deal with pressure in a different way than outsiders. Internal components incline to be additionally adaptable to pressure, and try to decrease pressure through “problem-solving” approaches (Carden et al., 2004). This study for students studying control sources has evaluated two control sources, such as internal control sources and external control sources. Persons with internal sources of control have faith in that they are responsible for their personal subsists and actions, and their response depends on their own will (Flory et al., 2006). Whereas, people's control of their lives is based on chance, destiny, and authoritative people are taken as exterior, external or overt controller.

Internal causality is related to negative results in life due to individual characteristics such as emotion, ability, and character, while external causality is related to negative results due to conditions such as circumstances, fluke or social stress (Crisp & Turner, 2007). People with internal control believe that they make a clear contribution in such a way that they affect themselves (Gulveren, 2008). In addition,

individuals with an “internal control point” are cautious, vigilant, especially performance-intensive, self-assured, and resourceful. Furthermore, internals are the ones who have strong a belief in their own skills and abilities and can beat the situation badly affecting them.

2.1.6 External locus of control

Rotter (1990) defined the “external LOC” as the status to which individuals think that the results of any action depend on chance, fortune and it is not in their control. Many individuals actually believe that control of coming situation and the actions of other people are not within the scope of the event, and their personal “control” of the event is almost absent. They may even accept that others can control them, and they can just comply. Additionally, individuals with outside “control of locus” frequently consider life to be wild, hard to adapt to and regularly hold eccentric convictions. Further, a factor that influences both inside and outer locus of control is the consistency of the causal factors (Shinde & Joshi, 2011).

External locus of control keeping up the individual with no command over one's life is depicted as the outer “control” (Rotter, 1966). External factors react emotionally to stress and may therefore exit the stressful state through some outer powerful force. Research on educational psychology has shown that students who study externally suffer more from test anxiety than students who study internally (Carden et al., 2004). Employees with an outer controlling point are less cautious, influenced by gathered individuals, effectively effected by external forces, less confident, and have unsafe exposures.

There are two types of external control sources. The first is an appropriate source of “control”. Individuals with appropriate “sources of control” have a

supplementary tangible rationality for evaluating their own creations, which are externally precise. To exemplify this point, they make some efforts to improve the “socio-economic conditions”. The second source of “control” is the “defender's source of control”. It has been observed that the individuals who own this place try to custom exterior opinions to defend the expected shortcomings. Also, one of the contrasts between people with interior and exterior sources of control is the issue of discovering data about their current circumstances. When compare with exterior sources of control with interior sources of control we want to acquire more data about their current circumstance, and more effectively look for and acknowledge equity in friendly exercises (Demirkan, 2006).

External LOC refers to the individual's perception that an improvement or outcome is determined by fortune, blessing, or other exterior conditions beyond their control. Furthermore, an individual may see large and complex forces around him as causes of events. People who believe in their behaviors or events (Carden, 2004) describe that people with an external LOC react sincerely to pressure and can thus withdraw from the worrying situation. Furthermore, they experience more difficulties and emotional problems. Demirkan (2006) predicts that there are two dimensions of the external LOC, the first is the actual external LOC and the second is the defender's external LOC. People with a corresponding external LOC sound evaluate their worlds more authentically and they control them from the outside. In short, they have made a small attempt to improve financial conditions. The person displaying the defender's external LOC strives to use external beliefs as protection against normal deterioration.

The people who believe in external locus of control think that they will not be able to make actions which can benefit their environment or any other output but whatever is suggested by a powerful group or an individual (Kiral , 2019). These

individuals do not believe in their self and their abilities but move along with decisions of other people who are directing them (Loosemore & Lam, 2004). Besides, these individuals lack decision making power because they think that their decisions will not be good so they ask or wait for someone else who make decisions for them (Ajzen , 2002).

In addition, external control individuals always avoid to make changes in their lives, make innovative decisions, always avoid to be held responsible and they are less motivated (Silvester et al., 2002). According to Norton (2005) these individuals never enjoyed their lives openly and had a stressful life at home or office and most of the time their efforts end up at disappointment. Externally controlled people have always been imagined as weak when it comes to dealing with others or them and those most of the time get things from others as they avoid to make their own decisions (Edwards, 2005).

Studies on the relationship between and stress have been reviewed by researchers from different academic backgrounds based on their needs in order to further explore locus in human beings. Sunbull (2011) had showed, for example, that the external control point is directly and positively related to the emotional tiredness dimension of exhaustion. In contrast a study by Howart (2012) surveys teachers and it is detected that people who possess interior LOC always believe that whatever they achieved is the result of their own efforts and hard work. Sabrain et al. (2014) found that the location of control perform a significant reliance in stress management and boosting or decreasing negative emotions, especially in the work environment. In order to make control over stress the organizations and employees should follow some practical examples from the market.

According to research findings of Bernardi (2001) there was a negative association between exterior LOC and feelings in expressions of personal achievement and there was an undesirable connection between satisfaction with job and stress at workplace. However, persons with innermost LOC believe on themselves, in their working environment, are more emotionally balanced and are said to be more satisfied with working conditions of the company. There is a study by a group of researchers on three variables commonly found at workplace (Karaman & Watson, 2017). As per findings, there is negative linkage between personality type A and work-related stress. Further, type A employees in a stressful working condition feel more stressed than type B personality (Gershon et al., 2007). Another investigation focused by Awan et al. (2013) found that there was a direct correlation among subordinates and leaders in working condition in United States based on location of locus of control.

Kurt et al. (2012) showed that Rotter presented the LOC measurement scale with 29 statements for the LOC estimation in 1966. Each question consists of alternative options, one of which is chosen by the member to anticipate the internal LOC or the external behavior. Members without pressure can choose the option that most closely matches their opinion. The first option is related to external choices as the choice of the target person; a high value of external decisions shows that the person tends to be external.

Some researchers in Iran have found that important element of stress management is the locus of control that was present in an individual's personality. Further, this control also assists in control of emotions mostly related to workplace and also has important impact on overall life of an individual (Sabrain et al., 2014). As Selart (2005) determined if the place of control acts or not as a bias in the decision-making of the organization. The results showed that officers with a low external control

location are more likely to participate in the group's advisory decision-making strategy than officers with a high control location. Finally, it is assumed that people who are using participatory type of decision-making method, are outsiders in the top of list (Annie et al., 2004).

2.1.6.1 Differences between Internal and External Locus of Control

Generally, individuals exhibit a predominant type of control, either internal or external. Those with an internal locus of control tend to believe that their actions are meaningful and shape their own destiny. Conversely, individuals with an external locus of control attribute outcomes to chance or external circumstances. This belief system regarding the causes of experiences, whether success or failure, varies among individuals.

Individuals with external locus of control are more likely to experience stress due to their perception of lacking control over their lives. It is important to note that labeling internal locus of control as "virtuous" and external locus of control as "depraved" is an oversimplification. Psychological research suggests that individuals with a higher internal locus of control tend to be more achievement-oriented and secure better-paying jobs, as certain valuable attitudes and behaviors are associated with internal locus of control (Dubey & Nayyar, 2016).

In times of adversity, individuals often attribute blame to external factors such as nature or misfortune, a phenomenon associated with external locus of control. This construct reflects the extent to which people feel a sense of agency in their lives. Individuals with an internal locus of control believe that events are primarily influenced by their actions, abilities, or mistakes, while those with an external locus of control

attribute outcomes to forces like fate, chance, luck, environmental factors, or the actions of others.

Researchers have explored the impact of specific forms of locus of control on various aspects of life, including health, education, and civic engagement. Overall, research suggests that individuals with a higher internal locus of control tend to experience greater levels of happiness and success compared to those with a higher external locus of control. Razmefar (2017) defined the characteristics that are present in the personality of individuals having internal locus of control.:-

1.Self-Responsibility: individual having higher internal locus of control ready to opt the accountability for their activities and the consequences. For instance, if they fail to do properly on exams, they may attribute it to lack of grounding rather than attributing the exertion.

2.Proactive Behavior: individual having internal locus of control tends to take initiative for changing of their conditions rather than watching for things to be happened. For example, if they are unhappy with one work, they may start looking for a new opening for more suitable and engaging tasks.

3.Goal-Oriented: people with internal locus of control set personal goals and work hard to achieve them because they believe that their actions can lead to the anticipated outcomes.

4.Health Conscious: people having internal locus of control tends to be more health-conscious and likely to be engaged in healthy activities such as they take balanced diet and regular exercise by believing that such precautions would lead them towards good health. Indeed, people with internal locus of control are generally prone to be associated

with positive outcomes like better stress management, higher self-esteem, overall adjusted psychological well-being.

2.1.7 Locus of Control and its Dimensions

Believing in the "place of control" refers to the reward or reinforcement that arises during the entities, that is, the consequences, the traces, their success or failure (Sargut, 2001). It is precisely because of the complexity of their achievement and declining is due to the factor that young people rely on the conditions in which they discover themselves. In a classroom, such as the teacher takes tests and grades, since David has an "internal control point" and characterizes his evaluation as a lack of thought and a helpless reception.

Furthermore, anyone who has an "external checkpoint" and sees one's assessment as a failed candidate and ineffective coach takes both of them out of their "control." Locus of control of people notes that their assumptions about the explicit compulsions of a position are based on what one is actually expecting but is not something like truth. The individuals who make it sure that they have the power to make their own destiny will never fail in life (Raamefar, 2017). While the environmental circumstances are not enough to explain personal achievement or failure, explaining the reasons behind control can make these circumstances vibrant. For instance, people may in some cases see great and terrible things in an unexpected way. Notice of these various ways depends on external and inward force (Rana et al., 2011).

The LOC as source of communication and education as a dependent variable can be thoughtful and revised, and used as an important pointer to predict student success, failure and academic failure. The concept of source of control define as the individual consider in supervisory everyday life dealings whether they are external or

internal (Razmefar , 2017).The phenomena of LOC depend on the image of a person or learner that control himself or herself in a specific situation. Locus is an essential element in academics and it help the learner to achieve good grades in their academics and high performance in their school, college and university and high motivation as well.

Sargut (2001) pointed out that there were approximately points that generally showed that Turks tend to be highly extroverted. He attached great importance to these pointers, thus eluding doubt and the external score of examinations conducted between students and the management. Finally, the core of study explored that, it was comprehensible that learners usually have a place of “internal control”. In addition, the conclusion is when correlate students with “outer LOC”, with students having “inner LOC itis found that internals are more consistent in learning abilities, methods, and attention factors. In a culture where internal culture prevails, individuals strive to obtain statistics about their efforts. These exertions critically subsidize to the sedimentation of the ethos or culture and the upgrading of its effectiveness. According to Amadi (2010), ascription philosophy accepted that people try to “control” what they do, that is, attributes that cause of behavior changes.

Attribution is a “three-stage process”; in the first step the individual’s duty is to observe or probably perceive the behavior. The second step is to try and analyze that whether the behavior is planned, and the third step is to regulate the behavior which is either involuntary or voluntary to make the action a successful event. Potentials related to future events are a key aspect of control sources. The “source of control” is based on the expected value theory, which explains mortal performance, which depends on the probability of an event or result and the value of the behavior or result. All the more explicitly, assumption esteem hypothesis expresses that if (a) somebody esteems a

specific outcome, and (b) the individual accepts that making a specific move will deliver that outcome, at that point (c) they are bound to make that specific move. Umoh (1991) summed up the expansive conviction about who or what elements impact the two-route impact from interior control to outer control; the expression "inner control" was utilized to depict the conviction that control of future outcomes mostly exists in oneself, and "outside control" alludes to the assumption that control is outside of one's own control, either in the possession of amazing others, or because of destiny/opportunity.

Araromi (2010) differentiated the control source into two dimensionless units, specifically the "inner control" source and the "outside control source". Amadi (2010) accepted that it was normally attractive to have a more inside wellspring of control. He accepted that inward wellsprings of control can likewise be viewed as having self-specialist, individual control and self-assurance rights. They further bring up in the exploration results that men were more withdrawn than females when they were exposed to certain situations at workplace. Further, females were more externals when exposed to some events at home as compared to male counterpart.

As a result, the source of "control" states to the degree to which an individual believes that he/she can "control" actions that might disturb them. Individual with a strong "interior LOC" trust that the incident was mainly caused by their own actions. Those with higher "external control" accept as true that the destiny or opportunity of a powerful other primarily determines events. People with higher "internal control" ability are more able to "control" their own behavior than those with "higher external control" ability, incline to show more radical behavior, and obviously try to observe behavior of others. Although, they more deeply think that their efforts for change in

behavior will succeed, and they are effectively looking for facts and familiarity about their situation (Araromi, 2010).

2.1.8 Locus of Control and Years of Teaching Experience, Gender and Grade Level

Typically, experience instructors show more level of inward control locus than unpracticed educators. In Sherman and Giles (2005) study educators with at least five years of involvement are more inner than instructors who are pre-administration instructors and those with five or less long stretches of involvement. In most exploration reports, the contrast between male instructors and female educators in control locus isn't critical.

Leone and Burns (2000) pointed that Locus the most vital concept in the “personality psychology”. The control of locus is that individuals will in general ascribe accomplishments and disappointments to internal factors, that is, exertion, capacity, inspiration, or external elements (karma, opportunities and different practices) (Rotter, 1966). They further added that higher accomplishments are identified with the spot of interior control and lower performance is related to external locus of control. They further used control locus is 48 trends in which individual's accomplishments and failures to internal factors (i.e., exertion, capacity, inspiration) or external factors (i.e., openings and different practices) are measured scientifically. In addition, they analyze the control of locus of male and female students and find no genuinely huge contrasts.

2.1.9 Gender-Based Differences in Locus of Control

The researchers examine the connection between gender and control locus point. Different examinations have demonstrated that ladies have extra external control locus than males. They have explored around fifteen types of research without gender

differences in them and found that gender difference is rare in most of the studies while comparing connection between locus of control and outcome. Further, in 6 types of research, men were interior, while in 1 examination, women were inward. Archer and Waterman, they completed this study without enough evidence to prove that there is a gender difference (Galvin et al., 2018).

As per the investigation of Schultz and Schultz (2005) the significant adjustments in control locus have not yet caused the development of the US populace. On the contrary side, these creators additionally bring up that there might be exact sexual orientation-based contrasts in tasks of an unmistakable class to assess the control locus. For instance, they show that men may have a more prominent inward control locus for issues identified with instructive education. Summarily, some other researcher inspects whether there was a distinction in locus of control among undergraduate and graduate learners in health care administration and business administration. It has been tracked down that both the level of students commonly had a similar inner locus of control. Sexual orientation doesn't show a huge connection between majors, paying little heed to undergrad or graduate level (Jemi-Alade, 2008).

Saracaloglu and Yilmaz (2011) in their research explored that LOC, and basic thinking mentalities about the imminent male and female instructors. They revealed that grade male understudies would do well to levels of inward LOC than female understudies. The gender is a very important demographic variable that cannot be overlooked.

2.1.10 Related Researches of Locus of Control

Amardeep and Preet (2016) examined the locus of control of teachers in public universities. It was found that teachers with a high mean score possessed a high external

locus. Internal-oriented teachers had a firm belief in their own efforts, the external environment, and destinies, whereas external-oriented teachers believed that their destinies were controlled by external forces such as fate, luck, or chance. The findings showed that teachers in public sector universities possessed an internal LOC.

Hans et al. (2014) conducted a study on the level of internal and external LOC and job satisfaction. The results showed that male staff possessed a high internal locus and job satisfaction compared to female staff. A study conducted on school teachers investigated a positive connection between LOC and gender of educators. For example, Rasquinha (2012) conducted research on LOC among private and public high school teachers. The findings showed that female public sector teachers possessed an external LOC, while male public sector teachers had an internal LOC. Similarly, Bowling, Eschleman, and Wang (2010) found that internal LOC demonstrated a strong relationship with work-related factors such as stress, job satisfaction, and affective assurance compared to external LOC.

Several investigators examined the efficacy and role of the two categories of LOC with diverse variables. An analysis conducted by Erol (2008) found that internal LOC was positively connected with overall strain, unhappiness, and consequences. The findings of a previous study were in line with the research of Satıcı et al. (2013), which revealed a connection between social support and LOC in students at a higher level. The findings declared that a positive association with social support was found in internal LOC and a negative association with social support was found in external LOC.

Yahyazadeh and Lotfi (2012) interviewed 197 Iranian educators to investigate their level of control and enforcement in the occupation. Information was collected using the Levinson questionnaire related to control point in an individual and a scale

named as performance in the job developed by Paterson. The outcomes of the research showed a strong connection between job performance and internal LOC, whereas a negative correlation was found with external LOC by the researcher. Large differences in internal control point were also observed for individual degrees and graduate degrees. With this in mind, it was found that the level of internal control is influenced by the level of skills. Similarly, in an examination investigation of 24 unique countries/domains, researchers found that the Taiwanese public, in general, had an external LOC. Specifically, researchers from Taiwan found and declared that their country was the 6th country with the highest internal locus of control (Spector et al., 2002).

Jape (2019) aimed to research LOC among high school private and public educators. It comprised thirty high school public educators and thirty high school private educators that were further divided into fifteen male and fifteen female educators. Vohra constructed an Eevenson's Locus of control instrument that consisted of twenty-four questions applied in his study. The gauge consisted of 3 areas known as internal control, powerful others, and chance control. The information gathered was analyzed statistically through a t-test. The outcomes showed that in public school, female educators were more in charge of other influential sources compared to public male educators. In public school, male educators had internal control compared to private male educators. In the area of chance control, no noteworthy differences among genders were discovered, nor were differences discovered among educators in this area whether they worked in private or public sectors.

Ahluwalia & Preet (2017) investigated that internal locus of control commonly yielded a stronger relationship with business-related measures (for instance, job satisfaction, emotional attestation, and burnout) than external locus of control. This

phenomenon has been observed in various countries with different populations, mostly among students and teachers. The significant contribution of the research will be to investigate the possible presence of this phenomenon in Pakistani culture and subsequently to aid in further assessments. The research primarily helps educators, researchers, and advocates to consider the role of locus of control while managing individuals, especially students.

Past investigations have found that employees with an internal locus of control will also be satisfied while working with their organization. After the determination of a dysfunctional behavior, a high internal locus of control assists with changing mental outcomes (Park & Gaffey, 2007). "Locus of control" and abstract prosperity have been well-studied in Western settings but not in Eastern settings (Spector et al., 2002; Cornelius-White, 2007). Therefore, the locus of control variable cannot be neglected in the teaching profession.

2.2 Background of Stress

Stress is basically a reaction of person's body that includes physical, emotional and mental and perceptive change or response from a person who has faced it. In addition, it can be caused from any inward stressor or strong mood change that is the source of feelings of disappointment, rage, uneasiness, or panic. It is a situation that happens when an individual comes to know that the stress on one or the requirements of the situation are higher than that can be held or gripped.

Stress at work is a fact which would have left only a few individuals untouched. Luckily, the majority of people have found ways of handling the environmental stressors that they usually face. It is vital to recognize possible stressors for people to be able to build up efficient handling techniques. Undeniably, the relation between

employees and their working situations builds a cause of many possible stressors that influence people (Colligan & Higgins, 2006). Normally, different professions involve different stages of requirements, work load and duties that may add to determining either encouraging or ruining working situations.

Based on the types of stress faced by individuals, different kinds of outputs have been observed such as anxiety condition and, in some cases, it can reach to depression and comes out as frustration. The frustration among people, can lead them to the chronic situation and in some cases can affect the overall health of the individual (Siegrist & Rödel , 2006). It should be noted that stress can hardly be avoided; it is there and it will be always with us. According to researchers, stress is basically a part of human nature so it has optimistic as well as undesirable influences on human beings and without it there will be less satisfaction in case of an achievement (Curtis et al; 2011).

Stress is the reaction of a person's body that involves a bodily, psychological and emotional modification (Newman, 2012). Further, it can be sourced from any incoming stressor or strong swing mood that causes feelings of frustration, anger, nervousness, or fear. It is a situation that occurs when a person realizes that the pressure on one or the demands of the situation are greater than what can be handled (Travers et al., 2013). By nature, every human being has chances of stressful situation resulting from a lot of stressors such as problem at home, issues with boss, personal deficiencies, and society as a whole and in most of the cases, workplace and colleagues. Sometimes, the stress being faced by an individual is brief, while at other times it is long lasting. Furthermore, in some cases, stress can be as light as one can easily face and, in some cases, it goes beyond the bearing power (Gold et al., 2010). The work stress can be explained as the antagonistic bodily as well as cognitive responses that an individual

experiences when an individual is not able to deal with the demands of circumstances imposed on him/her at workplace (Omolara, 2008).

Work stress can occur in any department and organization of any size, disturbing the health of individuals and society. The teaching field has been recognized as higher stressful occupation, which may be a source of serious decline in physical and mental health. Numerous worldwide researches have revealed that up to one-third of educators really feel much stressed at workplace regardless of their gender. Stress is one of the crucial factors which do exist in every organization and it effects employees in both dimensions for positive work and have negative effects on their health mentally and physically. Professional stress is a phase which is used to explain continuing strain that is associated to the job place. The definition of strain or stress are conditions of its bodily, psychological and sociological impacts on an individual, and can be related to mind, body and psychological pressure. It can also be a pressure or a condition or an aspect that can be reason of stress. Professional stress happens when there is a difference among the requirements of the surroundings and a person's capacity to perform and complete these requirements. Professional stress can ultimately impact both bodily and psychological prosperity if not handled in a proper way.

The expression "stress" is acquired from the control of physical science. Stress means pressure (Cox 1978, referred to in Furnham & Walsh, 2005). As the work of the WHO shows, stress is the situation of trust that goes through the inclusion of coordinated work and emergency demands on the person and their capacity and ability to adapt to challenges. Work pressure is a fundamental issue all throughout the planet. According to an examination coordinated by the "American Psychological Association" 70 percent of Americans says work is the leading cause of stress. Another

survey conducted by the (NIOSH, 2014) showed that 40 per cent of delegates feel that their jobs were enormously stressful.

Kimura et al. (2007) further view “stress” as a part of the ordinary structure for the survival of humans. This is an essential portion of mastering innovative skills and behaviors. Okeke et al. (2015) believed that a person with stress cannot physically and mentally cope through the requirements of their atmosphere. Stress is also considered as the body's overall reply to any strong physical, emotional, or spiritual needs. When human body is being affected by continuous stressful conditions then employees may feel too tired and out of control on his/her body. These needs are placed on the body system make the individual unsatisfied.

Ogbonnaya et al. (2009) clarified that when a teacher's work or living environment raises necessities that surpass his physical or passionate handling capacity, stress will be produced. Stress has been portrayed by Selye (1956) as “the unclear response of the body to any demand”. Selye was one of the essential specialists who portrayed pressing factor as an affliction or condition. In the study of Kendall et al. (2000) “the work pressure, job stress, occupational stress, and job related strain are interchangeably terms”. Pestonjee(1984) suggested that job stress relate to a situation where job-related factors associate with each other and worker experience physiological and mental aggravation in which the employee will move from the ordinary condition”. Working climate stress may increase both mental and real help, thus disturbing the achievement of express goals of a get-together or society (Arandelovic &Ilic, 2006). Stress in the workplace does not affect everyone equally. Within each of us are a series of personal, social and environmental moderators that influence our vulnerability and abilities to cope with stressors we experience (Anderson & Pulich, 2001).

2.2.1 Stress: the Idea and Occurrence

In the previous two eras, more concern is shown on the idea of stress, and studies on stress have extended at their peak (Goldberger & Breznitz, 1993). In the beginning, stress has been mainly seen as the physical way of human movement. Recently, it has been associated with physical measurements and assessments of behavior, which is a reasoning event (Jones et al., 2001).

1. Alarm-Reaction: “A living being is presented to a boost that it has not adjusted to its exercises accordingly by going into a phase overwhelmed by a steamed reaction that at last prompts either replies wherein the living beings start to counterbalance the underlying alert response”.
2. Stage-of-Resistance: “The individual has made to order to the stressor and any indication improve”.
3. Stage-of-Tiredness: In the situation in which the stressor has been especially cruel and arduous, the symptoms return and the individual gets drained.

People of all ages are affected by different kinds of stressful situations in dissimilar methods. The poor health in terms of physical and mental behavior in most of cases is the direct outcome of stress faced at workplace or at home (Kooij et al., 2008). Work related stress whether positive or negative may be experiential in individuals in different ways such as clear-cut nervous imbalance and short-tempered behavior, difficult to feel easy at home or work, inefficacy in terms of making reasonable decisions and choices, enjoying and feeling better at work, feeling less engaged, feeling tired, depressed, anxious, related insomnia, other serious psychological and physical problems such as heart disease, digestive system disorders, increased blood pressure and headache (Kowske & Woods, 2008; Ganster & Rosen, 2013).

From the discussion above, it is clear that higher changes of stress in universities have an impact on the quality of work. Unhealthy universities teaching staff do not make the most of their academic abilities and, as a result, can disturb not only their performance in a progressively competitive market, but also their long-run existence (Jepson & Forrest, 2006). Work related stress effects would be such as an increase in absenteeism, a less commitment of work, an rise in staff turnover, a decrease in performance and productivity, an increase in student complaints, and an adverse effect on student attitudes, faculty and student enrollment (Anderzén & Arnetz, 2005; Spilt et al., 2011).

Stress in the workplace can be a real problem for both college and university teaching staff. Academics who are stressed are also more likely to be in poor health, less motivated, less successful, and have less safety in the workplace. When compared in a competitive market than the university, where one is working as teachers they can be less successful than other competitive organizations (Largo-Wight et al., 2011). There are two possible causes behind stress development where one is home and the second one is office. In a stressful situation, an employee cannot support another employee. For example, when an employee is stressed from home then it cannot be helped by other staff members but when stressed from working environment at workplace than an employee may be helped by his colleagues (Kumar & Deo, 2011).

The universities have been found under the situation of bad stress all the time. The educational institutions in the form of an organization offer their space as a working environment in which the knowledge, skills and innovations are imparted in students. Universities have tried their best to provide their students with adequate information and art of inventiveness. An environment which is continuously understood as full of stress all the time, is the workplace of a university (Warraich et al., 2014). Nevertheless,

in order to be innovative, organizations need to offer a healthy and free of all sort of stress environment to their employees. In 2008, Schwarzer and Hallum explained that stress occurs when teachers feel overwhelmed in the workplace and their physical and emotional health is being affected. Stress in the workplace is difficult to overcome when one is emotionally drained by the misbehavior of other staff members (Maslach & Leiter, 2008).

An emerging problem that has been explored by researchers since 1970 in their studies is the work stress (Bowling et al., 2015). When employees are tied in some sort of task which is boring as well as difficult then employees feel job stress at workplace that requires stressful workload to complete within a given period of time. This happens when people take work is negative overload on them and in result, they end up at lot of fatigue which leads to anxiety and finally to depression state (Kyriacou, 2001). Stress in a workplace increases when responsibilities and deadlines are assigned and one is unable to meet them.

The high intensity of stress leads to poor health (Haq et al. 2008). It influences the potential of the individual (Strank, 2005). In addition, the professional environment is also a main factor which becomes the cause of stress. The main reason for conducting research on teacher stress is that prolonged professional stress in teaching leads to poor mental and physical health, which ultimately negatively affects the professional performance of teachers. Regardless of age, education and background, elevated stress leads to decreased intellectual abilities and functioning of an individual (Farooq et al; 2016).

Job stress has long been a problem for teachers doing their teaching work as it has a bad influence on the actual performance of teachers. Currently as per different

researchers, a global phenomenon that is hitting employee performance in one form or another shape is the employee stress. In today's professional life, teachers tend to work longer hours as increasing responsibility forces them to make even more efforts to meet rising job performance expectations. According to findings of Van de Ven (2002) there is direct and positive association between work related stress and employee dissatisfaction, absenteeism from work and finally intention to quit the job.

2.2.2 Types of Stress

Two classifications of stress that disturb teachers are determined beneath: "stress based on task" and "stress based on role ". The task base strain includes "handling with the destructive students and alludes to issues identified with different tasks that instructors should proceed as a feature of their role teaching ". Role- based strain includes "handling tough circumstances, for example, absence of sufficient assets to tackle assignments enough". It discusses about how instructors' possibilities of their characters are adjusted to fulfill their actual occupation related tasks as educators. The hierarchical factor that characterizes how instructors expect to work is strain in the teaching environment (Hepburn & Brown, 2001). Unnecessary paperwork, impractical deadlines, irrational targeted time financial plan, and a formidable checkup system are the organizational aspects that cause teacher stress (Hepburn & Brown, 2001).

2.2.3 Conception of Stress

Stress originates from a word "Stringer" from the Latin with the meaning of "to draw tight". The different meanings of "stress" words range from humble to single word proclamations, like strain, uneasiness, and the body's physiological reaction to specific improvements. Previously, Selye (1982) has set up the logical utilization of stress. As per this marvel, stress is the state or perspective when individuals react to their

environmental factors. He is also called as “father of strain.” His stress theory of general to non-specific has significant worth in the field of psychology and different fields. Normally, the strain theory is of three types, named as “stimulus-oriented theory, response-oriented theory and interaction theory” (Swaminathan & Rajkumar, 2010).

The physical and psychological reactions of events and situations are called stress. This situation is called or considered to be a source of pressure (NIOSH, 2012). According to Davis (2002) stress is a general term for stress in people's lives. According to Snell (2004), stress is any physical, psychological, and emotional need for adaptive skills. Stress is a dynamic state. In this state, the masses are faced with opportunities, obstacles, desires, and implicit constraints or demands on a person. This is considered too uncertain, frightening, and important (Robbins, 2007). The importance of people's challenges at work may be what people call that a little pressure is right for people (NIOSH, 2014). Also, stress defines the gap amongst the habitation of demand as well as the individuals who can grip on the demand. It will have a negative and positive impact on the person. A positive pressure encourages individuals toward what is important to them. However, when individuals continue to feel too much pressure, they will produce negative pressure.

Work stress has long been an important concept when examining employee responses to their work environment (Lindholm, 2006). In a working condition the term stress has been differentiated as the broad-spectrum reaction of human body to a particular situation is known as stress (Selye, 1981). In other words, work related stress may be described as the bodily and sensitive-sort of retorts generated by human body against some stimulus when earned skills and available resources with employee are not able to cope with the demand of working conditions (Nakasis & Ouzouni, 2008). Feeling stressed is normal to human nature as it is attached with humans due to

emotions and it triggers when there is some change in the normal working system of a human being, whether it is positive in nature or negative sort of output. In general, some level of stress is believed to be acceptable (sometimes called "challenging" or "positive" stress), but high levels of stress are harmful.

2.2.4 Stress in Nature

Everyone considers that the stress has different restraint phenomenon which cannot be observed. Bowing (2001) explains that stress can merely cause through a communication of individuals owing to the situation. Blumenthal (2003) believes that stress is a psychological phenomenon that undermines an individual's ability to maintain an acceptable range. This situation translates into different forms of pressure on individuals. He distinguishes some belongings of stress as under:

- **Subjective:** The subjective types of stress lead to the following situations, as it may lead to anxiety, frustration or depression
- **Behavioral:** This type of stress can affect individual behaviors such as forgetfulness and speech impairment
- **Cognitive:** This stress is related to the cognitive effect of the form of hypersensitivity on individuals.
- **Physiological:** The nature of the stress in psychological usage explains the influence on the individual's mind. It is openly related to an individual's pituitary gland. In the long run, it can have an impact over the individual's mind, which may turn into a psychological stage
- **Health:** This is a worry with the soundness of the person as long-haul impact of the pressure impact on wellbeing. This may cause distinctive genuine sorts of ailments like headaches, cardiovascular breakdowns, and so forth.

2.2.5 Definitions of Stress

The term stress could be understood as the condition of worry that develops commencing a real or apparent need that requires a changed behavior” as defined by (Lazarus, 1999). Furthermore, Robbinson (2007) characterizes pressure as a situation of bodily, passionate, and intellectual tiredness brought about by unrealistic high yearnings and deceptive and outlandish objectives.

Lazarus (1999) considers stress “as a disorder of anxiety that rises from actual or artificial appeal that demands to change conduct”. It is an unpleasant emotive condition, which occurs when there is a prolonged, increasing, new power that is more than managing assets. The consequence of stress involves harming our fitness or hurdles in job success. Thus, it negatively pressurizes the association and the person’s mental or physical state. Thus, there is nonattendance, immortal behavior, misfortunes, discontent, illness, and frustration. Physical reactions to stress are assumed as the flying reaction. The reacting of the body towards the need is known as fight response. Severe healthiness conditions involve severe anxiety, cancer, and mental illnesses such as unhappiness or failure can occur when there is a continuity in the high levels of stress (Palmer et al., 2003). The function element of both the variables is that two people exposed to the same situation would have different responses. The reason why people take stress differently is due to internal and external elements. The internal elements could be gender, age, personality, and previous practices. External elements may affect the response to stress which involves the diet, atmosphere, and drug.

Stress that occurs due to an individual’s job or service is known as occupational stress (Dollard, 2003). Occupational stress or job stress are interchanging terms. (Cox et al., 2000) defines as “it is a psychological state of an individual, which relate with the individual’s assumption of their work surroundings and their moving drill of it”. In

the previous decades, the influence of economic globalization and quick ethnical modifications have caused an increase in the amount of work and fast speed at the workplace (Dollard, 2003). New trends such as downsizing in an organization, fighting for funding, higher demanding jobs and other factors give rise to work-related stress.

Jones et al. (2001), Brock and Grady (2002) and Le Fevre et al. (2003) suggested that unbearable stress for educators can lead to health issues such as fatigue, unhappiness, bodily pain, sleeping disorder, and even death as well. The main features of occupational stress had been studied by different researchers. They have formulated several classifications of probable causes of mental and job stress (Sutherland & Cooper, 2000). Other elements are probable factors of life deal that may lead to stress for example family, home, demands, marital issues, and disputes between work and demands of the family (Sutherland & Cooper, 2000).

The definitions that are mentioned above highlight three main concepts (i) environmental demands lead the people to adjust; (ii) people will react and adjust in various stressors; (iii) and some reaction will take place which can be psychological or physical. Moreover, there can be two types of stress: one which is inside the individual such as self-concepts and attitudes, and the other that is in the environment and is job-related strain (Jones & Kinman , 2001).

These definitions reveal that scholars have analyzed the term of occupational stress in various capacities. Only it is not a reaction to surroundings demands but it is an active associational idea. There is continuous communication between the individual and the surrounding, which is referred to as constant thinking practices (Sutherland & Cooper, 2000).

2.2.6 Causes of Stress

There is a wide range of things which creates stress, recognizing the primary driver of stress is the underlying advance to manage it. A portion of the reasons for pressure are as per the following:

1. Threat: Apparent threats can make individuals sense of stress. This can be combined with physical fears, community pressures, and monetary fears.
2. Fear: Threats can cause fear, which in turn can cause stress. Fear leads to imaginary results, which is important reasons for stress
3. Uncertainty: if a person is unsure and cannot forecast effects, at that point he will feel wild, which will prompt sentiments of dread or danger, which thus will cause stress.
4. Cognitive Dissonance: Once there is a massive gap among one's actions and thinking, cognitive dysfunction and stress can occur. Disharmony occurs when an individual fail to fulfill his promise and is deemed dishonest and powerless.
5. Frustrations: These are problems that stop individuals from achieving their personal goals and needs. Feelings of failure lead to frustration and frustration leads to stress.
6. Life Causes: Our life then gets stream of stress from any source directly or indirectly attached with us such as such as demise, poor physical condition, lawbreaking victims, character-issues with one, family related stimulus, issues related to sexual harassment, relocation to a new place, monetary crisis, and environmental problems.
7. Pressure: Stress may originate from the wishes for other people .Stress may come from the expectations of others. For example, parents' pressure requires excellent results. When a person is afraid of not meeting the expectations of others and hurting them. The anxiety causes stress.

8. Fatigue and Overwork: This result will last for a long time. This may be caused by working long hours at work or home. This may also be caused by poor management of work and family time.

2.2.7 Categories of Stress

Taylor (2001) categorized stress into four types:-

i) Chronic Stress

In this type of stress, personal health begins to decline day by day and yearly. It affects mood and physical fitness, and even leads to physical collapse and passing away.

ii) Acute Stress

Acuteness is a very vital type of stress. This may be one of the unfortunate events in life such as the accident that affects the individual in the form of cognition. This pressure has an impact on individual behavior and attitudes.

iii) Traumatic Stress

This kind of stress is caused by certain natural disasters. These disasters have affected individuals' lives for a long time. In this form, disastrous experiences (such as “natural disasters, life-threatening accidents”) can lead to traumatic stress.

iv) Episodic Acute Stress

In this stress, personal life is very chaotic and uncontrollable, and it seems to always face multiple stress. Victims of this type of stress are always rushing to complete multiple tasks. They are in habit of this stress and it continue until death.

2.2.8 Symptoms of Stress

Everybody responds differently to stress. However, there are some mutual indicators of stress in everyone who suffers from stress. Some basic side effects are the quick heartbeat, regurgitating, and hypertension. Some of the time pressure can cause

asthma assaults. The manifestations of stress can be partitioned into the accompanying classes:

a) Intellectual symptoms: The intellectual symptoms of “stress” are “memory” difficulties, misperception, difficult judgment creation, deprived decision, and inattention

b) Physical symptoms: Physical symptoms of stress are stomach related issues, rest unsettling influences, weakness, hypertension, weight gain or weight reduction, skin issues, asthma assaults, diminished charisma, heart problems.

c) Emotional symptoms: Enthusiastic indicators of stress are different mood swings and oversensitive conduct, fretfulness and uneasiness, wretchedness, outrage and disdain, incstatementent, absence of certainty, apathy to incautious giggling or crying in unseemly situations.

d) Behavioral symptoms: Behavioral stress symptoms are decreased or increased hunger, insomnia, loneliness, negligence, alcoholism, drug use, ground teeth or jaw, excessive exercise (such as exercise or shopping), grumpy, and over-situation.

