

RELATIONSHIP BETWEEN JOB BURNOUT, LOCUS OF CONTROL, AND WORK MOTIVATION AMONG COLLEGE TEACHERS



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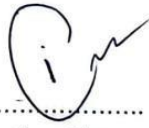
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Certificate of Approval

It is certified by the thesis titled "Relationship between job burnout, locus of control, and work motivation among college teachers" performed through Kinza Shabbir, Reg. No. BSP 201054 under the supervision of Miss Irum Noureen, Capital University of Science & Technology, Islamabad is fully adequate, in scope and quality, as a Research Thesis for the degree of BS Psychology.

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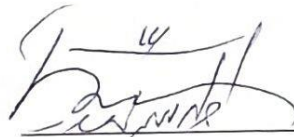
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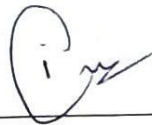
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DECLARATION

This is declared to be a unique part of our work, unless otherwise indicated by the content and references of the text. This work has not been submitted to a university or higher education group of another level or degree, nor has it been submitted to obtain a degree in that university or other university or institution.

Kinza Shabbir

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January, 2024

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Abstract

The current study aimed to explore the relationship between job burnout, locus of control and work motivation among teachers. A sample of 350 teachers was selected using a convenience sampling technique. Including college teachers of both sectors private and government. The participants were asked to complete a self-administered questionnaire consisting of the Teacher's Burnout Scale, Rotter's Locus of Control Scale, and the Work Motivation Scale. Participants were explicitly informed about the safeguarding of their identity and the confidential handling of their responses. Data was analyzed through the Statistical Product and Service Solutions (SPSS, version 21). The spearman correlation analysis was used to investigate the relationship between variables and to check the effect of gender and age, Mann-witney and Kruskal analysis was used. The results of this study supported the three hypotheses of significant relationship between internal locus of control and job burnout, work motivation and job burnout, work motivation and internal locus of control. It can be concluded from the results and discussion that there was a noticeable gender difference in work motivation and the absence of gender difference was seen in work motivation and locus of control. It was observed that there was no significant difference in the levels of job burnout between individuals with internal and external locus of control. The study's findings will also be useful to college and university administrators and policymakers in developing policies and interventions that promote teachers' well-being.

Keywords job burnout, locus of control, and work motivation

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Chapter 1

Introduction

In the modern and challenging work environment, the occurrence of job burnout among teachers has become a major concern. This is a significant worry for educators as it has a detrimental impact on their well-being, performance, and student outcomes. Teacher burnout not only affects the teachers themselves but also has negative consequences for their students (Hastings & Bham, 2003). Teacher burnout is a growing issue within the education sector. The demanding nature of their job, combined with heavier workloads, scarce resources, and lofty expectations, makes teachers particularly prone to experiencing burnout. Burnout manifests as a psychological condition, marked by emotional exhaustion, depersonalization, and a reduced sense of personal achievement. This state arises from the challenging nature of their work, as well as the increasing workloads, limited resources, and high expectations placed upon them (Maslach, Schaufeli, & Leiter, 2001). Job burnout is a condition of profound, physical, and mental weariness brought about by delayed and persistent work-related pressure (Maslach & Jackson, 1981). Many factors contribute toward burnout but an individual's locus of control and work motivation have been identified as two factors that could influence the development of job burnout among teachers.

Teachers' perceptions and responses to work-related stressors can be influenced by their locus of control. Locus of control refers to an individual's psychological perception of the extent of control they have over the circumstances in their life (Rotter, 1966). Locus

of control refers to an individual's belief regarding the dominant influences on their life, whether they stem from internal factors or external factors. Within the realm of education, teachers may exhibit either an internal or external locus of control. Teachers with an internal locus of control perceive themselves as having control over their work environment and the outcomes of their efforts. Conversely, teachers with an external locus of control attribute the outcomes of their actions to external factors and the environment surrounding them (Cadavid & Lunenburg, 1991).

Motivation is a term that refers to the factors that drive an individual to engage in and persist with work-related activities (Maslow, 1943). It can be described as the internal and external forces that motivate an individual to perform a task or to achieve a specific goal. Intrinsic motivation refers to the internal drive or pleasure people feel when doing work-related activities. It results from individual interest, fulfilling the natural joy found in the task itself whereas Extrinsic motivation derives from outside influences like monetary compensation, job advancements, or approval from superiors or peers. It entails pursuing professional objectives in rewards or staying out of trouble. Work motivation is closely linked to burnout as well. Intrinsically motivated teachers, meaning they derive personal satisfaction and fulfillment from their work, are less likely to experience burnout (Ryan & Deci, 2000). work motivation has been proven to be a key predictor of job burnout, with persons who are highly motivated at work being less likely to develop burnout (Han & Jekel, 2017). One possible explanation for this relationship is that individuals who are highly motivated at work are more likely to perceive their work as meaningful and to feel a sense of control over their work environment, which can reduce the likelihood of burnout.

