

## College Teachers' Self-Efficacy and Occupational Stress: A Correlational Study

**SANIA AKBAR**

Allama Iqbal Open University Islamabad

Email: [saniaakbar470@ymail.com](mailto:saniaakbar470@ymail.com)

**Dr. FOUZIA AJMAL**

Department of Education, International Islamic University Islamabad

Email: [fouzia.ajmal@iiu.edu.pk](mailto:fouzia.ajmal@iiu.edu.pk)

Tel: +9233365413721

### *Abstract*

*The present research was carried out to identify the relationship between self-efficacy and occupational stress among college teachers. The research design was correlational and quantitative. Universe of the present study included teachers of Islamabad Model Colleges and tool for data collection was questionnaire. Stratified sampling technique was used for the sample selection. Sample size was 256 teachers. The data were analyzed through SPSS and presented through tabular form with uni-variate, mean, Standard Deviation and spearman rank correlation. The findings depict that teachers faced multiple problems in college that cause occupational stress in them. The main results were low self-efficacy of college teachers, due to colleagues behaviors, leaves rules, new technology, workload, and extra work/additional work affect their performance in class made teachers stressful. They love their profession as they consider it to be noble profession but due to occupational stress teachers do not put their effort as much as they want, now days for government college teachers it is highly job creating profession for teachers.*

**Keywords:** Lecturers, Self-Efficacy, Stress, Government College, Pakistan.

### **Introduction**

Today's life is full of fatigues, there are multiple challenges as every day teachers are facing tough schedule. If we talk about teachers then we must say their work is as difficult as one cannot imagine, what kind of routine they are facing in daily life is quite gritty, teachers need proper care and affection that make them strong. Teachers are committed with their family as well as with job, this movement which is routine for a teacher make a lot of stress. Stress is common in all of us, it is the part of life, and teachers work daily with students and always want to come up with number of problems and hard situations. Teaching is done more appropriate if teachers have resources in school, have proper environment, classrooms, furniture and other equipment beside these things teachers also want sufficient training and workshops because they are the nation builders and they must have up to date command on curriculum, pedagogy and assessment (Pines, 2017).

Teachers are important pillars of education system. What teacher teaches has the great influence on students' performance; their performance is based on teachers' mastery in their subject or many others elements on which teacher must be reliable. Better performance requires full attention of teachers toward specific task, where teacher fails to attempt task it tend towards lack of self-efficacy. Teachers make efforts to avoid failure but lack of technology use, lack of knowledge and training make hurdle between their performances and achievement. Teachers' self-efficacy depends upon students' performance as well as teachers' own mastery and her strategies to set proper classrooms, proper technology use if any.

According to Schunk and DiBenedetto (2016) Bandura's theory specifically worked on teachers efficacy, in his sight self-efficacy plays a key role what student perform depends on teachers teaching. Self-efficacy measures individual experience of success and the supports that includes demonstrating, somatic and expressive wellbeing and persuasion. Self-efficacy depends on influences comprising the quantity of adequate preparation and use of correct knowledge in class room. Teachers are leaders in classroom they must have to be prepared but due to lack of resources they do not prove themselves efficient. The researcher wants to explore the new strategies' for teachers to overcome their difficulties and maintain their leadership in class researcher also want to find the levels of self-efficacy of teachers.

Efficacy principles have long been connected with the exertion, Albert Bandura who well-defined worth as academic movement by which one grows one's opinions about one's capability to realize a convinced level of achievement. Bandura propagated that the individuals who are having high self-efficacy may undertake responsibilities far yonder their aptitudes, those with low self-efficacy might miscalculate their capacities and, as an effect, disappointed. In reality opinions are more powerful than information that how people organize and describe goals and are stronger estimator of behaviors. The very strong influence of one's own self determination to play specific goal on actions has renewed self-efficacy of specified area of interest to educational researchers.

Occupational stress plays an important role in any occupation, occupational stress is known as stress at work, it causes health problems in professions all over the world, and it is combination of high level of job and do not have enough command on that job. Teachers now days are facing a lot of problems with the institutions, including poor management, loads of work, lack of resources and many more. Affirmative or adverse work suffers with mental health as well as physical health which affect emotional and cognitive skills.

