

# **Study of Occupational Stress and Teacher Commitment in relation to Locus of Control among Teacher Educators at Secondary Level**

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## **Abstract**

*The purpose of this study is to explore different patterns of Occupational Stress and teacher commitment in relation to locus of Control among teacher educators at secondary level selected from different colleges from Panjab university and Guru Nanak Dev university, India. Data is collected from 200 randomly selected teacher educator's of colleges using Occupational Stress Index, Teacher Commitment Questionnaire, Locus of control internal and external scale. Significance of difference statistics has been employed to test hypotheses of the study. This research attempt to assess whether internal or external locus of control relates to Organizational stress and teacher commitment. Results showed that occupational stress and teacher commitment is significantly correlated with locus of control. Teacher educator with high external & internal locus of control are at high risk of stress, and anxiety than teachers with low external & internal locus of control. The performance of a teacher educator is significantly affected by internal-external locus of control. This study highlighted a vital impact of occupational stress and teacher commitment in relation to locus of control on teacher educators at secondary level.*

**Keywords:** Occupational Stress, Teacher Commitment, Locus of Control

## **I. Introduction**

Since the early 1990's, the spread of globalization and technological advancement's linked consequences have begun to impact educational institutions far and wide. To these educational institutions, creating and sustaining competitive advantages through various forms and means have become a major preoccupation. Given this context of globalization and intensified competition, teacher educators are driven to perform beyond their routines. Teacher educators are expected to learn the different languages, and rules and regulations resulting in increased workloads, the pressure to enhance job skills. Such changes in the rates of job, working environment and organizational behavior would undoubtedly increase occupational stress of the teacher educators, which in turn effects their physical and mental health and commitment toward work.

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## **Occupational Stress**

A study has demonstrated that occupational stress can have a wide range of negative effects on individuals. Stress is observable at several different stages. Teacher stress is seen generally as adverse consequences with various psychological (job dissatisfaction), physiological (high blood pressure) and behavioral (absenteeism) correlates. In the long run these adverse stress effects can lead to physiological and biochemical changes accompanied by stress, commitment and health of educators, even long-lasting symptoms, such as coronary heart disease (Dick & Wagner, 2001). Occupational stress occurs when there is contradiction between the demand of workplace and an aptitude to carry out and complete those demands. Teaching as a profession too comes under the array of stress which is making it very thought-provoking everyday (Hepburn & Brown, 2001; Johnson et al., 2005). Occupational stress among educators refers to undesirable effects resulting from their interaction with several aspects of occupation such as resources, human relations, security, recognition etc. are producing many psycho-social dynamics in the form of conflict, frustration, anxiety etc. Occupational strain and stress induce deteriorating physical and mental conditions for educators, while managing resources could promote their well-being. Adequate coping resources, especially social support, in workplaces might be a significant factor for improving educators' quality of life. Moreover, psychological interventions must be set up for educators, and psychological counselling should be provided to relieve stress and enhance quality of life. (Yang et al., 2009). The occupational strain and its related factors among university teachers in China revealed that mental health was prominent risk factor for occupational stress in university teachers in China (Sun et al., 2010). A case study on occupational stress and organizational performance found numerous causes of stress in occupation and the results revealed that lack of response in occupation was one of the major reasons of causing high degree of stress among educators (Keshavarz & Mohammad, 2011). Occupational stress, resulting from a dearth of balance between occupational demands and occupational control, is considered one of the common factors in the etiology of hypertension in modern society. Stress, with its multifactorial reasons, is complex and tough to analyze at the physiological and psychosocial levels (Rosenthal & Alter, 2012). Occupational Strain was high in male primary teachers as compared to female primary teachers. The main reasons of occupational strain were high demand of excessive workload, short span, performance, job insecurity of time to complete the work, stringent rules and regulations and insufficient salary etc (Kaur, 2015). Occupational stress is an identified health risk for an array of psychological, behavioral, and medical diseases and disorders. Organizations and entities can mitigate these disorders through precautionary stress management and enhanced well-being (Quick & Henderson, 2016).