Pakistan, as a developing nation, faces challenges related to inadequate educational resources. This scarcity forces teachers to take on multiple roles alongside their regular teaching responsibilities. The country's rapid population growth further exacerbates the workload per teacher. Additionally, overcrowded classrooms, low salaries, limited integration of technology in education, and evolving teaching methods contribute to burnout among teachers, leading to various problems within the teaching profession (Deryakulu, 2006).

Teachers' burnout

The term "teacher burnout" describes a condition in which teachers experience prolonged physical and emotional tiredness, along with emotions of cynicism, detachment, and a diminished sense of personal success (Chang, 2009). It is a widespread problem in the teaching profession brought on by a discrepancy between the demands of the job and the available resources. The well-being, job happiness, and ultimately classroom efficiency of teachers can all suffer greatly from burnout. This definition is supported by multiple studies and literature on the topic. The definition and understanding of teacher burnout have been influenced by a 1981 study by Maslach and Jackson. Their work laid the foundation for understanding burnout as a complex interplay of emotional, physical, and professional factors that can erode a teacher's resilience and passion for their profession. Their model suggests that teacher burnout has three dimensions:

Emotional Exhaustion

This dimension describes the sensation of emotional exhaustion. Teachers who are emotionally worn out frequently describe feeling exhausted, overburdened, and unable to

handle the demands of their employment (Friedman, 2002). Teachers grappling with emotional exhaustion often find themselves in a perpetual state of fatigue, their emotional reserves depleted to a point where effectively managing the challenges of their roles becomes daunting (Maslach & Leiter, 2016). The demands placed on teachers are diverse, from handling classroom dynamics and student behaviors to meeting administrative expectations and addressing individual student needs. This constant balancing act takes a toll on teachers' emotional well-being, creating a feeling of being stretched thin. Emotional exhaustion is not a fleeting emotion but signifies a persistent state of emotional depletion, making it challenging for teachers to sustain the necessary engagement and enthusiasm for effective teaching (Ilyavi, 2019).

Depersonalization

Depersonalization is the development of negative and detached attitudes towards students, coworkers, and the field of study itself (Simbula & Guglielmi, 2010). It's possible for teachers to feel detached, cynical, or even depersonalized. This can lead to a loss of empathy and a decreased desire to interact with students and the teaching process. Depersonalization in education can have profound consequences. Teachers experiencing depersonalization may struggle to connect with students personally, impeding the formation of positive teacher-student relationships. This lack of connection can diminish the enthusiasm and passion crucial for effective teaching, resulting in lower instructional quality and an unfavorable learning environment (Chang, 2009).

Reduced Personal Accomplishment

This factor implies a lower sense of personal accomplishment and teaching efficacy. Teachers who have less personal success may feel unfulfilled and unsatisfied with their work, considering their efforts to be ineffective and unappreciated (Simbula & Guglielmi, 2010). High workload, time constraints, lack of autonomy and control, insufficient support from coworkers and administration, difficulties dealing with student behavior, and the emotional demands of teaching are some of the factors that lead to teacher job burnout. Burnout in the teaching profession can also be increased by outside variables like societal expectations, accountability measures, and changes in educational policy. Both teachers and students are affected negatively by teacher burnout (Hastings & Bham, 2003). Teachers who are burnt out may have lower job satisfaction, weakened mental health, and higher absenteeism. In addition, fatigue can hurt teacher-student interactions, resulting in lower levels of student engagement, academic success, and general classroom atmosphere (Madigan et al.,2021).

Locus of control

Locus of control refers to a psychological concept that describes the extent to which individuals believe they have control over the events and outcomes in their lives. It is a personality trait that can influence how people perceive and respond to situations (Burger & Cooper 1979). There are two main types of locus of control: internal locus of control and external locus of control.

Internal Locus of Control

People who have an internal locus of control think they have a lot of power over the circumstances and results in their lives. They frequently blame their skills, initiatives, and choices for their successes or failures. People who have an internal locus of control frequently have a higher level of self-efficacy, take responsibility for their activities, and are more likely to take proactive actions to accomplish their goals (Honea, 2007). The internal locus of control is closely associated with a strong sense of responsibility for one's actions (Wallston et al., 2013). Individuals with this orientation recognize the direct link between their decisions and the consequences that follow, leading to a greater willingness to take ownership of their choices. This intrinsic accountability not only promotes personal growth but also cultivates a mindset conducive to learning from both successes and failures (Honea, 2007).

Furthermore, those with an internal locus of control tend to embrace a proactive approach in pursuing their goals. This proactive stance involves a readiness to take initiative, make strategic decisions, and persist in the face of challenges. Rooted in the belief that individual actions can profoundly influence outcomes, this proactive behavior empowers individuals to actively shape their future (Sorensen et al., 2016).

External Locus of Control

In contrast, those who have an external locus of control think that outside forces, including luck, fate, or those with power, heavily influence the events and results in their lives (Shannak, 2012). They could believe they are at risk of outside events and feel less in control of their own lives. People with an external locus of control could be more likely to

blame luck or other factors for their successes or failures, and they might be less inspired to take the initiative or make adjustments (Honea, 2007).