Occupational stress in growing problem worldwide which results in loss both to employees and institutions, teachers who reported greater stress were somehow less satisfied with their work, on the result most often they reported absent from institute. The past researches show that less effective teachers have high occupational stress (Yu, Wang, Zhai, Dai, & Yang, 2015).

Researchers have expressed that lecturers are unprotected to a number of foundations of stress. The main sources of teacher stress comes from instruction given to students who want inspiration; preserving punishment in the classroom; antagonizing universal time burdens and assignment anxieties; being uncovered to a large quantity of variation; being appraised by others; obligating hard or interesting relationships with social groups including staff members and other field of educators including teaching staff as well as non-teaching staff, management, and being unprotected to commonly worst working surroundings. The sources of stress knowledgeable by a specified teacher will definitely be one in all to him or her and will totally influence on the near about multifaceted communication between his or her temperament, standards, services, and environments. Furthermore, handling apparatuses, disposition personalities, or the atmosphere can interactively inspiration the step to which worrying circumstances are being supposed, and inspiration the teacher's demonstrative and intellectual well existence.

Teaching is regarded as a very stressful occupation, increasing competitions in students added more pressure on teachers, and there are many causes of occupational stress in teachers (Timms, Graham, & Cottrell, 2007). In college level teachers have to take almost 20-30 periods per week. If any teacher is on leave then her period is also added in time table as extra classes beside of this there are co-curricular activities and committees which added atmosphere of stress. It is the responsibility of teachers to maintain discipline, but sometimes teacher does not control the situation that causes frustration to her. Lack of resources, team work and many other are main causes of stress among teachers there should be proper training of teachers, freedom of work institutions should arrange entertainment programs so that side by side teachers feel their selves relax (Bakker & Demerouti, 2018).

## Literature Review

Self-Efficacy is a construct in Social Intellectual Theory. It refers to people's perception about their ability to magnificently achieve an exact course of deed in any specific situation (Bandura, 1997). Moreover, thinking processes and act such as judgement-making worth and educational accomplishment are helped by a solid sense of ability, i.e. high levels of self-efficacy (Schwartzberg & Hallum, 2008).

Bandura (1997) shapes that mastery skills, mediated practices, oral encouragement and functional and affective conditions are the key foundations of the material that persons process to paradigm their self-efficacy views. Mastery skills are viewed as the most dominant source of evidence for creating efficacy observations whereas fruitful practices increase teachers' self-efficacy, practices of failure cut their insights of capabilities.

If the replicas detected are like to themselves in terms of skills and success, their logic of efficacy may enhance. On the other hand, if they trust they are not as talented as the replicas, their self-efficacy may reduce. Advices are the answers of other people such as controllers, contemporaries, and students about a teacher's capability on an exact task. As positive influences can act to recover teacher's self-efficacy principles, negative decisions might reduce their intellect of aptitude. Physiological and emotional states such as nervousness, stress or pleasure in teachers acting a certain task may have an influence on the self-efficacy insights of the teachers (Bandura, 1997; Cheng & Pajares, 2010).

Self-efficacy is defined as the levels of self-confidence persons have in their skill to complete a path of exploit or achieve precise expression outcomes (Bandura, 1997). Personal worth outlooks are planned to impact starting behavior, how much energy will be functional to achieve a result, and the level of determination practical to the chore in the face of complications and holdups (Bandura). Self-efficacy and enactment have remained the attention of an unlimited deal of research. Bandura (1997) highlighted the role that sensitivities have in manipulating changes in self-efficacy. For example, when measuring the loads resultant from a piece of project, an individual will study the official belongings of the duty. This will contain features such as the prospects of others, assignments difficulty, period for achievement, and entree to social and factual properties. In such bags, the individual is evaluating his or her self-reliance to magnificently accomplish these stresses (surviving-worth) and encounter the project purposes (result-efficiency). If the assessment of each feature is promising, self-efficacy for task accomplishment will be enlarged, with a lessening in self-efficacy next unfavorable reviews. As such, it is significant to scrutinize the perceptive judgment of material that could affect person-efficacy as contrasting to simply controlling one of the anticipated causes. A worldwide extent of teachers' person worth might ask, "How self-possessed are you in your teaching aptitude?" whereas a field-engrossed degree would ask about teachers' sureness to complete specific responsibilities.