Following are the organizational aspects which may lead to stress:

i) Structure and administration in an organization: Cooper and Bright (2001) thought that psychological destruction is because of the style of the management in an organization. He mentioned the elements that were related in an arrangement of organization and environment which permit the educators in decision-making; not enough communication between the level of managerial and non-managerial. It showed an inadequate chance for growth and insufficient feedback of performance. Moreover the routine review of the system was not too much and was prejudiced and its environment in an organization might be taken as stressors.

- ii) Association at a job: Sutherland and Cooper studied bad relations at work, such as less support and less attention towards solving a problem within an organization. Instability problems occur in an organization where the association between a manager and staff is injurious. Different conflicts among the staff lead towards strain (Cartwright & Cooper, 1997). Jarvis (2002) initiated the concerns that show social support have an influence on strain among educators. Non-attendance support from other staff and harmful dealings can lead to stress. Social support among colleagues can reduce stress.
- iii) Deficiency of Reward Appreciation: Cooper & Bright, (2001) showed the main aspect to work strain is a deficiency of rewards and appreciation. If the reward is not given to the employees then they are demotivated towards their job and do not take their work seriously.

Job needs to additionally assume a fundamental role in occupational stress. These three factors are very important in our occupation that are discuss below:-

i) **Job Environment:** Selye (1982) suggested a positive encouragement is required for work, but when the stimulus goes beyond the ability to meet the need of the work then a feeling of tiredness is experienced by the employees. Whereas, when educators are not motivated by the work or do not have faith that their input will matter then poor confidence will develop. Working situations are being associated with mental fitness. Bad mental health is linked with displeasing work environment, personal effort, work speed in the job, and not a suitable duration of work.

ii) **Over Workload:** Too much of workload leads towards less self-appreciation of the employee towards doing a new task. On the contrary, too much load does not give chance to individuals to utilize their abilities and skills that results in feelings of helplessness to show their faculties (Sutherland & Cooper, 2000). Chaka (1998) gave the idea that an individual's mental and emotional well-being could be badly overstated

by a task that is boring and uninteresting. The above-mentioned work overload is a probable cause of occupational strain that poorly influence health and work satisfaction.

iii) **Job Surrounding Factors:** Zia (1996) educators often complained that there was no support from management, no up-to-date changes regarding information, and the organization's needs to lead towards the cause of strain. They indicated the job environment and an individual's character at a job is known as the main cause of strain due to role dispute and responsibility for the individual. Another area is professional development having strain effect and no safety (Cooper & Bright, 2001). The research dimension of role strain is role conflict and ambiguity. A strain occurs due to role uncertainty (Jones et al., 2001). Role discrepancy is linked with less work approval, higher task pressure, and physical strain (Sutherland & Cooper, 2000; Yousef, 2003).

a) **Role Uncertainty:** This refers to the amount of which staff will be not clear about their part or the workload stress (Spector, 2000). It happens when educators are not aware and do not recognize the vision and needs of the profession (Kahn & Cooper, 1993).

b) **The Conflict between Roles:** Lopopolo (2002) said that conflict between the roles occurred when educators' practices do not matched with stress or unachievable goals of their teaching.

c) **Overload between Roles:** Various divergent roles of the employee can cause too many demands from the employee's time and can cause distrust among their abilities to perform these roles properly (O'Driscoll & Cooper, 2002).

They declare dissimilarities among individuals show a vital part in the association among job-dealing elements and mental stress. Many aspects are involved

such as motivation, personality, incapacity to handle problems, and inspiration (O'Driscoll & Cooper, 2002).

a) Brockner et al. (1993) showed that individuals with less efficiency react to external surroundings because they hesitate from their emotive responses and their perceptions. They often want approval from others and want an unresponsive opinion on one aspect of their conduct.

b) Strain can occur not only by relationships but also less social support in various situations. Researches by various researchers cite that societal provision reduces the effect of the stress. Evidence proves that educators with additional support from others will face less stress, and the teachers who can bear the stress and cope up with the problems at the work may face less effect of the stress. There is a wide range of reasons for stress which include organizational elements, work stress, and individual elements.

Extended stress could lead to mental or behavioral issues (O'Driscoll & Beehr, 2000).Some are discuss below:-

a) **Effects of Stress on Psychological Functioning:** Daily educators face strain and most of the strain occurs and moves out without leaving any long-lasting prints. But when strain is too much then it affects the mental functioning of their educators 'minds. A variety of undesirable ends is due to strain which involves health issues, psychological grievances, and physical issues (Maslach et al., 2001). When stress is increased then individuals' mind is disturbed.

b) **Effects of Physiological Stress:** Cartwright and Cooper (1997) assumed that when the employees are tackled with a condition that is demanding, the nervous system will make them active while releasing hormones. Dollard (2002) stated that the body's first

reaction is adaptive when the test is short term, which permitted the individual to set their energies to fight with the stressor.

c) **Effects of Behavioral Stress:** Tucker-Ladd (1996) described behavior effects that occur from stress include the explosion of emotions, irrational thinking, impatience, sleeping for a longer time, poor nostalgia, feeling worried, and frustration with suspension. Employees may face more problems, if they may not have proper mental health support and when they may use stress managing techniques they may experience more stress rather releasing the stress (Rahman, 2007). Therefore, management of universities may take measures to support the mental health of the employees and arrange the social supportive activities for them.

2.2.9 Effects of Occupational Stress on University Teachers

Employee's behavior influences management such as absenteeism due to illness, work performance, turnover of the employees, low self-esteem, and weak relations with the employees. Low self-esteem among the educators disturb the organization set up. Suitable action should be taken to reduce the efficiency and turnover, which leads towards losses in earning of the organization and brings the organization in the bottom line. The major cause of strain in an organization is absenteeism. This issue is worldwide and moves quicker. Experts have acknowledged the association among punctuality of attending the universities for the task and the common level of well-being. Stress-related factors can cause the turnover of the employees. Leaving and retirement are the results of job stress. Strain can lead to a retirement, allowances for medical and leaving of intelligent educators. Coaching of new employees decrease in productivity and disturb other employees. The assessed rate of employment continues is five times an educator's income (Jones & Bright, 2001). When an educator is appointed for a job, there is no place for up-gradation within the

enough period of the agreement. The educators' seniority in the next agreement will be at a similar level as before. Therefore, they become frustrated by others who say that they can't work hard in their career (Rahman, 2007).

The broad analysis of the material on the consequences and impact of job strain clearly shows that the job-strain, if not handled properly and at any time, can show overwhelming findings for the institutes as well as for the educators as it takes towards less satisfaction with the job, less organization assurance, higher turnover, and nonattendance. Faisal et al. (2019) shows that extreme workload and role conflict are found to be the highest stress causing factors among university teachers in Pakistan. Supportive and effective management and career progress opportunities are recommended to reduce the strain and high performance among university teachers. Literature on occupational stress indicates that job stress is a vast idea and is not merely an environmental element

2.2.10 Theories of Occupational Stress

There are numerous theories on occupational stress. The stress classification can be clarified with the consequences of stress and coping with stress (Dollard, 2003; Fevre et al., 2003). The theory of occupational stress can be classified into two categories (Cox et al., 2000).

2.2.10.1 Interactional Theories

Theories relating to interactional approach of stress suggest that point of convergence on the auxiliary highlights the workplace interface of the individuals (Dollard, 2003). Primarily analysts utilized principal input-yield or boost reaction draws near, whereas by the scale to which noteworthy life occasions or highlights of work configuration anticipated a bad result, mental, or social (Jones & Kinman, 2001).

Modern meanings of stress consider both the person and nature. Moeller et al. (2013) believed that social support was a variable that interfered with the relationship among stressors and stressors. By offering passionate help as affection affirming the suitability of someone's account; and instrument help, associates and directors will support an individual's feeling of adjustment in the workgroup. Also, such social help is viewed as a cradle between "occupational stress" and "bad health consequence".

2.2.10.2 Transactional Theories

The stress trading theory focuses on the touch response of people related to the environment. The "traditional model of stress causality" has expanded from a one-sided conceptualization to a value based translation where stress is incorporated into an advanced methodology in which people interact with their environment ,examine experiences and try to adapt to the problems that happen (Cooper et al., 2001). In transactional analysis, tension arises from the understanding that natural demands overlook the properties of the house.

Discussions about (occupational stress) interaction theories have shown that have conceptualized these hypotheses from various perspectives. The vital point of the stress interaction theory is the structure and appearance of the communication between a person and the surroundings of working place, while the stress transaction theory emphasizes the movement response and cognitive development related to the person and the environment.

2.2.10.3 Interactional Approach to Stress

In order to measure different outcomes in human life, most often negative results, in terms of overall behavioral outcomes, psychological responses and in some cases physiological outcomes or an incoming stimulus leading to a response (Jones &

Kinman, 2001; King, 2002). Nowadays, researchers have changed the way by which stimulus and responses are explored. Therefore, in recent days authors explore the relationship between a stressor and the resulting outcomes in terms of stress. Based on new objective observation, researchers study how personal factors of an individual intermingle with factors of environment in order to measure how much negative outcome can be expected from certain relationship. The work of Jones and Kinman (2001) suggests different ways by which individual and factors of environment can communicate with stressors causing stress in an individual. In general, this interaction approach uses the following three types of measures (Jones & Kinman, 2001):

- a) First measure is the actual factors coming from environments such as issues at home or pressure of work at workplace.
- b) Second measure is the measurement of some other variables which are moderating the relationship between two variables such as personality of an individual or his strategies to deal with stress
- c) Third measure actually gauges the outcomes resulting from some stressor either from home or workplace such as bodily symptoms of stress.

Some researchers such as Beehr et al; (2000) explored in their study that an employee's physical as well as mental health is disturbed due to upcoming job-related stressor and overall performance of that individual. A study on universities has found that professors in a university are always under severe stress due to high work load of research and other activities assumed from their role on regular basis (Slicskovic & Sersic, 2011). The performance and overall work-related efficiency of an employee is decreased when he/she is experiencing work stress (Cox et al., 2004). Some other researchers from Pakistan have found that employee performance deteriorates under

stress and management of the company does not help them so that they can keep things under their control (Imtiaz & Ahmad, 2009).

There are many important stimuli causing work related stress such as factors related to work, organizational function, labor relations, and career development (Greenberg, 2009). Furthermore, pressure in the workplace, insecurity felt by an employee, communication difficulties among employee and management and conflicts that may occur at workplace are some common stressors found in employees doing teaching job (Moore, 2003). According to some cases where an individual is busy with his personal work and there is office work at the same time, then it becomes a burden. Among the major causes of work-related stress, work load is difficult one (Mullins, 2002). According to research work of Jacobs and Winslow (2004) when there is work overload on an employee it decreases the overall performance of an employee. Besides, when the role of an employee or researcher is unclear at workplace then she/he will face a lot of stress (Srivastav & Pareek, 2008).

When there is difficult or unsupportive relationship among colleges or between a leader and his subordinates then there are lot of chances of stress. In this connection, Troman (2000) help us that we needed to explore work-related stress through a relationship among employees working together for the same organization. The relationship between employees means both employees are on same position and have same power within an organization. A study in this context suggest that when teachers in a university are in tough competition with each other, have difficult communication with each other and are in small fights, then that is stressful condition for them (Archibong et al., 2010). It is need of hour to have a supportive culture among employees in order to deal with situations leading to stress and make more coping strategies against stress. The study results of Johnson et al. (2005) suggested that

employee colleagues are not in mood of supporting each other then there is an environment of stress for all employees. In addition, many situations such as making of separate groups within an organization, creating difficulties for other employees, leg pulling culture, hiding information from others, lack of growing training opportunities and un wanted or meaningless criticism are some examples of stressors for a teacher in a university (Calloway, 2003).

According to other researchers, the insecurity felt at work place by an employee is the major source of stress (Jordan et al., 2002). It has been suggested by an author that an individual can experience stress when he feels that his opportunities for personal development are limited and are behind the corporate ladder (Patil, 2011). Stevenson and Harper (2006) suggest that the effects of work-related stress on teachers can be as weak management of available time, poor attention of employees and in some cases the objectionable behavior of an individual. McConnell (2003) suggest that where there are too high expectations from an employee and due to that high pressure is put on him in order to meet these expectations stress in both the parties is mostly witnessed. In such situation, when employee completes the work within given time schedule and given resources then the outcome should be positive and when the employee is not able to meet goals within given time then it will have negative effects on both parties.

2.2.11 Models of Occupational Stress

Over the past two decades, employers and governments around the world have become more and more interested in occupational stress, so a lot of studies have been directed in this field.

2.2.11.1 Famine Model of Stress

It is linked with the instructor's pressure. As the Famine (1984) stated that ten factors remain leading to the death of teachers. The five statements are related to the source of work stress and the performance of the five statements. All these factors are interrelated. Teacher pressure is also related to the environment and personal views. Teacher's professional and personal variables, like his or her age, education level, gender, position, quantity of students, and capability, will affect stress level. Famine further describes that the frequency and intensity of stress events vary from teacher to teacher. He further describes the stress factors as following:

- Time Management
- Job-related Stressors
- Professional Pain
- Qualified Investment
- Inspiration and Castigation
- Demonstrative Appearances
- Fatigue Manifestation
- Cardiovascular Appearances
- Gastronomical Displays
- Behavioral Displays

2.2.11.2 Lazarus's Transaction Model

The model of Lazarus's Transaction points out the association among environment and happiness (Lazarus, 1984). The model determines the theory applicable to worker groups. This model of Lazarus can identify stress conditions and how individuals can cognitively assess stressors:

- a) Is the stressor observed as frightening?
- b) Do the stressors generate undesirable reactions?

It also shows that individuals survive with stress in the workplace. For example, workers are different by managing their responsibilities and target deadlines. The function is Individual differences can cause stress.

2.2.11.3 Siegrist's Effort-Reward Imbalance Model

Above is another work stress and job stress model. The model shows that job-related stress can occur without personal effort to return (Vagg and Spielberger, as cited by Rittmayer, 2001). According to this model, when employees' work is not appreciated and rewarded, he/she feels pressure and lack of motivation for work. The application of this model requires the management and exploration of personal characteristics.

2.2.11.4 Model by Beer and Newman

Beer and Newman (2002) have projected a work stress model of the process. According to this model the location stress is categorized into many groups of aspects.

- i. Personal facets: Employee's characteristics are seen in terms of demographics and personal characteristics.
- ii. Environmental aspects: This aspect can identify employees and environment, such as job characteristics, job nature, etc.
- iii. Process: This sort discusses the interface between people and situations. At this point, individuals feel stressed in the workplace.
- iv. Time: It refers to the individual's perception of stressors. Time is embedded in the environment.

From the above, it can be concluded that all these circumstances and individuals are related to each other. After feeling the environment is full of pressure, there can be multiple consequences for individuals and organizations.

2.2.11.5 Person-Environment Fit Model

As Lewin and Henderson (1947) suppose human behavior is communication among individuals as well as condition of individuals' characteristics. This model can determine a condition based on situation of working as well as personal interaction. When there is an absence of connection whether long-run or short-run between employees and environment where they work, such phenomenon will occur. In assessing occupational stress, two kinds of interaction are explored:

- i) Interaction between work results and human needs.
- ii) Job needs and requirements and skills and the ability of workers.

As person-environment fit theory states that the pressure in the workplace has prompted people to develop many relevant job features, personal characteristics, job pleasure and job performance measurement standards (Schaubroeck et al ;2001).

2.2.11.6 House's Paradigm for Stress Research

In order to evaluate and expand work-related stress in any organization, House used his own approach in order to achieve given objective. The model has clearly shown how different dimensions of professional behavior are inter connected with each other. Further, his approach is very practical in nature as it allows to develop mechanism for dividing and predicting overall stress resulted from workplace. The dimensions of this model are perceived as stress and different outcomes of an individual such as behavioral response, physiological and finally cognitive outcomes (House, 1974).

2.2.11.7 Managerial Stress Model

This model has focused on different stimuli that result from the management of a manager and resulting stress in employees. By using managerial stress model, the researcher is able to find the relationship between the way a manager leads his team and the resulting occupational stress among other employees (Jones & Kinman, 2001). The model has made comparison between different types of stress such as association between bodily and psychological stress, characteristics related to a task, feature of a working environment, employee's own characteristics and other external factors resulting from outer stimulus.

2.2.11.8 Medical Stress Model

This model recognizes behavior and structural features as main causes regarding occupational stress. Medical Stress Model uses mediators as the responsiveness of stress. The character of a person is to be the main intermediary of a stress response. While certain actions are observed as normative stress, individuals have different sensitivity to stress. Cooper (2003) has classified six types of organizational things that may be the reason for stress in the workplace:

- i. Factors inherent in work include high temperature, sound, chemical smokes, and alteration in work time.
- ii. Work relations include conflicts with colleagues or controllers and deficiency of public interaction stand by.
- iii. Title role and ambiguity in the organization are seen.
- iv. Career development there is lack of position, no promotion, no occupation track, and work uncertainty.

- v. The structure and atmosphere of an organization include lack in following things such as promotion scenarios and no opportunities to take part in policymaking.
- vi. The interface among family and job include conflict among family and the role of the worker, lacking spouse provision to stay in the employees.

There is a composite association among occupation, administrative aspects, and psychological features (Appelberg, 2001).

2.2.11.9 Functional Communication Model

Toohy (1995) presented a model of “functional communication” in which this expression in the working environment can be communicated by ill behavior, which is viewed as a protected and adequate approach to information about distress trouble. These problems must excite individuals' conversation on the best way to be sheltered and solid in the workplace. This is also important for maintaining the special needs of personal health in the workplace.

2.2.11.10 Stress-Coping Strain Model

The model of stress-strain is presented by (Osipow & Spokane, 1984). The main features of this model are that it supports the previous model. In this model, the focused areas are coping with work pressure and coping with resource impact. The different occupation has different rules that might be the cause of stress. This model is developed based on the sixteen factors of work pressure that include work autonomy, excellence and the elasticity of work, the performance of an institute, interests of monetary, workplace interaction of individuals, privacy establishment, work communication channels, working conditions, official things, facilities of furniture, individual space ,

organizational space , personal controller, evidence overload and consumption of energy.

2.2.11.11 Job-Demand Control Model

The model shows the relationship among stress on occupational and control on the occupation. The model has two dimensions: demand and control. Job requirements include stress, the burden of work, conflict, desire for work duties, and abilities required in the environment of work. According to the model, a person's control over his situation is an aspect of fitness. When a person is under tremendous pressure and demand, the amount of pressure will increase, but there is a lack of control over adapting to a stressful environment. Consequently, the grouping of lower job control and high requirement of job results in the higher levels of stress. Numerous studies declared that control locus is an analyst of psychological fitness. These researches indicate that external control locus also leads to a larger risk of mental fitness difficulties, for example, nervousness and unhappiness. The people with internal control locus believe that work pressure is easier to manage and less threatening than people with external control locus (Bakker et al., 2010).

2.2.11.12 Job Characteristics Model

This model is purely related to expectations of an employee from his company. According to this model employee thinks that he must be given power to execute whatever he wants to do for the success of an organization and he should be heard whenever he offers some suggestions or feedback to the company. When the employee is given autonomy and power then he feels attached to the company and exhibits his overall loyalty for the company. When such condition is not given to employees then they feel disconnected with their company and also willing to leave the organization

once another offer is received. This model is also assisting in knowing the fact that most of the talented and motivated employees lose their interest in the company when their autonomy and power are taken back by the management of the company (Boonzaier et al., 2001).

2.2.11.13 Diathesis-Stress Model

This model is one of the most used models in business studies and as per this model there are two things while a person is under stress, where one is stressful conditions at workplace and the second is employee's constraint in that place (McKeever & Huff, 2003). There are various kinds of stress, faced by an individual, such as bodily stress, mental health related stress and emotional stress. Following are common types of stress being faced by an individual either at workplace or a home:

- a) The burden of overload that an employee faces at workplace while completing his/her tasks.
- b) An environment where agreeableness is difficult may cause issues for employees.
- c) Situations or places where you are not given power or authority may damage motivation of a good employee.
- d) Unstable relationship exist among colleagues due to many reasons including inter-departmental competition.
- e) Growth in terms of career seems to be missing for hard-working employees.
- f) Personal growth that is in danger while you are working may disturb employees' overall physical and mental health.

g) Threatening management style is one of the causes that may affect employee's health.

2.2.11.14 Effort-Reward Imbalance Model

This model has been put in use by researchers as the model which is responsible for exploring the relationship between efforts and associated rewards. This model suggests that hard working employees always expect and ensure rewards from higher management for their hard work. Without such a reward program, employees become demotivated and not perform well. Now a days, it is not enough to expect good results from employees at work. The organizations which believe that they have true right to get high performance from their human resources against the salary paid to them must ensure that they are not being paid, but because of their time, meaning that if employees do something over time they could have earned a lot more productive for the company (Siegrist, 2016).

2.2.11.15 Stress Process Allostatic Load Model

Among old models of stress management Allostatic Load model suggests that there are certain environmental stimuli which guide an individual to assess the upcoming stress (Ganster & Rosen, 2013). This model has been assessing psychological risks based on old mechanism of assessing stress as cognitive process. Further, he suggests that there should be allostatic while assessing a stress. This process of allostatic is used by affected individuals to make their body ready to fight with upcoming stress in any shape. As per this model when an affected individual over estimates a stress then it will endanger individual's bearing power and poor decision-making capacity. However, it is difficult to use this model empirically due to nature and process used in this model. In addition, this model focuses on only psychological

consequences of stress and has nothing to do with physical outcomes of stress (Clark et al., 2007).

2.2.11.16 Work-Stress Model of Cooper and Palmer

This model is related to explore work related stress which is a direct outcome of a recommendation given in order to secure the health and safety executive (HSE, 2005). Further, the model is used to find stressors through assessment process (Cousins et al., 2004). The above model composed by Copper and Palmer has resulted from as a support to HSE (Palmer et al., 2003). Furthermore, this model is directed to explore and examine the hazards resulting from workplace working conditions. In addition, the acute symptoms of stress are also measured as these affect overall performance of an employee and the organization. Besides, the model is equipped to describe negative results of the stress and beyond that this model classifies the losses as economic losses to both the parties.

2.2.11.17 Work-Related Stress Model of Cooper and Marshall

Another model which can help us in exploring work related stress is the model given by Cooper and Marshall. According to this model, there may be a lot of causes of stress resulting from work, the mechanisms used by individuals to respond to these stressors, symptoms of the stress exhibited by individuals and finally it may move to a long-lasting ill that leaves after death (Cooper & Marshall, 1978). This model has been used by researchers for studying the characteristics of an individual after stressful situation and symptoms of resulting stress in him/her.

2.2.11.18 The Conservation of Resources (COR) Model

The COR model is an important model which is used to measure any kind of stressor or hazards that may be faced by employees at workplace. Though, it should be

noted that the stressors which are from work-related conditions cannot be easily separated from stressors at home (Hobfoll, 2001). To illustrate this, the Resource Conservation Model (COR), an integrated stress model, appears to encompass multiple theories of stress related to somewhere at workplace, in personal life of an individual, and sometimes from family. The theory predicts that when an individual feels that resources that were with him are about to or are already lost or are challenged then a stress develops in him (Halbesleben et al., 2014). This happens because every individual tries to store and maintain resources for future use and these resources could be anything like an article, a condition, or other such thing that is valuable for him/her.

Some of the above stressors are related to a lot of resources needed by an individual including material resources such as clothing and home to non-material resources such as time or self-esteem. As lot of stress results from work-life roles of an individual related to time and overall energy needed to cope with them (Hobfoll, 2001). When such conflict occurs between workplace load and home life then employee feels dissatisfied with the company which may lead to anxiety in the long run. Here self-esteem may help to find a balance between them (Hobfoll, 2002). Therefore, above model can be used so that resources can be managed properly in order to avoid stress and other such results (Halbesleben et al., 2014).

2.2.11.19 RTM of work-related Stress and Coping Mechanism

A new model developed by a team of researchers is the direct output of category of stress known as transactional stress, a theory known as adaption theory given by Lazarus (1986) and also the theory known as JDC theory (Karasek Jr, 1979) is basically modified model for transactional stress (Goh, Sawang & Oei , 2010). By using this model employees mostly gauge, manage and finally experience overall stress on them.

In this process first a personnel is actually involved into a stressor in his life and then he is asked to share his experience before and after. Further, this model suggests how people have been moved to second step known as risk assessment and make coping mechanism against stressor. This process also guides in immediate or delay response to some stressor in coping mechanism developed by them.

In above situation, there is a direct association between the primary stressor and the result of that stressor at first hand .Besides, this model also helps in knowing the immediate relationship between primary and upcoming stress results within given time. This model is important in terms of the way it helps in evaluation of stressor and its impact on person's experience and resulting outcomes. This model also directs and individuals which coping strategy should be followed based on resulting emotions (Ficková, 2002). In summary, this model helps in different ways such as knowing stress by experience, coping as well as making negative results of the stress at different points in the actual stress being faced, and adaption of it in workplace.

2.2.11.20 Inventory Model of Occupational Stress

The research of work-related strain inspects the “pressure-strain-coping” and the influence of the communication or message of the worker is also affected due to these factors (stress-strain-coping). The Occupational Stress inventory has been established by Dr. Osipow to support occupational behavior psychotherapists in developing exercise plans to talk about the occupational stress (Osipow & Davis, 1998). Various researchers study OSI-R inventory in different occupations and found that employees faces different types of stress(Spokane & Ferrara, 2001). OSI-R by the authors explores the range of stress and strain through 140 questions. There are 10

questions in respectively 14 areas. These questions are included in the following sections:

A) Occupational Role

The scale of occupational role measures the amount of stress stimulated by work roles .It comprises of following six-subcales:

- 1. Role Overload:** This subscale suggest that when employee is unable to encounter requirement of the job and the degree to which there is difference between what is needed and personal skills of workers such as time limit, too much to do and not sufficient training (Osipow & Davis, 1998, Dobрева-Martinova et al., 2002).
- 2. Role Ambiguity:** The scope where expectations, urgencies and appraisal standards are flawless for the person is calculated by this subscale such as conflicting demands, and vague expectations (Osipow & Davis, 1998, Dobрева-Martinova et al., 2002).
- 3. Role Insufficiency:** The notch to which a person's schooling, drill, experiences, and skills are suitable for his /her effort is measured by this subscale. At the point when employee's education, experience, preparation, information, and aptitudes are not matching with job requirement then it prompts stress as a lack of career advancement, underutilization (Osipow & Davis, 1998, Dobрева-Martinova et al., 2002).
- 4. Role Boundary:** The contradictory demand for role and reliabilities which are experienced by a person in the work context are measured by this subscale, such as conflicting supervisors and vague authority lines (Osipow & Davis, 1998, Dobрева-Martinova et al., 2002).

5. **Responsibility:** The amount of responsibility that is felt and performed by an individual on job and wellbeing at the workplace of other people are measured by this construct (Osipow & Davis, 1998, Dobрева-Martinova et al., 2002).
6. **Physical Environment:** The experience of an individual to thrilling environmental toxins or physical conditions is quantified by this subscale; for example, threats at the workplace (Osipow & Davis, 1998, Dobрева-Martinova et al., 2002).

B) Personal Strain

The scale of personal strain is parted into four subscales calculating the effect of the occupational stressors, as presented in individual stress. It measures the following subscales:

- 1) **Vocational Strain:** The point to which a person feels issues in generating workplace excellent result is estimated by this scale. This kind of pressure is shown in the area of interest, job, efficiency, job satisfaction and attendance (Osipow & Davis, 1998; Swanson, 1991).
- 2) **Psychological Strain:** This subscale measures the person's capacity to alter mentally and emotionally. Psychological strain can be seen in the form of depression, irritation, lack of sense of humor (Osipow & Davis, 1998; Swanson, 1991).
- 3) **Interpersonal Strain:** The individual experiences because of disturbance in interpersonal relationships are quantified by this subscale such as withdrawn from others, frequent quarrels at work, or home (Osipow & Davis, 1998; Swanson, 1991).
- 4) **Physical Strain:** The area of poor self-care habits or physical illness, which may be exhibited by an individual, is measured by this subscale such as health worries like aches or pain (Osipow & Davis, 1998; Swanson, 1991).

C) Personal Resources

The scale of personal resources is separated into four categories that measures the coping instrument which is utilized by the individual to handle strain. It measures the following subscales:

1) Recreation: the degree of interruption from distressing occasions and a base of satisfaction outside of the job atmosphere are estimated in this scale such as regular leisure activities (Osipow & Davis, 1998; Swanson, 1991).

2) Self-care: The extent of participation in good physical shape undertakings such as consistent- exercise programs for healthy life-style (Osipow & Davis, 1998; Swanson, 1991).

3) Social Support: one dependence companion for work; one individual who bears the cost of affection; a sensation of closeness to somebody. The friendly relationship with loved ones is estimated by this scale it will in general depend on a companion for work (Osipow & Davis, 1998; Swanson, 1991).

4) Rational Cognitive: the degree of capability to decrease stress by effectively managing time and energy, priorities, using a systematic approach to problem-solving, capacity to keep focused, and get job done (Osipow & Davis, 1998; Swanson, 1991).

In the following research studies the theory of Osipow and Davis had been used (Wagner, 2009; Johnstone et al; 2016; Sampson et al; 2017 and Roberts et al; 2021).

2.2.12 Job Intrinsic Factors

Factors inherent to the job might be described underneath of these sub headline as:

1) Poor Working Conditions: This includes physical environment in the workplace, such as sound levels, freshening, heating and cooling systems, and light. The office and classroom physical design are also involved in the poor working atmosphere.

2) Shift Work: It is required to address the issues of different jobs. These movements impact on laborers' well-being. It might cause pulse drop and other diseases.

3) Long Hours: Work continuously has an impact on the health of workers.

Employees working for long hours may experience higher strain.

4) Risk and Danger: Many jobs have risks and dangers in their workplaces and may lead to individuals under higher pressure. This is because when employees keep alert of the possible threat, they are organized to respond instantly, which will cause haste. Changes in breathing and muscle tension are considered potential threats for health.

5) New Technology: Today, technology is quickly affecting each characteristic of a lifetime. Every institution uses technology to meet its development and marketplace reach. This technology requires a personal smooth operation. When individual use the technology they experience stress. For example, a boss trained for employees trained in the old way may increase the burden, and this might increase the level of stress.

6) Work Under-Load: Working under load means understanding the problems of workers in the workplace. A load job means a repeated execution worker. This also means assigning work to below the ability of workers. This is also known as underutilization of worker skills.

7) Work Overload: This phenomenon means that the workload of workers exceeds their workload capacity. This situation will put stress on the workers.

2.2.13 The Structure and Atmosphere of the Organization

At the point when people need cooperation in dynamic procedures that is the source of the stress. These things make people feel a lack of importance and ignorance, which leads to stress. On the other hand, Robbins (2004) points out that the following reasons are the cause of work pressure:

1) Economic Doubts: When individual is worried about the safety of their work, economic uncertainty becomes the cause of their stress. This phenomenon increases the individual's stress level.

2) Technological Doubts: Development in technology makes an individual skill and information out of date in a brief timeframe. PCs, mechanical technology, robotization and comparable types of mechanical development represent a danger to numerous workers and may, in this manner, cause stress.

3) Organizational Leadership: This characterizes the organization's management style of senior managers. Numerous senior managers have created a culture described by strain, dread, and nervousness. They have established impractical burdens, requiring them to impose too strict controls in the short term, and routinely dismiss those who do not meet the standards. This phenomenon causes stress.

2.2.14 Occupational Stress

The occupational stress counts itself as one of the most commonly happening work related stress that is seriously damaging health of employees (Lu et al., 2003). Since it affects all jobs and is even more common than in the last decades. The condition of workplace nowadays is very different from the condition of work 30 years ago. Further, it is not unusual for working hours to be extended; frequent cultural and

structural changes are mentioned, such as the elimination of professional paths in life, all of which lead to greater presence and stress.

Stress in the workplace has been defined differently over the years by researchers from different cultures and work setting. According to general and basic formula of EC (2002) stress that emerges from working environment can be defined as the way by which an individual respond to workplace pressure in terms of physical health, mental suffering, behavioral actions and overall psychological mechanism adopted by affected. In most of the cases working environment is the key contributor of occupational stress in teaching staff. According to the institute workplace stress is elaborated as a negative bodily and cognitive comeback that are independent of abilities, resources or needs of an individual. Furthermore, the publication finds that working conditions where an employee work is the key factor which are causing stress in employees, besides personal factors of an employee that are also playing their role in building stress.

2.2.15 Consequences of Occupational Stress

An employee's response to job-related stress results from any stressor that can be seen in the form of psychological outcomes; it may be physical in nature, or it may give both outcomes (Santos & Cox, 2000) and is generally classified into three major categories, where one is acute, second is post-traumatic, and final one is chronic. National studies in the United Kingdom and the country of Australia have identified a serious and growing problem of stress in school work with several negative outcomes, including a workload reduced, job satisfaction, low morale and health of academic staff (Tytherleigh et al., 2005).

Work stress has been known as unlikely bodily and mental costs that arise in people when they are unable to respond effectively to the requirements being made from them at a workplace or in home setting (Miller et al ; 2005). Studies have shown that the number of employees quitting the job has increased with increasing job-related stress. Therefore, stress in the workplace has been adding a number of difficulties and barriers in a company in the form of absenteeism, decreased performance and scarce healthcare resources. Stress in the workplace can be caused by overwork or lack of work, time pressures, deadlines, and physical stress in the work environment. When there is a negative working condition then it may create psychological and physiological stress in employees (Wadesango et al., 2015). Several research studies have examined different causes of work stress among university teachers. The main reasons given for stress in workplace are overload field by an employee, tensions arising among co-workers and office management, unclear roles of employees, problematic interactive relationships, no support of heads and in some cases no social control (Winefield et al., 2002).

Sutherland and Cooper (2000) have identified possible causes that are behind the psycho-social and work-related stress, and they result from needs of your own family, some marital type of problems, and a drastic conflict between work and family demands within a given day. Perceived stressors can include available time for a task and work pressures due to work overload, type of leadership at workplace, changes due to organizational reforms, and inadequate resources of an employee (Winefield et al., 2003). Further, study work of Willis (2005) comes up with a list of emotional stressor faced by an employee at workplace which includes anger, illness, selfishness, guilt, hatred, pain, fear, guilt, disappointment, jealousy, fear, and finally desire for recognition at workplace. Characteristic reasons for workplace stress include bad

feelings, abuse, misbehavior, terrorization and not participating in task choice, persistent poor performance, ineffective correspondence (Wadesango et al., 2015) and conflict resolution, employer instability, a lot of time with the family and too much domestic politics. Further the list includes complaints like problems of workers who feel that their salary is inconsistent with their obligations, commitments and limitations that make life adjustment difficult and challenging (Csillag et al., 2018).

Teachers who don't take occupational stress will endorse commitment with their profession and achieve their organizational goals effectively. Studies on the relationship between control place and workplace stress as of Manjunath (2020) explored the association between job related strain and pre-university teacher's locus of control. Further, Cascio et al. (2014) examined the relationship at the university level and Gaus (2014) examined the relationship at the elementary level between professional stress and locus of control in teaching staff.

In addition, a study by Khurshid (2011) suggested that employees (teachers) were facing stress and it influenced on teachers differently. For example, teaching staff from private universities are less stressed than the teachers that are doing job in a public institution.

Chukwu et al. (2018) had shown that most university professors' experience moderate to high level of stress at workplace and around 86 percent of professors suffer from burnout. The analysis also exhibited the solid backing for all those hypotheses which suggested a positive association between work-related stress faced by teachers and burnout in university professors. Gandhi (2018) reviewed a comparative study of work stress among female professors working at universities in two states of Punjab and Rajasthan. Furthermore, it has also been witnessed that regardless of the location

of teaching staff either from Punjab or Rajasthan, there was a significant similarity in professional stress being faced by teachers.

Jahan and Sharma (2017) conducted a research work on the topic: Professional Stress in Teachers of Higher and Primary Education. The major driving force behind the above study was to analyse the connection between stresses being faced by primary teachers and studied the demographics such as gender, experience in teaching and the location of the school. First, the survey results showed that male teachers are exposed to more professional stress than female teachers. Second, based on the level of experience, the study finds two results. It has been argued that the teaching staff who has a practical work experience of less than 10 years, are found to be involved in high stress as compared to teachers having more than 10 years of teaching experience. There have been no significant differences in stress between rural and urban teachers.

The review of literature suggested that numerous researchers have observed the location of the control and its impact on individual performance. Hans et al. (2013) conducted a study to examine degree of location of control whether it is internal or it may be external and overall job satisfaction. The survey was conducted among eight institutions from private international schools and in response, respondents have returned a total of 54 filled questionnaires. Before exploring results, it should be noted that this study has also analyzed the influence of a lot of demographic variables of a respondent on location of individual control and resulting job-related satisfaction in teachers. The results showed that high internal control point is found among the teachers. Further, high level of job satisfaction is also found among these teachers because of their internal locus of control personality type.