Locus of control can affect how teachers view and handle stressors at work, which in turn affects how vulnerable they are to burnout. Since they feel they have control over their working environment and may proactively look for solutions, teachers with a strong internal locus of control may feel more empowered and better able to handle difficulties (Jackson et al., 2013). However, when presented with challenging circumstances, teachers with a strong external locus of control may feel more helpless and under more stress.

The locus of control not only plays a crucial role in personal well-being but also significantly affects decision-making and goal-setting. Those with an internal locus of control are inclined to set ambitious goals, confident in their ability to achieve them through personal effort. Conversely, individuals with an external locus of control may opt for more modest goals, perceiving success as reliant on external factors (fretwell, 2013).

Beyond personal goals, the locus of control influences interpersonal dynamics. Those with an internal locus of control tend to excel in establishing and maintaining positive relationships (lefcourt et al., 1991). They take responsibility for their actions, actively working to positively influence their social environment. In contrast, individuals with an external locus of control may be more susceptible to external pressures, potentially leading to a lack of assertiveness in interpersonal interactions, thereby impacting the quality of their relationships (lefcourt et al.,1991).

Work motivation

Work motivation refers to the internal drives, desires, and forces that energize and direct an individual's behavior in the workplace. It includes the motivations behind people's participation in work-related activities, their level of passion, and their readiness to exert effort to accomplish work-related objectives (Dobre, 2013). Since it has a direct impact on job satisfaction, performance, and general well-being, understanding work motivation is crucial for organizations and individuals.

Intrinsic Motivation

Intrinsic motivation refers to engaging in work activities because they are inherently satisfying, enjoyable, and aligned with an individual's interests and values (Lindenberg, 2001). It involves a sense of autonomy, competence, and relatedness. When individuals are intrinsically motivated, they find personal fulfillment and derive satisfaction from the work itself rather than relying on external rewards or pressures (Ryan & Patrick, 2009).

Extrinsic Motivation

Extrinsic motivation involves engaging in work activities to obtain external rewards or to avoid punishment (Ryan & Patrick, 2009). It includes factors such as salary, promotions, bonuses, recognition, or avoiding negative consequences. Extrinsic motivation can be effective in driving behavior, but it is typically less sustainable and may not contribute to long-term job satisfaction or engagement (Ryan & Patrick, 2009). According

to Ryan & Deci following are the explanations of subscales for extrinsic motivation.

External Regulation

This subscale assesses motivation driven by external rewards or punishments. Individuals with high scores on this scale are motivated by external factors, such as salary, bonuses, or avoiding negative consequences. In work or academic settings, individuals high in External Regulation may prioritize tasks based on the potential for external rewards rather than an intrinsic interest in the work itself (Sansone,2000). This form of motivation, while effective in achieving short-term goals, may not sustain long-term engagement and passion for the task, as it lacks the intrinsic satisfaction that comes from genuine interest or enjoyment.

Introjected Regulation

Reflects a form of internalized external motivation where individuals engage in work to avoid feelings of guilt or to gain approval from others (ven den et al.,2021). It's a more internal but still somewhat controlled form of motivation. Introjected regulation in motivation is often rooted in societal or interpersonal norms, with individuals internalizing external pressures to a certain extent and integrating them into their own value system. As a result, their involvement in work or tasks is infused with a sense of duty, primarily driven by the aim to avoid disapproval or negative emotions rather than genuine personal interest. The controlled nature of introjected regulation indicates that this motivation is not entirely self-determined. Although individuals may make choices to engage in activities, an underlying external force influences their decisions (Uzun &Aydemir, & 2020).

Identified Regulation

This subscale measures the extent to which individuals value and personally identify with the goals or outcomes associated with their work (Lam & Gurland, 2008). It represents a more internalized and self-endorsed form of extrinsic motivation. Identified regulation signifies a voluntary internal harmony with objectives. This suggests that individuals authentically acknowledge the importance of their tasks and opt to incorporate these goals into their personal value system. Essentially, this type of motivation exemplifies a self-initiated dedication to external objectives, showcasing a deeper and personally supported link to the extrinsic factors shaping one's involvement in work-related endeavors (Reena & Bonjour, 2010)

Integrated Regulation

The most internalized form of extrinsic motivation, this subscale reflects individuals who have fully assimilated external goals into their value system (Hayamizu, 1997). Their motivation is aligned with their own beliefs and values. In this type of motivation, individuals' motivation goes beyond mere alignment with external expectations; instead, it seamlessly blends with their deeply rooted beliefs and values. This indicates a profound level of internalization, where external objectives have become an inseparable aspect of an individual's identity and sense of purpose. Essentially, integrated regulation embodies a motivation that is not merely embraced but has evolved into an authentic manifestation of an individual's fundamental values and principles (Burgueno, 2017).