Although Bandura (1997) imagined that self-efficacy views persist quite constant once recognized, researchers have renowned that slight indication occurs about how (teachers') worth beliefs change or harden across phases of an occupation .A few studies have been conducted on the relationship between teaching practice and teachers' self efficacy, compliant different results. Ross, Cousins, and Gadalla (1996) originate motley maintenance for the effect of knowledge on teachers' self-efficacy, and Ghaith and Yaghi (1997) create adverse associations between years of familiarity and teacher self efficacy, through equally readings using uncertain-sized trials. Ashraf, Ashraf, Saeed and Gulzar (2015) accompanied a longitudinal training in which they composed facts from instructors at two ideas through their teacher-drill program plus at the termination of their initial year of teaching. Outcomes exhibited a substantial increase in teachers' self-efficacy throughout teacher drill, monitored by decay at the climax of their initial teaching year, but when again; the research was by a modest sample of 29 teachers.

Teachers with great heights of occupation stress may advance contentment from effort, but then the level of contentment may be quiet by stress as of role vagueness, low self-sufficiency, or occurrence or level of

battle with students and colleagues. Teaching returns been listed in the middle of the high stress occupations, with as several as one-neighborhood of teachers recording that teaching is a precise stressful job. Some earlier studies have intellectualized teachers' job stress as a unidimensional paradigm, yet further studies have exposed that work capacity and student disobedience (i.e., classroom factors) subsidize unconnectedly to teachers' overall stress. Teachers with high levels of stress from these two cradles show complex negative health and occupational outcomes, as well as burnout (demonstrative fatigue, depersonalization, and condensed private achievement), absenteeism, and departure from the teaching profession (Betoret, 2006; Jepson & Forrest, 2006; Kyriacou, 2001).

Teaching level and teacher efficacy are related to job interrelated beliefs. Liu and Ramsey (2008) originate that females experience less job satisfaction than men, mainly gratification as of work situations, and an amount of investigators have eminent that female teachers report higher stress than male teachers (e.g., Antoniou, Polychronic, & Vlachakis, 2006; Chaplain, 2008), possibly due to higher levels of overall workload (Greenglass & Burke, 2003). Whereas Klassen et al. (2009) start alike associations among self-efficacy and occupation fulfilment for teachers from five North American and Asian countries, effects from other studies advise that teachers' population and supplementary social principles can cheer the associations among occupation stress, job satisfaction, and teachers' efficacy.

Today, we all are a part of developing period which is categorized by superiority and struggles (Burke, Greenglass, & Schwarzer, 1996). Allan, Borman, Fermanich and Corcoran (2004) conclude in their study about class room management's eminence, sideways with stress, tension in human being and in a world that is varying at an incredible bound, developing areas had controlled to an upsurge in the development of education establishments all over the world and the education division in country is no exclusion and particularly with the up-to-date development of demanding to accomplish the educational setups. To satisfy social, ecological, inexpensive needs one has to face stress, strain and nervousness. Every success has some failures in background, these failures then become the part of that motivational level of person which then after results brilliant success, one should face stress, it is common and necessary to some extent in professional life, there is no life without stress, everyone is facing stress now a days we should accept that stress is a part of life.

The term stress is imitative from the Latin word 'Stringere'. It was commonly used which mean suffering hardships difficulty or illness. In eighteenth and nineteenth eras, it was recycled to force, gravity, anxiety or vigorous cares with residence to a body or being. Stresses are the maintenance of our body practices as well as amend to our constantly moving situation; it has real and searching belonging on us and can produce self-confident and confrontational approaches. Occupational Stress is a groundwork shaped through complex and shared folks that are working on inside an organized -financial, governmental, community, customary or knowledge. It is a significant chunk of life, a normal and expectable statement of life. Total autonomy from strain for breathing single person is unbearable. In relative to explanations of stress, it can be supposed that this is a kind of critical or hard and reckless variation in outer atmosphere due to which there is alteration in one's bearing control which takes the procedure of somatic or psychological disorder. It is the method that happens in reply to conditions or actions that dislocate one's somatic or emotional work.