A research work done by Chen (2013) found the relationship between locus, work pressure, performance in job and satisfaction with their job in the organizations in Taiwan. The findings showed that in accountant who believed in themselves in terms of locus of control had been seen with high-level of performance, less stress and more satisfied with their work.

There was a study conducted by two researchers on work related stress found in teachers doing job in a secondary school in Vellore district (Reddy & Anuradha , 2013). The study basically aimed at offering some practical suggestions to secondary school teachers so that they can avoid stress emerged from workplace or job itself. Further, researchers based on their research results, have offered some suggestions which can be helpful for teachers while coping with stress and these suggestions include betterment of self-esteem, enhancing the self-confidence in employees. Skills related to controlling emotion need to be revisited. Joining a helpful group of individuals, sense of humor should be developed, effective communication skills of employees should be developed, good hobbies in employees should be developed, and help from other professionals in case of need should be triggered in teaching staff.

Gaus (2014) examined a study on place of control, employee overall satisfaction with job and work-related stress among primary school administrators in Makassar, Indonesia. The important objective behind above study has been investigated the association between the internal locus and work satisfaction, work pressure and gender of school administrators in above discussed place. The findings of this research work argued that important correlation between the internal control locus and the work satisfaction and work pressure of school principals. In Indonesia, there was no gender association with the internal control point of primary school principals. Internationally, different studies were conducted on the connection of locus of control and occupational

stress at teaching (Cascio et al., 2014; Gaus, 2014; Onyango, 2016; Kalyanasundaram et al., 2018; Reknes et al., 2019).

Researchers in different settings have made extensive research on how men and women are affected by stress at workplace and how they are coping with the stress (Butt, 2009). The research has found a mixed response, where some say that men are more balanced than women when they are exposed to work related stress (Kumar et al., 2013; Suandi et al., 2014). Other studies predict that gender does not define work related stress in employees (Hasan, 2014), and third group has found that men feel more stressed at workplace than women (Sackey & Sanda, 2011).

Work stress has long been an important concept when examining employee responses to their work environment (Lindholm, 2006). In a working condition the term “stress” has been differentiated as the nonspecific reaction of human body to a particular situation is known as stress. In other words, work related stress is defines as the bodily and emotionally reactions generated by human body against some stimulus when earned skills and available resources with employee are not able to cope with the demand of working conditions (Nakasis & Ouzouni, 2008). Feeling stressed is normal to human nature as it is attached with humans due to emotions and it triggers when there is some change in the normal working system of a human being, whether it is positive in nature or negative sort of output. In general, some level of stress is believed to be acceptable (sometimes called "challenging" or "positive" stress), but high levels of stress are harmful.

2.2.16 Brief Overview of Theories Related to Research Variables

The term "locus-of-control" has been originally introduced by Rotter (1954 as cited in Siraji and Haque , 2022 and Bitsadze and Japaridze, 2016) whose thinking

reflects a mixture of humanistic and behavioral tradition. The locus of control which was designed by Rotter on the basis of social cognitive theory, was a well-known cognitive-behavioral and psychological attribute that is used to describe teachers' perceptions of their ability to control living conditions, especially their learning behavior and overall performance.

The LOC is evaluated on a continuum from internal to external. Individuals at the inner end of this continuum have an internal locus, while those at the outer edge have an external locus. Further, people with an internal control point assume that the results of their movements were the outcomes of their own capabilities. Internal control point individuals believe that their hard work will yield positive results. However, people with external control point assume that numerous of the things that were happening in their lives were not in their own control. Individuals think that their own movements were the outcome of external elements that were far away from their control (Rotter, 1990).

In this connection, a work stress model was presented by researcher (Osipow and Davis, 1998 as cited in Roberts et al.2021).Occupational Stress Model consisted of three dimensions that were, personal strain, occupational role stress and personal resources. Furthermore, occupational-role dimensions consist of role insufficiency, role overload, role boundary, responsibility, role ambiguity and physical environment. Moreover, personal strain consist of psychological, physical, interpersonal and vocational strain whereas personal resources subscale consist of social support, recreation, cognitive coping and self-care.

2.2.17 Empirical Researches on Locus and Job Stress

In the context of LOC and OS some researches are available; the details of these researches are discussed below:

2.2.17.1 Gender based studies related to Locus of Control and Occupational Stress

Saleem and Ghani (2013) conducted a study of gender differences in the investigation of university teachers. This study encapsulates the phenomenon of stress among the tutors together in urban and remote area academies of Peshawar. The findings of the research based on the mean scores of the responses identify no significant variance between the level of stress in government and private universities tutors. In other words, professional and work-related stress remains equally key contributors to public and private university tutors. Therefore, the study identified the levels of teachers' stress considering gender differences. Besides, it was found that females had comparatively more stress than male counterparts.

Sliskovic and Sersic (2011) examined a study on the job-related stress of university faculty based on employee gender and differences in work. The findings of the study showed that females are under huge job stress as compare to males. The professors experienced a huge stress regarding physical and practical settings of work and assistants showed association with teachers as a huge stressor. Whereas "full professors" experienced less strain at job than "associate professors, assistant professors, and assistants". Mondal et al. (2011) explored an investigation on work related pressure of instructors. It had tracked down a huge contrast among male and female instructors, with male educators had more mental pressure and actual stress than the female educators.

Anantharaman et al. (2021) performed the research work on visiting faculty in order to study their job stress and demographics in India. Further, their study, job stress was recognized higher among IT experts, as it can lead to high fluctuations of employee

performance and lower productivity. However, in terms of gender, hardworking male tutors and women tutors do not differ in terms of job-related stress. Employees who, in addition to their engineering studies also had computer training especially in software programming, are more stressed by the fear of uselessness and the tendency to technical risks.

Borkar (2013) studied about work pressure and occupation stressors of male and female auxiliary teachers. This study was directed on a sample of 150 auxiliary teachers which was incorporate 75 males and 75 females from optional schools of Dhule area in Maharashtra State. The questionnaire used for information is Indore Teacher's Job Stressors Scale by Rathod and Varma. The after effects of the examination uncovered that all work stressors influence males and females similarly. The males and females had equivalent occupation stress.

Kalyanasundaram et al. (2018) had worked to scrutinize the impact of LOC on job-related stress in teaching staff. In their research, they tried to determine whether internal or external LOC was actual carrier of occupational stress among teaching staff in India. Their findings suggested that teaching staff in Indian educational institutions were under higher organizational stress. Furthermore, results mentioned that employees with an internal supervisory authority (internal locus) were less stressed with respect to their work and are more satisfied with the organization, while employees with an external supervisory authority (external locus) were more stressed and less satisfied with their work.

Geetha (2013) performed the study to discover the influence of LOC on the work pressure being faced by male and female teaching staff. The study found that there was a higher adjustment among the teachers having inner as well as external LOC and

this verified that LOC influenced on the level of work stress faced by tutors. Moreover, a different level of stress was found in male and female teachers. The study further suggested that female teachers were more stressed than males teaching staff regardless of their locus of control.

Dhull and Bhardwaj (2016) examined occupational stress in primary school teachers in relation to place of control and demographic variables. The results showed that primary school teachers with internal and external control locations were significantly different in terms of occupational stress. It turns out that elementary school teaching staff and female faculty differ significantly in terms of job stress. Furthermore, male elementary school teaching staff were seen to have more average scores on stress than female teachers, suggesting that male elementary school teachers face greater levels of professional stress than female staff. It also showed that school staff in primary schools working in areas of urban and rural locations contrast expressively in terms of job stress, while married and single primary school tutors do not fluctuate considerably in terms of job stress.

An empirical study by Shrestha and Mishra (2012) examined the connection between stress and psychological stress and the moderating effects of location control, social support, and the perception of organizational support in this context. The results had important practical implications for improving company performance by providing appropriate stress management interventions to reduce workplace stress and psychological distress in employees, and improve job satisfaction and reduce the turnover intention among staff members. Nordin et al. (2016) intended to examine the differences between locus of control of the trainee teachers according to gender, programs and academic achievement. About 191 respondents participated in this study. A survey method was utilized and it is descriptive in nature. The finding revealed that

the trainee teachers were inclined to internality locus of control. There were no significant difference between locus of control according to gender and programs.

Aftab and Khatoon (2013) conducted a research on different characteristics of teachers such as their gender, school type and work load given to them, and locus of control. The study was carried on teachers who were performing their duties as primary teachers in India. Moreover, it was found that individuals doing teaching job don't altogether contrast from student control belief system. But according to them positive association among the stress from occupation and pupil control ideology of secondary school teachers. In other words, LOC and professional stress were positively correlated in Indian teachers.

Stafyla et al. (2013) investigated stress in the context of gender differences associated with the struggle and pressures of an organization. Therefore, this study investigated stress in the workplace. The results of this study was that male staff in many organizations were under more pressure level in interpersonal conflicts than female counterparts due to personal and social difference between the two genders. Gaus (2014) conducted a study on the primary school head teacher of Makassar, Indonesia about locus of control, job stress in perspective of gender. The findings of the study concluded that there is no association of inner LOC with genders.

Gandhi (2018) has researched a near investigation of occupation stress of female instructors working in instructive establishments from the territory of Rajasthan and Punjab. The result revealed that in the state of Rajasthan and Punjab the female stress does not differ from each other.

Rani and Singh (2012) investigated the comparison of occupational stress and its demographic variable for example gender, school type, and region at the primary

level. . With the goal to analyze the work related pressure of male and female teachers, to look at the work related pressure of the educators employed in public and private auxiliary schools, to think about the work related pressure of the instructors having a place with metropolitan and provincial auxiliary schools. Work related pressure list arranged by Shrivastva was utilized for the information assortment. The finding of the study showed that no differences occur between occupational stress and its demographic variable.

Reddy et al. (2013) conducted a study of factors influencing teacher's stress and revealed that management has the high influence in the stress among school teachers. Government teachers had positive stress scores than the Private teachers. The administrators to provide employment facilities for the Private school teachers. Gender was the most important factor influencing stress in teaching faculty of schools and colleges. It was found that male tutors have high-stress control power than their counterpart female tutors. Therefore, it was recommended that school administration should offer better opportunities for female tutors to cope with stress. It was also found that the classroom experience is the factor that most influences the stress level of school teachers. Besides, it was also seen that very experienced teachers have more stress control levels compared to less experienced teaching staff. Hence, it was also suggested that administrators must provide facilities for less experienced teachers so that they can easily manage stress. Furthermore, annual earnings were the factor that greatly influences teachers' workload. High-income teachers had more positive stress levels than low-income teachers. Therefore, school administration must provide a better facilities to the teaching staff in school whether public or private.

Suresh et al. (2010) examined the influence of management and tutors' gender on the involvement of professional stress and the surviving behavior of university

professors. The results suggested that state and private university professors differ significantly in terms of experience with job stress. However, there was no significant difference between female and male tutors when it comes to work stress. The study also showed that professors at state and private universities differ significantly in their coping style. However, men and women did not showed significant differences in their coping mechanism.

Khan (2016) study aimed at examining the perceived sources of work stress among teaching staff in relation to their gender. The result showed that teachers differ significantly in terms of role ambiguity, role overload, under-participation, political pressure and poor relationships with their co-workers. General professional stress predicted that there was an insignificant variance between tutors of both the genders; male and female, in role and responsibility conflicts due to difficult working conditions.

Kumar and Deo (2011) studied the different features of college teachers', their overall efforts and lifetime, and had identified differences between male and female, and subordinate and senior tutors' views on their replies. The outcomes of this research-work showed that teaching staff in secondary schools experienced significantly more stress than older teachers on most dimensions of stress. However, female teachers experienced more role overload and distance between roles as compared to their male colleagues.

Kousar and Sohail (2014) examined the healthiness of teaching tutors and job-role stress of teaching faculty teaching in secondary schools. The study found that males teaching staff of S.S.T.s had experienced more job-related (occupational) stress than their counterpart females' staff. Further, female teaching staff had better health conditions than male teachers' of S.S.T.s. Furthermore, it was also seen that the

connection between stress outcome of profession and demographic variables of tutor staff of S.S.T.s was insignificant.

Mapfurno et al. (2008) observed that the level of stress between teaching staff had become a problem, and researchers found that stress begins from the physical, mental, and needs of the environment. This research aimed to revealed the following relationship (i) the reasons that influence the stress levels of the entire primary school teachers and the association among these stress levels and teachers' experience and gender (ii) the coping strategies used by these tutors to resist or adapt to stress, and (iii) possible changes in the school system to cope with the stress between teachers. The results showed that the biggest stress factors faced by male and female teachers are: engaging in unnecessary work, unreasonable requirements for the quality of getting off work when they go home after work, the number of projects that difficult to control; the workload exceeds one day, and there is no time to rest.

The study by Jendle and Wallnäs (2017) examined the relationship among social support, physical activity and endurance as predictors of work stress in upper secondary schools' teaching staff in Swiss. Although, it was found in their study that female teaching staff is under more stress than male counterparts in school workplace. However, it was also observed that there was insignificant connection between teaching staff's gender, social support, hardness and their physical activities.

Samad et al. (2010) conducted a study on environmental stress, feeling of anxiety, and psychological well-being status of teachers in Klang valley Malaysia. The outcomes of the study showed that most teachers had moderate feelings of anxiety (71.7%), and just 13.2% had a low psychological wellness status. The results was justified from significant level of results found in the study. Furthermore, the significant

level of teachers' gender is ($p=0.001$) and that of load of work is ($p=0.002$). The results of both the variables indicated that gender and workload were significantly responsible for current mental health of teaching staff.

Kales (2014) conducted a research work on job stress among professional college tutors in Jammu. The conclusions of the research concluded that both gender teachers experienced high work load .Role ambiguity experienced equally among both the genders .Both the groups with a clear understanding to plan their tasks effectively and showed similarity in responsibility towards the development of the institution and also similarity in role conflict .It may be as they experienced their discontent with their heads. Both the groups showed poor relationship with colleagues.

A study by Popoveniuc et al. (2014) examined the gender variances in stress and coping behavior among school teachers both males and females ($n=200$) at primary as well as secondary level. The outcomes showed that job related stress was significantly and absolutely connected to problems with regard to students, parents, administration and to other teachers for the total sample of males as well as females. In general, female teachers experienced more stressed as compared to male colleagues. However, male teachers were found to be using more problem focused coping strategies and females were found to use emotional focused coping strategies.

Kales (2014) reviewed the study of professional stress in teaching staff doing job in Professional Colleges of Education in Jammu, J&K state province. The conclusions of the study showed many folds such as both male and female tutors have a heavy workload, they showed role ambiguity in equal measure, and they planned their work correctly with a clear understanding. Further, it was also found that two groups

of teachers (men and women), showed similarities in role conflicts and both groups of staff surveyed expressed dissatisfaction with their superiors.

Nagra (2013) in his study pointed toward the degree of work related stress among the teachers corresponding to their gender, subjects they teach, and nature of the work. Furthermore, the work related stress index was utilized to gathered information from an irregular example of 52 teachers. The outcomes revealed that teacher's experience moderate degree of work related pressure. No critical contrasts were demonstrated in regards to work related pressure among teachers comparable to gender and subject streams while huge outcomes were seen corresponding to nature of work.

Chaturvedi (2011) study examined the difference in job role stress between employees (men and women) who work in public and private institutions in the university sector. The results showed that female employees were more stressed than their male colleagues. Manikandan and Suresh (2021) investigated the impact of management and gender of employees in the involvement of stress from profession and coping behaviors among college teachers. The results indicated that the government and private college teachers fluctuate meaningfully in the experience of occupational stress. However, an insignificant relationship existed between teaching staff related to occupational stress. The study also revealed the government and private college teachers differ significantly in their ways of coping. But the men and women do not showed any significant difference in their stress coping behaviors.

Fisher (2011) conducted a study of factors influencing teacher's stress and revealed that management had a high influence on the stress among school teachers. Government teachers had positive stress scores than private teachers. The administrators provided employment facilities for private school teachers. Gender was

the highly influential factor in the stress within school teachers. The management provide better amenities for the female teachers. Teaching experience was the highly influencing factor in the stress among school teachers. High experience teachers had positive stress scores than low experienced teachers. The administrators provided facilities for the low experienced teachers. Annual income was the highly influential factor in the stress among schoolteachers. High-income teachers had positive stress scores than low-income teachers.

Mishra (1996) had led an investigation to analyze the degrees of work related pressure and occupation fulfillment among male and female educators of higher instructive foundations. Female instructors experienced more pressure in these regions when contrasted with male educators. Male instructors got most extreme scores on under load pressure while female educators got most extreme scores on over-burden pressure.

Mattoo and Parveen (2014) study was to discover and the comparison of secondary male and female teachers on occupational stress. 250 auxiliary school teachers (one hundred and fifty male and hundred female) were chosen from different institutes of Srinagar city by applying methodology of random sampling. The findings showed that men and women tutors at different levels of stress.

Bhadoria (2013) investigated the stress of job between women tutors' job in "government and private schools in Gwalior region in M.P. State". The study was carried at the total number of 200 women tutors from government schools and 200 women tutors from isolated schools. The outcomes of the research revealed that there were noteworthy job stress dissimilarities among women teachers working in Gwal or Division in M.P. State schools. The level of job stress was found to be high among

women teachers working in private schools as compared to women teachers working in government schools. Kumar and Singh (2012) measured the stress level between elementary school tutors. The results of the present research revealed that female elementary school teachers working in different institutions were found to have significantly advanced stress levels in contrast to male counterparts. The study has found that primary school teachers who belong to core families had significantly higher stress levels than researchers who belong to the mixed family type. Furthermore, the study also showed that elementary school teachers who teach in public and private schools experienced roughly the same level of stress.

2.2.17.2 Researches related to relationship of Locus of Control and Occupational Stress

Gaus (2014) conducted a study on the primary school head teacher of Makassar, Indonesia about job satisfaction, locus of control, job stress. The motive of the study was to explore the association among them. The finding of the above study exposed that there is a strong association existed among inner locus of control and staff satisfaction with occupation strain of female head master teachers at the primary level.

Subasree (2011) investigated to examine the association between inner and outer LOC and institutional role strain among personnel and engineers. The results indicated an association between institutional role strain and LOC. The findings showed a noteworthy connection was established among inner LOC and conflict among roles of engineers and other employees.

Cascio et al. (2014) investigated a study on the association between relationship among self-efficacy views, public-school tutors' job stress, and external control locus.

The conclusion showed physical sickness and psychosomatic strain appears to be positively correlated to external LOC.

Sliskovic et al. (2011) investigated a study on work control locus as a mediator between the relationship consequences and sources of university stress of teachers in their occupation. This article explored the association among exact bases of “stress” on occupation, control locus, job attitudes, and university teachers’ well-being. Gaus (2014) explored the relationship among inner locus and satisfaction with job, the pressure of a task and sexual orientation of the Dean of Makassar Elementary schools in Indonesia. The findings of the study showed there is no relationship existed among teachers and female teachers possess inner locus.

Similarly, another study conducted by Rai (2001) among Singaporean teachers, who were working as trainee special education teachers, in direction to discover the association between stress in teaching staff and their LOC. The findings of study illustrated that the special education teachers who had inner-locus showed reduced amount of stressed than counterparts.

Aftab and Khatoon (2013) shown a research work to explored the association between a series of self-directed variables (employee gender, salary given to employee, qualifications earned by employee, teaching experience, type and number of subjects taught by teacher, and matrimonial status) and work-related stress in teaching staff from secondary schools. Based on the results almost half of above school category teachers experienced less stress at work and men feel more stressful at work than women. Furthermore, it was found that student teachers had higher workloads than college graduates and untrained teachers. Teachers with 6 to 10 years of experience face more stress at work and 0 to 5 years less.

Kumar et al. (2013) examined the relationship between workplace stress among 478 university teaching staff from 58 self-funded local technical colleges within that area and four admired campuses in Tamil-Nadu area of India. Furthermore, the findings showed a strong correlation among location of university, teachers' gender, institution type, average working hours for teaching staff and current employment situation with the major sources of stress. The study by Popoola et al. (2010) showed that around 80.3 per cent of the teachers of the Osun state educational service present a stumpy level of work-related stress and besides there was not at all a noteworthy link between occupation strain and individual personality traits: locus of control, self-concept, academic motivation and extraversion personality type of teaching staff.

Similarly, another study by Olonde et al. (2020) was conducted with an aim to explore the association among locus of control of employees (teachers), and job-related strain and job satisfaction. The results demonstrated that teaching staff with external LOC personality had significant impact on stress experienced by them at workplace. Moreover, it was found that LOC also influenced on the stress level of teaching staff working in small area of Osun State, Nigeria.

The research work of Malek et al. (2016) had the objective to recognized and sort out the reasons of work pressure and handling techniques to deal with such stress in lifeguards. The results of their study showed that sources of work stress showed significant positive correlations with work stress found in such employees. Additionally, the research also showed that there was a positive and reasonable correlation among the handling techniques used by employees and sources of stress causing stress in those staff members.

Similarly, Kalbers and Fogarty (2005) found that people with the inner locus experienced lower level of stress as compared to externals and correlation existed with external locus individuals with the outside “control locus”. The study by Moustafa and Gaber (2015) examined the connection among work stress, organizational culture and LOC among staff in Egypt. The researchers found that there was a notable differences between culture of an organization, organizational norms, and place of control (LOC) in employees. On the contrary, there was no significant relationship between the aspects that enhanced working stress and the locus of control, beyond the lack of managerial support and the skills of the staff, statistically significant differences with the LOC.

Naheed et al. (2016) found the relationship among the stress, results from occupation and individual strain among university teaching staff in Rawalpindi and Islamabad. It was found that the majority of university professors surveyed had a low to medium level of professional stress and personal strain in everyday life. However, it was very strange to know that there was no association between professional stress and personal strain in university professors teaching in twin cities (Islamabad and Rawalpindi).

In a research study Sassi et al. (2015) establish that there was no relationship among locus of control and work related pressure experienced by teaching staff. Furthermore, they found that the external LOC has increasing the pressure on employees as compared to teachers had inner LOC. Similarly, Sindhu (2014) conducted a research on different types of work stressors and stress among teachers in Kerala State of India. His findings suggested that tutors with external LOC were under more work pressure than their counterparts.

Jahan and Sharma (2017) conducted a research work on the topic: Professional Stress in Teachers of Higher and Primary Education. The major driving force behind the above study was to analyse the connection between stresses being faced by primary teachers and studied the demographics such as gender, experience in teaching and the location of the school. First, the survey results showed that male teachers are exposed to more professional stress than female teachers. Second, based on the level of experience, the study finds two results. It has been argued that the teaching staff who has a practical work experience of less than 10 years, are found to be involved in high stress as compared to teachers having more than 10 years of teaching experience. There have been no significant differences in stress between rural and urban teachers.

2.2.17.3 Empirical Researches related to Locus of Control and Sub Constructs of Occupational Stress

Kebelo (2012) findings of the study indicated that over 35.2 percent of variations in psychological strain of academic officers of higher educational institutions were accounted for combined effects of role stressors (i.e., role boundary, role overload, role insufficiency, and role ambiguity). The findings of the study also indicated that role boundary, role overload, and role insufficiency were found to be significant determinates of psychological strain.

Jdaitawi et al. (2013) study analyzed the relationship between role overload, role conflict, role ambiguity, and strain as well as to study the impact of tolerance ambiguity as a moderator in the relationship between job demands and strain. The sample study comprised of 217 lecturers from the University of Dammam, Saudi Arabia and the results show that the tolerance ambiguity significantly moderates the relationship between stress roles namely role conflict but not role overload and role

ambiguity with strain. The results also confirmed the direct impact of role overload on strain but not that of role conflict and role ambiguity.

Jackson (2004) conducted a study on occupational stress, psychological strain and coping resources of professional counselors. The findings showed that variables that had significant differences on the levels of stress, strain, and coping were gender, primary work setting, number of work settings, maximum daily client sessions, and referral source of clients.

Lian et al. (2016) study on effect of changing work stressors and coping resources on psychological distress. The findings showed that increased task and organizational stressors were associated with an elevated risk of psychological distress. Decreased task stressors, increased job control and increased coping resources were associated with a reduced risk of psychological distress. Gender differences were found in the factors influencing mental health.

Ahluwalia and Preet (2017) investigated the study on LOC among teaching staff of public sector universities. The study examined to discover “control locus” of “university teachers” in government sector and the assumption shows that university teachers in government sector have external locus of control.

Lu (2000) reviewed a study on employees’ LOC, managerial stress and work stress in Taiwan and the UK; it is a proportional research work. The results found similarities and differences in stress management in the two countries. For Taiwanese supervisors, it was observed a constant reasonable effects (vulnerability) of internal control. The consequences of the research confirmed that few prior researches were also organized in the western countries.

Similarly, Crothers et al. (2010) investigated the LOC of educator and stress of job from the USA and Zimbabwe. This study concluded that individuals with external control locus are less equipped to manage the negative effect of job stress and the teaching staff possessed external LOC. Sahraian et al. (2013) analyzed a study on the “job stress” with control point in nursing staff. In other words, according to them female nurses were under severe stress because it is the duty of nurses to keep patient and their relatives happy by hiding their own emotions and sorrows.

Chen and Silverthorne (2008) investigated a research in Taiwan on the influence of locus of control on employees’ strain at the job, their performance in job and satisfaction with their job. The findings showed that accountants working in the organizations in Taiwan showed internal LOC had a noteworthy influence on predicting their strain and performance in their organizations.

Akçaa and Yamana (2010) analysis the “effects of inner and outer locus of variables on exhaustion levels of educators”. The results showed that educators mostly possess inner locus and they experience more exhaustion from the point of emotional burnout and insensitivity. Ganji et al. (2013) explored the association between control locus and work-related satisfaction of 200 teachers in Iran. Based on outcomes of survey it was concluded that there was a noteworthy association between these teachers' locus and job satisfaction. Therefore, it was found that the teacher's control locus and satisfaction of job are interrelated.

Another study by Sabherwal et al. (2015) examined the phenomenon that was used by university teachers when they encounter with stress and how they handle that stress through strategic and operational tactics. The assemblage of results, time pressure, lacking plan, hazy understudy discipline and oppressed compensation gauges

are vital pressing factors. The findings of the study was important as it found that university administrators had felt little-to-reasonable level of work-related stress and such stress does not disturb teachers' bodily health as a whole.

Aftab and Khatoon (2012) investigated the association between a set of self-governing variables (level of qualification, experiences of teacher, salary, and the status of marriage) and work-related stress among those teachers who are teaching in secondary schools. They concluded that secondary school tutors experienced a lower level of job stress and men experienced higher stress levels as compared with women. Vipinder and Harpreet (2014) scrutinized to identify career pressure echelons and their coping strategies related to gender, subject stream, and job nature. There were distinguished differences in the job pressure of auxiliary school educationalist regarding the gender and nature of work, but there was no significant difference in subject flow.

Jolly (2014) concluded the study among the stress types and self-financing institution faculty members in district Kottayam the state of Kerala. The study analyzed the categories of strain among the educators teaching in colleges of self-financing and nearby locality of Kottayam in the state of Kerala. The outcomes of the work suggested that the main challenge is the stress of exertion for the faculty member and employers of the university in district Kottayam. Furthermore, the researcher found that with the innovation of universities' working mechanism and universities themselves, there arose a list of stressors which are faced by teaching staff and other employees of universities. This in result effects the psychological and physiological health of employees working in those universities in long run.

Rajarajeswar (2013) investigated a study to evaluate the work strain of the educators in educational institutions. The results showed job stress factors in an institution significantly causing the stress among the faculty. The significantly influencing stress factors were instructing, assessment and administrative work.

Uday and Nageswara (2007) reviewed a study on analytical research on the scope and registration of stressors in the teaching profession. The findings revealed that gender, locality, and age play a vital role in initiating stress between the samples. Women teaching-staff had been found stress more than their male counterpart tutors. It was also found that well-educated and experienced teaching staff have been under higher stressful condition than staff members who had just bachelor degrees and were less-skilled faculty members in such intuitions.

Ahmad et al. (2018) investigated a study on the influences of the stress role in higher educational institutions. The focus of the research was on the areas of researcher, academic, and administrative activities of the university; it attempts to discover the nature and scope of the role of stress handled by the member of faculty and staff of the organization, as well as the intensity of pressure among higher education teachers. The results of the study found that teachers working in Indian universities showed reasonable levels of stress. Female college professors were more stressed than male professors on some work-related issues.

Sun et al. (2011) investigated a study in Chinese universities in order to scrutinize the job-related stressful condition and its associated aspects. Findings of the study showed a comparison with factors related to work and public care; psychological fitness was a very prominent and risk factors of professional stress of Chinese university teachers. Therefore, they suggested that in order to reduce the occurrence of work-

related strain among teaching faculty of university, the improvement in mental health of staff and overall organizational climate should be kept in mind.

Miller et al. (2000) conducted a study on job stress and gender of teaching staff. Further, it was basically an intercultural study in order to identify whether source of stress and teachers' gender were correlated or not. Furthermore, the results of their study suggested that sources of stress or origin of teaching staff does not have any influence of teaching staff, however it was observed that a difference in consequences of stress existed among male and female staff.

Reddy and Poornima (2012) concluded that most of the university tutors were facing a modest and high-level of stress due to occupation, while 86 percent of tutors had job related tension. Likewise, the investigation showed that there was a positive connection between the work related pressure and expert burnout of college educators. Aftab and Khatoon (2012) had conducted a survey which showed 50 percent of the staff of primary education institutions experienced a lower level of stress.

Khan et al. (2014) had conceptually examined the different work stressors among university professors in Pakistan using a non-systematic technique known as narrative review technique. The results of their study demonstrated that there are almost 9 potential factors which were responsible for stress among teaching staff in universities working in different cities of Pakistan. Further, they concluded that individual's role as teacher in a university is actually creating stress for teaching staff. Therefore, they recommended that the problem of work stress can be addressed both at the individual and institutional level. Further they added that each staff member individually can be guided about the causes and bad impact of over stress at workplace. Finally, on institutional level university management can create and foster a stress-free and

conducive environment for university professors to save themselves from the devastating effects of stress in the workplace.

Promsri (2018) concluded a research-work on the influence of external LOC on life stress of teachers and the evidence was taken from students having graduation in Thailand. The motivation behind examination to investigate the effect of outer control locus on the pressure of life. The outcome showed that the control locus can clarify 15.8% of the adjustments in the existence pressing factor of graduate students. As a rule, the more outside conditions that control graduate students, the more noteworthy the pressure they experienced throughout everyday life. Bevis (2008) examined the study to determine whether teachers were internally or externally controlled, and examined whether this variable influenced their state of burnout in terms of burnout level and how events were explained. It was concluded that teachers generally had an internal control point and were more likely to feel exhausted by callousness and emotional exhaustion.

Rupa and Durai (2012) study explored the strain among teachers in Madurai District. The researcher accepted that education as an occupation is getting increasingly testing and it was the most significant and convincing professions on the planet. It was hard to be an educator nowadays. The nature and association of this work make instruction naturally troublesome. The findings direct this investigation by summing up the ideas and speculations of mental pressure in the working environment, focusing on the wellspring of the association, and the results of pressure. Kaur (2016) evaluated the factors causing pressure among teachers of North India. The results of this study showed different types of stress that school teachers in India were exposed to. Moreover, various environmental and personal factors were accountable for the stress experienced by teachers in North India's schools.

Vazi et al. (2013) examined the relationship among the satisfaction indicators and mental pressure of employees in Eastern Cape government funded schools in South Africa. The outcomes showed that pressure was far and wide among instructors. Emotional and psychological wellness factors had enormously expanded the distinction in translation stress. Ishaq and Mahmood (2017) conducted a study that has examined the association between work-related stress and the burnout level of representatives with the moderating role of self-efficacy for university teachers. The current examination centers to secure the relationship of work pressure and representative burnout of instructors and how self-adequacy can reduce instructors' mental boundaries. The nation like Pakistan, where actual assets are poor, pay rates are not proper, an order issue, administrative issues, absence of exceptional assets are a portion of the reasons for work pressure and burnout. This paper was finished up with conversations on outcome suggestions for the executives and for college educators.

Kyriacou and Chien (2004) studied the stress levels of primary school teachers in Taiwan. The result showed that primary school educators experience a higher level of stress that 26 percent of tutors experience higher levels of stress. Hadi et al. (2009) analyzed to discover the event of stress and related reasons that cause burden on Malaysian educators. A "cross-sectional examination" of 580 optional training organizations in the Kota Bharu zone has been done. As per the review they track down that the occurrence of stress is 34.0%. 4 out of 17 percent of educators are feeling the squeeze. Chaturvedi and Purusothaman (2009) has studied the role of few demographic variables in finding the stress management behavior of female teaching staff. . The results showed that teaching staff's age, marital status and their work experience turn out to be significant agents for coping with stress, however the scores do not differ meaningfully was of education level of teaching staff. Holeyannavar and Itagi (2010)

examined research on the pressure and wellbeing status of 105 grade teachers in Dawad city in 2008-09. The investigation chooses wedded instructors more than 25 years old with at least 5 years' experience of educating. The outcomes showed higher than half of the coaches (55.2-64.8%) demonstrate that their feelings of anxiety went from medium to high and generally speaking pressure, while the low level is 35.2-44.8%. Most educators (88.6%) additionally says that their wellbeing status is somewhat influenced, and just 11.4% are tolerably influenced. Largely the stress level of teaching staff has a negative and significant association with age and work experience, while it is also positive and significant with education. The relationship between types of stressors, as well as general stress and health status, is positive and significant, suggesting that high levels of stressors dramatically increase health problems (neuroticism) in elementary school teachers. . Similarly, another study by Ayoti and Poipoi (2011) examined factors that contribute to stress among teaching staff in primary schools of public sector in the Vihiga district. The reason for this examination was to decide the circumstances and end results of the tension on open auxiliary teachers in Vihiga. The conclusions of the study was that stress was caused by poor management; heavy workload, inadequate pay, unclear tasks and responsibilities and inadequate equipment. In results, the effects of stress were such as absenteeism, the poor relationships with students and administration, loss of motivation, lack of unity, and finally teacher transfer of teaching staff member to another school.

Mushtaq et al. (2019) observed in their research paper as to what were the bases of teacher stress and the consequences of strain factors in Pakistani academic institutions at different levels of teaching. The results showed that the factor of stress was generating negative emotions among teachers. Nwosu and Ayodele (2011) investigated the prophetic effect of disposition and situational factors on work stress for

teaching staff of the Remo educational block in Ogun state. The data was collected by using a standardized list developed by Kingsley and marked with a list of tutor occupational stress. The investigation tool was assigned to 1,500 teachers randomly carefully chosen in the three chief local government zones. The results of this survey showed that situational factors (job requirements, roles, and variations) and work orientation factors (control, association, and care) accounted for 78.1% of the variance in teacher work pressure. The study concluded that teachers were much more susceptible to stress caused by situational and dispositional factors based on their work experience, class they belong to and type of school, but not gender.

Jarmas and Raed (2018) considered pressure and the methodologies received by Israeli educators or specialists to adapt to pressure. An aggregate of 425 coaches took part in the examination and utilize coordinated study structures to research feelings of anxiety and overseeing arrangements. Pathmarajah (2014) directed an investigation to investigate educator tension on grade teachers in Tamil Nadu. The analysts attempted to explore the overall degree of educator strain, the wellspring of instructor stress, and the countermeasures utilized by educators. The survey had been utilized to explore instructor pressure among 126 grade teachers in Tamil Nadu. The general degree of educator stress was by all accounts just at a moderate level, however around 4.76% of coaches have affirmed it.

Ekundaya et al. (2013) examined the various stimuli of stress in teaching faculty of secondary schools in the state of Ekiti. The research showed that poor relationships with supervisors, poor working conditions, and delay while getting salaries per month were the main stressors for state teachers. The study also found that effective time management was the primary stress management strategy for teachers. The study also

established an important connection between stimuli of stress and the educational effectiveness of teachers.

Goyal et al. (2013) investigated the level of stress in private and government women school tutors of the diverse level of age. The sample consisted of 60 (30 private and 30 government) women school teachers of young (22-32) and old (48-58) age groups. Level of stress was measured by the Singh personal stress source inventory developed by Singh (2014). It had been witnessed that there was a momentous alteration between private and public tutors, young and old women in stressful conditions that effect their overall living being.

Flanagan (2005) observed the LOC orientations of US rural educators, the approaches of rural educators toward junior service education, and aspects for associations between in-service approach and LOC. Definite variables, containing gender, age, and level of educational preparation, years of experience in education, teaching level, school place, and location of undergraduate degree organizations were inspected to see if grouping educators by specified patterns was beneficial to distinguish about in-service approach or LOC . The rural educator populace filled the attitude towards the in-service instrument and the Rotter internal-external control locus instrument. Grouping of educators into three locus of control groups (internal, moderate, and external) and into three in-service attitude groups (agree, normal and disagree) were inquiry processes revealed to be beneficial for distinguishing along with educators populace. The liaison among control locus and attitude toward in-service was statistical significant ($r = -0.283$). Auxiliary males educators incline to be ominously more internal oriented and ominously more negative toward in-service than elementary females educators. The school location was beneficial in distinguishing locus of control, as educators were alone at rural location tend to be ominously more external

than those at a less inaccessible site. There were no alterations created about control locus or in-service approach for the other four definite elements .Post hoc examination showed that auxiliary males tend to be ominously more adverse towards in-service than elementary males.