A Motivation

This subscale captures the absence of motivation. Individuals scoring high on this scale lack a clear sense of why they are engaged in their work and may feel indifferent or apathetic (Baldamus,1951). This often manifests as a sense of indifference or apathy towards their tasks, highlighting a disconnect between their actions and a meaningful motivation that typically guides and energizes their efforts.

Teachers' level of work motivation can influence their susceptibility to burnout. Higher levels of intrinsic motivation, driven by a genuine passion for teaching and a sense of purpose, have been found to act as a protective factor against burnout. Conversely, reliance solely on extrinsic motivation, such as external rewards or avoiding punishment, can lead to decreased job satisfaction, reduced engagement, and increased burnout. Work motivation and locus of control are related concepts that interact to affect teachers' experiences at work. Higher levels of intrinsic motivation may be seen in teachers who have a greater internal locus of control because they feel they have more control over their work environment and results. Conversely, an external locus of control may lead to a greater reliance on extrinsic motivation and a reduced sense of personal agency (Watkins, 2000).

Literature review

Job burnout is a psychological reaction to persistent exposure to stimuli at work that exceeds one's capacity for coping. (Maslach & Leiter, 2016). Depersonalization, emotional weariness, and a decreased sense of personal success are its key characteristics (Maslach & Leiter, 2016). Burnout has been associated with unfavorable consequences

like lower job satisfaction, a lower level of organizational commitment, more tardiness, and more likely intentions to leave. (Bakker et al., 2014). The antecedents of burnout have been widely studied, with some of the key factors being work overload, lack of autonomy, and interpersonal conflict (Schaufeli & Taris, 2014).

Burnout can be influenced by an individual factor known as locus of control, which pertains to how much control individuals believe they have over their lives and the occurrences they encounter (Rotter, 1966). Individuals who possess an internal locus of control hold the belief that their actions can impact outcomes, whereas those with an external locus of control believe that external factors such as fate or luck hold the power over events (Cheng & Chan, 2017). Research indicates that individuals with an external locus of control are more susceptible to experiencing burnout. This could be because they perceive themselves as having less control over the stressful work environment, leading to a sense of helplessness and hopelessness (Cheng & Chan, 2017).

Work motivation, on the other hand, is the psychological process that initiates, directs, and sustains work-related behaviors (Kanfer, 1990). The performance of staff members and positive results like job satisfaction, organizational commitment, and career success are more likely when they are motivated. Goal-setting, feedback, and job design are some of the variables that have an impact on work motivation. (Locke & Latham, 2013).

There is evidence to suggest that burnout and work motivation are related. High levels of burnout are associated with low levels of work motivation (Demerouti et al., 2001). This could be because burnout reduces an individual's ability to engage in work-related

activities and undermines their sense of accomplishment, leading to a lack of motivation. Conversely, high levels of work motivation are protective against burnout.

Significant negative effects result from job burnout, which is characterized by emotional tiredness, depersonalization, and decreased personal accomplishment. According to studies, burnout is linked to decreased organizational commitment and job satisfaction (Kuok, 2022). Additionally, it has been connected to higher absence rates and more aggressive turnover intentions (Alkhraishi et al., 2023). Additionally, it has been associated with increased turnover intentions and higher absenteeism rates (Hu et al., 2023). It's essential to identify and treat job burnout if you want to lessen these negative effects and foster workplace well-being.

The locus of control is a person's view of their level of control over the events in their lives. It falls into two categories: internal locus of control and external locus of control. Individuals with an internal locus of control believe that their decisions and actions have a significant influence on the results they experience. On the other side, persons who have an external locus of control usually attribute events and outcomes to luck, fate, or powerful individuals. (Krampe et al., 2021).

Recent studies have looked at the connection between locus of control and burnout and found that those who have a higher external locus of control are more likely to experience burnout because they perceive workplace stressors as uncontrollable, which causes them to feel helpless and less effective (Anderson et al., 2022). In contrast, people who have a higher internal locus of control see workplace pressures as manageable difficulties, which lowers their risk of burnout. Through mechanisms like coping

mechanisms, locus of control affects burnout. For example, people with an external locus of control may use passive coping mechanisms and feel that their job expectations are too great, which worsens burnout. Understanding this influence is essential for creating strategies to stop and handle workplace burnout (Bolelli & Ekizele, 2022).

The promotion of employee well-being and job satisfaction depends heavily on work motivation. Intrinsic motivation and extrinsic motivation are the two main categories. When someone is motivated by intrinsic factors, they do things because they find delight and fulfillment in them. It results from internal elements including a sense of success, curiosity, and personal interest (Soliman & Altabtai, 2023). Extrinsic motivation, on the other hand, is the act of doing something to get something in return or to avoid getting something in return. This kind of motivation is fueled by outside elements like rewards, advancement, or financial incentives. The difference between intrinsic and extrinsic motivation affects employee well-being significantly. Intrinsic motivation is positively correlated with greater levels of job satisfaction, engagement, and psychological well-being, according to research (Liu & Liu, 2023).