To minimize teachers stress is very important and plays key role. So, definite measures must be started to all laydown teachers' stress and strain in direction to improve teachers' part obligation. Subsequent programs are there to reduce the occupational stress like teachers should be sent for training or workshops for enhancing their knowledge this will save the teacher and make the approach generous and advanced, preventable limitations must not be compulsory on teachers for the reason that they make strain in the mind of teachers, teachers would be permissible choice as their teaching and other responsibilities are disturbed. There should not be any unwarranted extrapolation in his process of work and teaching. In every school preparation should be prepared for as long as means of entertainment for teachers. These will relief to decrease the strain in teacher's mind. The principal or heads can deliberate school difficulties with team in teacher's union meeting. He should respect all teachers. He has not from circles of teachers on the strategy



of 'split and edict'. The principal can care the teachers when they want his help. He should not make sulks because other teachers will feel this insolence. An exhausted person gets annoyed simply with the smallest disturbance and shows his self-cruel and sophisticated some times.

As stated before, this research climaxes the framework associated occupation stress. By situation interrelated, it means that related grounds on occupation nervousness rise from the family in which job is performed. Differences that are in profession development are undecided, and the formal philosophy changes as well. Team may become impolite to save their occupations even if their colleagues contest as a result. In other words, the occupation condition is prescribed as a consequence of the conversion, and discrete forces are weak to take control of the state. Control is a substantial matter in profession experience-linked stress. The view of reality in regulator of the ailment is customarily discussed to as self-efficacy. It is defined as a self-valuation of one's competence to definitely perform an order of achievement that is vital to variety required results. Some research has revealed the growth of separable self-efficacy. For example, self-efficacy is dependent on performance accomplishments, information facilities, and contrast to narrate others. Due to great act, self-efficacy rises. If somebody is self-guaranteed about ones' material and supports, in this case self-efficacy rises as well. Also, self-efficacy is reviewed complete decision to others. If I observe myself embrace aberrations easier than my colleague, Self-efficacy will if changes are declared at comfort while running than a colleague handles the same differences. In the improvement of the thought of self-efficacy, research frights about the task of this impression for single's inner feelings and performances. Self-efficacy is recognized to have an inspiration on the means people replicate, feel. Usually persons with low self-efficacy have small self-endorsement, and are uncertain about their activities. Low self-efficacy is related with moods of sadness, anxiety and hopelessness. In comparative to allotting with alteration, low self-respect and thought as well as anxiety have been planned to have a straight impression on emotional stress. Thus, it is optional that self-effectiveness is linked to emotional occupational stress. Dawood (2003) classifies self-efficacy as a momentous mouth for the achievement of alteration. One of the properties of self-efficacy is that it is range associated. A person can have in advancement self-efficacy on one ground, and near to the ground one can have high self-efficacy on powerful out academic accountabilities, but low self-efficacy of occupation skills. A connected approach in this study discusses the self-efficacy in standings of behavior variations. That is, self-efficacy plays a key role in achievement of specific goals in academic sessions in other way, self-efficacy is well-defined as the imaginary fitness to side by side fast over going problems and circumstances caused challenging situations. Self-efficacy will be declared to as self-efficacy of transformation. The assumptions of self-efficacy extents may transport some propositions for this association. , assumptions showed that there was an undesirable relation between self-efficacy of schooling and occupational stress as a result of teaching. Self-efficacy in ringing out hypothetical tasks and stress connected to these academic responsibilities to be linked. The percentage of teachers really facing great stages of professed trauma. The consequences have varied significantly, such that intelligences have determined the character to be from 30 to 90 percent. British investigation has designated that one-fifth of college teacher's involvement a prodigious transaction of stress. More educators than constantly formerly are undergoing 'unembellished stress'. Teacher stress, nevertheless, is not just a British singularity. Teachers in past American studies have been originating to be presentation of somewhat sophisticated levels of supposed anxiety than individuals in British studies. In calculation, an investigation accompanied by the Nationwide Schooling Suggestion reported that 60 per cent of teachers knowledge reasonable to substantial levels of pressure. A study by Teachers' Blending was exposed that 56 per cent of the teachers described sorrow corporeal sickness and 36 per cent were distress psychological infection which they connected to stress on the job. An examination by the Education Association also gave suggestion of the foremost foundations of teacher stress. Past researchers discovered that teachers in Western Australia supposed that they were employed under substantial stress. The researchers demanded that 'the problematic reason of teacher occupational stress and the exploration for operative ways of stress administration remains long-lasting'. However, there are a number of conflicting conclusions. For instance, a current survey of public college teachers found that only 17 per cent of the illustration described their occupations to be 'stressful' or 'tremendously stressful'. Researchers inspected an amount of collections, college teachers, and high level teachers exposed that teachers described even minor to modest demonstrative indications, and that the generally intellectual fitness of teachers was a little