Tas and İskender (2018) compared the LOC amid the coaches of private and government institutes. The study comprised of thirty government secondary school educators and thirty private secondary educators which are additionally separated into fifteen male and fifteen female instructors in both institutes. Locus of control instrument of Levenson's created by Vohra comprising of twenty-four questions were utilized. The information hence gathered is genuinely dissected using's' test. Government school male instructors had singular control contrasted with non-public school male educators. On the territory of chance control, no critical sexual orientation contrasts were discovered, neither one of the differences were found among educators on the zone whether they were utilized in the public authority or private area.

Ahluwalia and Preet (2016) reviewed a study on the locus among university teachers, an experimental research work. The study had been carried out to analyze the place of control of teachers in public universities. It had been analyzed whether these teachers had an internal or external orientation. Teachers with a high overall stress showed a high external control. Further, teachers with an inward control point believed that their own efforts control the external environment and their destiny, however, those with an external control point believed that their destiny was influenced by external factors such as luck, fate, chance, etc. Furthermore, the study found that teachers working in public universities had an internal point of control.

The research study of Mohamed (2018) was to determine the sources of professional stress for teachers in Libyan schools in Turkey. The results showed that teacher educators experienced a moderate level of professional pressure. However, the first and main source of occupational pressure was the nature of the job, and the last source of occupational pressure was wages and incentives. The nature of work had drastic impact on professional stress of teaching faculty in Turkey. Regarding the responsibility dimension, faculty members showed similarities in the stress index. The results also showed that the two groups bear a great responsibility for the progress of the organization. In the area of poor peer relationships, male and female teachers were found to be identical. The social status of male teachers as reported by female teachers were found to be unsatisfactory. Both groups of teachers expressed their opinion that they were not being paid the amount corresponding to their work.

Antoniou and Polychroni (2006) had suggested that among teaching staff, female professors were exposed to higher-level of job-related stress, especially with respect to dealing with their students and nearby coworkers, learning progress, load of work at workplace, and emotional tiredness. They further argued that due this increasing occupation stress, teaching staff had lost their working efficiency at workplace and their personal life is also affected. Mahajan and Kaur (2012) examined work related pressure, emotional well-being, and adapting assets of high and higher auxiliary teachers and their relationship. The outcomes found that instructors were worried because of job over-burden, duties, and physical stressors present in school. Rai (2001) conducted a research on Singaporean teaching staff who were performing their duties for making curriculum for schools. Out of total sample size, only 31 respondents filled the questionnaire related to the connection among instructor stress and LOC. The study found that the instructor who experienced low level of stress were

having inner locus of control. Moreover it was also found that the level of stress experienced by instructor was hardly affected by different characteristics of instructors such as age, gender, skills to teach, and kind of student they were teaching.

Hussain (2010) in his research work explored the studies of different researchers and teacher collaboration in order identify sources of stress in teaching staff as way forward. Further he found that frustration from job and working conditions, high level of occupational stress and mental distress connected with teaching profession, as well as the impact of strain on the well-being and willingness of teachers to remain in the vocation, were widespread concerned among researchers and organizations. The most crucial findings received from the organizations' middle supervisors were two important reasons behind such conditions of teaching staff; one was an inefficient flow of information from upper management to lower layers of educational institutions and secondly was the upper management that had been exercised the bureaucratic management style.

Kataoka et al. (2014) had analyzed the teaching staff in Japan on two important factors; professional stress and related factors affects university professors. Their results showed that university professors had faced emotional well-being problems based on job completion, employee gender and social support from family, competent position, job control, liberation status and overall coping skills. The research suggested that in order to increase the emotional well-being of university professors, it was necessary that teaching staff can easily take paid leaves anytime they were willing to. Further, they also proposed that it was very important to recognize the efforts, efficiencies to meet and exceed job requirement, allowed them to had control over their jobs and social help whenever they needed during working hours. Finally they also

predicted that due to inappropriate coping styles to handle job-related stress, teaching staff faced the issue of low emotional well-being in Japanese universities.

Reddy & Poornima (2012) conducted a study on the teachers especially working at university level who were beneath a great deal of strain relate to various job stressors. The study concluded that various stress management techniques were being introduced, such as social support systems, tactile intelligence training, counseling services, cognitive behavior management techniques, sports activities and some sort of routine yoga. The success of stress management and prevention depended on the civilization of the institutions. Finally, at the university level, it was necessary to have an open culture to discuss the issues and find solution instead of a culture of criticism and leg-pulling.

In their research work, Mudasir and Ali (2014) performed a comparative analysis between male and female secondary teaching staff with respect to work-related stress faced by both genders in social and family context in the Srinagar district. Further, their research had utilized social and family role stress scale created by Prof. King Akhter. The example for the current examination comprised of 120 visiting teaching faculty of Srinagar district in which 60 were males and 60 were females. The research showed that females educators suffered with more strain than their male counterparts because of the home responsibility that falls on their shoulders. Further, the overall pressure that female teaching staff was bearing due to two-fold responsibilities trigger more occupational stress in them.

The aim of Karimi and Alipour (2011) research was to academically inspect how the type of LOC can overcome work-related stress in the workplace so that teaching staff can effectively improve their work performance. In their work,

researchers had analyzed the role of managers in an educational institution to help teaching staff to handle the issue of professional stress resulted from workplace by using commonly used models called labor demand control models. The outcomes of research proposed that type of locus of teachers had, can assisted them in coping with work-related stress by using some techniques such as better life of employees, satisfaction at work, higher wages given to them, self-esteem and promotion they may earned through hard work.

Kanaga (2015) expected to contemplate the usefulness of teachers from secondary schools in connection to stress in teaching staff. The aimed was to study and reflect on the suitability of school teachers in the Mumbai area and to identify the relationship between the viability of secondary school teachers and stress in teachers. The multistage inspecting method was utilized to choose 1000 instructors from schools arranged in various districts of Mumbai, Thane and Raigad regions of Maharashtra for the study. The researcher made instrument to gathered information for this examination. The results of this research showed that low-impact teachers were exposed to more pressure than exceptionally successful teachers. The outcomes of the study also exposed that the stress of the teacher corresponded in contrast to the effectiveness of the teacher. The study also found that teacher stress levels also change for male teachers and caregivers, regardless of their similar position on salary and responsibility. The study by Areekkuzhiyil (2014) aimed to determine the several factors that were triggering the occupational stress among teaching staff in higher education performing job duties in the state of Kerala, India. The investigative factor analysis showed nine factors that significantly influence organizational stress such as professional development and skills of employees, teaching staff interpersonal relationships in the organization, staff acknowledgement in the organization, independence offered in the

workplace, working environment, interaction between work and family, employee's job security, conflict of roles among teachers, employee pay and other non-academic issues.

The study of Pervez and Hanif (2003) was too determined and thought about the levels and sources of work pressure in female teaching staff. The example comprised of 100 females' teachers from private and public schools of Islamabad. Data analysis showed that secondary school teaching faculty were exposed to a high level of stress compared to female primary school teachers. Furthermore, it was found that there was a big difference in terms of stress being faced by teachers from government and public schools in twin-cities. They further added that teaching staff in public schools were less stressed as compared to private schools. In addition, it was also found that there were certain factors which affected the relationship between teaching staff and stress being experienced such as faculty members who had more years of academic experience or teachers had more number of students in class were under more stress than their counterparts. In a research work Annie et al. (2004) analyzed the impact of apparent control on the organic and abstract pressure reactions. The study discovered that the respondents with more inner LOC had more control over stressors than their counterparts.

Anand et al. (2015) showed an investigation to look through the connection among work related pressure and LOC. A sample of hundred educators of higher auxiliary institutes and transitional universities was regulated the LOC instrument and the teacher's occupational pressure questionnaire. Based on their data on the LOC instrument, the respondents were arranged as either inside or remotely controlled. Correlation of the gatherings uncovered that instructors with inward and outside LOC contrast essentially taking everything into account. The remotely controlled gathering

revealed higher work related pressure. Padmanabhan (2021) conducted a study on the importance of LOC on working-environment stress and job satisfaction in teaching staff. The results showed that there was insignificant variance in terms of stress and LOC in tutors and work environment in terms of gender of faculty. Furthermore, LOC and stress showed a positive correlation, however LOC and stress showed a negative correlation with job satisfaction of employees in educational institutions.

In a research work by Qadimi and Praveena (2013) explored the teaching staff with upper age clusters have higher burnout scoring than teaching staff with lower age. The outcomes of research suggested that the professional stress in teaching faculty was insignificantly affected by different age groups of tutors in small schools. Similarly, Khan et al. (2012) performed a study to decide on what part of LOC was intersecting or creating more stress among teaching faculty in colleges and schools in Bahawalpur, Pakistan. Their results suggested that teaching faculty with inner LOC had more power to handle occupational stress than teachers with outer LOC. They study further proposed that teaching staff had internal control had ability to adapt to the situation and demand of the job hence they were able to intelligently managed the stress aroused from their job role.

Similarly, Khan et al. (2012) had researched on the mediating function of the “LOC” in the “stress” level amongst university and college tutors in Bahawalpur. The conclusion of the study showed that the tutors with inner LOC have a “lower stress” level as matched with the “LOC”.The research also concluded that a higher internal LOC may have higher managing and stress-mediating abilities. They were able to intelligently manage the stress aroused from their job role.The research also highlights that educators with an external LOC were more prone to stress. Hence, locus and stress

were strongly correlated, likewise the total mean of the control location and the coefficient of variation showed the role of strong coherence in relation to stress..

Koteswari (2004) examined the impact of sexual orientation and dimension of administration on pressure and adapting behavior of workers of various institutions. The study found that feelings of anxiety go down as workers starts believing on themselves instead of some outside stimuli. No sexual orientation distinction was found affecting the relationship between stress and type of gender. After his survey it was discovered that loads of work had been done on the work related pressure of an instructor in an alternate measurement for example (Sabherwal et al., 2015) had attempted to discover the work related pressure among employees in advanced education organization and the outcomes showed that the contributing factors of stress between the heads are various and fluctuated, with gathering of outcomes, heavy pressure of time, absence of framework, understudy's disruptiveness and helpless compensation possibilities as a high situated stressors.

Reddy and Anuradha (2013) results appeared, out of 504 programming experts and 504 tutors, for 23 percent of programming experts and 85 percent of teaching staff, occupational-stress was not a difficulty in their normal life period. Furthermore, 71 percent of programming experts and 15 percent of teaching faculty were in modest stress level. Moreover, in 6 percent of programming proficient pressure is a problem in their life. In addition, Upadhaya and Singh (2001) examined the work related pressure among school and school instructors. Their investigation uncovered that the teacher was under more work related pressure when contrasted with school instructors. They found that work over-burden, job strife, better standards of understudies and their folks were found to cause more pressure among the teachers.

Shah (2003) noted that the majority of the representatives experience medium to undeniable degree of stress at work. In addition, it is also found that job stagnation, deficiency of job authority and job disintegration are similarly higher in teaching staff in different educational intuitions. The employees had a place with the administrative framework experienced generally more noteworthy degree of weight on the majority of the pressure measurements.

Kaur (2007) examined the relationship between work pressure, psychological wellbeing of teachers, and their adaptability behavior in North India. The outcomes revealed that educators were focused because of job over-burden, duties and actual stressors present in school. Intellectually sound educators used adapting assets to battle the impact of work related pressure. Educators utilized sporting exercises like T.V., music, social help from companions to get alleviation from mental pressures. The outcome likewise showed that connection between work related pressure and emotional wellness is negative. Work related pressure and adapting assets likewise will in general be negative. Raveendran and Sivaneswaran (2019) inspected the connection between LOC and stress in teaching faculty of different schools. The result suggested that faculty members with a higher external control location were more likely to bear complex levels of pressure at work than others.

According to Chandraiah et al. (2003) more elevated level of occupation stress and occupation fulfillment were altogether related across various age gatherings and were shown that the age was contrarily corresponded with work related pressure and decidedly with work fulfillment. Deosthalee (2000) discovered that age had no impact on the pressure experienced by engineers. Anyway, the gender just as training had showed huge impact on work pressure. Male specialists experienced more pressure than

that of females though the higher the instruction the lesser the pressure the architects experienced.

Aftab and Kahttoon (2012) findings discovered that almost 50% of the teachers experienced less pressure towards their work and males showed more work related pressure towards females. Besides the prepared alumni educators were found to had higher work related pressure than post alumni and untrained instructors. Educators with an encounter of 6-10 years face work related pressure the most and 0-5 years the least.

Mokdad (2005) directed an investigation on 126 instructors of grade schools from Biskra government (Algeria) to know the wellsprings of stress, side effects of pressure and the adapting procedures for the pressure. The significant wellsprings of stress were society, guardians, instructing, the showing climate, students, management, educational plan and organization. Over 70% of the instructors announce cerebral pains. As to systems for adapting, 62% use to watch the TV programs. The distinctions were critical just age and sex.

Chaturvedl and Purushothaman (2009) research was the part of certain segment factors in deciding pressure adapting practices of female educators. The sample comprised of 150 female instructors chosen by separated testing technique from different schools of Bhopal. Stress management practices were estimated using a dimension of the stress gauge (Grant et al; 2006), which consisted of 28 statements with six statements on adjustment systems, such as time management and family and professional relationships. The subjects' scores were graded according to marital status, age, and educational level using the "t" and "F" test was used to contrast experiences. Educators in the age scope of 40-60 years, with more understanding can adapted preferably to the work worry about their partners.

Ng and Chan (2010) inspected the issues of work related pressure of educators in essential and auxiliary schools in Hong Kong. Findings of the study showed that one year ago there were around 91.6 percent teaching staff who reported perceived stress at workplace and the results after five years found that there were around 97.3 teachers who were under stress at work. This increase in percentage showed that teaching faculty had been experiencing increasing trend of stress at workplace.

According to the study of Reddy et Poornima (2012) the after effects of the investigation revealed that standard of the college instructors were encountering moderate degree of work related pressure just as 86% of educators had capable burnout. Examination additionally showed the solid acknowledgment of theory that there was a hopeful relationship among the work related pressure and expert burnout of college educators.

Koech (2014) investigated the influence of stress of occupation on teachers' performance of job among primary teachers employed in government schools of Kuresoi community of Kenya. The sample size was 1237 public grade teachers from 181 schools were taken. Discoveries of the investigation showed that the instructors related factors altogether sincerely affect work execution among public elementary teachers in the Kuresoi. Shen and Yang (2014) have done a cross sectional examination on the relationship of work related pressure and burdensome signs just as the intervening part of mental issues between college educators of China. The after effect of this investigation showed that work related pressure may be a reason for burdensome manifestations in Chinese college educators.

Eres, and Atanasoska (2011) had done a relative report among Turkey and Macedonian educators with respect to work related pressure. They had done

investigation on measurement like individual elements, social attributes and working states of instructors. A sample of 416 Turkish and 213 Macedonian educators were taken. The findings of the research uncovered that Turkish instructors had mild strain as Macedonian instructors had moderate strain. Winefield et al. (2002) had done research on work related stress in universities of Australia. They had done a public overview in their investigation. They had done overview on reducing assets, too much work and more prominent understudy or staff proportions, frailty in work, denied the executives just as absence of affirmation and compensation. As an example, half of the staff of Australian college were taken in the examination showed mental problem that was contrasted by and only 19% of the number of inhabitants in Australian instructors.

Jeyaraj (2013) had conducted a research on two categories of schools, where one group was from public schools and other group was from funded schools. Furthermore, a total of 185 responses collected from state funded secondary schools and 120 responses from teaching staff of government schools. The findings indicated that tutors who reported more stress were having low satisfaction with their lessons, reported a higher frequency of absence and in generally more days absenteeism, were more probable to quit teaching carrier and less frequently to return to a school for educating other.

Blix et al. (2013) performed a study on pressure of occupation among college teaching staff. A model of person-environment fit was taken to look at the deficiency of suitability among pays of work and inspiration style taken as an adding perspective in arising work related pressure signs in teachers at college level. The results suggested that high number of teaching staff demonstrate a strong correlation between inspiration style and occupation stress. Female tutors were noted with higher scores of work stress

than their male partners. In spite of the significant association, 66% of the teachers demonstrated they saw pressure in any event by 50% of the time.

Khalid et al. (2011) had seen in his paper that various degrees of instructing, what was the meanings of the stress variables of instructors and the pressure elements of Pakistani instructive organizations. Dynamic and latent adapting methodologies were utilized as middle people to discover their effect on pressure factors and their outcomes. The information was gathered from various schools and colleges from various urban areas in Pakistan. Helpful irregular examining methods were utilized for information assortment. The outcomes showed that pressure factors cause negative feelings among instructors. The adapting methodologies were used to diminish pressure and lessen negative feelings were not viable.

Kerr et al. (2011) believed that teachers in Ireland pay particular attention to stress that they faced at workplace. In their study they examined how teachers perceived their daily stress and how they tried to deal with such situations. Furthermore, researchers had carried out interviews with 15 secondary school teachers from various types of schools in eastern Ireland. It was found that teaching staff in Ireland show great concerned for their students and were willing to ignored school policies to meet the needs of their students whenever possible. Moreover, a list of different stressors were identified, including sticking to boundaries (especially for schoolboys with individual difficulties), handling student conduct issues, and high workload assigned to them which are creating stress among teaching faculty.

Sprenger (2011) performed the study on different aspects of teaching staff and resulting work related stress. The above study explored the stressors that influence secondary teachers, and recognized the adapting conduct that were utilized in light of

these stressors. The data was collected from 100% of sample teachers, and it was found that teachers who were given training for better lecture delivery were found less pleasant and more stressed than their counterparts.

Mostert et al. (2008) carried out a study on the consequences of work pressure in a university. The aim of the study was to inspect the occupational stressors for the supervisory staff of a university in the North West province and to define the connection between organizational commitment, stress, organizational results and ill health. Researchers have given organizational assessment tool (ASSET) and a biographical questionnaire to respondents in order to collect the data. The results showed that support staff have an overall average stress level at work compared to other staff members. However, some other factors such as control of work, available resources, and communication and labor relations are proving to be problematic stressors that have mainly influenced the commitment of the organization. The prediction of college losses due to absenteeism, presentism, and turnover intentions indicated that job stress was costly for college.

The aim of the study of Meng and Wang (2018) was to examine the stress levels of faculty members, the key determinants of faculty member stress, and the effects on faculty members, the implications for faculty and the management. Further, participants were asked to fill out a questionnaire with 24 questions. In result, responses from around 240 recipients from a Chinese university had been found by researchers. The results suggested that the work stress of university professors were very widespread in all hierarchies. Professional rank, age and duration of teaching influence the professional workload of teachers. The outcomes of the study help to affirmed that academic investigation, executive matters and expert progress were important factors affecting professional stress of teaching faculty in educational institutions.

Soylu Şiray (2013) showed a research-work on the linkage between organizational climate and stressful experiences at work in English teaching staff in the preparatory schools of five Ankara universities. The role of the administrator in preventing or reducing the professional stress of trainers associated with their favorable or restrictive approach is examined. In addition, the role of collegiate or indifferent behavior on the part of teachers and its relationship with the workload of other teachers is also examined. Furthermore, around 276 professors working in the English faculties of five universities fill out two questionnaires. The predictor variable was the organizational climate with six subscales: positive administrator, administrator bound by instructions, restrictive administrator, university professor, trusted professor, and indifferent professor. The results suggested that there was a significant correlation between favorable or restrictive administration and the professional burden on teachers. The results also showed that working with indifferent university professors and / or trainers had an impact on trainers' job stress.

Eksterowicz (1999) investigated a relationship between place of control, gender, and theoretical outcomes. The concern of the study was to discover the correlation among LOC, staff gender, and academic performance of employees. The following instruments are used by the researcher such as Rotter I-E scale, Trice scale for academic control location, gender, and GPA / college grades. Furthermore, a sample of around 59 respondents (36 women, 23 men) is obtained from teaching staff at Rowan University. The research concluded that there was there clear-cut difference between the results of this study and that of Rotter's samples study. According to results of this study, staff members having either male or female gender were experiencing high rating of occupational stress.

In order to improve efficiency of teaching staff at workplace, Chaudhry (2013) has carried an analysis of the work stress among university professors. The results of his study showed that school principals experience work-related stress from role conflict with others, work-overload, inappropriate political pressure, difficulties at workplace and under-participation of teaching staff. In comparison, there was insignificant dissimilarities between the total stress of men and women high school administrators. The results do not demonstrated statistically important alterations between the different forms of teaching such as contractual teaching, permanent faculty and those on visiting basis.

Zedan (2012) considered to examine the stress, and approaches used by tutors from Israel or by the authorities to cope with it. A sum of 425 educators contributed in the examination and utilized a coordinated survey to research the degree of tension, stressors and adapting techniques in showing work (Kyriacou & Chien, 2004). The circumstance were tracked down that 36.2% of Israeli instructors communicated a great deal of pressing factor, which was fundamentally brought about by unreasonable class pressure, understudy conduct issues, nonattendance of instructive capitals, and denied working conditions. The most genuine methodology for adapting to pressure was through a well family life expectancy, comprehension and control of instructing, individual associations with understudies, and investing energy for self-diversion exercises. As to reaction systems the specialists ought to receive, it was tracked down that the best methodology was to improve working conditions, lessen the quantity of understudies in the class, and increment educator pay rates.

Govindarajan (2012) directed an investigation to explored strain on grade teachers in Tamil Nadu. The researchers attempted to investigate the overall degree of instructor pressure, the wellspring of educator pressure, the reaction estimates taken by

educators, and the activities that schools and governments can take to lessen instructor pressure. The survey had been utilized to examine educator stress among 126 elementary teachers in Tamil Nadu. The general degree of instructor stress is by all accounts just at a moderate level, yet about 4.76% of educators report that the pressing factor of turning into a specialist is exceptionally high or extremely high. The fundamental wellspring of pressing factor recognized and distinguished is the public authority's changing training strategy. They accepted that the best way of dealing with stress is to have a solid day to day life. The main source of stress, as highlighted and identified, is the changes in government educational policies for teaching staff. They further argued that in order to cope with occupational stress at workplace one has to have a healthy and peaceful life at home and vice versa. Furthermore, according to results of study it was observed that teaching staff was under severe work stress due to low salaries in government schools.

Ayoti and Poipoi (2013) led an investigation to discover the variables that cause tension on primary teachers in the Vihiga territory. The motivation behind this examination was to decide the circumstances and end results of instructor pressure in primary schools in Vihiga. The hypothetical system utilized in research is acknowledged from the hypothetical structure proposed by Jerrold. The investigation was engaged in nature and the sample size of the examination was 16 instructors. The research had discussed discoveries of the investigation was that pressure brought about by; hefty responsibility, absence of lucidity of obligations and duties, helpless administration, unsatisfactory hardware's and lacking compensations. The impacts of pressure were: poor relations with the students and organization, rack of solidarity, non-attendance, loss of inspiration and instructor move.

Ekundayo and Kolawole (2013) considered a few sources of stress for primary teachers in Ekiti State. It additionally looked into the pressure adapting techniques of primary teachers. This examination utilized an overview type informative investigation plan. The population was all instructors for government secondary schools. In any case, the sample was made out of 180 instructors from 20 center schools in the three Senate locale of the state. Researcher utilized separation and straightforward arbitrary examining methods to choose tests. A self-planned had been confirmed by testing and estimation research specialists and named as the "stress in instructors" Poll (SATQ) is utilized to gather research information. The examination discovered that helpless working conditions, helpless relations with subordinate's and late installment of educators' compensations were significant source of stress among instructors in the state. The examination additionally uncovered that getting sorted out one's time successfully is the fundamental methodology of adapting to pressure among the educators. The investigation further discovered a huge connection between sources of stress and arriving at adequacy of the educators.

Kalyva (2013) has seen that teachers cooperate with numerous understudies and associates each day and may report high business-related pressure. This exploration means to investigate the effect of gender, age, experience, and understudies with exceptional instructive requirements and fatigue on educator stress. Members are 354 Greek grade teachers matured 25 to 59, 146 men (38 percent) and 238 women (62 percent). They finished the teacher stress questionnaire (Kyriacou & Sutcliffe, 1978) and the Maslach burnout scale (Maslach et al., 1996). Exploration had tracked down that the degree of stress among Greek primary teachers is low, and their pressure is anticipated by burnout and shows understudies with uncommon instructive requirements. The findings showed that primary school educators in Greek showed a

lower level of stress and their stress was predicated by tiredness. These teachers taught their students while focusing on their learning needs. Teachers with a higher level of tiredness did not teach their students properly while not focused on their learning needs and they showed higher levels of stress. All the more explicitly, instructors with more significant levels of burnout and educators who don't train learners with unique instructive necessities are feeling the squeeze.

Sahu and Mishra (1995) made an endeavor to investigate sexual orientation contrasts in connection between stresses experienced in different everyday issues. The respondents for the examination was one hundred and twenty men and one hundred and twenty women instructors. The outcome uncovered the huge significant connection amid business associated pressure and society associated pressure in men. Then again, in women, a critical significant association was seen among stress in families and society associated pressure.

Bahagawan (1997) conducted a study on occupation strain among fifty-three male and forty-seven female educators from 20 Orissa schools. Further, it was observed that men educators experience more strain as compared to women educators. Ravichandran and Rajendran (2007) considered a few wellsprings of stress experienced by secondary teachers. They haphazardly select 200 secondary teachers as an example. They acknowledge the "Instructor Stress List" set up by Rajendran that deliberate eight self-governing pressure sources. The after effects of an investigation of change showed that individual factors in regards to sex, age, instructive foundation, residency and kind of school assume a significant part in the perspective on different stressors interrelated to the education occupation.

The everyday work scale issue (DHAWS) created by the specialists by Vanitha and Husain (2011) is the administration of 148 female educators and 52 male instructors in two auxiliary schools situated in suburbia of Malaysia. Fundamental objectives of this exploration was to decide the day-by-day stresses of teachers at work, and to considered the distinction in view of every day stresses among male and female instructors at work. The outcomes showed that contrasted with and male educators, female instructors who took on such a large number of duties scored a lot higher during movement to work. There isn't sufficient opportunity to invest energy with relatives and is viewed as a day-by-day inconvenience at work.

Sharma (2008) explored an investigation on work related pressure among instructors teaching in schools of Karauli District of Rajasthan state. Out of 301 educators 130 educators were discovered to be experiencing work related stress. After vicariate examination zone of school, showing experience, responsibility and social help showed genuine relationship with work stress. Teaching experience, work load, student's behavior and execution of a year ago were discovered to be most huge indicators of work related pressure. As, Nosheen and Bano (2009) introduced an examination entitled professional role stress among public and private educators at university level. Questionnaire was given to both public and private educators in Punjab. The outcomes showed that there were clear male and female contrasts in feelings of anxiety among public and private educators.

After exhausted literature review of the concept of locus of control and occupational stress in theoretical and empirical context, it has been deduced that a lot research has been done in the western context but in local context research is required because locus of control is less researched topic in relation with occupational stress particularly in the context of university teachers. Gender was the main focus of the

present research. Selection of gender as a variable is the reason that participation of female workforce is enlarging day by day due to their interest in higher education. But still domain of male and female varies in real life. They have to face certain challenges due to gender, therefore this study plan to fill these gaps in our local context.

2.2.18 Critical Summary

This chapter comprises a detailed literature review encompassing the context and purpose of the research, as well as the theoretical underpinnings of the variables of locus of control and occupational stress. Here, two constructs, locus of control, and occupational stress, are thoroughly examined in light of existing theories and research. These concepts are rooted in positivism and are deemed crucial for teacher performance and educational institution productivity, given their numerous positive outcomes for student development.

Furthermore, the literature suggests that these variables have been studied in relation to other variables, such as job satisfaction, job environment, and burnout, as stress can adversely affect teachers and their performance. Awareness of the underlying determinants of their behavior enables teachers to manage their actions more effectively. They can learn the art of developing an internal locus of control to manage stress related to both their occupations and personal lives.

In addition to presenting supporting findings, the researcher also discussed various research works that either support, reject, or offer mixed results. The literature identified research gaps that prompted the current study, as no direct research was found on the relationship between locus of control and occupational stress. The role of demographic variations is also examined in light of theory and research. The next chapter, methodology, will outline the methodological details of the research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The research always aimed at either finding a solution for a problem or asking questions and offering answers for an issue. The research methodology chapter describes the nature of research study, research design which comprises research approach, instrument particulars with its reliability as well as validity. This chapter also contains the information about population, sample, sampling technique, research questionnaires, data collection procedure and analysis. It further contains the details of pilot study, validity and reliability by using Cronbach and EFA.

Since the main objective of the study was to investigate the relationship between locus of control and occupational stress of university teachers. Present research also explored the differences in the scores of the respondents on job stress and locus of control on the basis of demographic variation of gender, department, qualification and designation.

3.2 Research Design

Research design dealt with the overview plan and strategy to incorporate the different components of the research in a logical sequence (Kumar, 2018). As research design is a framework which explains the research process of how research will be conducted. In this research work, researcher has used quantitative research approach. This research quantitative approach was applied and statistical analysis was carried out on collected data. Quantitative research basically includes numerical data for the interpretation of the results and conclusions (Creswell, 2003). This approach was

selected because the researcher was interested in gathering numerical data in order to find evidences and to disclose various research patterns.

This research is quantitative in nature in which descriptive method was used to test the following objectives of the research i.e. to explore the locus of control of university teachers, to explore occupational stress of university teachers, to find out the relationship between internal locus of control with occupational stress of university teachers, to find out the relationship between external locus of control with occupational stress of university teachers, to assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control and occupational stress of university teachers.

By using descriptive method, differentiating characteristics of population were tested due to the fact that the test is planned to testify the suggested hypothesis or to rectify the answers to questions asked (Prudon, 2015). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. This is a quantitative description study that seeks to answer questions about real-life situations (Creswell, 2014).

Thus, research type of present study was descriptive correlation in nature. Purpose of this correlational research study was to find out the degree of a connection exists among two variables. Here relationship of locus of control and occupational stress of teachers was determined therefore, correlational design was used.

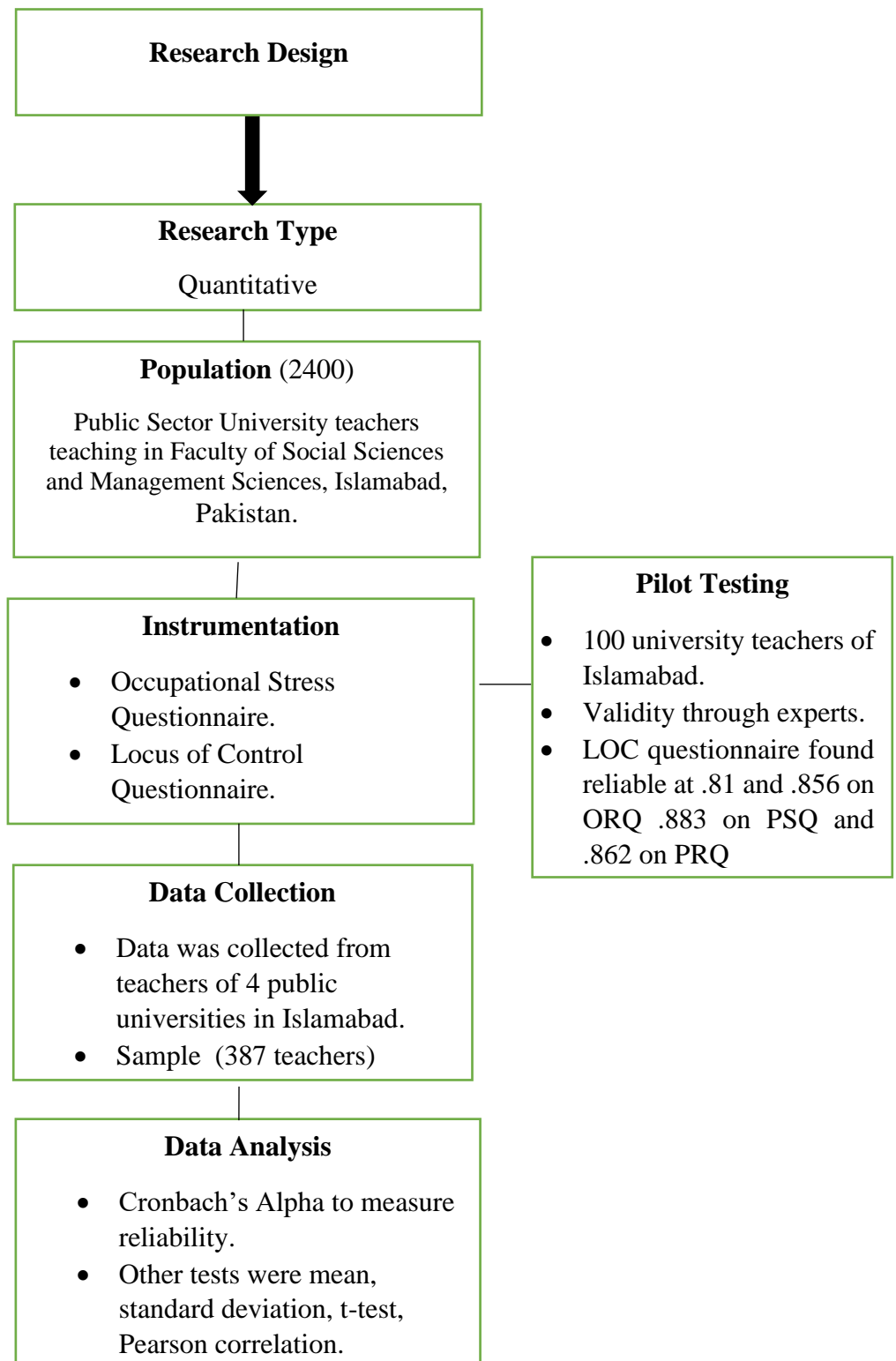


Figure 3. 1: Research Design

These objectives were associated to the study of present situation occurring in the field of education. Descriptive research mostly deals with the existing concerns and issues. In 21st century education, LOC and professional stress is one of the present themes of argument therefore, this study falls in the type of descriptive research. Similarly, a descriptive survey method was used by the researcher because it was considered as the best method to examine all situations of research (Gay & Ariasian, 2012).

3.3 Research Paradigm

A research paradigm is a system of values, beliefs, and ideas that shape the approach to investigating a problem. It serves as a framework through which researchers conceptualize their research, informing their research philosophy, which in turn guides their choice of research methodology. Research methodology encompasses the selection of research design, the attainment of objectives, and the choice of data collection tools. The present research study is grounded in the quantitative descriptive paradigm, aimed at exploring contemporary phenomena.

3.4 Variables of Research

1- Locus of Control

The individuals believe that they have the ability to control the events and outcomes in their lives. Locus of control has two dimensions: -

a) Internal Locus of Control

The individuals who have above orientation believe that whatever is happening or may happen at any time is in their own control and they are responsible for the failure or success in their lives.

b) External Locus of Control

People who take above orientation assume that their lives are controlled by some external stimuli and their own actions are not responsible for their success or failure (Rotter ,1990).

2. Occupational Stress

Occupational stress arises when an individual is unable to cope with the demands of the workplace. It manifests as a harmful physical and emotional response when job demands exceed an individual's skills, coping abilities, or the organizational needs (Osipow & Davis, 1998). It is based on three major elements: occupational role stress, personal strain, and personal resources.

i) Occupational Role Stress

Occupational role stress measures the stress stimulated by the work roles taken on by an employee. It encompasses six scales: role overload, role insufficiency, role ambiguity, role boundary, responsibility, and physical environment.

ii) Personal Strain

Personal strain measures the outcomes of occupational stressors such as vocational, psychological, interpersonal, and physical strain. It includes four scales: vocational strain, psychological strain, interpersonal strain, and physical strain.

iii) Personal Resources

Personal resources refer to the coping mechanisms utilized by individuals to handle their stress. It consists of four scales: recreation, self-care, social support, and rational coping.

3.5 Population of the Study

In the context of research, population can be defined as the whole group of people to whom the researcher wishes to generalize the conclusions (Prudon, 2015). Population of this study was university teachers working in the faculty of Social Sciences and Management Sciences. At present, in Islamabad 12 public sector universities are having faculty of Social Sciences and Management Sciences (contained 7756 faculty teachers as per record in higher education commission, see Appendix I). Among them, four public sector universities were selected for research and the total population of four sampled universities was 2400. In these four universities, 817 teachers are working in faculty of Social Sciences and Management Sciences (Social Sciences, 545 and Management Sciences, 272).

Table 3. 1: *Total Number of the Population of the Study*

Disciplines	Population
Management Sciences	272
Social Sciences	545
Total	817

Data obtained through HEC, Pakistan webpage (see Appendix I)

Teachers from faculty of Management Sciences were 272 and from faculty of Social Sciences were 545. Therefore, the total population of the study was 817 university teachers.

3.6 Research Instruments

In quantitative research, questionnaires have traditionally been a popular tool for data collection. The selection of research tools or instruments is contingent upon the specific objectives of the research. In the present study, the data collection tools were meticulously developed by the researcher herself, adhering to standardized procedures for tool development.

The rationale behind developing these bespoke tools lies in the absence of pre-existing tests or instruments tailored to meet the precise needs and objectives of this research endeavor. Consequently, it was deemed imperative to construct a scale that would capture the nuanced nuances of the work environment and circumstances encountered by university teachers. To conceptualize the constructs of locus of control and occupational stress, the theoretical frameworks proposed by Rotter and Osipow were instrumental.