Most Jordanian educators experience occupational stress. Poor working conditions were the uppermost cause of job stress among Jordanian educators, followed by: (1) personal aspects, (2) work, (3) deficiency of support, and (4) student factors (Almahsneh, 2020). Educators with low self-esteem perceived a high level of occupational stress, whereas teachers who perceived high organizational support feel low occupational stress. Increasing organizational support not only increases organization-based self-esteem but also mediates the relationship between self-esteem and occupational stress (Masoom, 2021). Educators work stress is due to six causes of work stress, namely (1) students; (2) relationships and conflicts; (3) welfare; (4) teaching; (5) the time dimension; and (6) organizational climate. The dominant or general source of educator work stress arises from welfare and teaching factors, whereas other teacher work stress factors are student factors and organizational climate (Arismunandar et al., 2022).

### **Teacher Commitment**

Teacher commitment is an internal force which stimulate teachers to show their better-quality job performance. Twenty-five elementary and secondary physical education teachers willingly participated in this study. Data were mostly gathered through 25 formal interviews and by observing the teachers teach 78 lessons. Data were analyzed using constant comparison techniques. Findings indicated that personal commitment was a key factor contributing to teachers' growing knowledge about the standards (Chen, 2006). Meyer and Allen's 3 component model of organizational commitment has become the dominant model for study of occupational commitment. The Meyer and Allen paradigm for organisational commitment is critically analysed, and the measurement of affective commitment (AC), normative commitment (NC), and continuity commitment using its component subscales is examined for validity (CC). It identifies the immediate issues that must be resolved in order to improve the accuracy and utility of Meyer and Allen's model. It incorporates corresponding solutions and proposes an enhanced model for the measurement of organizational commitment (Jaros, 2007). Professional commitment stimulates a teacher to develop the skills necessary for having a successful career, regardless of the particular school or institution (Razak et al., 2009). School choice represent an argue that charter school teachers have high teacher commitment. Autonomous local school districts, charter schools can directly shape working environments to promote their teacher's commitment to their students, their school, and the teaching profession (DeArmond, Gross, Bowen, Demerit, & Lake, 2012). Teachers are generally considered as the most vital resource in the education sector. A chief variable in teacher ability in schools is teacher commitment. For example, the degree to which teachers have to commit themselves to their schools, students, teaching activities, profession, colleagues and the society it is very important recognized by Australian

Association of Education (AARE) (Karluki et al, 2014). Teachers with high level of commitment will be more loyal to schools where they work; similarly, teachers with high level of commitment will contribute to students' achievement effectively. Commitment is praiseworthy because it facilitates learning. If good conducive working environment is provided in schools, efficiency of teachers will get enhanced which in turn enhance the quality of education. Administrators of schools should be sensitized with the need for having a highly committed staff, to redefine organizational performance beyond traditional thinking, and to re-examine school productivity (Ramaprabha, 2017). The teachers of the government universities are much happier than the teachers of the private universities in being a part of their organization. There is a greater level of commitment towards the university among the teachers belonging to the government universities. The teachers of the government universities have a higher level of contentment than the teachers of the private universities (Khan, 2019). School's Absorptive capacity and a teacher's affective commitment are prominent mediators between principals' cognitive complexity and a teacher's intent to leave (Da'as, Schechter & Qadach, 2020). The principals play central role in developing and sustaining teacher commitment to their school. Commitment of the teachers to their school impacts learning, teaching, innovation and school environment and manifests job satisfaction. Commitment strongly relates to teacher attrition. Attrition is important in the study of school success and failure given its strong predictive link to student learning (Price, 2021).