improved than that of the universal public. The need for attentiveness when announcing teaching a stressful occupation, as it might customary an 'expectation' to be harassed. This means that teachers may be more susceptible to stress-encouraged sicknesses. Their interrogations were grounded on an evaluation of 81 trainings regarding instructor pressure, and recommended that was diminutive experimental maintenance for the prerogative that instruction to other like teaching occupations is a stressful job. Regardless of the inconsistencies, in some conclusions both in this kingdom and the US, the complete consequences recommend that all educators will understand some gradation of occupational stress. The frequency with which demanding occurrences and the strength of their appearance diverges from teacher to teacher'. Experience to the study of teacher stress presented that even though teacher anxiety did not fluctuate much between colleges, testified levels of stress diverse extensively indoors colleges. The intensification in apprehension concerning the subject of instructor stress ascends principally from the increasing mindfulness of the undesirable characteristics of protracted work-related stress on both the teachers' psychological and corporeal well-being, as well as on the salaried associations of the instructors and their understudies. It also assistances lead to an enhancement in the excellence of employed life for instructors as well as the superiority of their teaching (Kyriacou, 1987). These costs and consequences of stress in teaching will be painstaking. Stress is commonplace but it's obviously measurable possessions are indefinable. In direction to education stress in educators we have requirement of to be clear that we apprehend what we actually want by the bounce 'stress'. The chief problematic behavior for everyone endeavoring to recited and comprehends about anxiety is that it has taken on many dissimilar connotations, which are from time to time inconsistent and perplexing. The word stress has converted principally a tinkle expression that is secondhand in a variability of surroundings, and most individuals do not describe what they unkind by the expression.

Following objective were set to fulfil the aim of study

- i. To identify the level of teachers self-efficacy.
- ii. To measure the level of occupational stress among teachers.
- iii. To find out the relationship between teachers' occupational stress and self-efficacy.

## **Theoretical Framework**

Self-Efficacy is a construct in Social Intellectual Theory. It refers to people's perception about their ability to magnificently achieve an exact course of deed in any specific situation (Bandura, 1997). Self-efficacy impacts on persons responsibilities and actions, and forecasts how much work they put on the tasks, their diligence and power facing the hurdles of opposing conditions, and efficiency on modifiable their opinions, movements and strategies . Therefore, self-efficacy has a great impact on motivation. People have a tendency that how to execute and keep it up on actions and tasks which they ponder they are capable to undertake. People with low self-efficacy are likely to select unsophisticated tasks and amplify potential embarrassments and fears, abode their boundaries. On the other hand, people with high self-efficacy set puzzling penalty areas and bear sufficient power and tough obligation to attain them level in the rise of disaster (Bandura, 2006; Schuck & Pajares, 2010).

## **Methods and Procedures**

Cross sectional design was used in the order to collect data and the research design was quantitative and correlational. Data were collected through questionnaires; the aim of researcher was to examine the relationship between teachers' self-efficacy and occupational stress. They had followed ethical guidelines which were mentioned on instrument taken by researchers, after declaration of consent they filled questionnaires, ethical statements were followed. The sample consisted of 256 female college teachers from different Islamabad Model Colleges for Girls with different subjects of whom all were female and teach inter and bachelor level classes; they were of age 25-50 years. Proportionate Stratified sampling was utilized based on subjects they are teaching to get representation of all subject specialties. Two instruments

were used a) self-efficacy and b) occupational stress, questionnaires were developed keeping in view the literature and theoretical framework. Ranks were given to likert points were useful to determine level of stress, Likert scale starts from strongly agree and end on strongly disagree ranks were given to each scale that was started form 0 and ends on 5.

Firstly means of both self-efficacy and occupational stress were calculated to check the average of both after that to check relationship among stress and teachers’ self-efficacy “r” was calculated by entering data in SPSS.

**Analysis**

The Table 1 shows the level of self-efficacy of college teachers and it came as 3.15.