In this research endeavor, two distinct research tools were meticulously crafted using a standardized procedure. These finalized instruments were then deployed to gauge locus of control and occupational role stress among participants. The questionnaire itself comprises three integral components:

The first segment pertains to demographic variables, providing essential contextual information (see Appendix D).

The second segment encompasses the locus of control scale, meticulously developed by the researcher to encapsulate pertinent dimensions (see Appendix E).

Lastly, the third segment encompasses the occupational stress questionnaire, which was also meticulously developed by the researcher to ensure alignment with the study's objectives and theoretical frameworks (see Appendix F).

By developing and employing these meticulously crafted research tools, the study endeavors to offer a comprehensive understanding of the intricate dynamics surrounding locus of control and occupational stress among university teachers. These instruments serve as indispensable conduits for collecting rich and nuanced data, thereby facilitating robust analyses and meaningful insights into the phenomena under investigation.

The detail of instruments development is as under:

Instrument Development Procedure

For the measurement of locus of control, 30 statements were developed, with 15 focusing on internal locus of control and the remaining 15 on external locus of control. The tool containing 30 statements was administered to 50 university teachers of FAST working in the faculties of Social Sciences and Management Sciences. The data were analyzed, and three statements with non-significant correlations, namely statement 7 (.11), statement 18 (-.10), and statement 25 (-.16), were deleted from the total scores. The remaining 27 statements were included in the LOC questionnaire (details can be seen in Appendix E). For evaluation, dichotomous response categories of Yes/No were selected.

For the measurement of occupational stress among university teachers, a questionnaire containing 112 statements was administered to 50 university teachers of FAST working in the faculties of Social Sciences and Management Sciences. The data were analyzed, and a five-point rating scale was used. Twelve statements with non-significant correlations, i.e., statement 6 (.2), statement 11 (.15), statement 24 (.13), statement 33 (.12), statement 41 (-.12), statement 49 (-.11), statement 56 (-.13), statement 68 (-.12), statement 77 (.19), statement 84 (.27), statement 92 (-.13), and statement 99 (-.15), were deleted from the total scores. The remaining 100 statements were included in the occupational stress questionnaire (details can be seen in Appendix F).

After finalizing the questionnaire, a pilot study was conducted with approximately 100 university teachers to verify the overall validity and reliability of the measuring instrument. For the locus of control, the researcher developed and used a 27-statement scale (see Appendix G). There were two dimensions of the locus of

control: internal and external, with 14 items regarding internal and 13 items regarding external locus of control. The items of LOC were measured on a dichotomous scale.

For collecting data on occupational stress, the researcher developed a questionnaire consisting of 100 items (see Appendix H). There were three dimensions of the occupational stress scale: occupational role, personal strain, and personal resources. Occupational role comprised six subscales, formed of 45 statements; personal strain comprised four subscales and consisted of 31 statements; and personal resources comprised four subscales with 24 statements. The total constructs of occupational stress were 14. The items of OS were measured on a five-point Likert Scale, with responses coded in the range 1-5, varying from Never to Always.

Data collection for the main study was conducted through questionnaires distributed to university teachers in the public sector. The data were collected through personal visits and analyzed using SPSS software. Various statistical tests such as mean, t-test, ANOVA, and Pearson correlation were performed, and conclusions were drawn from the findings.

3.6.1 Pilot Testing

In this research two indigenous research tools were developed by the researcher, after finalizing the questionnaire validity and reliability of the measuring instrument were determined in pilot testing on 100 respondents from Air University. Likert five-point rating scale was used in occupational stress questionnaire whereas in locus of control, a response category dichotomous scale was used.

A process of measuring the strength and consistency of a survey questionnaire is called a pilot test. Before collecting data from the entire sample, firstly the researcher developed both questionnaires and then distributed it to a small sample to verify the

validity and reliability of the questionnaires and that is the purpose of pilot testing (Saunders et al.2016). The respondents of pilot testing were similar to the population of study and the teachers who were taken for the pilot testing were not again asked to give the responses for the final study. The sample of pilot study consisted of 100 university teachers from faculty of Social Sciences and Management Sciences working in Air University in Islamabad. Data collected for the pilot testing was analyzed for the determination of psychometric properties through items total correlation, reliability of the questionnaires were determined through Cronbach's alpha. With the help of pilot testing the reliability and validity of both the research tools were calculated.

In this research study Exploratory Factor Analysis was used.

3.7 Description of the Locus of Control Questionnaire

The statements of LOC were on dichotomous scale of measurement. A dichotomous scale is a type of survey response scale that provides two options, which lie at opposite ends. On a dichotomous scale, the survey respondent cannot give a neutral answer because it is a case of either one or the other. For example, Yes/No, True/False, and Agree/Disagree answers. They are used for a clear distinction of qualities, experiences, or respondent's opinions (Wang & Lv, 2020). Kurt, Dharani and Peters (2012), Choudhary et al. (2014) and Kesici (2008) these studies used dichotomous scale to measure LOC that contain only two options. The LOC is a forced choice questionnaire in that respondents must select a response choice that provides a specific answer to each statement. For each statement, the respondent must select the statement they agree with the most from 'yes' or disagree with 'no' option which will help to indicate an individuals' level of internal-external control.

Developed tools were used in pilot testing for the establishment of reliability and validity. Research questionnaire about locus of control comprised of two dimensions named as internal locus of control and external locus of control. There were 27 statements in this questionnaire, 14 statements pertain to internal LOC whereas, rest of the 13 statements were related with external LOC. Statements number 1 to 14 deals with the measurement of internal locus of control whereas, statement no 15 to 27 deals with the measurement of external locus of control. This instrument was developed by the researcher during the course of research by using the theoretical framework of Rotter (Rotter, 1990 as cited in Siraji and Haque, 2022). The Cronbach alpha coefficient reliability of was .81. All these dimensions on the scale were collectively employed to measure the locus of control of the teachers. University level teachers were observed over the dichotomous Scale (Yes/No).

Table 3. 2: *Items of Locus of Control Questionnaire*

Subscales	Items Number	Total
Internal Locus of Control	1-14	14
External Locus of Control	15-27	13

The locus of control questionnaire that specifically focused on measuring constructs of locus. There were 27 statements for the measurement of locus of control. 14 statements for internal LOC and 13 statements for external LOC.

3.7.1 Reliability of Locus of Control Questionnaire

The usability and reliability of locus of control instrument was tested through Cronbach's Alpha. The Cronbach's Alpha will confirm the internal consistency of the components. It refers "usability and reliability to a degree to which the statements are

fitted together in measuring the same fundamental construct” (Pallant, 2011). Cronbach’s Alpha coefficient regulates the core uniformity of an instrument. Therefore, this examination is requisite for the purpose of consistency. As it was chosen to define the psychometric properties of locus of control.

Table 3. 3: *Reliability statistics of Locus of Control (N=100)*

Variable	Cronbach’s Alpha	No of statements
Internal Locus of control	.81	14
External Locus of Control	.80	13
Overall Reliability	.81	27

Table 3.3 shows Cronbach’s Alpha reliability of locus of control scale, consistency of 14 statements of internal locus of control (.81) and 13 statements of external locus of control (.80), all of which were found reliable. The total reliability of LOC scale was .81.

3.7.2 Items Total Correlation of Locus of Control Scale

The item total correlation is a degree of the consistency of a multi-statement scale as well as a mean for refining such scales. It is the association between a distinct item and the aggregate score without that item. Values for item-total correlation can also support to point toward differentiation in questions: values between 0 and 0.19 may specify that the question is not differentiating in good form. Values between 0.2 and 0.39 point toward decent differential and values 0.4 and above specify very good discrimination (De Von et al.2007). The table 3.5 shows the items total correlations based on respondents’ scores on locus of control scale, from this table it can be seen

that all 27 statements have positive correlation with the total scale. It ranges from .45 to .80.

Table 3. 4: *Items Total Correlation of Respondents' Scores on Locus of Control*

(*N=100*)

Items	Correlation	Items	Correlation
1	.58**	15	.62**
2	.63**	16	.49**
3	.45**	17	.56**
4	.66**	18	.54**
5	.55**	19	.80**
6	.64**	20	.63**
7	.51**	21	.48**
8	.78**	22	.75**
9	.60**	23	.50**
10	.47**	24	.67**
11	.59**	25	.46**
12	.63**	26	.62**
13	.74**	27	.77**
14	.55**		

Item Total Correlation was calculated by means of SPSS by way of Analysis on a sample of 100 university teachers. The table 3.4 shows the items total correlations based on respondents' scores on locus of control scale, from this table it can be seen that all 27 statements have positive correlation with the total scale. It ranges from .45 to .80 and can be considered acceptable.

3.8 Content Validation of Instruments

Pilot testing was accomplished prior of assembling the data from contestants of research study. Objective of pilot testing was to evaluate the pertinence as well as relevance of research instruments in scholastic framework of Pakistan. The content

validity of the research instruments of occupational stress and locus of control were established by the three panel of experts of Social Sciences at National University of Modern languages, Islamabad, Pakistan (see Appendix A). This process facilitated to formulate research instruments culture fair. A questionnaires were developed of both variables in relation to Pakistani perspective was made to be appropriate within the present study. For the purpose of content validity, the instruments were validated by three Assistant Professors (certificates are attached see Appendix B) in the domain of education in respect of subject matter as well as linguistic. A little modification in words replacement was made in both questionnaires as suggested by the experts.

3.9 Description of the Occupational Stress Questionnaire

Exploratory factor analysis is a multivariate statistical method that has become a fundamental tool in the development tool in the development and validation of psychological theories and measurements (Ordonez, 2021) Therefore, Exploratory factor analysis was used on the data of both the Questionnaires. Through this researcher can choose to determine the inter-scale correlation in situations in which her study has multiple scales and wants to investigate the relationship between the variables that those scales are measuring (Lyons-Thomas, 2014).

For the measurement of occupational stress a questionnaire comprising of 100 items used for data collection (see Appendix H). Instrument was developed by the researcher which was based on the theory of occupational stress (Osipow and Davis, 1998 as cited by Roberts et al. 2021). After applying exploratory factor analysis 3 dimensions of occupational stress scale i.e., occupational role, personal strain and personal resources emerged. Occupational role had 6 subscales, which were formed of 45 statements, personal strain had 4 subscales and was consisted of 31 statements and

personal resources had 4 subscales and had 24 statements. The total constructs of occupational stress were 14. Overall this research questionnaire on occupational stress comprised of fourteen dimensions named as role overload, role insufficiency, role ambiguity, role boundary, responsibility, physical environment, vocational strain, psychological strain, interpersonal strain, physical strain, recreation, self-support, social support and rational/cognitive coping. The statements of OS were on five Point Likert Scale and the responses were coded in range 1-5 i.e., varying from Never to Always. The Cronbach alpha coefficient reliability of the scale was .856 on occupational roles, .883 on personal strain and .862 on personal resources. There were 100 statements in it, all of these dimensions were mutually employed to measure the occupational stress of the teachers. For response category 5-points Likert Scale used. The psychometric properties of occupational stress were established and tool seems appropriate for research purpose. Fourteen factors were recognized as a result of exploratory factor analysis.

Table 3. 5: *Items of Occupational Stress Questionnaire*

S/N	Subscales	Items Numbers	Total
Occupational Role Questionnaire (ORQ)			
1	Role overload	1-9	9
2	Role Insufficiency	10-18	9
3	Role Ambiguity	19-27	9
4	Role Boundary	28-33	6
5	Responsibility	34-41	8
6	Physical Environment	42-45	4
Personal Strain Questionnaire (PSQ)			
1	Vocational strain	46-53	8
2	Psychological strain	54-61	8
3	Interpersonal strain	62-70	9

4	Physical strain	71-76	6
Personal Resource Questionnaire (PRQ)			
1	Recreation	77-84	8
2	Self-Care	85-88	4
3	Social Support	89-92	4
4	Rational/Cognitive Coping	93-100	8

Above table contains the details of occupational stress questionnaire which formed after exploratory factor analysis. All subscales derived statistically, three subscale emerged and after further analysis under subscale occupational role six subscales derived and under subscale Personal Strain 4 subscales derived last factor derived labeled as personal resources which also contained 4 subscales. Overall questionnaire developed questionnaire based on 100 items placed under 14 subscales, of occupational stress. So there are three dimensions of occupational stress scale i.e., occupational role, personal strain and personal resources. Occupational role had 6 subscales, which were formed of 45 statements, personal strain had 4 subscales and was consisted of 31 statements and personal resources had 4 subscales and had 24 statements.

3.9.1 Reliability of Occupational Stress Questionnaire

The Occupational stress instrument usability and reliability was tested through Cronbach's Alpha. As it was selected to define the psychometric properties of occupational stress.

Table 3. 6: *Reliability statistics of Occupational Stress*

S/N	Subscales	Cronbach's Alpha	No of items
1	Role overload	0.873	9
2	Role Insufficiency	0.759	9
3	Role Ambiguity	0.871	9
4	Role Boundary	0.770	6
5	Responsibility	0.873	8
6	Physical Environment	0.771	4
	Total Occupational Roles	.856	45
7	Vocational strain	0.872	8
8	Psychological strain	0.774	8
9	Interpersonal strain	0.872	9
10	Physical strain	0.733	6
	Total Personal Strain	.883	31
11	Recreation	0.856	8
12	Self-Care	0.776	4
13	Social Support	0.781	4
14	Rational/Cognitive Coping	0.873	8
	Total Personal Resources	.862	24
Overall Reliability of OS Scale		0.812	100

Table 3.6 revealed the subscale wise reliability analysis of OS, total 100 statements were there in this questionnaire all of them are related to occupational stress and were found reliable and highly correlated with each other. The total reliability of occupational stress scale was .81.

3.9.2 Items Total Correlation of Occupational Stress Scale

Table 3. 7: *Items Total Correlation of Respondents' Scores on Occupational Stress Scale (N=100)*

Items	Correlation	Items	Correlation	Items	Correlation	Items	Correlation
1	.66**	26	.68**	51	.79**	76	.53**
2	.75**	27	.56**	52	.47**	77	.74**
3	.58**	28	.65**	53	.65**	78	.54**
4	.49**	29	.79**	54	.73**	79	.64**
5	.65**	30	.67**	55	.67**	80	.80**
6	.72**	31	.47**	56	.72**	81	.59**
7	.65**	32	.62**	57	.63**	82	.66**
8	.76**	33	.61**	58	.59**	83	.43**
9	.61**	34	.72**	59	.71**	84	.73**
10	.46*	35	.66**	60	.72**	85	.74**
11	.75**	36	.71**	61	.61**	86	.68**
12	.79**	37	.76**	62	.74**	87	.45**
13	.68**	38	.55**	63	.67**	88	.63**
14	.59**	39	.62**	64	.46**	89	.54**
15	.64**	40	.72**	65	.52**	90	.65**
16	.47**	41	.78**	66	.77**	91	.71**
17	.78**	42	.43**	67	.65**	92	.75**
18	.65**	43	.70**	68	.61**	93	.48**
19	.70**	44	.56**	69	.58**	94	.76**
20	.57**	45	.68**	70	.44**	95	.82**
21	.69**	46	.57**	71	.78**	96	.74**
22	.43**	47	.63**	72	.48**	97	.64**
23	.72*	48	.59**	73	.67**	98	.46**
24	.58**	49	.64**	74	.68**	99	.75**
25	.73**	50	.74**	75	.78**	100	.63**

Item Total Correlation was calculated by means of SPSS by way of Item Analysis on a sample of 100 university teachers. Table 3.7 illustrates the results of total correlation of items on occupational stress scale, from this table it can be seen that all

100 statements have positive correlation with the total scale. It also specifies that all 100 statements are consistent as well as substantial for calculating the requisite research study variables. Correlation values ranges from .43 to .82 and can be considered acceptable.

Table 3. 8: *Inter-Scales Correlation of the Subscales of Occupational Stress Questionnaire (N=100)*

Subscales	ORQ	PSQ	PRQ
Occupational Role Questionnaire (ORQ)	1		
Personal Strain Questionnaire (PSQ)	.76**	1	
Personal Resources Questionnaire (PRQ)	-.26**	-.23**	1

**Correlation is significant at the 0.01 level (2-tailed)

Table 3.8 indicates a positive and strong correlation ($r = 0.76^{**}$, $p < 0.01$) between PSQ and ORQ among teaching staff of public universities in Islamabad. The results showed that a strong correlation between PSQ and ORQ identified that personal strain in teaching staff have positive relationship with occupation role. In other words, the teachers of public universities experienced personal strain then they will have issues in their occupational role and vice versa. Further, there was a negative and significant relationship between PRQ and ORQ subscales of occupational stress ($r = -0.26^{**}$, $p < 0.01$). In addition, PRQ and PSQ were negatively and weakly correlated with each other ($r = -0.23^{**}$, $p < 0.01$). It showed that those respondents who experienced high level of occupational roles tress, also experienced personal strain and as they used lesser coping strategies.

Table 3.8.1: Inter-Scale Correlation of Occupational Role Questionnaire (N=100)

S/N	Subscales	1	2	3	4	5	6
1	Role overload	1					
2	Role insufficiency	.12	1				
3	Role ambiguity	.14	.39**	1			
4	Role boundary	.20*	.22**	.34**	1		
5	Responsibility	.24**	.45**	.35**	.33**	1	
6	Physical environment	.23**	.16	.14	.40**	.28**	1

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Table 3.8.1 illustrates the inter-correlations between the subscales of occupational role questionnaire. The results showed that there was insignificant correlation between role insufficiency and role overload. Similarly, there was insignificant relationship between role ambiguity and role overload, and significant positive correlation between role ambiguity and role insufficiency ($r = .39^{**}$, $p < .01$). Further, role boundary and role overload ($r = .20^*$, $p < .01$), role insufficiency ($r = .22^{**}$, $p < .01$) and role ambiguity ($r = .34^{**}$, $p < .01$) were positively and significantly correlated with each other. Furthermore, there was a positive and significant relationship between responsibility, and role overload ($r = .24^{**}$, $p < .01$), role insufficiency ($r = .45^{**}$, $p < .01$), role ambiguity ($r = .35^{**}$, $p < .01$) and role boundary ($r = .33^{**}$, $p < .01$). Finally, a significant positive correlation was found between physical environment, and role overload ($r = .23^{**}$, $p < .01$), role boundary ($r = .40^{**}$, $p < .01$) and responsibility ($r = .28^{**}$, $p < .01$). However, there was insignificant relationship between physical environment, and role insufficiency and role ambiguity.

Table 3.8.2: Inter-Scale Correlation of Personal Strain Questionnaire (N=100)

S/N	Subscales	1	2	3	4
1	Vocational strain	1			
2	Psychological strain	.37**	1		
3	Interpersonal strain	.17**	.18**	1	
4	Physical strain	.38**	.43**	.32**	1

** Correlation is significant at 0.01 level.

Table 3.8.2 shows that there was inter-correlation between psychological strain and vocational strain and ($r = .37^{**}$, $p < .01$). Further, there was a positive and significant relationship between interpersonal strain and vocational strain ($r = .17^{**}$, $p < .01$), and weak positive correlation existed between interpersonal strain and psychological strain ($r = .18^{**}$, $p < .01$). Finally, physical strain had positive significant relationship with vocational strain ($r = .38^{**}$, $p < .01$), psychological strain ($r = .43^{**}$, $p < .01$) and interpersonal strain ($r = .32^{**}$, $p < .01$).

Table 3.8.3: Inter-Scale Correlation of Personal Resources Questionnaire (N=100)

S/N	Subscales	1	2	3	4
1	Recreation	1			
2	Self-care	.31**	1		
3	Social support	.35**	.32**	1	
4	Rational/ cognitive coping	.40**	.19**	.52**	1

**Correlation is significant at the 0.01 level (2-tailed)

Table 3.8.3 shows that there is significantly positive correlation between the four subscales of Personal Resources Questionnaire. There is a positive correlation among the four subscales with each other. The table above showed that there is significantly positive correlation between recreation with self-care ($r = .31^{**}$, $p < .01$),

recreation with social support ($r = .35^{**}$, $p < .01$) and recreation with rational/cognitive coping with social support ($r = .40^{**}$, $p < .01$), and higher correlation exists between social support with rational/cognitive coping ($r = .52^{**}$, $p < .01$)

After pilot testing no change was made in the tools therefore, it was decided that developed tools have enough reliability and validity and can be used in the main study for the measurement of research objectives through data collection.

3.10 Main Study

Main study was designed to ascertain the research objectives on wider sample. Questionnaires developed in research were used as tool of data collection in this research, data was collected during personal visits and was only made available to university teachers of Social Sciences and Management Sciences. For data collection, respondents (university teachers) of public universities in Islamabad were contacted to fill questionnaires. Furthermore, before collection of data the researcher had clearly well-defined objectives and hypothesis of the study and all other features of the research study was prudently designed. Once the data collection process was completed, the SPSS software was applied to analyze the collected information which was in the form of numbers organized in tables. Finally, various statistical procedure such as mean, t-test, ANOVA and Pearson correlation were carried out to draw results of this study.

3.11 Population and Sample of the Main Study

Population of the study comprised of 817 university teachers from faculty of Social Sciences (545) and Management Sciences (272). For data collection stratified random sampling technique was used by dividing population into two subgroups, faculty of Social Sciences and faculty of Management Sciences. For data collection, 468 teachers were selected and contacted, only 387 teachers returned questionnaires

therefore, sample size was 387 teachers working in four public sector universities (selected out of 817 from four public sector universities in Islamabad). Among them 145 male and 242 female university teachers working in Management Sciences and Social Sciences. 130 teachers from Management Sciences disciplines and 257 teachers from Social Sciences disciplines were sample of this study. Rate of returning questionnaire for teachers from Management Sciences was 75% and 86% for Social Sciences regarding occupational stress and locus of control scales.

3.12 Sampling Technique

The purpose of sampling is to choose individuals which will be the representative of the population (Creswell, 2015) As it was not possible to gather data from entire population so researcher has used probability technique such as stratified random sampling techniques was applied in order to collect data from sampled universities from two strata's faculty of Social Sciences and faculty of Management Sciences.

In this study, university teachers were considered as units of analysis therefore, four public sector universities were randomly selected because it is a method of selecting a group of individuals in such a technique that all percentages in the defined population have an equal and autonomous chance of being nominated for the sample (Gay, 2003). Questionnaires were shared with university teachers who were part of the population (817). For data collection 468 teachers contacted, only 387 teachers returned the questionnaires therefore, sample size was 387 teachers working in four public sector universities (selected out of 817 from four public sector universities in Islamabad).

3.12.1 Sample

Sample assists a researcher in selecting only small chunks out of total population because it is quite difficult to gather data from each and every member from selected population (Arikunto, 2006). The selection of sample is very crucial phase because wrong selection of sample may harm results of entire research work. Therefore, sample selection should be wisely selected from the target population in such a way that whole population has some chance of being nominated (Gay & Airasian, 2003). Hence, researcher has used stratified random sampling technique.

The sample size was calculated according to Mugenda and Mugenda (2003), when the study population is less than 10,000 a sample size of between 10 and 30% is a good representation of the target population and hence 10% is adequate for analysis.

Table 3. 9: *Sample Size from Public Sector University Teachers*

Disciplines	Sample	Rate of Return
Management Sciences	172	130 (75%)
Social Sciences	296	257 (86%)
Total	468	387

For data collection 468 teachers contacted, only 387 teachers returned the questionnaires therefore, sample size was 387 teachers working in four public sector universities. Rate of returning questionnaire for teachers from Management Sciences was 75% and 86% for Social Sciences regarding occupational stress and locus of control scales.

3.13 Data Analysis

After the data collection, the researcher organized them properly on the computer itself, the data were entered into the computer and evaluated with the SPSS software (version 20), a “statistical package for the social sciences”. The reliability of the constructs was established by calculating Cronbach Alpha coefficients (De Vos et al, 2011). The sample for the research was drawn from public sector university professors in Islamabad. Respondents were asked to rate each of the 100 statements of the occupational stress questionnaire on a 5-point Likert scale; never, rarely, sometimes, often, and always. There were three dimensions and 14 subscales in the work stress questionnaire. Respondents were asked to fill 27 items questionnaire of locus of control (with 14 internal statements and 13 external statements) according to their own agreement with statement.

The mean score of the responses was calculated to difference among the scores of the respondents on various demographics. The mean was used to assess the locus of control and work stress of the university teachers. The mean of each subscale was calculated and presented. To measure the significant of difference t-test was also calculated on main sample.

Pearson's correlation was used to discover the association between LOC and OS in university professors. The criteria and cut off values to interpret the mean values were used through reference of Laron (2014); Ghazi and Gillani (2001). i.e., always 5.00-4.51, often 4.50-3.51, sometimes 3.50-2.51, rarely 2.50-1.51, never 1.50-1.00.

3.14 Demographics of the Sample

Table 3. 10: *Gender Wise Participants (N=387)*

Gender	Frequency
Male	145
Female	242
Total	387

Table 3.10 shows that the teacher's demographic responses based on their gender. There were total 387 responses that were collected by researcher using the questionnaire. Hence, it can be concluded that female teachers were in majority while males were in minority in this study.

Table 3. 11: *University Wise Participants (N=387)*

University Name	Frequency
Quaid-e-Azam University	93
Bahria University	94
National University of Modern Languages	108
International Islamic University	92
Total	387

Table 3.11 shows the details of the universities from where data was collected. It revealed that 93 teachers were employed in Quaid-e-Azam University, 94 teachers from Bahria University, 108 teachers belonged to National University of Modern Languages and 92 teachers from International Islamic University.

Table 3. 12: *Designation Wise Participants (N=387)*

Designations	Frequency
Lecturers	217
Assistant Professors	100
Associate Professors	52
Professors	18
Total	387

Table 3.12 shows the designation wise details of the respondents. In data 217 teachers designated as Lecturers, 100 teachers designated as Assistant Professors, 52 Associate Professors and 18 teachers designated as Professors. It is cleared from above table that majority of teachers' designation were lecturers.

Table 3. 13: *Qualification Wise Participants (N=387)*

Qualification	Frequency
M.Phil	238
P.h.D	149
Total	387

Table 3.13 contains the qualification wise details of university teachers 'from whom data was collected. Table shows that among 387 respondents 238 have M.Phil. and 149 Ph.D. degrees.

3.15 Research Ethics

In educational studies, ethical considerations are required, so this research was completed in accordance with the informed consent and confidentiality and maintaining the anonymity of the participants. Research ethics were also considered while collecting data and throughout the research procedure. Formal permissions from head of department were taken. Topic and aim of the research was also explained. Respondents

were not asked to mention their names and willingness of respondents were also considered. Proper referencing and citations were quoted in this research study.

3.16 Delimitations of the Research Study

The research work of researcher was restricted within below boundaries;

- a) Only universities teachers from public sector of Islamabad.
- b) Faculty of Social Sciences and Management Sciences.
- c) Locus of control by Rotter (1990) and Occupational Stress by Osipow and Davis (1998) were used.
- d). Demographic factors i.e. gender, department, qualification and designations.

3.15 Chapter Summary

The chapter III of this study has been comprised of research design, research approach, research instrument development procedure, pilot testing, population, sampling technique and sample size of main study were also discussed here. Along with this a table comprising of statistical analysis of objectives and hypotheses were also included for more clarity of the reader.

Results of main study results will be elaborated in chapter four by using appropriate statistics scientific confirmation procedure, through which process of data collection, analysis and data interpretation carried out.

CHAPTER 4

DATA INTERPRETATION AND DATA ANALYSIS

This chapter focuses on the interpretation and analysis of data collected through questionnaire and analyzed by using SPSS tools. Pilot testing was carried out before analysis and assortment of data, to assess the consistency of research instruments that were related with locus of control and occupational stress of university teachers. Teachers replied by means of questionnaires. Locus of control questionnaire was consisting of two dimensions and occupational stress questionnaires was consisting of three dimensions. As we know, the population of the research was 817 teachers from four public sector universities in Islamabad. Besides, teaching staff of Social Sciences and Management Sciences faculty were selected through stratified random sampling. Population was delimited to four university teachers only. Data was collected from respondents by using close ended questionnaires. Some of respondents demanded electronic copy of the questionnaire so it was provided to them in order to get maximum responses. The data analysis was carried out in two ways: descriptive statistics such as the mean, standard deviation and inferential statistics such as the t test , ANOVA and Pearson's correlation. Hypothesis Testing was utilized to find the significant difference in teachers' locus of control and occupational stress on the basis of gender, department, qualification and designations by mean, t-test and ANOVA .The association between two key variables of this research study were locus of control and occupational stress of teachers was measured through correlation coefficient. Therefore, this chapter focuses on descriptive, inferential data analysis and has been divided into six main sections for data analysis on the basics of objectives and hypotheses.

4.1 Data Analysis

Section I

Section I is based on the analysis of data against objective no. 1 that is “to explore the locus of control of university teachers”. In this section individual scores of the respondents on internal and external LOC were calculated through mean and the table of mean was generated accordingly and results were drawn.

Section II

Section II is based on the analysis of data against objective no. 2 that is “to examine the occupational stress of university teachers”. In this section individual scores of the respondents on occupational roles stress, personal strain and personal resources were calculated through mean and the table of mean was generated accordingly and results were drawn.

Section III

Section III is based on the analysis of data against objective no.3 that is “To find out the relationship between internal locus of control and occupational stress among university teachers”. In this section individual scores of the respondents on internal LOC and occupational stress were calculated through Pearson correlation and the table of correlation was generated accordingly and results were drawn.

Section IV

Section IV is based on the analysis of data against objective no.4 that is “To find out the relationship between external locus of control and occupational stress among university teachers”. In this section individual scores of the respondents on external LOC and occupational stress were calculated through Pearson correlation and the table of correlation was generated accordingly and results were drawn.

Section V

Section V is based on the analysis of data against objective no.5 that is “To assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers”. In this section male and female respondents scores on internal and external LOC were calculated through t-test and the table of t-test and ANOVA was generated accordingly and results were drawn.

Section VI

Section VI is based on the analysis of data against objective no.6 that is “To assess the effect of demographic variables such as gender, department, qualification and designation in relation with occupational stress experienced by university teachers”. In this section male and female respondents scores on the occupational stress were calculated through t-test and the table of t-test and ANOVA was generated accordingly and results were drawn.

Section I

Table 4. 1: *Discipline Wise Rate of recurrence of Participants (N=387)*

Disciplines	Frequency
Social Sciences	257
Management Sciences	130
Total	387

Table 4.1 shows results of questionnaires recipients in terms of their discipline group. The total respondents were 387. According to this table, 257 recipients were those who belonged to discipline of Social Sciences. Second group of recipients belonged to discipline of Management Sciences. Therefore, the highest number of respondents were from Social Sciences, while respondents from Management Sciences were in minority.

4.2 Descriptive Statistics of Locus of Control

Objective 1” To explore the locus of control of university teachers”.

Table 4. 2: *Mean of Locus of Control of University Teachers (N=387)*

S/N	Subscales	Mean
1	Internal locus of control	14.55
2	External Locus of Control	12.51

Table 4.2 shows the mean on the subscales of locus of control. The mean for internal locus of control is (14.55) whereas the mean for external locus of control is (12.51). Internal locus of control mean was higher which indicated that most of the university teachers working in public sector universities showed internally orientated behavior.

Section II

Objective 2 “To examine the occupational stress of university teachers”.

Table 4. 3: *Mean of Occupational Stress Factors (N=387)*

S/N	Variables of Occupational Stress	Mean	Remarks
	Occupational Roles	3.3	Sometimes
1	Role overload	3.2	Sometimes
2	Role insufficiency	3.7	Often
3	Role ambiguity	3.1	Sometimes
4	Role boundary	2.7	Sometimes
5	Responsibility	3.8	Often
6	Physical environment	2.1	Rarely
	Personal Strain	3.0	Sometimes
7	Vocational strain	2.7	Sometimes
8	Psychological strain	2.8	Sometimes
9	Interpersonal strain	2.7	Sometimes
10	Physical strain	2.4	Rarely
	Personal Resources	2.0	Rarely
11	Recreation	1.8	Rarely
12	Self-care	1.4	Never
13	Social support	1.6	Rarely
14	Rational/ cognitive coping	2.2	Rarely
	Over all Occupational Stress	3	Sometimes

Table 4.3 indicates the mean of variables of occupational stress. The results were 3.2 for Role overload, 3.7 for Role insufficiency, 3.1 for Role ambiguity, 2.7 for Role boundary, 3.8 for Responsibility, 2.1 for Physical environment, 2.7 for Vocational strain, 2.8 for Psychological strain, 2.7 for Interpersonal strain, 2.4 for Physical strain, 1.8 for Recreation, 1.4 for Self-care, 1.6 for Social support, 2.2 for Rational/ cognitive coping. Mean for role overload, role insufficiency, role ambiguity and responsibility indicated greater stress. Mean for vocational strain, psychological strain and interpersonal strain indicated higher strain. Whereas, mean of recreation showed less involvement in leisure activities, mean of self-care displayed lack of focus on their health enhancing activities, mean of social support showed less social support, mean of cognitive coping showed lesser ability to decrease their stress by effective use of managing their time and energies. Mean of occupational role and personal strain showed high stress and personal resources showed that university teachers used fewer coping strategies. It was found that mostly teachers responded on sometimes on all statements of occupational role stress and personal strain whereas they responded on rarely on all statements of personal resources.

Section III

Objective 3“To find out the relationship between internal locus of control and occupational stress among university teachers”.

H01 “There is no relationship between internal locus of control and occupational stress among university teachers”.

Table 4. 4: *Correlation of Teacher’s Internal LOC and Occupational Stress (N=387)*

Variables	N	Pearson Correlation	Sig.(2-tailed)
Internal Locus Control	387	.249	.07
Occupational Stress	387		

**Correlation is significant at the 0.05 level(2-tailed)

Table 4.4 shows correlation between internal locus of control and occupational stress in the context of university teachers. It also reveals that internal locus of control decreases occupational stress. The correlation value of internal locus of control is (.249) and significant value is .07 which is greater than .05. The results indicate that internal locus of control has an insignificant correlation with occupational stress. Therefore, the null hypothesis (**H01**), that “There is no relationship between internal locus of control and occupational stress among university teachers” is accepted.

Section IV

Objective 4 “To find out the relationship between external locus of control and occupational stress among university teachers”.

H02 “There is no relationship between external locus of control and occupational stress among university teachers”.

Table 4. 5: *Correlation of Teacher’s External LOC and Occupational Stress*

(N=387).

Variables	N	Pearson Correlation	Sig.(2-tailed)
External Locus Control	387	.893**	.000
Occupational Stress	387		

**Correlation is significant at the 0.05 level(2-tailed)

Table 4.5 shows correlation between external locus of control with occupational stress of university teachers. A significant positive correlation exists ($r=.893^{**}$) between external locus of control and occupational stress. It also reveals that if external locus of control increases then occupational stress increases and if external locus of control decreases then occupational stress also decreases. Value of correlation is significant at .05 level of significance. Therefore, the null hypothesis (**H02**), that “There is no relationship between external locus of control and occupational stress among university teachers” is rejected.

Section V

Objective 5 “To assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers”.

H03 There is no significant gender difference in locus of control of university teachers.

H03a “There is no significant gender difference in locus of control i.e.; internal locus of control of university teachers”.

Table 4. 6: *Mean Difference between Male and Female University Teachers on Internal LOC (N=387)*

Locus of control	Males (N=145)	Females (N=242)	t	df	P
	M	M			
Internal Locus of Control	14.58	14.41	0.475	385	.635

M= Mean; t=t-test; Level of Significance 0.05

Table 4.6 shows the t-value ($t= 0.475$) of internal locus of control of male and female university teachers. Difference is not statistically significant at 0.05 level of significance. Thus, no significant difference is found in mean score of male (14.58) and female (14.41) on internal locus of control of teachers at university level. The mean difference between male and female is not significant, with a P value of .635 which is greater than .05 ($p>.05$). Therefore, the null hypothesis (**H03a**), that “There is no significant gender difference in locus of control i.e.; internal locus of control of university teachers” is accepted.

H03b “There is no significant gender difference in locus of control i.e.; external locus of control of university teachers”.

Table 4. 7: *Mean Difference between Male and Female university teachers on External LOC (N=387)*

Locus of control	Males (N=145)	Females (N=242)	t	df	P
	M	M			
External Locus of Control	12.46	12.79	0.398	385	.691

M= Mean; t=t-test; Level of Significance 0.05

Table 4.7 shows the t-value ($t = 0.398$) of external locus of control of male and female university teachers. This value is not statistically significant at 0.05 level of significance. Thus, no significant difference was found in the mean score of male (12.46) and female (12.79) on external locus of control of teachers at university level. Results reveal that both male and female university teachers have almost similar level of external locus of control. Therefore, the null hypothesis (**H03b**), that “There is no significant gender difference in locus of control i.e.; external locus of control of university teachers” is accepted.

H04 “There is no significant difference in the locus of control of the teachers working in the faculty of Social Sciences and Management Sciences”.