Burnout is strongly linked to lower job satisfaction, according to numerous studies (Bianchi, Schonfeld, & Laurent, 2014; Toker, Biron, & Bar-Haim, 2012). Chronic fatigue, cynicism, and diminished professional efficacy are symptoms of burnout that weaken people's sense of overall job satisfaction. As a result, they may feel disengaged, less motivated, and unfulfilled, which may ultimately affect how satisfied they are with their jobs (Bianchi et al., 2014).

Burnout influences organizational commitment in addition to job happiness. Burnout has a detrimental effect on organizational commitment, according to research done between 2014 and 2020 (Bianchi et al., 2014; Toker et al., 2012). As emotional exhaustion and cynicism linked to burnout undermine one's sense of belonging and attachment to the organization, people experiencing burnout demonstrate lower levels of commitment to their organizations. The organization's turnover and retention rates may be significantly impacted by this lowered commitment (Toker et al., 2012).

Women tend to experience higher levels of burnout compared to men. The gender difference in burnout was particularly pronounced in the educational sector, with female teachers reporting higher levels of emotional exhaustion and depersonalization compared to male teachers (Burke & Greenglass, 1988). Younger teachers reported higher levels of burnout compared to older teachers. The researchers suggested that younger teachers may face more challenges in adapting to the demands of the profession and establishing effective coping mechanisms (Vassilaki & Kantas, 2007).

There is a complex interplay between burnout, locus of control, and work motivation, according to research on the subject. According to earlier research, those who have a larger external locus of control are more likely to burn out. They believe that the difficulties at work are outside of their control, which causes them to feel helpless and less effective as a person. However, people who have a higher internal locus of control see workplace pressures as obstacles they can overcome and manage, which lowers their risk of burnout. (Bakker & Demerouti, 2013). To effectively avoid and treat burnout at work, it is essential to comprehend how locus of control affects burnout and its underlying mechanisms.

The study of the relationship between job burnout, locus of control, and work motivation among teachers can be influenced by various demographic variables. Demographic variables refer to characteristics of individuals such as age, gender, years of experience, socioeconomic status, and relationship with close friends.

These variables can potentially impact the findings and interpretation of the study. Age is a demographic variable that may affect teachers' locus of control, work motivation, and job burnout. The difficulties in adjusting to the demands of the profession may lead to higher levels of burnout in younger instructors. Elderly teachers may experience burnout as a result of accumulated stress and exhaustion as compared to their younger colleagues, elderly teachers appear to have stronger levels of job motivation and a more internal locus of control (Byrne, 1999).

Another important demographic factor that may have an impact on teachers' motivation, locus of control, and job burnout is gender. According to research, female instructors typically experience higher degrees of burnout than male teachers (Gill & Kelley, 1993). This may be defined as several things, such as difficulties balancing job and family obligations and societal expectations. Additionally, it has been discovered that men tend to have a greater internal locus of control, which has been shown to positively impact work motivation (Kamdron, 2015).

Teachers' burnout, locus of control, and work motivation would be impacted by the nature of their close friendships. Positive interpersonal interactions and strong social support systems can serve as buffers against burnout. Teachers who have a network of

encouraging friends are better able to manage work-related stress and exhibit higher levels of motivation.

Years of teaching experience are an important demographic factor that would affect instructors' motivation, locus of control, and job burnout. Teachers with more experience are likely to have less burnout (Chapel, 1992). As they gain experience and develop efficient coping mechanisms, educators can boost their work motivation and internal locus of control

Socioeconomic status (SES) is an important demographic factor that would have an impact on teachers' motivation, locus of control, and job burnout. Teachers from lower SES could experience more stress due to financial limitations, a lack of resources, and difficult working conditions (Kwon et al., 2001). These factors can contribute to higher levels of burnout and lower work motivation compared to teachers from higher SES backgrounds.

A recent study conducted in Pakistan shows that there was a significant positive correlation between burnout and workload in teachers (Afzal et al., 2019). A study conducted in Turkey found that age has a significant relationship with burnout (Clelen & Sarp, 2003). A meta-analytic study shows that Teacher burnout is closely connected to the likelihood of teachers leaving their jobs this study revealed significant impacts of burnout on teachers' intentions to quit (Madigan & Kim, 2021).

Theoretical framework

Self-determination theory

Self-Determination Theory SDT, proposed by Deci & Ryan (2000) which focuses on understanding human motivation and action, emphasizes the importance of three fundamental needs and desires: autonomy, competence, and relatedness.

The desire for effectiveness and mastery in tasks that are personally significant is referred to as competence. It involves having self-efficacy, having faith that one can succeed, and the motivation to advance and develop consistently. Competence is the need to feel capable and successful in one's activities (Betoret, 2012). People who feel capable at work may be more likely to be content in their careers and less likely to experience burnout.

Autonomy refers to the need to be in charge of one's own life and decisions. It involves a sense of volition, independence, and the ability to make decisions that align with one's values and interests. Those with a strong internal locus of control may be more likely to feel autonomous in the workplace since they think they influence their professional outcomes. Autonomy satisfies the need for control and can enhance intrinsic motivation (Betoret, 2012).