### **Locus of Control**

When employees believe that the locus of control is internal, they determine what is proper behaviour; but, when they believe that the locus of control is external, they look to others to determine what is appropriate behaviour (Forte, 2005). Locus of control refers to the tendency of some people (internals) to perceive a contingency between their behavior and outcomes, and the tendency of others (externals) to perceive that there is not any strong link with their behavior and outcomes. For any given behavior, internals are likely to make internal attributions, whereas externals are apt to make external attributions" Locus of control is a measure of person's perception of that determinant of the reinforcement he receives. It is a generalized expectancy as opposed to specific expectancy being abstraction developed from a host of experiences. (Schunk, Pintrich, and Meece, 2008). Locus of control and organizational commitment's relationship which was conducted on university level professors in Pakistan this research described that Professors with greater internal Locus of control have high emotional and normative commitment while others which have greater external Locus of control have high continuance commitment (Munir & Sajid, 2010). The teacher effectiveness of Punjab teacher educators from the Jalandhar district with high, moderate, and low levels

of stress and locus of control. Results show that varied levels of stress have a substantial impact on the performance of teacher educators. Compared to ordinary and low stressed instructors, high stressed teachers are more effective teachers. The locus of control is a crucial aspect of teacher effectiveness. The primary source of stress for teacher educators is "self." The majority of teachers have individual control, meaning they typically decide how things will turn out on their own (Kauts & Mittu, 2011). It was concluded that the extrovert personality of male and female were more professionally committed than the introvert personality. The external locus of control on professional commitment of male and female secondary school teachers dominated but in male secondary school teacher's internal locus of control is dominated (Rani, 2014). Internal locus of control results in better adjustment with the surrounding environment as compared to external locus of control. These findings indicate that internals are better able to adjust in the company of others than the externals (Jain and Singh, 2015). Self-reported aggression and the perception of anger in the facial expression photos. The finding of the study revealed that external locus of control was associated with physical aggression. The relationship between external locus of control and aggression might exist because individuals with external locus of control perceived events as less predictable and showed aggression in order to exert their influence over outcomes (Hall, 2016). Locus of control among teachers under training and teachers in service in relation to their gender differences between B.Ed. student teachers and teachers in service. It was found that teachers under training and teachers in service differed significantly from each other on the external locus of control and not on the internal locus of control i.e., teachers in service were more externally oriented than the teachers under training. Also, male and female teachers under training differed on external and total locus of control and not on internal locus of control while female teachers under training and female teachers in service showed no significant differences on internal, external and total locus of control (Singh and Kansal, 2016). Internal locus of control plays a significant role in teacher's burnout. It has been noted that, despite this, little study on internal locus of control and teacher burnout has been carried out. As a result, this study suggests that further longitudinal studies with bigger samples be carried out to examine teachers' internal and external locus of control. In addition to this, training, motivation, incentives/awards and other related mechanisms that can boost the teacher's sense of efficacy and as well leading to higher levels of internal locus of control among teachers should be put in place by school administrators and government at all levels (Emmanuel, 2019). Male university professors demonstrated a higher score on the internal locus dimension as compared to female professors. Female university professors revealed a higher score on the external locus dimension as compared to male professors (Ayesha & Zamir, 2021). The degree to which people

believe that their activities affect their life events and success (internal locus) or are reliant on extrinsic factors (external locus) is described by the construct Locus of Control. Gainful employment is an important criterion to improve a teacher's talent and skill in the field of education because teaching and other school-related activities take up a significant portion of a teacher's life and have a significant impact on their whole personality. A sense of control over their teaching and other school-related activities is another requirement for educators. Therefore, a thorough grasp of locus of control can help teachers enhance their interactions with students by giving them the tools to reflect on and take control of their classroom instruction (Jain & Tiwari, 2022).

### **Significance of the Problem**

Today, the teaching process is becoming more and more complicated day by day with the advent of technology and in the emerging global environment; the modern teachers have to face the challenge of competition. In such an instable environment, they are bound to experience stress, as teachers are able to cope with pressure, to a great extent, reflect their level of performance. Commitment is a part of a teacher's affective reaction to their experience in a school setting. It can be seen to be part of a learned behavior or attitude associated with the professional behavior of teacher educators. From these affective relations to the school setting, teachers make decisions (both consciously and unconsciously) about their level of willingness to personally invest in that particular setting. Locus of control is a psychological construct in which two types of persons come. Firstly, the internally oriented who attributes the responsibility of what happens to them on themselves and the second ones are the externally oriented-who contrary to the internals fix the responsibility of the events in their life on others and external forces like chance and luck etc. Hence, the efficiency and commitment of teachers decline progressively. Hence study in this field was needed.