Table 4. 8: *Mean Difference between university teachers on Departments on LOC (N=387)*

Locus of Control	Social Sciences (N=257)	Management Sciences (N=130)	t	df	p
	M	M			
External Locus of Control	11.2	13.7	4.26	385	.000
Internal Locus of Control	13.9	10.9	3.96	385	.000

M= Mean; t= t-test, Level of Significance 0.05

Table 4.8 displays t-values (t=4.26) of external and (t=3.96) of internal locus of control of university teachers with variable of departments. Results reveal a significant difference in the scores on Social Sciences and Management Sciences university teachers. The mean score of Social Sciences is higher on internal locus of control (M=13.9) whereas mean score of Management Sciences is higher on external locus of control (M=13.7). The t -value of external locus of control (t=4.26) and internal locus of control (t=3.96) is statistically significant at 0.05 level of significance. The results reveal that Social Sciences teachers shows internal locus of control whereas Management Sciences teachers are more prone towards external locus of control. Therefore, the null hypothesis (**H04**), that “There is no significant difference in the locus of control of the teachers working in the faculty of Social Sciences and Management Sciences” is rejected.

H05 “There is no significant difference in the locus of control of the teachers having M.Phil and Ph.D. degrees”.

Table 4. 9: *Mean Difference between university teachers on Qualification on LOC*

(N=387)

Locus of Control	M.Phil (N=238)	Ph.D. (N=149)	t	df	p
	M	M			
External Locus of Control	12.89	11.17	2.13	385	.000
Internal Locus of Control	10.46	12.79	2.36	385	.000

M= Mean; t= t-test, Level of Significance 0.05

Table 4.9 describes t values (t=2.13) of external and (t=2.36) of internal locus of control of university teachers with variable of qualification. Teachers who are having M. Phil, possessed higher score on external locus of control than Ph.D teachers. As far as the internal locus of control is concerned teachers with Ph.D qualification possessed higher internal locus. There is a significant difference in the mean scores of M. Phil and Ph. D teachers on this variable. Therefore, the null hypothesis (**H05**), that “There is no significant difference in the locus of control of the teachers having M.Phil and P.hD degrees” is rejected.

H06. “There is no significant difference in the locus of control of the teachers working on various designations”.

Table 4. 10: *Analysis of variance (ANOVA) based on locus of control of teachers with respect to various designations (N=387)*

Dimensions	Lecturers	Assistant Professors	Associate Professors	Professors	F	p
	Mean	Mean	Mean	Mean		
External LOC	12.79	12.65	12.40	12.24	2.32	.000
Internal LOC	12.46	12.30	12.75	12.54		

Table 4.10 shows the F-value ($F=2.32$) of the university teachers on the locus of control with variable of designations. Thus, a significant difference is found in the mean score of lecturers (12.79) on external locus of control whereas Associate professors shows higher mean score on internal locus of control (12.75). The value of ANOVA of external locus and internal locus ($F=2.32$) is statistically significant at 0.05 level of significance. The result reveals that Associate professors shows internal locus of control whereas lecturers are more prone towards external locus of control. Therefore, the null hypothesis (**H06**), that “There is no significant difference in the locus of control of the teachers working on various designations” is rejected.

Section VI

Objective 6 “To assess the effect of demographic variables such as gender, department, qualification and designation in relation with occupational stress experienced by university teachers”.

H07 There is no significant gender difference in occupational stress of university teachers.

Table 4. 11: *Mean Difference between Male and Female University Teachers on Occupational stress (N=387)*

Occupational Stress	Males (N=145)	Females (N=242)	t	df	P
	M	M			
Occupational Stress	424.66	448.47	2.60	385	.046

M= Mean; *t*= t-test, Level of Significance 0.05

Table 4.11 shows the t-value ($t=2.60$) of occupational stress is statistically significant at 0.05 level of significance. Results of mean values show that there is a significant difference (as $t=2.60$, $p < .05$) in occupational stress of male university teachers (424.66) and female university teachers (448.47). It means that there exists a significant difference in occupational stress between male and female university teachers. Therefore, the null hypothesis (**H07**), that “There is no significant gender difference in occupational stress of university teachers” is rejected.

H07a There is no significant gender difference in occupational roles of university teachers.

Table 4. 12: Mean Difference between Male and Female University Teachers on Occupational Roles Stress (N=387)

Occupational Roles	Males (N=145)	Females (N=242)	t	df	p
	M	M			
Occupational Roles	198.74	208.96	2.70	385	.007

M= Mean; t= t-test, Level of Significance 0.05

Table 4.12 shows the t-value (t=2.70) on the subscale of occupational stress, named as occupational roles. Value of t (t= 2.70) is statistically significant at 0.05 level. Results revealed that female university teachers are having higher score on the subscale of occupational roles than male teachers. Thus, a difference was found in mean score of male (198.74) and female (208.96) university teachers on the subscale of occupational roles. Therefore, the null hypothesis (**H07a**), that “There is no significant gender difference in occupational roles of university teachers” has been rejected.

H07b There is no significant gender difference in personal strain of university teachers.

Table 4. 13: *Mean Difference between Male and Female University Teachers on Personal Strain Stress (N=387)*

Personal Strain	Males (N=145)	Females (N=242)	t	df	p
	M	M			
Personal Strain	127.58	130.09	1.963	385	.033

M= Mean; t= t-test, Level of Significance 0.05

Table 4.13 shows the t-value (t=1.963) on the subscale of occupational stress named as personal strain. Results revealed a significant difference in the scores on male and female university teachers on this subscale, value of t (t=1.963) is statistically significant at 0.05 level of significance. Thus, a difference was found in mean score of male (127.58) and female (130.09) university teachers on the subscale of personal strain. This shows that female teachers have higher scores on personal strain subscale. Therefore, the null hypothesis (**H07b**), that “There is no significant gender difference in personal strain of university teachers” is rejected.

H07c There is no significant gender difference in personal resources of university teachers.

Table 4. 14: *Mean Difference between Male and Female University Teachers on Personal Resources Stress(N=387)*

Personal Resources	Males (N=145)	Females (N=242)	t	df	p
	M	M			
Personal Resources	102.33	98.33	1.99	385	.047

M= Mean; t= t-test, Level of Significance 0.05

Table 4.14 shows the t-value ($t=1.99$) of male and female university teachers on the subscale of occupational stress named as personal resources. The value of t ($t= 1.99$) is statistically significant at 0.05 level of significance. Thus, a difference between male and female teachers was found in mean score of male (102.33) and female (98.33) university teachers on the subscale of personal resources. It means that male university teachers experience higher personal resource stress as compared to female teachers. Therefore, the null hypothesis (**H07c**), that “There is no significant gender difference in personal resources of university teachers” is rejected.

H08. There is no significant difference in the occupational stress of the teachers working in the faculty of Social Sciences and Management Sciences.

Table 4. 15: *Mean Difference between university teachers on Departments on Occupational Stress (N=387)*

Variable	Management Sciences (N=257)	Social Sciences (N=130)	t	df	P
	M	M			
Occupational Stress	439	419	2.60	385	.000

M= Mean; t-test; Level of Significance 0.05

Table 4.15 shows that the t-value ($t=2.60$) of the university teachers on the occupational stress with variable of departments. Since data was collected from the teachers of Social Sciences and Management Sciences departments. From the table, it can be seen that teachers working in the department of Management Sciences (439) experience higher stress as compared to the teachers of Social Sciences (419). t-test was performed and found a significant difference in the scores of teachers working in the Social Sciences and Management Sciences department. The value of t ($t= 2.60$) is statistically significant at 0.05 level of significance. Therefore, null hypothesis (**H08**), that “There is no significant difference in the occupational stress of the teachers working in the faculty of Social Sciences and Management Sciences “is rejected.

H09. There is no significant difference in the occupational stress of the teachers having M.Phil and Ph.D degrees.

Table 4. 16: *Mean Difference between university teachers on Qualification on Occupational Stress (N=387)*

Variable	M.Phil (N=238)	Ph.D. (N=149)	t	df	p
	M	M			
Occupational Stress	442	425	4.55	385	.000

M= Mean; t-test; Level of Significance 0.05

Table 4.16 shows the t-value($t=4.55$) of the university teachers on the occupational stress with variable of qualification. From table, it appears that teachers having M.Phil. degrees experienced more occupational stress as compared to the teachers with PhD degrees. Result reveals a significant difference in the mean scores on M.Phil and Ph.D university teachers . The value of t ($t= 4.55$) is statistically significant at 0.05 level of significance. Therefore, the null hypothesis (**H09**), that “There is no significant difference in the occupational stress of the teachers having M.Phil and Ph.D. degrees” is rejected.

H010. There is no significant difference in the occupational stress of the teachers working on various designations.

Table 4. 17: *Analysis of variance (ANOVA) based on occupational stress of teachers with respect to various designations (N=387)*

Dimensions	Lecturers	Assistant Professors	Associate Professors	Professors	F	p
	Mean	Mean	Mean	Mean		
Occupational Stress	448	445	430	423	4.36	.000

Table 4.17 shows that the F-value (F=4.36) of the university teachers on occupational stress with variable of designations. A significant difference is found in the mean scores of Lecturers (448) and Assistant professors (445). The value of ANOVA of occupational stress (F=4.36) is statistically significant at 0.05 level of significance. Result reveals that Lecturers and Assistant professors show higher stress as compared to Associate professors and Professors. According to result, the null hypothesis (**H010**), that “There is no significant difference in the occupational stress of the teachers working on various designations” is rejected.

Table 4. 18: *Summary of Analysis (N=387)*

No.	Objectives	Hypotheses	Descriptive	Table No
1.	To explore the locus of control of university teachers.		Descriptive measurements of teachers' locus of control.	4.2
2.	To examine the occupational stress of university teachers.		Descriptive measurements of teachers 'occupational stress.	4.3
3.	To find out the relationship between internal locus of control and occupational stress among university teachers.	H01: There is no relationship between internal locus of control and occupational stress among university teachers.	Correlation	4.4
4.	To find out the relationship between external locus of control and occupational stress among university teachers.	H02: There is no relationship between external locus of control and occupational stress among university teachers.	Correlation	4.5
5.	To assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers.	H03: There is no significant gender difference in locus of control. of university teachers H03a: There is no significant gender difference in locus of control i.e.; internal locus of control of university teachers. H03b: There is no significant gender difference in locus of control i.e.; external locus of control of university teachers. H04. There is no significant difference in the locus of control of the teachers working in the faculty of Social Sciences and Management Sciences. H05. There is no significant difference in the locus of control of the teachers	Independent t-test	4.6 4.7 4.8 4.9

		having M.Phil and P.hD degrees. H06. There is no significant difference in the locus of control of the teachers working on various designations.	ANOVA	4.10
6	To assess the effect of demographic variables such as gender, department, qualification and designation in relation with occupational stress experienced by university teachers.	H07 :There is no significant gender difference in occupational stress of university teachers. H07a:There is no significant gender difference in occupational roles of university teachers. H07b:There is no significant gender difference in personal strain of university teachers. H07c:There is no significant gender difference in personal resources of university teachers. H08. There is no significant difference in the occupational stress of the teachers working in the faculty of Social Sciences and Management Sciences. H09. There is no significant difference in the occupational stress of the teachers having M.Phil and P.hD degrees. H010. There is no significant difference in the occupational stress of the teachers working on various designations.	Independent t-test	4.11 4.12 4.13 4.14 4.15 4.16 4.17
			ANOVA	4.17

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter discusses the summary of the study, the findings and links among objectives, hypotheses, statistical analysis and findings. Moreover, it also includes discussion, conclusions and recommendations.

5.1 Summary

The main objective of the current research was to discover the association between the locus of control and the occupational stress of university teachers. The research objectives were: to explore the locus of control of university teachers, to explore the occupational stress of university teachers, to find out the relationship between internal locus control with occupational stress of university teachers, to find out the relationship between external locus control with occupational stress of university teachers, to assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers, and to assess the effect of demographic variables such as gender, department, qualification and designation in relation with occupational stress experienced by university teachers. This research focused on Rotter's locus of control theory and the theory of work stress developed by Osipow and Davis.

This research was descriptive in nature in which the quantitative approach was used. Questionnaires were used as a tool for this study. Population of the study was all public sector universities of Islamabad having departments of Social Sciences and Management Sciences. Population was 817 university teachers from Social Sciences

and Management Sciences faculty of 4 public sector universities of Islamabad. Through stratified random sampling technique sample size of 387 university teachers from faculty of Social Sciences and Management Sciences were selected out of 817 university teachers from 4 public sector universities of Islamabad. Two instruments were used to collect data. For measurement of locus of control the scale was developed by the researcher based on 27 statements and for measurement of occupational stress the occupational stress questionnaire was developed by the researcher which was based on 100 statements. The data collected was examined with the help of Statistical package for social sciences (SPSS) and Microsoft Excel (2009) were applied to examine the data. Various statistical tests such as Mean, t-test, ANOVA and Pearson Correlation were applied to examine the collected data.

5.2 Findings

Objective 1. “To explore the locus of control of university teachers”

1. Findings of the study revealed that internal locus of control mean score was higher overall in the university teachers and external locus of control mean score was less. Internal locus of control mean was higher which indicated that most of the university teachers working in public sector universities showed internally orientated behavior. These teachers with internal locus of control believed that the outcomes of their actions were the result of their own skills and hard work. On the other hand, university teachers with external locus of control believed that many things that happened in their life were out of their control and that their own actions were the results of external factors that were beyond their control (See Table 4.2).

Objective 2. “To examine the occupational stress of university teachers”

2. As far as the occupational stress in the university teachers concerned findings supports that teachers are experiencing stress overall and subscales wise analysis

revealed that university teachers showed greater stress related to role overload, role insufficiency, role ambiguity and responsibility, psychological strain and interpersonal strain. Whereas, university teachers use less leisure activities i.e. self-care, social support and cognitive coping.

It was depicted from the mean score of the personal resources had the lowest mean score 2, whereas occupational roles showed highest mean score 3.3. Mean of occupational role and personal strain showed higher stress and personal resources showed that university teachers used fewer coping strategies. The overall occupational stress was 3. It was concluded that mostly teachers responded on sometimes on all statements of occupational role stress and personal strain, whereas they responded on rarely on all statements of personal resources (See Table 4.3).

Objective 3. “To find out the relationship between internal locus of control and occupational stress among university teachers.”

3. Relationship of internal locus of control and occupational stress calculated and found that insignificant positive correlation of internal locus of control and occupational stress of university teachers. Internal locus of control correlation was (.249) with occupational stress of university teachers. Therefore, the Hypothesis H01 that “there is no relationship between internal locus of control and occupational stress among university teachers was accepted (See Table 4.4).

Objective 4. “To find out the relationship between external locus of control and occupational stress among university teachers.”

4. Relationship of external locus of control and stress was investigated and found that external locus of control has significant positive correlations with occupational stress (.893^{**}). Therefore, the hypothesis H02 that “there is no relationship between external

locus of control and occupational stress among university teachers” was rejected. (See Table 4.5).

Objective 5. “To assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers”.

5. Gender differences were calculated results showed the t-value of locus of control ($t=0.475$) is not statistically significant at ($\text{sig}=.635$) 0.05 level of significance. Thus, no difference was found in mean score of male (14.58) and female (14.41) on internal locus of control of teachers at university level. Therefore, the hypothesis H03a “There is no significant gender difference in locus of control i.e.; internal locus of control of university teachers” was accepted (See Table 4.6).

5. The results showed the t-value of locus of control ($t=0.398$) is not statistically significant at ($\text{sig}=.691$) 0.05 level of significance. Thus, no difference was found in mean score of male (12.46) and female (12.79) on external locus of control of teachers at university level. Therefore, the hypothesis H03b “There is no significant gender difference in locus of control i.e.; external locus of control of university teachers” was accepted (See Table 4.7).

Since objective 5 was developed as, “to assess the effect of demographic variables such as gender, department, qualification and designation in relation with locus of control of university teachers”. Under this objective several hypotheses were developed on gender, department, qualification and designation in relation with locus of control of university teachers. Following are the findings on various hypotheses.

5. Results revealed a significant difference in the scores on Social Sciences and Management Sciences university teachers. The mean score of Social Sciences was higher on internal locus of control ($M=13.9$) whereas mean score of Management

Sciences was higher on external locus of control ($M=13.7$). The results reveal that Social Sciences teachers shows internal locus of control whereas Management Sciences teachers are more prone towards external locus of control. Therefore, the null hypothesis (HO4) “There is no significant difference in the locus of control of the teachers working in the faculty of Social Sciences and Management Sciences” was rejected (see Table 4.8)

5. Results revealed that teachers who were having M. Phil, possessed higher score on external locus of control than P.hD teachers. As far as the internal locus of control was concerned teachers with PhD qualification possessed higher internal locus of control test of significance performed and found a significant difference in the scores of M.Phil and P hD teachers on this variable. Therefore, the null hypothesis (Ho5) “There is no significant difference in the locus of control of the teachers having M.Phil and P.hD degrees” is rejected (see Table 4.9)

5. Significant difference was found in the mean score of lecturers (12.79) on external locus of control whereas Associate professors shows higher mean score on internal locus of control (12.75). Findings revealed that Associate professors shows internal locus of control whereas lecturers were more prone towards external locus of control. Therefore, the hypothesis (HO6) “There is no significant difference in the locus of control of the teachers working on various designations” is rejected (see Table 4.10)

Objective 6. “To assess the effect of demographic variables such as gender, department, qualification and designation in relation with occupational stress experienced by university teachers”.

6. Gender differences were calculated on occupational stress, t value indicated ($t= 2.60$) statistically significant difference at 0.05 level of significance. Thus, gender difference was found in mean score of male (424.66) and female (448.47) on occupational stress

of teachers at university level. Therefore, the hypothesis (H07) “There is no significant gender difference in occupational stress of university teachers” was rejected (See Table 4.11).

On the basis of 6th objective. Hypotheses (H07a, H07b H07c, H08, H09 & H010) following findings were found;

6. The results showed the t-value of occupational roles ($t= 2.70$) is statistically significant at 0.05 level of significance. Thus, gender difference was found in mean score of male (198.74) and female (208.96) on occupational roles of teachers at university level. It means that there exists significant gender-based difference in occupational roles between male and female university teachers. Therefore, the hypothesis (H07a) “There is no significant gender difference in occupational roles of university teachers” is rejected (See Table 4.12).

6. The results showed shows the t-value of personal strain ($t= 1.963$) is statistically significant at 0.05 level of significance. Thus, gender difference was found in mean score of male (127.58) and female (130.09) on personal strain of teachers at university level. It means that there exists significant gender-based difference in personal strain between male and female university teachers. Therefore, the hypothesis (H07b) “There is no significant gender difference in personal strain of university teachers” is rejected (See Table 4.13).

6. The results showed the t-value of personal resources ($t= 1.99$) is statistically significant at 0.05 level of significance. Thus, gender difference was found in mean score of male (102.33) and female (98.33) on personal resources of teachers at university level. It means that there exists significant gender-based difference in personal resources between male and female university teachers. Therefore, the

hypothesis (H07c) “There is no significant gender difference in personal resources of university teachers” is rejected (See Table 4.14).

6. Hypothesis HO8 pertaining to look at the departmental differences in the scores of university teachers as stated as, there is no significant difference in the occupational stress of the teachers working in the faculty of Social Sciences and Management Sciences. Findings revealed that teachers working in the department of Management Sciences (439) experience higher stress as compared to the teachers of Social Sciences (419). t-test was performed and found a significant difference in the scores on teachers working in the Social Sciences and Management Sciences department. The value of t ($t= 2.60$) is statistically significant at 0.05 level of significance. Thus null hypothesis (HO8) “There is no significant difference in the occupational stress of the teachers working in the faculty of Social Sciences and Management Sciences “was rejected (See Table 4.15).

6. Results shows that teachers having M.Phil. Degrees experienced more occupational stress as compared to the teachers with PhD degrees. Result reveals a significant difference in the scores on MPhil and Ph.D. university teachers when performed test of significance. The value of t ($t= 4.55$) was statistically significant at 0.05 level of significance. Therefore, the null hypothesis (HO9) “There is no significant difference in the occupational stress of the teachers having M.Phil and P.hD degrees” was rejected in this research (See Table 4.16).

6. Findings revealed significant difference in the scores of respondents as $F=4.36$. $p=.000$ of university teachers occupational stress related to designation group at .05 level was significant. Result revealed that Lecturers and Assistant professors were more stressed as compared to Associate professors and Professors. According to result,

hypothesis (Ho10) that “There is no significant difference in the occupational stress of the teachers working on various designations” was rejected (See Table 4.17).

5.3 Discussion

Schools, colleges and universities are just like a small learning society having various opportunities which are provided to the learners for experiencing real life (Schramm, 2021). The supreme goal of education is that there is a construction of strong social and formal relationship between the students and educators. Social and economic development of a society largely depends on education and higher education is at the core of overall development in a country (Morokhovets & Lysanets, 2017). The institutions which are offering higher education, are a strategic asset for the country because they are playing their part in the continuous supply of trained labour force through development programs and latest technology available with them. The main responsibilities of the higher educational institutions such as universities are to equip learners with advanced knowledge, skills and innovative abilities that are necessary for them (Bryndin, 2019). Eventually, it will help the learners in their future professions and business. Therefore, decision makers must recognize importance of universities and higher education. However, the decision makers should be physically and psychologically healthy while they are making decisions for themselves and the students.

In order to develop individuals professionally, universities are offering training, development and other related education based on need of students. Here it should be noted that the key drivers to change and overall social development can be considered educational institutions (Stephens et al., 2008). Classroom discipline problems and student misbehavior contribute to teacher stress as well. Besides, it can be expected from the universities that they have to make and strengthen new social institutions, new

values related to culture, and provide education and socialization in order to incorporate new values. According to researchers, university around the globe has been seen as a main machinery by which learning flows and as a result skilled labour force is produced.

According to Akhtar et al. (2019) teachers and students learn during the learning process in an energetic and positive learning environment and teachers influence personalities of students in an efficient and effective manner. In any society, teachers have been contributing as leaders who guide generation and the way they behave with students, largely effect the overall lives of the students. In most of the cases, educators can be stressed due to various factors. It may be due to the retention of students and appraising their performance while conducting classes and making their results (VanSlyke-Briggs, 2010).

The source of locus focal point is on the competency to deal with skepticism. People with lower tolerance can repel change, and people with higher tolerance can get used to change without difficulty. Therefore, the control source tries to recognize the response based on the state of change. If a person can control himself and believe that as he is the master of fate, then he can respond positively to modifications. Further, recent studies have divided the individuals into two clusters according to the source of control. One cluster is internal and the other cluster is external in nature. Individuals with internal locus consider that they can practice their own intention to monitor events or conditions, and have a solid credence in themselves and their aptitude to live. Further, they consider that the reaction they acquire from the environment is the reason for their approach. While the persons with external sources of control associate actions and conditions, victory or failure with factors unrelated to them. For example, they attribute

success to support. However, their disappointment is based on environmental factors (Kutani, 2010).

This study examined the gender differences in terms of locus of control and occupational stress. The first hypothesis of the study was that there was no relationship between internal locus of control and occupational stress among university teachers and based on research results it was accepted. Our findings are supported by several prior studies (Khan et al., 2012; Chen and Silverthorne 2008, Kalbers and Fogarty, 2005 and Rai, 2001) who report that teachers who had internal locus of control experienced lower level of stress as compared to teachers who had external locus of control and that with higher internal locus of control there will be higher managing ability to cope up with stress. Similarly, the results of this research were supported by the research work of Crothers et al. (2010) as in their work there was no connection between locus of control and occupational strain in the Zimbabwean educators' sample. Finally, the research of Popoola et al. (2010) on Osun State teacher education service also showed that there was no significant association between stress and locus of control in primary and secondary teaching staff and does not supported the findings of the study. Blau (2019) study sample consisted of teaching staff from Tokyo university and the findings of his study showed that , internally controlled employees make more personal efforts to control their environment than externally controlled staff. Therefore, internal individuals faces less occupational stress at their job.

Moreover, the locus of control influenced the association between occupational stress, and physical, psychological and behavioral outcomes (Spector & O'Connell, 1994). Further, the results were also not supported with the work of Khan et al. (2012) and Sliskovic et al. (2011), which showed that both variables are extremely interrelated.

Similarly, the findings of the study were also not in line with the work of Sahibzada (2012), which showed a significant but negative association between role strain and locus of control in public and private sector universities. The outcomes from the study concluded that employees with an external locus of control have high job strain compared to staff with an internal locus of control. Hence, it can be said that there is an association between workplace control and workplace strain, as it was also not supported by the results of Kalyanasundaram et al. (2018) and Kalbers and Forgarty (2005). Based on their work, internal control employees experienced a lower level of stress and were more satisfied with the organization compared to the external ones. Furthermore, the findings of the current study and that of Nabirye (2018) revealed a significant positive connection between various facets of occupational stress and locus of control. In addition, the findings of Subasree (2011) were also not supported by the conclusions of the research, which stated that there is an association between strain related to the organizational role, internal and external locus. A person can be assumed as having an external source of control or an internal source of control; their performance of success and failure could be different, and their handling of stress will also be different.

Individuals having internal sources of control consider themselves as being able to control their particular life happenings because their behavior depends on internal factors such as hard work, decision-making, problem-solving abilities, effort, and persuasiveness. In this connection, teachers with internal control beliefs believe that they are liable for their actions at universities, whether they result in success or failure; therefore, they develop additional self-sufficiency in accomplishing their life goals. Further, as they believe in their abilities, they are also better at solving problems.

The “locus of control” is a social intellectual hypothesis proposed by Rotter (1954);

however, his work was not distributed until 1966 (Rotter, 1966). His hypothesis is essentially a “social learning” hypothesis coordinated with character hypothesis. From that point forward, the “hypothesis” has been widely concentrated in numerous fields, including educational psychology, and is the main developments in the field of character hypothesis (Leone & Burns, 2000). The hypothesis is theorized in the inner/outer measurement. Individuals with an inside locus of control imagine that events in life are basically brought about by their own behavior, while individuals with an external locus of control feel that events in life are the result of others' actions, or are due to luck, destiny, or opportunity. Internal learning students trust in the association between their behavior and their outcomes. In contrast, external learning students argue that individual endeavors are more likely to control their learning experience. Consequently, inside-oriented and externally-oriented students will tend to follow different strategies to educate (Grimes et al., 2004).

Some other researchers such as Schultz & Schultz (2015) suggested that people who were blessed with an internal locus consider themselves sound in terms of their physical and psychological health, consumed by lower anxiety and, in the long run, may be less depressed. They have a much better capability to deal with upcoming stress, have a good social image in society, and are empowered as high self-esteem individuals. Someone who represents the internal LOC and expects to be paid for doing explicit internships (Wang et al., 2010). In this way, the inner individual has been doing their best to achieve their academic results and touch the extraordinary honor they may earn in their class (Yilmaz et al; 2021). In addition, experiencing positive emotions makes the task or performance more attractive, expanding the performance of explicit practices and strengthening the desire for compensation (Gibb & Ishak, 2020).

The internal control of locus consists of events associated with one's permanent characteristics and personality attributes. According to Dave et al. (2011), in addition to internally and externally controlled people group, there was a third group who assumed that they do not know who controlled them and even they do not understand why they should need to act against certain events. This group believes that things may happen to them during their life course, and they do not need to explore reasons behind them. Furthermore, they argue that there are certain actions which are under their control and there are some other things which are under the control of some other forces. Therefore, they do not need to put their energy behind exploring the reasons for the outcomes.

Studies have shown that individuals perform better when they have moderate to solid interior control sources. Controlling the area of the spot is significant because under all conditions equivalent, individuals either see themselves as bosses of their destiny or they are survivors of the climate. Besides, persons with internal LOC will always take their own accountability for their errors and success. The observation of ability, the perception of internal control, and internal inspiration are important attributes of an employee teaching in schools (Shammen, 2004). Researchers also assure that students' internal understanding of the control sources that control the success or failure of their studies is significant for the growth of learners' abilities. Moreover, if teachers think they are capable, they may take on more learning responsibilities (Araromi, 2010).

The second hypothesis was there was no relationship between external locus of control and occupational stress among university teachers. The hypothesis was rejected as there was a significant relationship between both variables based on correlation results and literature review. In this context, research was conducted by Sindu &

Padmanabhan (2021) to discover the role of locus of control on occupational stress in private sector employees, and findings of this study support the present study that there is no significant relationship between internal locus of control and occupational stress. Results showed that individuals with an internal locus of control are more likely to have less occupational stress, whereas external locus of control and occupational stress were found positively correlated.

Ahluwalia and Preet (2016) reviewed a study on the locus among university teachers. It had been analyzed whether these teachers had an internal or external orientation. Teachers with high overall stress showed a high external control. Further, teachers with an internal locus believed that their own efforts control the external environment and their destiny; however, those with an external locus believed that their destiny was influenced by external factors such as luck, fate, chance, etc. Furthermore, the study found that teachers working in public universities had an internal locus.

Another study by Olonde et al. (2020) conducted a study to explore the association among locus of control of teachers and job strain. The results demonstrated that teaching staff's internal LOC had no significant relationship with job strain whereas external LOC had a significant relationship with job strain.

According to research work of Kalyanasundaram et al. (2018), employees having an external locus of control were found more stressed and less motivated than the employees who had an internal locus of control. People with an external place of control assume that whatever actions they are taking are the outcomes of outside factors such as "luck, fate, and opportunity", and the people around them. Therefore, teachers with "external sources" of control can rely on external factors to limit the further enhancement of their individual assistances, capabilities, and flaws. Likewise, those

with “external sources” of control often believe their life is uncontrollable, tough to cope with, and often clutch credulous opinions (Shinde & Joshi, 2011).

The results of the research are also in line with research work of Raveendran and Sivaneswaran (2019) who argued that external locus of control had a significant positive influence on work strain. It should be noted here that locus of control as a personality trait normally influence person’s stress levels and determine how individuals react to a stressful situation.

Tucker et al. (2006) accepted that individuals with outer locus of control will in general be more focused and inclined to clinical misery. Furthermore, outer locus of control make individuals powerless against control and misuse, because external behaviors will depend to a large extent on the reinforcement of important others. The findings indicate that people with an extraordinary external LOC are usually not so eager when encrustation dares in life. They are exposed to strain and obstruction, easy to succumb, deficiency in motivation, and passion, exclusively when contending with others.

In a comprehensive study by Igbeneghu's (2017) observed the impact of workplace LOC on the observed stress of staff located in libraries in government universities in southwestern areas of Nigeria. It showed that librarians with an outer (external) place of control perceived a higher rank of stress than library staff with an inner (internal) place of control. Finally, it was observed from the research work that the LOC had positive impact on the perceived stress of employees working in public libraries in Nigeria.

The findings of the study were supported by the study of Mahajan (2012) that showed external individuals does not work hard to accomplish their goals. Therefore,

the findings of this research were also supported by the work of Olonade et al. (2020) who mentioned that there was a positive significant relationship between the locus of control and employee job stress. The findings of the study Cascio et al. (2014) showed that there was a positive association of psychomatic strain with external LOC. In a study of Chen and Silverthorne (2008) in Taiwan found that the employees with external locus of control experienced additional occupational stress and it was supported with the findings of this research study. Results reported by Olonade et al. (2020) who discovered that there was a positive significant relationship between external locus of control and teacher's job strain in Osun State of Nigeria and thus supported the results of this study. In addition, the research study of Crothers et al. (2010) found that teaching staff had external locus of control were unable to handle strain as compared to internal locus of control teachers. On the contrary, our findings are in contrast with findings by Anmol and Rath (2022) who reported a significant effect of locus of control on stress in Indian educational institutions. Grounded on the conclusions of research work by Akça and Yaman (2010) teachers with external locus of control were under more strain than teaching staff with internal locus of control.

The prior studies also indicate that sometimes the locus can be both external as well as internal within the same person. Jacobs-Lawson et al. (2011) showed that LOC, had both types of locus which involved individual had both types of "control locus" (covert or overt) are known as Bi-locals and they can efficiently handle with stressful conditions. These individuals are more likely to accept that they themselves are accountable for their outcomes of their act and have believe in external assets also. According to some researchers the concept "locus of control" is a general expectation of "internal control" of individuals rather than "external control". Similarly, Shammen (2004) points out that the "source of control" is when people attribute responsibility to

what is happening in life. They further point out that the dichotomy between “internal and external sources of control” properly describes that inners and outers characterize the two sides of the study continuum, rather than as one or two types. The “control” source represents the influence of environment or personal characteristics on guiding people's activities.

However, the results of this research were contradictory to the results of a study by Crothers et al. (2010) as there was no relationship between locus of control and job strain in the Zimbabwean teachers' sample. According to above researcher, external locus of control and occupational stress were not correlated.

The third hypothesis in this research work is categorized into two subgroups and each hypothesis was discussed. The importance of gender in the workplace context was found in studies of different researchers in different contexts (Rubina et al., 2011; Meško et al., 2010; Agagiotou, 2011; Galanakis et al., 2009).

The (H3a) hypothesis was that there was no significant relationship between gender and internal locus of control and the (H3b) hypothesis suggested that there was no significant gender difference in external locus of control of university teachers. The findings suggest that the hypothesis H3a and H3b were accepted as gender was not a predictor of internal as well as external locus in university teachers. This result is in line with previous study (Anmol & Rath, 2022) which indicates that there was no effect of gender on locus of control.

Similarly, Padmanabhan (2021) also reported there was no significant gender difference in workplace stress and locus of control. Yasar (2006) stated that there were no difference between males and females in terms of locus of control and it supported the outcomes of this research study.(Yates, 2009 ; Shivali , 2012; and Nordin et

al;2016) findings also supported the findings of this research study as there was no difference found on gender in locus of control of educators. The findings of this research are also in line with findings of many other researches which proved that there is no significant difference between locus of control and gender among teachers (Kıral, 2019; Akkaya, 2015; Nordin et al.;(2016); Çaylı, 2013; Kıral, 2012). The findings of the study were also supported by the outcomes of Gaus et al. (2014) that gender was not a predictor for internal locus in female head teachers in Makassar. Therefore, to become an effective teacher, locus of control had nothing to do with their gender. Similarly, a study from Pakistan suggested that there was no significant gender difference in LOC at workplace (Khan et al., 2014).

The findings of the study of D'Souza et al. (2013) contradict with the results of the study as they studied changes in employee control locus in demographic aspects such as gender, education level, and current age of staff. Moreover, the findings of this study are opposed to study by Ali (2020) who studied gender differences in association with locus of control and self-assertiveness in colleges and university teachers. The findings of this study were not supported by the finding of the research work of Ali as he concluded that male teachers have a larger locus of power than female. A study by Khan et al. (2012) observed that there was a significant difference regarding gender in internal locus and external locus of control and the mean value of study predicted that men educators were more internal and women educators were more external. Similarly, our study contrasts with many research works (Khan et al., 2012; Hans et al., 2013; Gaus, 2014; Oguz & Sariçam, 2016; Cakir, 2017). According to all these researches, male teachers are more internally controlled than female teachers.

The results of the study reject hypothesis (HO4), revealing that Social Sciences teachers exhibit an internal locus of control, while Management Sciences teachers lean

towards an external locus of control. This contradicts Mapfurno et al. (2008), who found gender similarities in stress levels. However, findings align with the social learning theory, suggesting that individuals with an internal locus of control exhibit self-control. This is particularly relevant in the context of university teaching in Pakistan, where the working environment, job security, and cultural expectations significantly impact teachers' stress levels.

The hypothesis (HO5) is rejected, indicating that teachers with M.Phil degrees demonstrate a higher score on external locus of control, while those with Ph.D. degrees exhibit a higher internal locus of control. This supports the idea that higher qualifications may influence the perception of control over outcomes (Stuart, 2000). It contradicts the general assumption that Ph.D. holders may experience less stress, emphasizing the importance of considering educational backgrounds in understanding locus of control dynamics.

The results reject hypothesis (HO6), indicating that Associate professors show an internal locus of control, while lecturers tend towards an external locus of control. This aligns with the assertion that occupational stress and locus of control are essential factors for university teachers (Jones & Bright, 2001). Findings contribute to the literature by highlighting variations in stress levels among different designations within the university teaching profession.

The Seventh hypothesis in the research study is categorized into three subgroups and each hypothesis was discussed. According to hypothesis (HO7) there is no significant gender difference in occupational stress of university teachers. The hypothesis was rejected as the researcher found a significant difference regarding gender in occupational stress of teachers. This result was supported in a more recent study where female teachers were associated with higher stress compared with male

teachers (Braun et al., 2022). The results of this study were supported by research work of Shen et al. (2014), who found that job-related strain of university teachers' of China may be a threat factor for depressive indications. The findings of the study found significant difference on the gender in occupational stress. Saleem Ghani (2013) and Stafyla et al. (2013) conducted a study on gender differences among university teachers that showed gender effect on stress. Their stressors were workload, and technical conditions at work.

The findings by Ahmed and Ashraf (2016) who examined the influence of work stress, which was divided into four constructs, namely; work support, work pressure, work satisfaction and type of work, on the personality of workers, both in the workplace of public and private sectors in the universities. The analysis showed that all the variables of work stress had a significant influence on the personality of the employees and that the global model was significant with a confidence interval of 99.9%. In addition, the findings of the study were that females have comparatively more stressful than males and it was also supported by the findings from the literature. The findings were supported by the work of Uday and Nageswara(2007) that showed gender played a vital role in initiating in occupational stress and female teachers were more stressful than male teachers. Similarly, according to research findings of Shikieri and Musa (2012) and Ghania et al. (2014) female teachers were more stressed than male teachers. . According to the study of Fisher (2011) gender was the highly influential factor in the stress within school teachers and government teachers had positive stress scores than private teachers.