Relatedness is the desire to have deep connections with other people (Betoret, 2012). It involves feelings of being understood, supported, and connected to others, fostering a sense of belonging and social integration. Individuals with an internal locus of control, who perceive themselves as being in control of their lives and choices, tend to experience higher levels of autonomy and intrinsic motivation in their workplace, while

also being less susceptible to job burnout. Conversely, individuals with an external locus of control, who believe that external factors determine their outcomes and actions, are more likely to suffer from job burnout and display lower levels of intrinsic motivation (Peters et al., 2012).

When teachers experience autonomy and have opportunities for self-direction in their work, they are more likely to be truly motivated, which lowers burnout and improves job satisfaction. SDT holds that meeting people's basic psychological needs can enhance their overall well-being, motivation, and productivity at work.

SDT also proposed that creating a work environment that supports individuals' psychological needs for autonomy, competence, and relatedness can lead to greater work motivation and job satisfaction, and can reduce the likelihood of job burnout and individuals who are not meeting their basic psychological needs may be more likely to experience burnout, as they may feel a lack of control, competence, or relatedness in their work. Teachers who experience high levels of self-determination are more likely to be motivated, engaged, and less prone to burnout (Shih, 2015).

SDT offers a useful framework for understanding how internal and external factors influence work motivation, burnout, and the locus of control by promoting autonomy, competence, and relatedness in the workplace, can create a work environment that fosters intrinsic motivation, reduces the likelihood of job burnout, and enhances teachers well-being (Gagné & Deci, 2005).

Rationale

The purpose of this study is to investigate the relationship between job burnout, locus of control, and work motivation. Job burnout can be influenced by work motivation and locus of control. However, there has been limited research on the relationships among these variables specifically in the field of teaching. Therefore, the aim of this research is to explore how locus of control, work motivation, and job burnout are interrelated among teachers. Understanding these factors is crucial for promoting the well-being of teachers. College instructors play a significant role in shaping students' education and prospects (Saloviita & Pakianeni, 2021). However, the teaching profession is known for experiencing high levels of stress and burnout. By gaining a deeper understanding of the underlying causes of burnout, such as job motivation and locus of control, it becomes possible to develop interventions that enhance teacher well-being.

The satisfaction and motivation of college instructors have an impact on the standard of instruction delivered to students (Kirby et al., 2015). Burnt out and demotivated teachers are more likely to be disengaged, which could harm student learning outcomes (Chang, 2009). Educational institutions can raise the standard of instruction and increase student achievement by addressing burnout and enhancing motivation. College teachers' burnout and lack of motivation can affect the overall efficacy of educational institutions (Kim et al., 2019). High degrees of burnout can cause more absences from work, higher employee turnover, and worse productivity. Organizations can build supportive cultures that promote teacher well-being and organizational performance by identifying factors that affect burnout and work motivation (Khan et al., 2016).

The study not only investigates the connections between job burnout, locus of control, and work motivation among teachers but also aims to explore moderating factors, such as age and gender, that could shape these relationships. This comprehensive approach seeks a deeper understanding of the complexities involved in teacher well-being. In addition to investigating the relationship between job burnout, locus of control, and work motivation among teachers, this study aims to explore potential moderating factors that may influence these connections. Factors such as age and gender could play a crucial role in shaping the dynamics between job burnout, locus of control, and work motivation. Examining these moderating variables may provide a more nuanced understanding of the complexities involved in the well-being of teachers.

Moreover, this study aims to uncover specific coping mechanisms and strategies employed by teachers to address job burnout. Examining how teachers navigate and manage burnout, particularly in relation to their locus of control and work motivation, holds the potential to offer valuable insights for crafting targeted interventions (Moriano et al., 2022). These interventions can be customized to empower teachers with effective coping strategies, ultimately alleviating the negative impacts of burnout on both individual well-being and the quality of instruction. Additionally, considering the potential impact of external factors, such as educational policies and administrative support, on teacher well-being is crucial. Exploring how systemic factors contribute to or alleviate burnout and influence work motivation can inform recommendations for policy changes and institutional practices that promote a healthier work environment for educators.

Objective

- To determine the relationship between job burnout, locus of control, and work motivation among teachers
- To find out the role of demographic variables (age and gender) among job burnout, locus of control, and work motivation.

Hypotheses

1. There will be a negative relationship between internal locus of control and job burnout among college teachers.
2. There will be a negative relationship between work motivation and job burnout among college teachers.
3. There will be a positive relationship between work motivation and internal locus of control among college teachers.
4. There will be significant gender and age differences in job burnout, locus of control, and work motivation among college teachers.

Method

Research design

A correlational research design has been used in this study to find the relationship between job burnout, locus of control, and work motivation among college teachers. Correlation can either be positive or negative. It is mostly used to find the association between the variables selected in a study.

Population and sample

This study has been conducted on college teachers from Rawalpindi and Islamabad (N=350).