### **Statement of the Problem**

Study of Occupational Stress and Teacher Commitment in relation to Locus of Control among Teacher Educators at Secondary Level

### **Objectives**

The study has been designed to achieve the following objectives:

1. To study the occupational stress in relation to external locus of control among teacher educator at secondary level.
2. To study the occupational stress in relation to internal locus of control among teacher educator at secondary level.

3. To study the various dimensions of teacher commitment in relation to external locus of control among teacher educator at secondary level.
4. To study the teacher commitment among teacher educator at secondary level in relation of internal locus of control.

### **Hypotheses**

The following hypotheses have been proposed to test the above mentioned objectives:

1. There is no significant difference between occupational stress of teachers with high and low external locus of control.
2. There is no significant difference between occupational stress of teachers with high and low internal locus of control.
3. There is no significant difference between various dimensions of teacher commitment of teachers with high and low external locus of control.
4. There is no significant difference between various dimensions of teacher commitment of teachers with high and low internal locus of control.

### **Delimitation of the Problem**

The present study was delimited to the following areas:

- 1) The present investigation was delimited to education colleges of Panjab university and Guru Nanak Dev university, Punjab, India.
- 2) It was restricted to 200 teacher educators of education colleges of Panjab university and Guru Nanak Dev university, Punjab, India.

## **II. Method**

### **Sample**

In order to conduct the present study, 20 colleges of education from Panjab University and Guru Nanak Dev University were selected randomly. Out of these, 10 teacher educators were selected from each college. In order to conduct the present study, total 200 teacher educators were selected from the state of Punjab.

### **Tools**

Following tools were employed for collecting data for the present study:

1. Occupational Stress Index (OSI) (DR. Srivastva and DR. A. P singh,1981).
2. Teacher Commitment Questionnaire (DR. Amit Kauts and Anchal Kalia, 2012)

3. Locus of control internal and external scale (DR. N. Hasnain and DR. D.D. Joshi, 1992).

### Procedure

Twenty (20) colleges from Panjab University and Guru Nanak Dev University were selected randomly. Out of these, 10 teacher educators from each college were taken for further study. 200 teacher educators were selected from the state of Punjab keeping in view the requirement of the study.

In order to conduct the present study, locus of control questionnaire was administered to the selected sample. Teachers with internal locus of control and external locus of control were identified. Occupational stress and teacher commitment questionnaire were administered to the selected teachers. The data was then scored and statistical treatment was given.

### Statistical Techniques

Significance of difference statistics has been employed to analysis the data.

### III. Results

The gathered data have been analyzed under the following categories:

#### A. Significance of difference between high and low external locus of control on various dimensions of teacher commitment and occupational stress

Means, standard deviations, standard error of difference of means and *t*-ratios for the significance of difference between high and low external locus of control on various dimensions of teacher commitment and occupational stress have been calculated and presented below in the table 1

**TABLE 1**  
**Summary of significance of difference between high and low external locus of control on various dimensions of teacher commitment and occupational stress**

| Dimensions of teacher commitment | Transformation of locus of control | N (Sample size) | ME AN  | Σ (SD) | D (Difference between means) | Σ d (standard error of difference) | t-RATIO |
|----------------------------------|------------------------------------|-----------------|--------|--------|------------------------------|------------------------------------|---------|
| Occupational stress              | High external locus of control     | 70              | 175.01 | 8.97   | 3.3                          | 1.86                               | 1.77*   |
|                                  | Low external locus of control      | 70              | 171.71 | 12.83  |                              |                                    |         |
| Commitment to the learner        | High external locus of control     | 70              | 83.17  | 6.52   | 4.67                         | 0.9                                | 5.18**  |
|                                  | Low external locus of control      | 70              | 78.5   | 4.69   |                              |                                    |         |