Studies included Jan et al. (2013) who considered the social and family job pressure among teaching staff from elementary schools in District Budgam. The sample for the current examination comprised of 120 elementary teachers. The examination of

the information showed that women teaching staff were exposed to have supplementary pressure when distinguished with men elementary teachers. Ali (2020) investigated that the age affect with a stress level among teachers of primary education institutions but it was concluded that no difference in the stress level in the job was observed regarding the demographic variable of age. Sapna et al. (2013) stated on many occupational aspects of stress in an engineering education institution, namely academic issues, fear, uncertainty, causes of life, frustration, stress, atmosphere, weakness, and overburden.

Another study conducted by Pines et al. (2011) on United States and Israel found that female staff had faced more occupational stress than male staff. A study by Capri (2013) in Turkey's found that female employees were more stressed than male counterpart employees. Further, study work of Yu et al. (2005) also found that gender difference had influence on occupational stress in China. The findings of this research was in line with the research work of Mustaq et al. (2019) showed that university stress generated negative feelings among teachers. In addition, research work of Suleman et al. (2018) on Pakistani secondary school heads also supported above researchers by saying that there was no significant difference between gender and occupational strain experienced by school heads. Another study on occupational stress in rural and urban areas of Haryana examined by Dagar and Marthur (2016) suggested that female school teachers faced more occupational stress than male counterparts. In addition, findings of this research were also in line with research work of many other researchers such as Geetha (2013), and Saleem and Ghani (2013). Both papers suggested that gender of teaching staff actually affects stress at workplace. Besides, the findings of this study were also that female teachers had more stress than males and is also supported by results of the different researchers. Further, study work of Yu et al. (2005) also found that gender difference has influence on occupational stress in China. The study by

Popoveniuc et al.(2014) examined the gender variances in stress and coping behavior at primary and secondary level .the results indicated that male teachers use more problem focused coping strategies and female teachers use emotional focused coping strategies.

Similarly, the study results were also not supported by the work of Stafyla et al. (2013) who found that men received higher levels of stress in the most stressful circumstances due to incorrect instructions received from others, the deficiency of specific materials and material essential for their performance at their work, and disruptions from their colleagues and these all were the important stressful circumstances. Similarly, research work of Lou and Chen (2016) suggested that there is no notable difference among gender and occupational stress. In the same way, a study by Shukla and Trivedi (2008) among Indian teaching staff found that there is no significant difference between male and female occupational stress. Another study by Soleimani and Moinzadeh (2012) who wanted to determine factors which were responsible for job-related stress and strength of stress prevailing among teaching staff. In this exploration 150 educators were chosen by a multi stage cluster sampling. This investigation utilized a 66 addressing scale called TSS scale. Discoveries demonstrated that work related pressure of people doesn't contrast essentially. No connection is additionally seen between work related stress, education level and marital status among teaching staff. Though, based on the subscales of economic and social complications and temporal problems, however there was a significant difference between single and married English teaching faculty.

Another study from India on school teachers found that there was same level of stress faced by both the genders (Arora, 2013). In addition, there was a study by Mahakud and Bajaj (2014) on school teachers of public and private sector in Delhi city

of India. According to this research there was no significant difference among men and women educators when they were exposed to occupational stress. In addition, research work of Suleman et al. (2018) on Pakistani secondary school heads also supported above researchers by saying that there is no significant difference between gender and occupational stress experience by school heads. The suggestion from Akça and Yaman (2010) work addressed that male teachers were more occupationally stressed than their female counterparts.

According to hypothesis (H7a) there is no significant gender difference in occupational roles of university teachers. The hypothesis was rejected as the researcher found a significant difference regarding gender in occupational roles of teachers. This result was supported by the work of Kebebo (2012) variations in psychological strain of professional of higher educational institutions were accounted for combined effects of role stressors (i.e., role boundary, role overload, role insufficiency, and role ambiguity). The findings of the study also indicated that role boundary, role overload, and role insufficiency were found to be significant determinates of psychological strain and it differ among male and female. The study examines whether male and female teachers differ in terms of working conditions and coping with high work demands. The results show that both workloads and emotional exhaustion are comparable between the genders, but women showed more stress than men. The majority of male and female teachers (79%) indicates excessive workloads as the main reason for leaving the profession early. In order to protect teachers from high workloads, measures at the organizational, social, and individual level are necessary.

In terms of role insufficiency and ambiguity as factors of occupational stress, female teachers feel more stressed than male counterparts (Aggarwal, 2012; Manabete et al., 2016). Further, in terms of role overload as factor of work stress, female teaching

staff was exposed to more overload than male teaching staff. Sabherwal et al. (2015) showed a low to moderate level of stress in higher educational institutions in Pune (India) and supported the findings of this study. Nagra(2013) study results revealed that teacher's experience moderate degree of work related pressure. No critical contrasts were demonstrated in regards to work related pressure among teachers comparable to gender and subject streams.

Sahibzada and Bano (2012) result was not supported by the findings of the study that no significant gender difference were found on occupational role stress among university teachers of public sector. Men experienced slightly high level of stress than women. The findings of the study were not supported by the work of Kales (2014) as it was concluded both male and female teachers experienced high work load, equally experienced role ambiguity and similarity in responsibility and role conflict. However, the findings of this study were opposed by the work of Marshall (2003) that there are no significant differences in occupational roles of both genders.

According to hypothesis (H7b) there is no significant gender difference in personal strain of university teachers. The hypothesis was rejected as the researcher found a significant difference regarding gender in personal strain of teachers. It was found that female university teachers showed higher personal strain as compared to male because they were performing different occupational roles in their institutions. The results of this research were supported by research findings of Sun et al, (2011). Further, they added that mental health was an important risk factor for job stress among university professors in China. Therefore, improving mental health and organizational climate should be considered to reduce professional stress for university professors. This result was supported by the work of Jackson (2004) measure of three dimensions of occupational adjustment: occupational stress, psychological strain, and coping

resources. Demographic variables, such as age, gender, ethnicity, marital and parental status, primary work-setting, years of experience, stress related treatment, and years licensed were examined within the three dimensions of stress, strain, and coping. Variables that had significant differences on the levels of stress, strain, and coping were gender, primary work setting, number of work settings, maximum daily client sessions, and referral source of clients. The findings of the research were supported by the findings of Sliskovic & Sersic (2011) who investigated female university teacher's exposure to psychological stress is more as compared to males. Similarly, another study by Kataoka (2014) supported the finding of this study. According to him, university teachers had mental health problems related to their gender and due to that they were given paid vacations, social support and ability to work. His results were favoring that teachers should be given paid days to improve their mental health in college. It is also important to maintain a high level of social support. In addition, the results also showed that ineffective coping styles in employees had led to poor mental health.

The findings of the study were also not supported by the findings of Zheng et al. (2005) as they found that male teachers were more stressed than females because male teachers had psychological pressure that affected their physical and mental fitness. The results of this research were not supported by the work of Mapfurno et al. (2008). They found that both the genders face similar level of stress. Further, the most coping strategies that were used in their study were in the form of social-support networks, particularly interactions with family and friends.

According to hypothesis (H7c) there is no significant gender difference in personal resources of university teachers. The hypothesis was rejected as the researcher found a significant difference regarding gender in personal resources of teachers. Female university teachers scored less on personal resources as compared to males. The

results were supported by Antoniou et al. (2013), who showed that female teachers are more stressed and have weaker personal skills because they do not use personal resources than male teachers. This result was supported by the work of Jackson (2004) conducted a study on occupational stress, psychological strain and coping resources of professional .The findings showed that variables that had significant differences on the levels of stress, strain, and coping were gender.

The result was supported by the work of Cope (2003) examined a study on job stress, pressure and its handling in accounting organizations. With regard to job stress, mental strain and coping significant differences were found between age, position, race and gender within the organizations. Only one statistically significant difference between gender groups was noted. The females reported higher levels of strain, specifically physical strain, than the males. Females experiencing slightly higher levels of vocational, interpersonal, psychological and physical strain than males. Males reported using recreation and rational-cognitive coping more than females, who used self-care more. It can be concluded, however, that within the accounting organisation, gender is not a major contributing factor to differences in stress, strain and coping that contradict with the results of my research study .The results of this study were also in line with research work of Sun et al. (2011). Further his findings found that social support is a significant risk factor for job stress among university professors in China. Pilcher & Bryant (2016) conducted a research on self-control and social support. The findings of the research suggested that social support can be an effective resource in eliminating stress and promoting health and well-being whereas stress can be a limiting factor on self-control.

The eighth hypothesis (HO8) is rejected, revealing that teachers in the Management Sciences department experience higher stress compared to their Social

Sciences counterparts. This finding aligns with the assertion that university teaching in Pakistan, especially in the private sector, is characterized by insecurity and a lack of job security (Bakker & Schaufeli, 2000). The stress associated with uncertain contract extensions may significantly impact occupational stress levels.

The ninth hypothesis (HO9) on occupational stress difference between M.Phil and Ph.D. teachers was rejected, indicating that teachers with M.Phil degrees experience higher occupational stress compared to Ph.D. holders. This contradicts the assumption that higher qualifications may alleviate stress (Greenberg et al., 2016). Results contribute to the understanding of stress factors, emphasizing that the impact of educational qualifications on occupational stress is nuanced.

The findings on tenth hypothesis (HO10) about occupational stress differences among different designations reveal that Lecturers and Assistant Professors experience higher stress compared to Associate Professors and Professors. This aligns with the idea that role conflict and ambiguity can contribute to stress among university teachers (Conley & Woosley, 2000). This research underscores the importance of considering the role and designation in understanding occupational stress among teachers.

Further, the researcher here integrates insights from the literature similar to this study's finding, to provide a comprehensive understanding of the factors influencing locus of control and occupational stress among university teachers in Pakistan. Mapfurno et al. (2008) found gender similarities in stress levels, but results reveal variations based on educational qualifications and designations, emphasizing the nuanced nature of stress factors among university teachers. The dual role of working women in Pakistan, societal expectations, and the lack of work-life balance contribute to increased stress levels, aligning with the findings of Marshall (2003) and Rahman (2007).

Social learning theory highlights the role of locus of control in individuals' ability to control outcomes. This study supports this theory by identifying variations in locus of control based on qualifications and designations among university teachers. Practical implications of stress on individual and organizational levels are pointed here, emphasizing the multifaceted impact on absenteeism, task execution, labor relations, and financial outcomes (Cooper et al., 2001; Jones & Bright, 2001). The insecurity in university teaching positions in Pakistan, especially in the private sector, contributes to stress levels, impacting job performance and career development (Pitcher, 2013; Bakker & Schaufeli, 2000; VanSlyke-Briggs, 2010; Gillespie et al., 2010). Role conflict, ambiguity, and imbalance between expectations and skills contribute to stress among university teachers, impacting their performance and overall job satisfaction (Conley & Woosley, 2000; Jamal, 2007; White et al., 2006; Onyemah, 2008; Viator, 2001).

Based on the recent work of Canadian Center for Occupational Safety and Health (CCOHS, 2000) there are two ways by which people express their stress, where one output is positive and second result is negative. The results of stress are not always bad but sometimes they are good. For example, when employees take some stress related to work then they can achieve more than what was actually expected. Optimistic stress can lead the students to do their homework before deadline and make their teachers happy. Difficult tasks aim at increasing the quality of their productions which are highly valued by many organizations (Cavanaugh et al., 2000).

According to the CCOHS (2000) stress moves in people in two means; one is positive and one is negative. All the pressure is not bad. At a small percentage, stress sometimes produces more results. Employees need to be under positive pressure to make them feel comfortable, and they may complete tasks bestowing to their attitudes.

Numerous organizations put optimistic pressure on the difficult task of improving production quality (Cavanaugh et al., 2000).

Overwork reduces the motivation of teachers, which seriously affects the institution (Stress & Stress Management, 2010). Supe and Burdick (2006) during an investigation of the work related pressure among representatives from various vocations of Chandigarh uncovers that doctors, specialists, and instructors are profoundly focused when contrasted with the workers from different callings since they face new difficulties consistently. She suggests that ladies are more focused than their companions. A specific measure of pressure in instruction is unsurprising, even useful, yet when it surpasses the limit, it might end up being hurtful.

When there is imbalance between what is expected from an employee and what he has in terms of skills to complete a given task, then people feel stressed (Jamal, 2007). According to the research work of White et al. (2006) when there is undesired delays in work completion and extra burden is put on a teacher in terms of giving little time to him for rest, asking support in admission process or giving too tough research work then teachers in universities will feel stressed and their performance will also decline. Another study suggests that when teachers are unclear about their work role then there is a possibility of role conflict among co-workers and as a result performance of teachers will be badly affected (Onyemah, 2008). Furthermore, the major reason behind ambiguity is the lack of information about certain roles within an organization

Positive stress, when managed effectively, can lead to improved productivity and task completion, aligning with the positive outcomes discussed in the literature (Cavanaugh et al., 2000). This study integrates empirical findings with existing literature, providing a nuanced understanding of the intricate interplay between locus

of control, educational qualifications, designations, and occupational stress among university teachers in Pakistan.

5.4 Conclusions

Based on the findings, the following conclusions have been drawn:

University teachers employed in public sector universities generally exhibit higher scores on internal locus of control compared to external locus of control.

Regarding occupational stress, they tend to experience higher stress related to role obligations than personal strain. Moreover, university teachers also demonstrate lower scores on personal resources.

An insignificant positive relationship was observed between internal locus of control and occupational stress among university teachers.

A positive relationship was found between external locus of control and occupational stress among university teachers.

No significant difference was observed in the responses of male and female university teachers regarding internal and external locus of control dimensions. However, distinct patterns emerged based on departmental affiliations. Teachers in the Social Sciences department tended to exhibit higher scores on internal locus of control, while those in Management Sciences displayed higher scores on external locus of control, indicating a significant difference between the two groups. University teachers with M. Phil degrees tended to possess higher scores on external locus of control, whereas those with Ph.D. degrees demonstrated internal locus of control tendencies. Additionally, significant differences were noted between M.Phil. and Ph.D. degree holders. Lecturers

displayed higher scores on external locus of control compared to Associate Professors, who exhibited higher mean scores on internal locus of control.

Female university teachers experienced higher levels of occupational stress than their male counterparts. Female teachers exhibited higher stress levels related to occupational roles and personal strain, while male teachers demonstrated higher scores on the subscale of personal resources. This suggests that male teachers engage in more outgoing activities, self-care, and social support seeking. They also employ more rationalization techniques for coping with stress compared to female teachers. Significant differences were found in occupational stress levels between departments, with teachers in Management Sciences reporting higher levels of stress than those in Social Sciences. Furthermore, Assistant Professors and Lecturers experienced higher levels of stress compared to Associate Professors and Professors.

5.5 Recommendations

On the basis of conclusions, following are recommendations of the study:

1. University teachers may enhance their construct of internal locus by practicing strategies such as reflection of self, setting of goals and mindfulness practices. It is also recommended that higher management of the universities may conduct awareness training workshops and seminars on locus of control that may help the teachers to get awareness of different types of locus of control.
2. University management may conduct training workshops and seminars on stress management and locus of control that may help the teachers gain awareness of managing stress through internal locus of control.
3. Since teachers working in the Social Sciences Department had higher scores on internal locus of control whereas teachers of Management Sciences have higher on

external locus of control. Therefore, university management may arrange awareness workshops for the teachers of Management Sciences for development of internal locus of control.

4. Overall results revealed variations in the locus of control of university teachers on demographic variations, therefore, university teachers may learn various skills which may further build their internal locus of control. University management may create an atmosphere of acceptance, nurturance, work engagement and provide opportunities for their meaningful participation to build their self-efficacy and self-esteem. Universities may also provide career counselling services and recruit psychologists for counselling of the university teachers to overcome stressful aspects from their personal and professional lives. University management can organize personal strains and personal resources of managing stress.

5. Learning of Stress management may be an integral part of refresher training workshop of professional; training of the of university teachers. because results depicted that overall level of occupational stress was higher in teachers, role related stress was higher as compared to personal resources and course component of the training may include stress and strain decreasing exercises and techniques like work engagement, social reinforcement, exercises, occupational therapy, mindfulness, spiritual coping, emotional focused coping, problem focused coping, time management skills, reminders and recreational therapy etc.

6. Female university teachers experienced more occupational stress than males. Higher education management may carefully design the tasks related to female teachers. Recreational leave, clarity of roles, and responsibilities of the female university teachers may help in coping job stress. Women Welfare Foundations may also play an important

part in this regard by giving health facilities, opportunities, facilities, day care centers and programs to facilitate the female university teachers.

7. University teachers, especially females, may use personal resources to handle their occupational stress and personal strain, through regular exercise, a balanced diet, adequate sleep, hobbies of leisure time and social support contributing to overall well-being and resilience to stress.

8. Training courses may be arranged by Management for M.Phil. teachers to flourish their internal locus. They also experience more occupational stress. So, to address occupational stressors, make special therapies based on academic rank. Mentorship programs may be established for junior faculty, connecting them with experienced colleagues.

5.6 Recommendations for Further Research

1. Present research has explored the relationship of locus of control and occupational stress of university teachers. Future research studies may explore the relationship of these constructs on an enormous sample size of public sector universities and also in other provinces.

2. Research study may be conducted on the association of stress and locus of control of public and private sector universities in Islamabad and other provinces.

3. Future research studies may explore on various demographic variables such as academic qualification, age, birth order, experience, marital status, urban or rural areas and in-service training in public and private universities.

4. It will be productive to conduct a study on occupational stress and locus of control on administration, management and its influence on the performance of educational institutions and other lower staff.

5.7 Limitations

1. Due to lack of various resources, time and personal constraints of the researcher study was limited to public sector universities located at Islamabad only. In this study due to no availability of the standardized instruments authorizations researcher has to developed indigenous questionnaires to collect data.

Thus, in future researchers may plan qualitative studies in the form of interview questions which may present a holistic picture on this scenario (occupational stress and locus of control).

2. The present study focused only on the university teachers, which limits its generalizability to teachers only. Future studies may be exploring on the relationship between the two variables in the context of Administrators, Managers and other supporting staff working at various levels.

3. In this study data was collected from faculty of Social Sciences and faculty of Management Sciences only, future research works can be conducted on teachers working in other faculties as well.

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APPENDIX

Appendix A

PANEL OF EXPERTS FOR VALIDATION OF RESEARCH

QUESTIONNAIRES

1. Dr. Saira Nudrat (Assistant Professor), National University of Modern Languages, Islamabad.
2. Dr. Quratul- Ain (Assistant Professor), National University of Modern Languages, Islamabad.
3. Dr. Farkhanda Tabassum (Assistant Professor), National University of Modern Languages, Islamabad.

Appendix B**CERTIFICATES OF VALIDITY****Certificate of Validity****RELATIONSHIP OF LOCUS OF CONTROL AND OCCUPATIONAL STRESS OF
UNIVERSITY TEACHERS****By Ms. Benazir Ayesha****P.h.D Scholar, Faculty of Social Sciences, National University of Modern Languages H-9
Islamabad, Pakistan**

This is to certify that the questionnaire developed by the scholar towards her thesis has been approved by me and I find it to be developed adequately to assess the occupational stress of university teachers. It is considered that the research instrument, developed for the research above titled, is according to the objectives and hypotheses of research, assures validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence

Name Dr. Saira NudratDesignation Assistant- ProfessorInstitute NUML - H-9, Islamabad.Signature 

Certificate of Validity

**RELATIONSHIP OF LOCUS OF CONTROL AND OCCUPATIONAL STRESS OF
UNIVERSITY TEACHERS**

By Ms. Benazir Ayesha


**P.h.D Scholar, Faculty of Social Sciences, National University of Modern Languages H-9
Islamabad, Pakistan**

This is to certify that the questionnaire developed by the scholar towards her thesis has been approved by me and I find it to have developed adequately to assess the locus of control of university teachers. It is considered that the research instrument, developed for the research above titled, is according to the objectives and hypotheses of research, assures validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Saira NudhalDesignation Assistant ProfessorInstitute NUML - H-9, Islamabad.Signature 

Certificate of Validity**RELATIONSHIP OF LOCUS OF CONTROL AND OCCUPATIONAL STRESS OF
UNIVERSITY TEACHERS****By Ms. Benazir Ayesha****P.h.D Scholar, Faculty of Social Sciences, National University of Modern Languages H-9****Islamabad, Pakistan**

This is to certify that the questionnaire developed by the scholar towards her thesis has been approved by me and I find it to be developed adequately to assess the occupational stress of university teachers. It is considered that the research instrument, developed for the research above titled, is according to the objectives and hypotheses of research, assures validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Qurat-ul-ain-Hina.Designation Assistant Professor.Institute NUML H-9, Islamabad.Signature _____


Certificate of Validity


**RELATIONSHIP OF LOCUS OF CONTROL AND OCCUPATIONAL STRESS OF
UNIVERSITY TEACHERS**

By Ms. Benazir Ayesha

P.h.D Scholar, Faculty of Social Sciences, National University of Modern Languages H-9

Islamabad, Pakistan

This is to certify that the questionnaire developed by the scholar towards her thesis has been approved by me and I find it to have developed adequately to assess the locus of control of university teachers. It is considered that the research instrument, developed for the research above titled, is according to the objectives and hypotheses of research, assures validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Qurat-ul-ain-Hina.Designation Assistant Professor.Institute NUML H-9, Islamabad.Signature _____


Certificate of Validity

RELATIONSHIP OF LOCUS OF CONTROL AND OCCUPATIONAL STRESS OF
UNIVERSITY TEACHERS

By Ms. Benazir Ayesha

P.h.D Scholar, Faculty of Social Sciences, National University of Modern Languages H-9

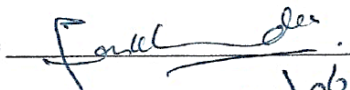
Islamabad, Pakistan

This is to certify that the questionnaire developed by the scholar towards her thesis has been approved by me and I find it to be developed adequately to assess the occupational stress of university teachers. It is considered that the research instrument, developed for the research above titled, is according to the objectives and hypotheses of research, assures validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence

Name Dr. Farukhanda TabassumDesignation Assist. ProfInstitute NUML IslamabadSignature Farukhanda Tabassum
13/06/19

Certificate of Validity**RELATIONSHIP OF LOCUS OF CONTROL AND OCCUPATIONAL STRESS OF
UNIVERSITY TEACHERS****By Ms. Benazir Ayesha****P.h.D Scholar, Faculty of Social Sciences, National University of Modern Languages H-9****Islamabad, Pakistan**

This is to certify that the questionnaire developed by the scholar towards her thesis has been approved by me and I find it to have developed adequately to assess the locus of control of university teachers. It is considered that the research instrument, developed for the research above titled, is according to the objectives and hypotheses of research, assures validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name Dr. Farukhanda TabassumDesignation Assist. ProfInstitute NUML IslamabadSignature 
13/06/19

Appendix C**RELATIONSHIP BETWEEN LOCUS OF CONTROL AND OCCUPATIONAL
STRESS OF UNIVERSITY TEACHERS****Survey Questionnaire Letter**

Dear Sir / Madam,

I am conducting doctoral research on locus of control and occupational stress of university teachers. My present endeavor is to obtain a true picture of the opinions of faculty members of the universities of Islamabad. I need your kind cooperation for this research. Your views will be of immense help in conducting my research. The demographic information provided by you will be kept confidential. I am enclosing two separate questionnaires on locus of control and occupational stress for eliciting your candid opinions.

THANK YOU

Yours Sincerely

**Benazir Ayesha
Ph.D. Scholar
NUML Islamabad**

Appendix D

DEMOGRAPHIC INFORMATION SHEET

Questionnaires for Teachers

This is a questionnaire for a research study entitled.

“Relationship between Locus of control and Occupational stress of University Teachers”

You are requested to please fill it according to the given instructions. It is assured that the information provided by you will be used only for the research purpose and will keep confidential. Thank you so much.

Part One: DEMOGRAPHIC INFORMATION

Organization:					
Job Title:					
Qualification:	M.A	M.Phil	P.h.D	Post Doc	Others
Gender:	Male	Female			
Department	Social Sciences	Management Sciences			
Job Experience:	1-3 years	3-7 Years	7 years and above		
Monthly Income:	Up to 30 thousand	30 to 50 thousand	Above 50 thousand		
Age:	20-30 years	30-40 years	40 years and above		
Marital status:	Married	Unmarried			
Nature of Job Status:	Permanent	Contract			

Appendix E

LOCUS OF CONTROL SCALE

Part Two: Locus of Control Scale

INSTRUCTIONS

The questionnaire contains descriptive statements about Locus of control. Please read each statement carefully and decide if you ever felt this way about your profession. Answer the following questions in “Yes” or “NO”.

Sr.	Statements		
1.	Do you believe that most of the problems will be solved automatically if you take them seriously?	Yes	No
2.	Do you often feel that getting good performance means a lot to you?	Yes	No
3.	Are you usually blamed for those things that aren't your mistake?	Yes	No
4.	Do you feel that something wrong is done by you there's very little effort you can put to correct it?	Yes	No
5.	Do you feel that you have many options in deciding who your friends could be?	Yes	No
6.	Do you think symbol of luck can bring you good fortune?	Yes	No
7.	Do you think cheering, more than luck helps a team to win?	Yes	No
8.	Do you often think that If or not you did your task had much to do with what kind of performance, judgement you get?	Yes	No
9.	Do you think you ever had a good luck charm?	Yes	No
10.	Do you think that when something bad is going to happen, no matter what you do you cannot stop it?	Yes	No
11.	Most of the time, do you find it useless to try to get your own way at home?	Yes	No
12.	Do you think that when some good things happen, they will occur because of your effort?	Yes	No
13.	Do you often think that you have little to say on what you get to eat at home?	Yes	No
14.	Are you the type of person who thinks that planning in advance would make things turn out better?	Yes	No
15.	Do you believe it is better to be wise than to be blessed?	Yes	No
16.	Do you believe that if a person studies hard he or she can easily pass any subject?	Yes	No

17.	Do you consider that most people are good at sports by birth?	Yes	No
18.	If you find four leaf clover, do you believe that it might bring you good luck?	Yes	No
19.	Do you think that most of the people of your age are stronger than you?	Ye	No
20.	Do you believe that one of the best ways to tackle most of the problems is just to ignore them?	Yes	No
21.	Do you think that when a person of your age is annoyed at you, you need to put little effort to stop him or her?	Yes	No
22.	Do you feel that people like you depend on how you perform?	Yes	No
23.	Have you ever felt that when people are cross with you it is often for no reason at all?	Yes	No
24.	Do you think that what you do today, can be changed by the people tomorrow?	Yes	No
25	Do you think it's better to be lucky than to be smart?	Yes	No
26.	Do you believe that if people are fortunate, they can get their own way?	Yes	No
27.	Do you think that when a person of your age wants to be your enemy there is very less you can do to stop it?	Yes	No
28.	Do you think that if a person doesn't like you there is very little you can do to stop him?	Yes	No
29.	Do you often think that it is worthless to try in university because most of the other students were wiser than you?	Yes	No
30.	Do you feel often that you have very less to say about what your family has decided to do?	Yes	No

Appendix F**OCCUPATIONAL STRESS QUESTIONNAIRE****Part Three: Occupational Stress Questionnaire****INSTRUCTIONS**

The questionnaires contain descriptive statements about occupational stress. Please read each statement carefully and decide if you ever felt this way about your profession. Please note that there is no right or wrong answer. You have to give your own opinion about each item. Please circle your response to each statement according to the following five-point scale in terms of your own agreement and disagreement of the statement.

5 = Always	4 = Often	3 = Sometimes	2 = Rarely	1 = Never
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Example: If you strongly agree with any of the statements given in the questionnaire, you should mark on # 5 and if you strongly disagree with any statement please mark on # 1.

Occupational Stress Questionnaire

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Occupational Roles Questionnaire (ORQ) Statements		5 1	4	3	2
1.	Role Overload At job I am expected to do many different duties in too short time.				
2.	I think that my work responsibilities are increasing.				
3.	I am expected to execute duties on my job for which I have never been skilled.				
4.	I have to carry my work to home.				
5	I have the materials that are essential to get my work done.				
6.	I always finished my work in my organization.				
7.	I am the accurate person for this job.				
8.	I can work under restricted time deadlines.				
9.	I desire that I have more help to handle the demands that are placed upon me during job.				
10.	My job wants me to work in numerous equally important domains at the same time.				
11.	Role Insufficiency I feel my career is not moving in a right direction.				
12	My career is succeeding as I hoped it would be.				
13.	My occupation matches my interests and skills.				
14.	I am fed up with my job.				
15.	My abilities are used well in my work.				
16.	My profession has a good scope.				
17.	I am able to gratify my needs for victory and appreciation in my job.				
18.	I think I am too much qualified for my work.				
19.	I acquire new skills at my job.				
20.	I perform duties that are below my aptitude.				
21.	Role Ambiguity My boss facilitates me with beneficial feedback of my performance.				

5 = Always	4 = Often	3 = Sometimes	2 = Rarely	1 = Never
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Sr.	Statements	5	4	3	2	1
22.	I am not sure about what I have to achieve in my job.					
23.	When looking towards different tasks I know which should be accomplish first.					
24.	Often, I am not clear about my given task.					
25.	I am familiar how to start a new assignment when it is given to me.					
26.	My boss probes for one thing, but wants another thing.					
27	I know what a suitable personal conduct on my work is.					
28.	I am clear about my preferences of my job.					
29.	I know how my boss wants me to spend my time.					
30.	I am familiar with the criteria on which I will be assessed.					
31.	Role Boundary I have a clash in what my institution believes me to perform and what I think is suitable.					
32.	There are so many people guiding me what to do.					
33.	I do not follow my role boundary when doing my task.					
34.	I am well aware where I fit in my institution.					
35.	My bosses have contradictory ideas about what I should be performing.					
36.	I am sure about who tracks things where I work.					
37.	I usually don't agree with other people working in other departments.					
38.	Responsibility I handle the people during the day that I select.					
39.	I am accountable for the prosperity of juniors.					
40.	Individuals on the work look towards me for leadership.					
41.	Sometime, I forget my responsibility.					
42.	My job responsibility is to look after the activities of others employees.					
43.	I am concerned about the other individuals who are working with me will achieve the tasks well.					
44.	My job wants me to take important judgements.					

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Sr.	Statements	5	4	3	2	1
45.	If I do a mistake in my job, the results for others could be worst					
46.	I have a fear about fulfilling my job duties.					
47.	Physical Environment My work is physically unsafe					
48.	I am exposed to noise pollution.					
49.	I got detract when people are doing in my surroundings.					
50.	I have an inconsistent work plan.					
51.	I do my work myself.					
Personal Strain Questionnaire (PSQ)						
52.	Vocational Strain I am unable to do much work.					
53.	I see myself going behind in my job.					
54.	Rarely, I have accidents on the job.					
55.	The standard of my work is good.					
56.	Often, I do take help from others.					
57.	In the near past, I was absent from work.					
58.	I look at my work and it seems interesting.					
59.	I can focus on the things that I require at work.					
60.	I do mistakes in my task.					
61.	Psychological Strain I can be irritated easily.					
62.	I have been tensed.					
63.	Rarely, I have been happy.					
64.	At night, many thoughts run through my mind and don't let me sleep.					
65.	Rarely, I react badly in situations that don't make me upset.					
66.	I complain about little things.					
67.	My humor is good.					
68.	I shout when I am too angry.					
69.	Things are moving as they should be.					

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Sr.	Statements	5	4	3	2	1
70.	Interpersonal Strain I wish that I had sufficient time to spend with my best friends.					
71.	I usually fight with the people who are close to me.					
72.	I usually have arguments with my friends.					
73.	I and my husband are happy together.					
74.	Instead of taking help from others I do my work by myself.					
75.	I do quarrel with members of the family.					
76.	I require time to solve my problems.					
77	I usually have conflicts with my colleagues.					
78.	Very often, I am anxious about others views about me at work.					
79.	I have been keeping a distance from people usually.					
80.	Physical Strain I have gained my weight that was unplanned.					
81.	My habits of eating are not consistent.					
82.	Often, I have been exhausted.					
83.	I have problem in staying asleep.					
84.	Often, I am facing body aches pain					
85.	I cannot explain my headaches and pains that I have.					
86.	I am energetic.					
	Personal Resources Questionnaire (PRQ)					
87.	Recreation When I want a vacation, I can have one.					
88.	I can do what I want in my leisure time.					
89.	I spend time doing the work that I enjoy most on weekends.					
90.	I watch television rarely.					
91.	A lot of my leisure time is spent going for concerts, movies and sporting.					
92.	I usually play my favorites games.					

5 = Always	4 = Often	3 = Sometimes	2 = Rarely	1 = Never
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Sr.	Statements	5	4	3	2	1
93.	I set my time aside for doing the things that I really like					
94.	I usually think about work while relaxing.					
95.	Lots of my leisure time is spent on hobbies.					
96.	Self-care I am very caring about my diet.					
97.	I do go for physical checkups regularly.					
98.	I do exercise daily.					
99.	In the morning, I do yoga.					
100.	I do use relaxation methods.					
101.	Social Support I can only talk about my issues with a caring person.					
102.	I can talk about my job problems with only one caring person.					
103.	I think that I have only one good friend.					
104.	If I require assistance at job, I know who to pursue.					
105.	Rational /Cognitive coping When go to home, I am able to forget about my job.					
106.	Besides my present job I think that I am able to do other jobs					
107.	I reanalyze or rearrange my work style and routine off and on.					
108.	I develop my preferences for the utilization of my time.					
109.	Once the preferences are fixed then I remain adhered to them.					
110.	I know techniques that avoid me to go off the track.					
111.	When I face an issue then I use a systematic approach.					
112.	When I make a decision, I try to think over all the results of choices.					

FINAL LOCUS OF CONTROL SCALE

Part Two: Locus of Control Scale

INSTRUCTIONS

The questionnaire contains descriptive statements about Locus of control. Please read each statement carefully and decide if you ever felt this way about your profession. Answer the following questions in “Yes” or “NO”.

Sr.	Statements		
1.	Do you believe that most of the problems will be solved automatically if you take them seriously?	Yes	No
2.	Do you often feel that getting good performance means a lot to you?	Yes	No
3.	Are you usually blamed for those things that aren't your mistake?	Yes	No
4.	Do you feel that something wrong is done by you there's very little effort you can put to correct it?	Yes	No
5.	Do you feel that you have many options in deciding who your friends could be?	Yes	No
6.	Do you think symbol of luck can bring you good fortune?	Yes	No
7.	Do you often think that If or not you did your task had much to do with what kind of performance, judgement you get?	Yes	No
8.	Do you think you ever had a good luck charm?	Yes	No
9.	Do you think that when something bad is going to happen, no matter what you do you cannot stop it?	Yes	No
10.	Most of the time, do you find it useless to try to get your own way at home?	Yes	No
11.	Do you think that when some good things happen, they will occur because of your effort?	Yes	No
12.	Do you often think that you have little to say on what you get to eat at home?	Yes	No
13.	Are you the type of person who thinks that planning in advance would make things turn out better?	Yes	No
14.	Do you believe it is better to be wise than to be blessed?	Yes	No
15.	Do you believe that if a person studies hard he or she can easily pass any subject?	Yes	No
16.	Do you consider that most people are good at sports by birth?	Ye	No
17.	Do you think that most of the people of your age are stronger than you?	Yes	No

18.	Do you believe that one of the best ways to tackle most of the problems is just to ignore them?	Yes	No
19.	Do you think that when a person of your age is annoyed at you, you need to put little effort to stop him or her?	Yes	No
20.	Do you feel that people like you depend on how you perform?	Yes	No
21.	Have you ever felt that when people are cross with you it is often for no reason at all?	Yes	No
22.	Do you think that what you do today, can be changed by the people tomorrow?	Yes	No
23.	Do you believe that if people are fortunate, they can get their own way?	Yes	No
24.	Do you think that when a person of your age wants to be your enemy there is very less you can do to stop it?	Yes	No
25.	Do you think that if a person doesn't like you there is very little you can do to stop him?	Yes	No
26.	Do you often think that it is worthless to try in university because most of the other students were wiser than you?	Yes	No
27.	Do you feel often that you have very less to say about what your family has decided to do?	Yes	No

Appendix H**FINAL OCCUPATIONAL STRESS QUESTIONNAIRE****Part Three: Occupational Stress Questionnaire****INSTRUCTIONS**

The questionnaires contain descriptive statements about occupational stress. Please read each statement carefully and decide if you ever felt this way about your profession. Please note that there is no right or wrong answer. You have to give your own opinion about each item. Please circle your response to each statement according to the following five-point scale in terms of your own agreement and disagreement of the statement.

5 = Always	4 = Often	3 = Sometimes	2 = Rarely	1 = Never
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Example: If you strongly agree with any of the statements given in the questionnaire, you should mark on # 5 and if you strongly disagree with any statement please mark on # 1.