Sampling technique

A convenience sampling technique was used.

Inclusion criteria

- Including College teachers.
- Private and government sectors will be included.

The inclusion criteria for this study focus on college teachers from both private and government sectors, emphasizing their unique role in shaping higher education. This specific target group was chosen to account for potential differences in experiences compared to primary or secondary school teachers. Including both private and government

sectors enables a comprehensive exploration of diverse teaching environments, considering variations in work conditions, resources, and institutional support. This deliberate selection aims to offer specific insights into the factors influencing burnout, locus of control, and work motivation within the context of higher education, recognizing potential distinctions from teachers in primary or secondary education settings.

Exclusion criteria

who were not working were not part of the research. Excluding teachers who are not currently working is aimed at ensuring the study's findings are relevant and applicable to active teaching professionals. This exclusion criterion seeks to eliminate potential variables unrelated to the current challenges, experiences, and dynamics of working teachers. Focusing exclusively on employed teachers enhances the study's validity and ensures that the insights generated directly apply to the contemporary context of active teaching, making the outcomes more pertinent to the targeted population of working teachers.

Instruments

The Work Extrinsic and Intrinsic Motivation Scale (WEIMS)

The WEIMS, developed by Deci and Ryan in 2000, is a measurement tool composed of 18 items that assess work motivation based on the principles of self-determination theory. This scale covers both extrinsic motivation, which is driven by external rewards or pressures, and intrinsic motivation, which stems from personal interest, enjoyment, or satisfaction. Typically, individuals rate each statement on a 7-point Likert scale, ranging

from 1 (not at all corresponding) to 7 (corresponding exactly), indicating their level of agreement or disagreement. By analyzing the responses, we can evaluate an individual's levels of extrinsic and intrinsic motivation. The scale demonstrates a high level of internal consistency, with a reliability coefficient (alpha) of 0.83. This coefficient attests to the scale's reliability in consistently measuring the intended constructs, instilling confidence in its ability to provide accurate insights into individuals' motivational orientations in the context of their work.

Job burnout scale (TJB)

The Job Burnout Scale was created by Seidman and Zager in 1987 and consists of 20 questions. The scale measures various aspects of teacher burnout, including Career Satisfaction, Perceived Administrative Support, Coping with Job-Related Stress, and Attitudes toward Students. Teachers indicate the frequency or intensity of their experiences by rating each statement on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The nuanced nature of the scale items allows for a detailed exploration of teacher burnout across multiple dimensions, capturing insights into their job satisfaction, perceived support from administrators, coping mechanisms for stress, and attitudes towards students. The scores obtained from the scale are then analyzed to assess the level of burnout. The scale demonstrates good reliability with an Alpha coefficient of 0.85, affirming its consistency in measuring the targeted constructs with accuracy.

Rotter locus of control scale (LCS)

The LCS, a questionnaire created by Rotter, is designed to assess an individual's internal-external control, which refers to their belief in whether external forces or their

actions and choices shape the outcomes in their life. The scale, encompassing 29 items, presents respondents with statements to assess their level of agreement or disagreement using a Likert scale. To maintain the scale's objectivity, six filler items are strategically incorporated within the 29-item version. Scoring on the scale ranges from 0 to 13, where lower scores indicate a tendency toward internal control beliefs and higher scores signify a propensity for external control beliefs. The scale demonstrates a high level of reliability with an Alpha coefficient of 0.80.

Procedure

Participants in this research comprised teachers from college, reflecting a diverse range of teaching experiences and backgrounds. The determination of the sample size was meticulously conducted through power analysis, ensuring that the study possessed sufficient statistical power to detect meaningful effects and relationships within the data.

Before engaging in the study, participants actively contributed to the ethical process by signing a consent form. The informed consent explicitly outlined the objectives, purpose, and potential impact of the research. Participants were assured that their participation was voluntary, and they retained the right to withdraw from the study at any stage without facing any consequences. Emphasis was placed on maintaining the confidentiality of their responses, and participants were made aware of their rights in this regard. Subsequently, participants were provided with the questionnaire designed to capture relevant data on variables such as locus of control, work motivation, and job burnout. Clear instructions were given, and any queries or concerns raised by participants were promptly addressed to ensure a smooth and transparent research process. This ethical

and methodical approach to participant engagement not only upholds the integrity of the study but also respects the rights and well-being of the educators involved.

Ethical Consideration

To uphold the principles of ethical research, strict measures were implemented to ensure the anonymity and confidentiality of all participants in this study. Participants were explicitly informed about the safeguarding of their identity and the confidential handling of their responses. Prior to their involvement, participants were required to provide informed consent by signing a consent form, expressing their willingness to participate voluntarily. This process aimed to transparently communicate the study's purpose, procedures, and potential risks, allowing participants to make an informed decision about their involvement. Furthermore, to maintain the integrity of the research, all measurement scales utilized in this study were acquired directly from the author, ensuring consistency in instrument administration and data collection. These ethical considerations and procedural safeguards were implemented to prioritize the well-being and rights of the participants while maintaining the reliability and validity of the research findings.