|                                                            |                                |    |       |      |      |      |        |
|------------------------------------------------------------|--------------------------------|----|-------|------|------|------|--------|
| Commitment to the society                                  | High external locus of control | 70 | 75.2  | 7.06 | 4.39 | 1.12 | 3.91** |
|                                                            | Low external locus of control  | 70 | 70.81 | 6.28 |      |      |        |
| Commitment to the profession                               | High external locus of control | 70 | 80.18 | 6.89 | 4.78 | 0.96 | 4.92** |
|                                                            | Low external locus of control  | 70 | 75.4  | 4.24 |      |      |        |
| Commitment to attaining excellence for professional action | High external locus of control | 70 | 65.95 | 6.38 | 6.18 | 0.82 | 7.53** |
|                                                            | Low external locus of control  | 70 | 59.77 | 3.55 |      |      |        |
| Commitment to the basic value                              | High external locus of control | 70 | 79.78 | 8.23 | 5.26 | 1.22 | 4.31** |
|                                                            | Low external locus of control  | 70 | 74.52 | 6.09 |      |      |        |

\* Significant at the 0.05 level of confidence

\*\*Significant at the 0.01 level of confidence

### Interpretation

1. It was observed from the table 1 that the t-ratio for the significance of the difference between high and low external locus of control on the scores of occupational stress is found to be significant at the 0.05 level of confidence. Hence the hypothesis (1) “there is no significant difference between occupational stress of teachers with high and low external locus of control” is rejected. Further analysis of mean of occupational stress suggests that teachers having high external locus of control have high occupational stress than teachers with low external locus of control.
2. It was observed from the table 1 that the t-ratios for the significance of the difference between high and low external locus of control on the scores of various dimensions of teacher commitment viz. Commitment to learner, commitment to society, commitment to profession, commitment to attaining excellence for professional action, commitment to the basic value, are found to be significant at the 0.01 level of confidence. Therefore, the hypothesis (3) “there is no significant difference between various dimensions of teacher commitments of teachers with high and low external locus of control” is rejected. Further analysis of means of various dimensions of teacher commitment suggest that the teachers having high external locus of control are highly committed than teachers having low external locus of control meaning thereby higher is the external locus of control, higher is commitment to the learner, commitment to the society, commitment to the profession, commitment to attaining excellence for professional action and commitment to the basic values.

**B. Significance of difference between high and low internal locus of control occupational stress and on various dimensions of teacher commitment**

Means standard deviations, standard error of difference of means and t-ratios for the significance of difference between high and low Internal locus of control on various dimensions of teacher commitment and occupational stress has been calculated and are presented below in the table 2

**TABLE 2**  
**Summary of significance of difference between high and low Internal Locus of control on various dimensions of Teacher Commitment and Occupational stress**

| Dimensions of teacher commitment                           | Transformation of locus of control | N  | MEAN   | $\sigma$ (SD) | D    | $\Sigma d$ | t-RATIO |
|------------------------------------------------------------|------------------------------------|----|--------|---------------|------|------------|---------|
| Occupational stress                                        | High internal locus of control     | 70 | 149.85 | 6.7           | 4.05 | 1.74       | 2.32*   |
|                                                            | Low internal locus of control      | 70 | 145.81 | 12.19         |      |            |         |
| Commitment to the learner                                  | High internal locus of control     | 70 | 87.97  | 2.30          | 6.39 | 0.5        | 12.78** |
|                                                            | Low internal locus of control      | 70 | 81.58  | 4.27          |      |            |         |
| Commitment to the society                                  | High internal locus of control     | 70 | 79.98  | 2.5           | 6.09 | 0.46       | 13.21** |
|                                                            | Low internal locus of control      | 70 | 73.9   | 5.16          |      |            |         |
| Commitment to the profession                               | High internal locus of control     | 70 | 84.97  | 2.55          | 6.49 | 0.49       | 13.24** |
|                                                            | Low internal locus of control      | 70 | 78.48  | 3.14          |      |            |         |
| Commitment to attaining excellence for professional action | High internal locus of control     | 70 | 70.74  | 3.96          | 7.89 | 0.54       | 14.61** |
|                                                            | Low internal locus of control      | 70 | 62.85  | 2.43          |      |            |         |
| Commitment to the basic value                              | High internal locus of control     | 70 | 83.43  | 4.18          | 5.82 | 0.76       | 7.65**  |
|                                                            | Low internal locus of control      | 70 | 77.61  | 4.91          |      |            |         |

\* Significant at the 0.05 level of confidence

\*\*Significant at the 0.01 level of confidence

**Interpretation**

1. It was observed from the table 2 that the t-ratio for the significance of the difference between high and low internal locus of control on the scores of occupational stress is found to be significant at the 0.05 level of confidence. Therefore, the hypothesis (2) “there is no significant difference between occupational stress of teachers with high

and low locus of control” is rejected. Further analysis of mean of occupational stress suggests that teachers having high internal locus of control have high occupational stress than low internal locus of control.