Occupational Stress Questionnaire

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Occupational Roles Questionnaire (ORQ) Statements		5 1	4	3	2
1.	Role Overload At job I am expected to do many different duties in too short time.				
2.	I think that my work responsibilities are increasing.				
3.	I am expected to execute duties on my job for which I have never been skilled.				
4.	I have to carry my work to home.				
5.	I have the materials that are essential to get my work done.				
6.	I am the accurate person for this job.				
7.	I can work under restricted time deadlines.				
8.	I desire that I have more help to handle the demands that are placed upon me during job.				
9.	My job wants me to work in numerous equally important domains at the same time.				
10.	Role Insufficiency My career is succeeding as I hoped it would be.				
11.	My occupation matches my interests and skills.				
12.	I am fed up with my job.				
13.	My abilities are used well in my work.				
14.	My profession has a good scope.				
15.	I am able to gratify my needs for victory and appreciation in my job.				
16.	I think I am too much qualified for my work.				
17.	I acquire new skills at my job.				
18.	I perform duties that are below my aptitude.				
19.	Role Ambiguity My boss facilitates me with beneficial feedback of my performance.				
20.	I am not sure about what I have to achieve in my job.				
21.	When looking towards different tasks I know which should be accomplish first.				
22.	I am familiar how to start a new assignment when it is given to me.				

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Sr.	Statements	5	4	3	2	1
23.	My boss probes for one thing, but wants another thing.					
24.	I know what a suitable personal conduct on my work is.					
25.	I am clear about my preferences of my job.					
26.	I know how my boss wants me to spend my time.					
27.	I am familiar with the criteria on which I will be assessed.					
28.	Role Boundary I have a clash in what my institution believes me to perform and what I think is suitable.					
29.	There are so many people guiding me what to do.					
30.	I am well aware where I fit in my institution.					
31.	My bosses have contradictory ideas about what I should be performing.					
32.	I am sure about who tracks things where I work.					
33.	I usually don't agree with other people working in other departments.					
34.	Responsibility I handle the people during the day that I select.					
35.	I am accountable for the prosperity of juniors.					
36.	Individuals on the work look towards me for leadership.					
37.	My job responsibility is to look after the activities of others employees.					
38.	I am concerned about the other individuals who are working with me will achieve the tasks well.					
39.	My job wants me to take important judgements.					
40.	If I do a mistake in my job, the results for others could be worst.					
41.	I have a fear about fulfilling my job duties.					
42.	Physical Environment My work is physically unsafe					
43.	I am exposed to noise pollution.					

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Sr.	Statements	5	4	3	2	1
44.	I have an inconsistent work plan.					
45.	I do my work myself.					
Personal Strain Questionnaire (PSQ)						
46.	Vocational Strain I am unable to do much work.					
47.	I see myself going behind in my job.					
48.	Rarely, I have accidents on the job.					
49.	The standard of my work is good.					
50.	In the near past, I was absent from work.					
51.	I look at my work and it seems interesting.					
52.	I can focus on the things that I require at work.					
53.	I do mistakes in my task.					
54.	Psychological Strain I can be irritated easily.					
55.	I have been tensed.					
56.	Rarely, I have been happy.					
57.	At night, many thoughts run through my mind and don't let me sleep.					
58.	Rarely, I react badly in situations that don't make me upset.					
59.	I complain about little things.					
60.	My humor is good.					
61.	Things are moving as they should be.					
62.	Interpersonal Strain I wish that I had sufficient time to spend with my best friends.					
63.	I usually fight with the people who are close to me.					
64.	I usually have arguments with my friends.					
65.	I and my husband are happy together.					
66.	Instead of taking help from others I do my work by myself.					
67.	I do quarrel with members of the family.					
68.	I require time to solve my problems.					
69.	Very often, I am anxious about others views about me at work.					

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Sr.	Statements	5	4	3	2	1
70.	I have been keeping a distance from people usually.					
71.	Physical Strain I have gained my weight that was unplanned.					
72.	My habits of eating are not consistent.					
73.	Often, I have been exhausted.					
74.	I have problem in staying asleep.					
75.	I cannot explain my headaches and pains that I have.					
76.	I am energetic.					
	Personal Resources Questionnaire (PRQ)					
77.	Recreation When I want a vacation, I can have one.					
78.	I can do what I want in my leisure time.					
79.	I spend time doing the work that I enjoy most on weekends.					
80.	I watch television rarely.					
81.	A lot of my leisure time is spent going for concerts, movies and sporting.					
82.	I set my time aside for doing the things that I really like.					
83.	I usually think about work while relaxing.					
84.	Lots of my leisure time is spent on hobbies.					
85.	Self-care I am very caring about my diet.					
86.	I do go for physical checkups regularly.					
87.	I do exercise daily.					
88.	I do use relaxation methods.					
89.	Social Support I can only talk about my issues with a caring person.					
90.	I can talk about my job problems with only one caring person.					
91.	I think that I have only one good friend.					
92.	If I require assistance at job, I know who to pursue.					
93.	Rational /Cognitive coping When go to home, I am able to forget about my job.					

5 = Always 4 = Often 3 = Sometimes 2 = Rarely 1 = Never

Sr.	Statements	5	4	3	2	1
94.	Besides my present job I think that I am able to do other jobs					
95.	I reanalyze or rearrange my work style and routine off and on.					
96.	I develop my preferences for the utilization of my time.					
97.	Once the preferences are fixed then I remain adhered to them.					
98.	I know techniques that avoid me to go off the track.					
99.	When I face an issue then I use a systematic approach.					
100.	When I make a decision, I try to think over all the results of choices.					

Appendix I

LIST OF PUBLIC UNIVERSITIES

Population and Sample Size of University Teachers

Name of University	Sector	Year	Total Population	Accessible Population	Sample
Air University, Islamabad	Public	2014-15	205	150	100
Allama Iqbal Open University, Islamabad	Public	2014-15	242	-----	-----
Bahria University, Islamabad	Public	2014-15	757	138	94
COMSATS Institute of Information Technology (Except Virtual Campus)	Public	2014-15	2919	-----	-----
International Islamic University	Public	2014-15	571	275	92
National Defence University, Islamabad	Public	2014-15	76	-----	-----
National University of Modern Languages, Islamabad	Public	2014-15	811	223	108
National University of Sciences and Technology, Islamabad	Public	2014-15	1485	-----	-----
Pakistan Institute of Development Economics	Public	2014-15	61	-----	-----
Pakistan Institute of Engineering & Applied Sciences	Public	2014-15	223	-----	-----
Quaid-e-Azam University	Public	2014-15	261	181	93
Shaheed Zulfiqar Ali Bhutto Medical University, Islamabad	Public	2014-15	145	-----	-----
Total	-----	-----	2400	817	387

See more: <http://www.hec.gov.pk/English/universities/pages/universities-wise-Fulltime-faculty.aspx>

Universities	Social Sciences				Management Sciences		Total
	Education	International Relationship	Pakistan Studies	Psychology	Business administration	Economics	
Bahria University	00	28	00	22	27	17	94
Quaid-e-Azam University	00	30	22	22	15	4	93
National University of Modern Languages, Islamabad	21	15	15	22	23	12	108
International Islamic University	22	17	12	9	18	14	92
Total	257				130		387

Appendix J

PROOF READING CERTIFICATE

Appendix H



Faculty of English Studies

051-9265100-9.Ext .No.2141

Dated: 20-08-2021**Proof Reading Certificate**

I have read the PhD Thesis of **Ms. Benazir Ayesha (Reg: 700 -PhD/Edu F17)** thoroughly that is entitled "Relationship between locus of control and occupational stress of university teachers". It is to certify that the thesis has been fulfilling the requirement of English language, grammar, punctuation and spelling and it is free of typing error. Therefore, this thesis has been found to be satisfactory regarding English usage.

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Appendix K

EXPLORATORY FACTOR ANALYSIS

No	Descriptive Statistics				Reliability	Sub -Factors	Sub-Scales	Scale
	Mean	Std. Deviation	N	Cronbach's Alpha				
1.	At job I am expected to do many different duties in too short time.	4.1809	.92088	100	0.873	Role overload	Occupational Roles	Occupational Stress Inventory (.812)
2.	I think that my work responsibilities are increasing.	4.0646	1.02985	100				
3.	I am expected to execute duties on my job for which I have never been skilled.	4.0801	.95835	100				
4.	I have to carry my work to home.	4.1990	.93254	100				
5.	I have the materials that are essential to get my work done.	4.0517	1.02680	100				
6.	I am the accurate person for this job.	4.2765	.74007	100				
7.	I can work under restricted time deadlines.	4.2248	.82299	100				
8.	I desire that I have more help to handle the demands that are placed upon me during job.	4.2248	.75742	100				
9	. My job wants me to work in numerous equally important domains at the same time.	4.1860	.84037	100				
10.	My career is succeeding as I hoped it would be.	4.1085	.92943	100	0.759	Role Insufficiency		
11.	My occupation matches my interests and skills.	4.1809	.87175	100				
12	I am fed up with my job.	3.9147	1.17859	100				
13	My abilities are used well in my work.	4.1525	.79832	100				
14	My profession has a good scope.	4.2041	.87993	100				

15	I am able to gratify my needs for victory and appreciation in my job.	4.1912	.77501	100				
16.	I think I am too much qualified for my work.	4.1395	.83397	100				
17.	I acquire new skills at my job.	4.2016	.89657	100				
18.	I perform duties that are below my aptitude.	4.0620	.96104	100				
19.	My boss facilitates me with beneficial feedback of my performance.	4.0594	1.00984	100	0.871	Role Ambiguity		
20.	I am not sure about what I have to achieve in my job.	4.2222	.83463	100				
21.	When looking towards different tasks I know which should be accomplish first.	4.1499	.92084	100				
22.	I am familiar how to start a new assignment when it is given to me.	4.1990	.78799	100				
23	.My boss probes for one thing, but wants another thing.	4.1008	1.09529	100				
24.	I know what a suitable personal conduct on my work is.	4.2584	.77553	100				
25.	I am clear about my preferences of my job.	4.2765	.82922	100				
26.	I know how my boss wants me to spend my time.	4.2248	.76423	100				
27.	I am familiar with the criteria on which I will be assessed.	4.1783	.95860	100				
28.	I have a clash in what my institution believes me to perform and what I think is suitable.	4.1550	.78638	100	0.770	Role Boundary		
29.	There are so many people guiding me what to do.	4.1783	.89717	100				
30.	I am well aware where I fit in my institution.	4.1499	.84146	100				
31.	My bosses have contradictory ideas about what I should be performing.	4.1034	.94385	100				
32.	I am sure about who tracks things where I work.	4.0801	.99026	100				

33.	I usually don't agree with other people working in other departments.	4.0052	1.07249	100							
34.	I handle the people during the day that I select.	4.2016	.77573	100	0.873	Responsibility					
35.	I am accountable for the prosperity of juniors.	4.0646	1.08855	100							
36.	Individuals on the work look towards me for leadership.	4.0568	.98005	100							
37.	My job responsibility is to look after the activities of others employees.	3.9199	1.20289	100							
38.	I am concerned about the other individuals who are working with me will achieve the tasks well.	4.1499	.89516	100							
39.	My job wants me to take important judgements.	4.0956	.93224	100							
40.	If I do a mistake in my job, the results for others could be worst.	4.0646	1.01208	100							
41.	I have a fear about fulfilling my job duties.	4.0155	1.10335	100							
42.	My work is physically unsafe.	4.0388	1.10629	100					0.771	Physical Environment	
43.	I am exposed to noise pollution.	4.0568	.98005	100							
44.	I have an inconsistent work plan.	3.9147	1.21752	100							
45.	I do my work myself.	4.1550	.87968	100							
46.	I am unable to do much work.	4.0853	1.00541	100	0.872	Vocational strain	Personal Strain				
47.	I see myself going behind in my job.	4.0336	1.10177	100							
48.	Rarely, I have accidents on the job.	3.9638	1.21251	100							
49.	The standard of my work is good.	4.3127	.68130	100							
50.	In the near past, I was absent from work.	4.0594	1.10771	100							
51.	I look at my work and it seems interesting.	4.2196	.74863	100							

52.	I can focus on the things that I require at work.	4.2661	.76447	100			
53.	I do mistakes in my task.	4.1990	.90434	100			
54.	I can be irritated easily.	4.0362	1.09815	100	0.774	Psychological strain	
55.	I have been tensed.	4.1085	1.05967	100			
56.	Rarely, I have been happy.	3.9664	1.18994	100			
57.	At night, many thoughts run through my mind and don't let me sleep.	3.9432	1.21812	100			
58.	Rarely, I react badly in situations that don't make me upset.	4.0594	1.02005	100			
59.	I complain about little things.	3.9897	1.09870	100			
60.	My humor is good.	4.2920	.66754	100			
61.	Things are moving as they should be.	4.1990	.85121	100			
62.	I wish that I had sufficient time to spend with my best friends.	4.3178	.67122	100	0.872	Interpersonal strain	
63.	I usually fight with the people who are close to me.	4.0853	1.07273	100			
64.	I usually have arguments with my friends.	4.1499	.86574	100			
65.	I and my husband are happy together.	4.3127	.68130	100			
66.	Instead of taking help from others I do my work by myself.	4.2222	.74265	100			
67.	I do quarrel with members of the family.	4.1318	.95261	100			
68.	I require time to solve my problems.	4.3411	.67712	100			
69.	Very often, I am anxious about others views about me at work.	4.1783	.84052	100			
70.	I have been keeping a distance from people usually.	4.1525	.96305	100			
71.	I have gained my weight that was unplanned.	4.2687	.84567	100			0.733
72.	My habits of eating are not consistent.	4.2222	.88583	100			
73.	Often, I have been exhausted.	4.2429	.89785	100			

74.	I have problem in staying asleep.	4.0543	1.11729	100					
75.	I cannot explain my headaches and pains that I have.	4.1318	1.02340	100					
76.	.I am energetic.	4.3876	.65154	100					
77.	When I want a vacation, I can have one.	2.3307	.81384	100	0.856	Recreation	Personal Resources		
78.	I can do what I want in my leisure time.	2.3282	.81648	100					
79.	I spend time doing the work that I enjoy most on weekends.	2.3359	.81808	100					
80.	I watch television rarely.	2.3307	.81384	100					
81.	A lot of my leisure time is spent going for concerts, movies and sporting.	2.3307	.81384	100					
82.	I set my time aside for doing the things that I really like.	2.3333	.81438	100					
83.	.I usually think about work while relaxing.	2.3282	.81648	100					
84.	Lots of my leisure time is spent on hobbies.	2.3282	.81648	100					
85.	.I am very caring about my diet.	2.3540	.83713	100	0.776	Self-Care			
86.	I do go for physical checkups regularly.	2.3618	.84766	100					
87.	I do exercise daily.	2.3618	.84766	100					
88.	I do use relaxation methods.	2.3592	.84110	100					
89.	.I can only talk about my issues with a caring person.	2.3618	.84766	100	0.781	Social Support			
90.	.I can talk about my job problems with only one caring person.	2.3592	.84110	100					
91.	I think that I have only one good friend.	2.3618	.84766	100					
92.	.If I require assistance at job, I know who to pursue.	2.3592	.84110	100					
93.	When go to home, I am able to forget about my job.	2.3592	.84110	100	0.873	Rational Coping			
94.	Besides my present job I think that I am able to do other jobs.	2.3592	.84110	100					

95.	I reanalyze or rearrange my work style and routine off and on.	2.3540	.83713	100				
96	. I develop my preferences for the utilization of my time.	2.3514	.83976	100				
97	Once the preferences are fixed then I remain adhered to them.	2.3566	.83757	100				
98.	I know techniques that avoid me to go off the track.	2.3592	.84110	100				
99	.When I face an issue then I use a systematic approach.	2.3618	.84766	100				
100	When I make a decision, I try to think over all the results of choices.	2.3592	.84110	100				

The total items of occupational stress inventory were 100. There were 3 dimensions of occupational stress scale i.e., occupational role, personal strain and personal resources. Occupational role had 6 sub factors, which was consisted of 45 items, personal strain had 4 sub factors and was consisted of 31 items and personal resources had 4 sub factors and had 24 items.

Descriptive Statistics					Reliability	Sub - Factors	Scale
No		Mean	Std. Deviation	N	Cronbach's Alpha		
1.	Do you believe that most of the problems will be solved automatically if you take them seriously?	1.3618	.48113	100	.81	Internal Locus of Control	Locus Of Control Scale (.81)
2.	Do you often feel that getting good performance means a lot to you?	1.4858	.50044	100			
3.	Are you usually blamed for those things that aren't your mistake?	1.4910	.50057	100			

4.	Do you feel that something wrong is done by you there's very little effort you can put to correct it?	1.3669	.48259	100			
5.	Do you feel that you have many options in deciding who your friends could be?	1.6098	.48842	100			
6.	Do you think symbol of luck can bring you good fortune?	1.2506	.43395	100			
7.	Do you often think that If or not you did your task had much to do with what kind of performance, judgement you get?	1.2429	.42939	100			
8.	Do you think you ever had a good luck charm?	1.0000	.00000	100			
9.	Do you think that when something bad is going to happen, no matter what you do you cannot stop it?	1.4548	.49860	100			
10.	Most of the time, do you find it useless to try to get your own way at home?	1.4935	.50061	100			
11.	Do you think that when some good things happen, they will occur because of your effort?	1.4858	.50044	100			
12.	Do you often think that you have little to say on what you get to eat at home?	1.3204	.46724	100			
13.	Are you the type of person who thinks that planning in advance would make things turn out better?	1.6012	.48900	100			

14.	Do you believe it is better to be wise than to be blessed?	1.2532	.43542	100			
15.	Do you believe that if a person studies hard he or she can easily pass any subject?	1.1499	.35741	100	.80	External Locus of Control	
16.	Do you consider that most people are good at sports by birth?	1.1964	.39778	100			
17.	Do you think that most of the people of your age are stronger than you?	1.5194	.50027	100			
18.	Do you believe that one of the best ways to tackle most of the problems is just to ignore them?	1.3850	.48723	100			
19.	Do you think that when a person of your age is annoyed at you, you need to put little effort to stop him or her?	1.5866	.49309	100			
20.	Do you feel that people like you depend on how you perform?	1.5116	.50051	100			
21.	Have you ever felt that when people are cross with you it is often for no reason at all?	1.3902	.48842	100			
22.	Do you think that what you do today, can be changed by the people tomorrow?	1.3953	.48956	100			
23.	Do you believe that if people are fortunate, they can get their own way?	1.3643	.48187	100			
24.	Do you think that when a person of your age wants to be your enemy there is very less you can do to stop it?	1.5607	.49694	100			
25.	Do you think that if a person doesn't like you there is very little you can do to stop him?	1.2972	.45760	100			

26.	Do you often think that it is worthless to try in university because most of the other students were wiser than you?	1.3437	.47555	100			
27.	Do you feel often that you have very less to say about what your family has decided to do?	1.2377	.42624	100			

The total items of locus of control scale were 27 items. There were two dimensions of locus of control. Internal locus of control consisted of items 1-14 and external locus of control consisted of items 15-27.

Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	57.722	57.722	57.722	22.721	22.721	22.721
Total Variance Explained						
3	8.695	8.695	82.617	16.898	16.898	70.753
4	4.999	4.999	87.616	8.374	8.374	79.127
5	3.764	3.764	91.380	8.136	8.136	87.264
6	2.502	2.502	93.882	2.858	2.858	90.122
7	1.867	1.867	95.750	1.884	1.884	92.006
8	1.496	1.496	97.246	1.884	1.884	93.890
9	1.009	1.009	98.255	1.515	1.515	95.406
10	.673	.673	98.928	1.315	1.315	96.721
11	.638	.638	99.567	1.119	1.119	97.840
12	.340	.340	99.907	.863	.863	98.702
13.	.093	.093	100.000	.434	.434	99.136
14.	.094	.094	100.000	.383	.383	99.519

Extraction Method: Principle Component Analysis.

During Exploratory factor analysis extraction method was used by applying principle component analysis. It extracted fourteen factors of occupational stress and it shows 99.5% variance. There are 14 components of Osipow theory and these factors were extracted by Exploratory factor analysis.

Structure Component Matrix

	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Q1	.762	.532	.042	-.002	-.275	-.020	-.015	-.002	.041	.051	-.055	.005	.007	.009
Q2	.687	.252	-.075	.124	.078	-.076	.096	.045	-.035	.579	.167	.011	-.035	-.031
Q3	.664	.619	.077	.041	.135	-.138	.168	.003	.073	.176	.206	.147	-.043	-.019
Q4	.890	.326	.052	.099	.065	-.015	.031	-.005	.009	.165	.019	.222	-.009	-.039
Q5	.684	.532	.088	-.001	.027	.380	.126	-.074	-.123	.073	-.015	.208	-.015	.070
Q6	.871	.300	-.045	.144	.292	-.062	-.095	.144	.047	.031	.033	-.040	-.020	-.032
Q7	.885	.330	-.007	.124	.140	.053	.021	.212	.052	.016	.005	-.125	-.015	-.012
Q8	.839	.332	-.004	.104	.272	.118	.012	.169	.139	.105	.051	-.031	-.145	.008
Q9	.854	.383	.013	-.030	.179	.073	.116	-.080	.024	-.013	.007	.079	.046	.168
Q10	.527	.699	-.149	.037	.016	.269	-.238	.015	-.185	-.046	.091	.063	-.023	.165
Q11	.400	.856	-.019	.127	.066	.051	-.158	.029	.009	.168	.029	.045	-.050	-.022
Q12	.375	.851	-.017	.032	.055	-.081	-.083	-.128	.050	.110	.248	-.052	-.084	-.110
Q13	.420	.648	.009	-.066	.391	.463	.035	-.072	.080	-.067	.033	-.087	.073	-.004
Q14	.426	.764	-.091	.128	.047	.134	-.387	.084	.012	.000	-.062	-.118	.017	-.003
Q15	.429	.696	-.120	-.005	.317	.294	-.211	-.062	-.096	-.031	.143	.169	.062	.098
Q16	.227	.822	.074	-.019	.331	.337	-.005	.055	.004	-.017	-.062	.004	.037	.006
Q17	.289	.916	.035	.083	.109	.131	.109	-.076	-.091	.025	-.041	.011	.045	-.024
Q18	.215	.807	.040	-.061	.348	.020	.094	.106	.248	.002	.185	-.229	-.004	.009
Q19	-.045	.320	.744	-.055	.105	.527	.041	.075	-.092	-.095	.043	-.013	.001	.132
Q20	.038	.273	.659	-.093	.480	-.109	-.130	.158	.405	.024	.073	.111	.115	.005
Q21	-.025	.866	.422	.069	.067	.028	-.135	-.172	.010	.011	.005	-.017	.051	-.093
Q22	.515	-.010	.709	-.036	.307	.123	-.037	-.232	.000	-.109	.006	-.027	.227	.005
Q23	.557	.055	.683	.020	.071	-.368	.093	-.016	.138	.017	.143	-.029	.153	-.066
Q24	.448	.326	.581	.007	-.221	.102	.032	.151	.054	.016	.511	-.032	.023	.038
Q25	.296	-.010	.808	.194	.152	.021	.035	.427	.004	.046	.008	-.088	-.051	-.032
Q26	-.022	.442	.674	.093	.284	.189	-.054	.457	.046	.008	.044	-.003	-.019	.009
Q27	-.094	.523	.672	.180	-.028	.156	-.216	.245	-.306	-.055	-.016	-.021	.039	-.016
Q28	.559	-.103	-.079	.678	.265	.098	-.088	-.065	.199	-.072	.112	-.021	.039	.238
Q29	.047	.170	-.097	.710	.284	.497	-.177	.266	-.059	-.018	.073	-.087	.022	-.057
Q30	-.090	.304	.005	.596	.473	.506	.011	-.107	.179	.022	.075	.028	-.020	-.094
Q31	.567	-.091	.137	.597	.263	-.123	.009	-.129	.426	.061	.002	.066	-.020	.037

Q32	-.047	.553	.139	.563	.185	.066	.103	.197	.479	.040	-.009	-.173	-.057	-.026
Q33	-.040	.224	-.011	.884	.186	-.034	-.102	-.115	.059	.106	.243	.146	-.044	.077
Q34	.460	.290	-.029	-.099	.738	.024	.060	.042	.213	-.028	.108	.095	.073	.257
Q35	-.060	.475	.004	.080	.787	-.107	-.336	.091	.026	.061	-.032	.021	.025	.012
Q36	.072	.459	.020	.036	.847	-.098	-.139	.085	.111	.044	.088	.003	.028	-.062
Q37	-.050	.373	.126	-.002	.891	.156	.086	.071	.033	.008	-.023	-.091	.021	.005
Q38	.209	.399	.018	.035	.786	-.152	-.064	.274	.178	.068	.155	.093	.050	-.039
Q39	.547	.198	.053	-.023	.638	.094	.368	.090	.122	.026	.233	-.139	.053	.041
Q40	.250	.099	.040	-.004	.922	.118	-.055	.179	.104	-.020	.064	-.067	-.031	-.032
Q41	.042	.397	-.010	.058	.852	-.196	-.168	-.068	-.055	.068	.140	.041	-.006	-.010
Q42	-.089	.492	-.061	.023	-.090	.774	-.297	.082	.031	-.017	.038	.053	-.032	.179
Q43	-.098	.459	.020	.036	.072	.847	-.139	.085	.111	.044	.088	.003	.028	-.062
Q44	.161	.380	.116	-.001	-.051	.885	.083	.074	.054	.000	-.018	-.074	.023	-.078
Q45	-.166	.389	.030	.033	.216	.792	-.065	.275	.150	.087	.141	.070	.046	.063
Q46	-.042	.053	.096	.043	.291	.071	.920	.157	.039	-.003	-.006	-.120	-.083	.023
Q47	-.138	.357	.042	.119	.091	-.248	.852	-.103	-.109	.048	.077	.006	-.094	-.036
Q48	.079	.373	.169	.050	-.009	-.011	.883	-.060	-.099	-.058	-.126	-.085	.027	-.023
Q49	.372	.074	.038	.144	.509	-.035	.705	.129	-.032	-.133	-.066	-.141	.044	-.041
Q50	.009	.067	.189	-.063	.298	.106	.887	-.166	.033	-.028	-.149	.127	.010	.029
Q51	.454	-.039	.041	.215	.301	.102	.728	.121	-.011	.069	-.035	-.069	-.284	-.055
Q52	.235	.250	.124	.059	.623	.360	.504	.187	.048	.058	-.020	.122	-.183	-.029
Q53	.034	.262	.185	-.024	.427	-.086	.729	-.203	-.013	.032	-.120	.337	.044	.040
Q54	-.028	.446	.252	.019	.156	-.137	.360	.745	.029	.077	-.025	.007	.005	.003
Q55	-.080	.553	.221	.042	.190	-.350	.269	.616	.046	.120	.010	.070	.019	.032
Q56	-.040	.284	.175	.055	.062	-.024	.156	.913	-.122	.057	-.019	.024	-.033	-.012
Q57	-.046	.185	.202	.018	.133	.090	.215	.907	-.051	.102	-.006	.058	-.100	-.010
Q58	-.087	.476	.184	.074	.153	.053	.335	.738	-.186	.072	.005	.013	-.015	-.034
Q59	.023	.356	.217	.019	.153	.001	.300	.824	.056	.030	-.016	-.164	-.040	-.011
Q60	.001	.345	-.027	.101	.754	.047	.030	.510	-.054	.014	.164	-.016	-.077	-.032
Q61	-.129	.148	.042	-.004	.506	.369	-.010	.700	-.119	-.173	-.094	-.140	.066	-.024
Q62	.342	.574	.017	.068	.053	.006	-.016	-.023	.672	-.142	-.056	-.249	.084	.022
Q63	.052	.035	.142	-.069	.335	.095	-.067	-.132	.883	-.116	-.149	-.058	.082	.043
Q64	-.162	.301	.116	.037	.362	.365	.089	-.142	.742	-.058	-.120	.047	-.043	-.046
Q65	.393	.057	-.080	.087	.743	.010	-.244	-.142	.410	-.074	.060	-.028	-.107	-.042
Q66	.511	-.018	.086	.030	.528	.098	-.012	-.337	.563	-.041	-.089	.003	-.026	-.012
Q67	.108	.236	.234	-.056	.335	-.010	.124	-.024	.826	-.084	-.195	-.023	.118	.062
Q68	.380	.460	.081	.013	-.023	-.008	.101	-.110	.754	-.096	-.071	.044	.166	.042
Q69	-.075	.318	.218	.016	.381	.206	.206	-.009	.752	.018	-.165	.136	.015	.038
Q70	.131	.350	.277	-.046	.335	-.129	.189	-.095	.722	.032	-.175	.223	.047	.054
Q71	.269	.027	.092	.087	.372	-.011	.081	-.358	-.172	.754	-.094	.173	.011	-.017

Q72	.312	.018	.136	.096	.256	.076	.179	-.273	-.167	.802	-.139	.070	-.003	-.024
Q73	-.087	.320	.200	-.081	.526	-.282	.102	-.121	.244	.587	-.119	.118	.142	.040
Q74	-.109	.477	.109	.099	.002	.250	.060	-.125	-.288	.725	-.180	-.051	.018	-.071
Q75	.042	.446	.330	-.048	.260	-.087	.329	-.022	.172	.637	-.215	.112	.057	.071
Q76	.294	.365	.018	.128	.035	.033	.053	.322	.036	.799	.037	.083	-.056	.043
Q77	.006	.078	.073	.001	.022	-.002	-.002	.006	-.007	.005	.994	-.001	-.002	-.002
Q78	.009	.083	.067	.010	.022	-.001	.005	.003	.001	-.012	.992	.010	-.015	-.028
Q79	.000	.067	.085	-.018	.021	-.006	-.016	.012	-.023	.039	.986	-.021	.023	.051
Q80	.006	.078	.073	.001	.022	-.002	-.002	.006	-.007	.005	.994	-.001	-.002	-.002
Q81	.006	.078	.073	.001	.022	-.002	-.002	.006	-.007	.005	.994	-.001	-.002	-.002
Q82	.003	.072	.079	-.009	.022	-.004	-.009	.009	-.015	.022	.992	-.011	.010	.025
Q83	.009	.083	.067	.010	.022	-.001	.005	.003	.001	-.012	.992	.010	-.015	-.028
Q84	.009	.083	.067	.010	.022	-.001	.005	.003	.001	-.012	.992	.010	-.015	-.028
Q85	.077	.021	.021	.046	.013	.001	.025	-.010	.018	-.029	.009	.989	-.022	-.047
Q86	.068	.005	-.009	.041	.012	-.004	.004	-.001	-.005	.021	-.018	.994	.015	.029
Q87	.068	.005	-.009	.041	.012	-.004	.004	-.001	-.005	.021	-.018	.994	.015	.029
Q88	.071	.011	.001	.043	.012	-.002	.011	-.004	.003	.004	-.009	.996	.003	.004
Q89	.068	.005	.015	.041	.012	-.004	.004	-.001	-.005	.021	-.018	-.009	.994	.029
Q90	.071	.011	.003	.043	.012	-.002	.011	-.004	.003	.004	-.009	.001	.996	.004
Q91	.068	.005	.015	.041	.012	-.004	.004	-.001	-.005	.021	-.018	-.009	.994	.029
Q92	.071	.011	.003	.043	.012	-.002	.011	-.004	.003	.004	-.009	.001	.996	.004
Q93	.071	.011	.004	.043	.012	-.002	.011	-.004	.003	.004	-.009	.001	.003	.996
Q94	.071	.011	.004	.043	.012	-.002	.011	-.004	.003	.004	-.009	.001	.003	.996
Q95	.077	.021	-.047	.046	.013	.001	.025	-.010	.018	-.029	.009	.021	-.022	.989
Q96	.080	.027	-.073	.047	.014	.003	.032	-.013	.026	-.046	.018	.031	-.034	.980
Q97	.074	.016	-.022	.044	.013	-.001	.018	-.007	.010	-.012	.000	.011	-.010	.995
Q98	.071	.011	.004	.043	.012	-.002	.011	-.004	.003	.004	-.009	.001	.003	.996
Q99	.068	.005	.029	.041	.012	-.004	.004	-.001	-.005	.021	-.018	-.009	.015	.994
Q100	.071	.011	.004	.043	.012	-.002	.011	-.004	.003	.004	-.009	.001	.003	.996

Extraction Method: Principle Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 25 iterations.

Structure Matrix showed that all those items that had more than .4 values were considered as reliable items but due to comparison in the way of structure the highest value of the item was remained in their respective factor list. It means that 14 factors were extracted and factor 1 (role overload) contains 9 items, factor 2 (role insufficiency) contains 9 items, factor 3 (role ambiguity) contains 9

items, factor 4 (role boundary) contains 6 items, factor 5 (responsibility) contains 8 items ,factor 6 (physical environment) contains 4 items, factor 7(vocational strain) contains 8 items, factor 8 (psychological strain) contain 8 items, factor 9 (interpersonal strain) contains 9 items, factor 10 (physical strain)contains 6 items, factor 11 (recreation) contains 8 items, factor 12 (self-care) contains 4 items, factor 13 (social support) contains 4 items and factor 14 (rational coping) contains 8 items .

Correlation Matrix of Occupational Stress

Sub-Scales	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Role Over Load	1													
Role Insufficiency	.853	1												
Role Ambiguity	.878	.971	1											
Role Boundary	.775	.947	.925	1										
Responsibility	.792	.943	.943	.935	1									
Physical Environment	.760	.919	.915	.902	.991	1								
Vocational Strain	.719	.903	.881	.906	.930	.906	1							
Psychological Strain	.736	.859	.840	.861	.905	.868	.962	1						
Interpersonal Strain	.665	.853	.833	.884	.830	.781	.951	.910	1					
Physical Strain	.827	.847	.856	.823	.808	.759	.900	.901	.935	1				
Recreation	.649	.721	.901	.871	.905	.925	.901	.759	.119	.123	1			
Self-Care	.636	.849	.839	.851	.100	.696	.705	.747	.654	.769	.617	1		
Social Support	.778	.729	.813	.779	.798	.893	.601	.755	.810	.739	.816	6.00	1	
Rational Coping	.883	.733	.622	.785	.703	.799	.809	.860	.715	.847	.619	.999	.998	1
Total Occupational Stress	.827	.916	.910	.902	.926	.897	.953	.942	.906	.922	.816	.757	.760	1

All 14 subscales of occupational stress were significantly correlated with each other and with total scale of occupational stress.

17	.637	.566	.607	.658	.691	.727	.628	.566	.503	.640	.776	.620	.704	.719	.610	.588	1										
18	.698	.570	.715	.694	.528	.637	.702	.639	.573	.708	.625	.729	.832	.734	.720	.689	.718	1									
19	.530	.623	.757	.673	.669	.786	.576	.682	.625	.776	.864	.656	.577	.653	.751	.578	.652	.766	1								
20	.736	.533	.616	.782	.631	.619	.553	.520	.668	.612	.782	.626	.714	.641	.549	.705	.617	.566	.615	1							
21	.512	.632	.757	.640	.705	.736	.638	.586	.648	.729	.667	.725	.696	.731	.807	.695	.564	.770	.856	.670	1						
22	.611	.757	.623	.631	.711	.690	.736	.547	.628	.659	.631	.728	.509	.782	.640	.734	.821	.779	.833	.726	.616	1					
23	.556	.678	.784	.593	.640	.769	.603	.649	.780	.778	.895	.634	.664	.518	.631	.740	.791	.825	.781	.642	.533	.660	1				
24	.627	.721	.861	.558	.712	.693	.783	.649	.530	.662	.751	.614	.787	.772	.689	.713	.508	.750	.641	.713	.886	.763	.595	1			
25	.587	.626	.788	.631	.748	.655	.502	.660	.588	.730	.865	.753	.649	.802	.765	.518	.696	.546	.781	.657	.741	.695	.717	.690	1		
26	.616	.792	.597	.678	.784	.654	.566	.611	.701	.675	.679	.692	.580	.523	.693	.760	.596	.611	.662	.763	.845	.773	.650	.585	1		
27	.734	.606	.532	.698	.723	.881	.793	.648	.790	.813	.749	.702	.877	.534	.605	.679	.569	.727	.815	.703	.654	.715	.612	.740	.628	.708	1

Total .776 .883 .658 .782 .683 .785 .878 .766 .705 .874 .739 .604 .786 .715 .813 .698 .667 .746 .631 .711 .696 .717 .667 .767 .871 .619 .796

LOC

All items of locus of control were significantly correlated with each other and with total scale of locus of control.



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2019/Edu

Dated: 26-02-2019

To: **Benazir Ayesha,**
700-PhD/Edu/F17

Subject: **APPROVAL OF PHD THESIS TOPIC AND SUPERVISOR**

1. Reference to Letter No. ML.1-2/2019-Edu dated 11-02-2019, the Higher Authority has approved your topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 5th Dec 2018.

i. Supervisor's Name & Designation

Dr. Shazia Zamir,
Assistant Professor, Department of Education
NUML, Islamabad.

ii. Topic of Thesis

Relationship between Locus of Control and Occupational Stress of University Teachers

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your Thesis & Published Research Article should be submitted within prescribed period by Sept 2022 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090

E-mail: mdin@numl.edu.pk

Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:

✓ Dr. Shazia Zamir (Supervisor)
Individual Concerned.



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Dated: January 18, 2021

Faculty of Social Sciences

**Subject: Turnitin- Similarity Index Report of PhD Thesis of Ms Benazir Ayesha (Education)
(1st Attempt)**

This is to state that **PhD** thesis of **Ms Benazir Ayesha** has been run through **Turnitin Software** on **18th January, 2022**. Paper ID is 1743388450 and similarity index is 05%. This is within the limit prescribed by the Higher Education Commission.

The subject turnitin similarity index report is attached for further processing, please.

Dean, FSS



(Dr. Khushbakt Hina)
Director
Quality Enhancement Cell