Table 1 Self Efficacy of College Teachers

Variable 1	MEAN	SD
Teachers self-efficacy	3.15	0.84

The Table 2 shows means and SD in which mean of Occupational Stress was 3.91 and SD was 0.28.

Table 2 Occupational Stress of College Teachers

Variable 2	MEAN	SD
Occupational stress	3.91	0.28

The Table 3 shows the correlation between both variables i.e. self-efficacy and occupational stress of college teachers in Islamabad. Correlation between the two scores is negative and strong. We can say that the occupational stress is related to low self-efficacy.

Table 3 Correlation between Teachers’ self-efficacy and occupational stress

Correlation” r”	-0.80
p-value	0.10
sig.(two tailed)	

Table 4 Skewedness of two variables by using empirical relationship between mean, median and mode.

Self-efficacy	Mean	Median	mode	Skewness
	3.415	3.6	3	-0.061
Occupational stress	Mean	Median	mode	Skewness
	3.61	3.7	2	-0.135

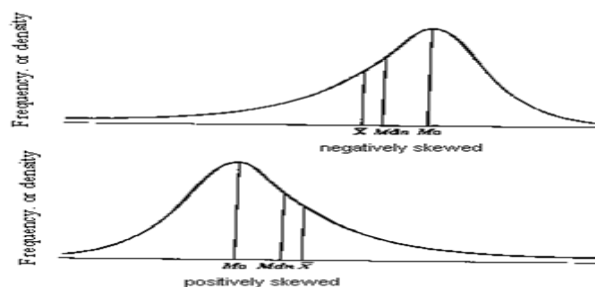


Fig 1 Skewedness of relationship between Self Efficacy and Occupational Stress

The Fig 1 shows distribution of values that lie in negative tail that shows also that self-efficacy is lower due to high level of stress.

## **Discussion**

The obtained results provided evidence that there are a lot of factors causing stress which teachers are facing in their academic sessions, the study has shown the levels of stress which are related to low self-efficacy. This study will act as a frame work and reference to other researchers who may do the same or related research in different areas. The study may prove significant to teachers to know the level of their operational stress and self-efficacy. It will be beneficial for the educational administrators to develop strategies which may minimize occupational stress and recover self-efficacy of the teachers.

Years of teaching contribution was initiated to have a weak negative relationship with their job consummation. This commends that as numerous numbers of years teaching rises, job pleasure declines. A weak negative relationship between teachers self-efficacy and occupational was found. Both of these results are somehow similar with past researches which establish that fresher and experienced teachers account higher levels of job satisfaction than their elder and more qualified colleagues.

As many of other researches showed negative correlation between stress and self-efficacy that is unexpected for this researcher to conclude negative correlation between these two variables , due to many problems teachers have low self-efficacy that causes due to low mastery experience and lack of resources , in government colleges there are no proper system of teaching they have many of other works which they have to do simultaneously , this work load might be the reason of stress , over burden causes stress also , there are large number of students in each class which teacher has to handle alone with a lot of more works (Pirie and Baker, 1997; Poppleton and Riseborough, 1991).

Teacher self-efficacy can affect students' performances, which is reliable with preceding research. On the other hand, teachers stress does have a significant effect on students. This outcome of the research proposes that teachers may droplet whys and wherefores statements in their life to cope stress unconnected to their opinions about actuality to handle academic difficulties.

Occupational Stress has normally been initiate to have a harmful effect on teacher's career and on continuing problems teachers are facing. We probable said that because the widely held teachers have some weak mastery experiences and coaching also affects the student which then causes risk of suffering a high level of worrying events, occupational stress would be an imperative interpreter of their educational consequences. In our data, occupational stress has a negative but petty connotation with self-efficacy and weak relationship within variables.

On the further influence, we discover some suggestion that occupational stress is positive if teachers need become fulfill but teachers are facing a lot of problems in college that comes only in low self-efficacy. The study was carried out limiting to particular colleges, its scope may be increased in researchers in further studies. The reasons of occupational stress may be studied in detail to eradicate those factors.

## **Recommendations**

As the study has mentioned that college teachers have high level of occupational stress, so effort may be done to reduce stress and stressors at workplace and it is expected that reduced stress will result in high self-efficacy and improved performance of the teachers.



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