2. It was observed from the table 2 that the t-ratio for the significance of the difference between high and low internal locus of control on the scores of various dimensions of teacher commitment viz. commitment to learner, commitment to society, commitment to profession, commitment to attaining excellence for professional action, commitment to the basic value, were found to be significant at the 0.01 level of confidence. So, the hypothesis (4) “there is no significant difference between various dimensions of teachers with high and low internal locus of control” is rejected. Further analysis of means of various dimensions of teacher commitment suggest that the teachers having high internal locus of control have high commitment than low internal locus of control meaning thereby higher is the internal locus of control higher is commitment to the learner, commitment to the society, commitment to the profession, commitment to attaining excellence for professional action, commitment to the basic value.

#### **IV. Discussion**

Occupational stress has been considered as the product of an imbalance between environmental demands and individual differences. Commitment and Locus of Control, as personal capabilities to cope with environmental demands, represent some of the most important resource factors in stress appraisal processes. The results of this study demonstrate that the teachers having high external locus of control have high teacher commitment in all dimensions than teachers having low external locus of control. The teachers having high external locus of control have high occupational stress than teachers with low external locus of control. In tune with this study which revealed that people with external locus of control believed that life events in and out of the work place as beyond their control dependent on such outside factors as luck, chance or whether the head liked them (Shailja, 2003).

The results of this study demonstrate that the teachers having high internal locus of control have high teacher commitment in all dimensions than teachers having low internal locus of control. The teachers having high internal locus of control have high occupational stress than low internal locus of control. The above findings are in tune with the study that teachers identified with internal locus of control reveal low level of stress as contrast to the teachers with external locus of control. The study also confirms that high internal locus of control determines high coping and mediating ability of stress among the teachers (Khan, Saleem, & Shahid, 2012).

According to the literature in this field, the results of this survey demonstrate that teacher commitment is a personal resource factor that may protect from the experience of occupational stress. In terms of feeling, people with a strong sense of high commitment and high locus of control view challenging problems and recover quickly from setbacks and disappointments.

#### **V. Conclusion:**

Occupational stress is an unavoidable phenomenon and it exists in all types of occupations although it varies in degree and extent. Undoubtedly teaching is a profession which is highly stressful because teachers have to deal with the future of the Nation. If teachers' stress is left unresolved, it will have negative impact on teachers' physical and mental health. This can also accelerate the problem of teacher freezing and burnout among teachers. Consequently, the whole educational system will be impaired. In view of this, certain measures must be undertaken to alleviate teachers' stress in order to enhance teachers' enthusiasms in teaching. The suitable measures can also enhance the commitment of the teacher toward their profession, learner, society, professional action and basic values, as well as it will boost internal & external locus of control among teachers. The principal of an institutions plays a vital role, he/she should try to organize workshops, talks, extension lectures, activities to enhance their personality. The principal should help the teachers to understand that they should try to control the negative traits of their personality. So that they are less stressed in their occupation.

#### **VI. Suggestions for further research:**

The investigators would like to advance some suggestions for the prospective research workers who may be interested in undertaking similar type of study:

- ❖ The present study could be extended to school teachers and degree college's teachers. Further, occupational stress and teacher commitment in relation to locus of control could be studied with reference to other personality and organizational variables.
- ❖ The study of occupational stress and teacher commitment of teacher educators can also be taken with variables other than locus of control such as socio –economic status, social maturity and health etc.
- ❖ Teachers working in the rural areas may also be included in the study.
- ❖ Also, this study will give direction to the teacher educators about occupational stress and their commitment with work moreover it will guide teacher educators for good health.

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