Proposed Analysis

The data was analyzed through the Statistical Package for the Social Sciences (SPSS version 25). Descriptive analyses were performed, a Spearman Bivariate correlation was used for the non-normal distribution of data to observe the relationship between job burnout, locus of control, and work motivation among college teachers, a Mann-Whitney U-test and Kruskal Wallis analysis was used to find out the role of demographic variables. Mann-Witney was used for gender (because in my study my main focus was on male and female) and Kruskal Wallis was used for age.

Results

This study aimed to find out the relationship between job burnout, locus of control, and work motivation among college teachers. The data of teachers has been collected from the colleges of Islamabad and Rawalpindi and was analyzed through descriptive and inferential statistics includes, mean, median, mode, and frequency statistics for demographic variables and also calculate the reliability and Spearman correlation of variable (job burnout, locus of control, and work motivation) here spearman correlation was used because the Kolmogorov value for scales showing non-normal distribution as it is significant value was ($p < .05$) while considering the values of skewness and kurtosis and the shape of the histogram as well and to check the effect of gender and age, Mann-Whitney and Kruskal Wallis analysis was used .

Table 1*Demographic Characteristics of The Participants (N=350)*

Variables	Categories	<i>F</i>	%
Gender	Male	139	39.7
	Female	211	60.3
Age	20 – 30	105	30
	30 – 40	152	43
	40 – 50	72	20
	50 & above	21	6

Note: f=frequency and % = Percentage

The demographic analysis of the study's 350 participants provides valuable insights into the composition of the sample. The gender distribution, with 60.3% females and 39.7% males, indicates a slight female majority. This gender balance is complemented by a diverse age distribution, with the largest proportion (43%) falling within the 30 to 40 age range. The crosstabulation of age and gender further illuminates the distribution, revealing that the 30 to 40 age group has the highest representation across both males (60) and females (92). Additionally, the 20 to 30 age range shows a relatively even distribution, with 75 males and 105 females.

Table 2

Descriptive, Reliability Analysis and Cronbach's Alpha Relationship With Mean And Standard Deviation Of The Scale (N=350)

Variables	A	Mean	SD	Range		Skewness	Kurtosis
				Actual	Potential		
TJB	0.90	36.9	12.4	20-100	20-70	0.58	0.48
WMS	0.91	73.8	20.7	18-26	20-126	-0.18	-0.19
LCS	0.62	1.80	0.40	0-58	1-2	-1.50	0.27

Note: SD = standard deviation, α = alpha reliability, TJB= job burnout, WMS = work motivation and LCS=locus of control scales

Table 2 presents the descriptive statistics, reliability analyses, and Cronbach's alpha coefficients are detailed for each scale in job burnout scale, participants reported a moderate level of job burnout, as indicated by a mean score of 36.9. The scale demonstrated high internal consistency, reflected in a robust Cronbach's alpha of 0.90. The work motivation scale revealed a higher mean score of 73.8, signifying a relatively elevated level of motivation among participants. This scale exhibited excellent internal consistency, supported by a Cronbach's alpha of 0.91. Conversely, the locus of control scale, gauging locus of control, demonstrated a mean score of 1.80 and moderate reliability with a Cronbach's alpha of 0.62.

Table 3

Median, Mode, and Kolmogorov-Smirnov test statistics of the Job burnout, Locus of control, and Work motivation scale (N=350)

Variables	Mode	median	K-S	P
TJB	2	35	0.09	.00
WMS	82	73	0.04	.20
LCS	2	2	0.49	.00

Note: TJB= job burnout scale, WMS = work motivation Scale and LCS= locus of control

Table 3 shows the K-S value for job burnout and work motivation were non-normal distribution as it is significant value was ($p < .05$) and locus of control scores were normally distributed. If even one scale value is non-normal, we apply the non-normality testing.

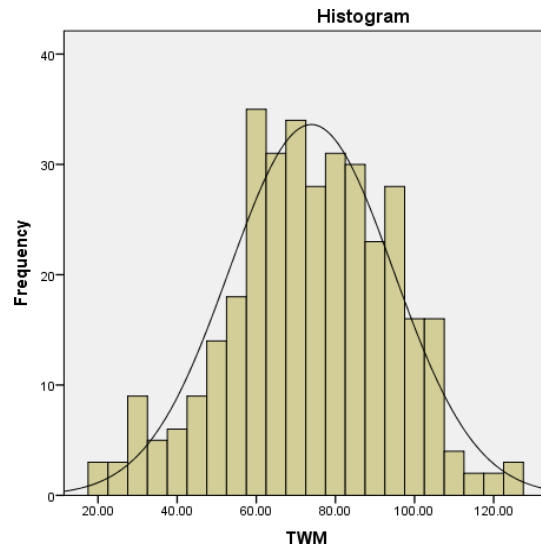


Figure 1 Histogram work Motivation scale

The data is normally distributed because the graph exhibits a symmetrical, bell-shaped.

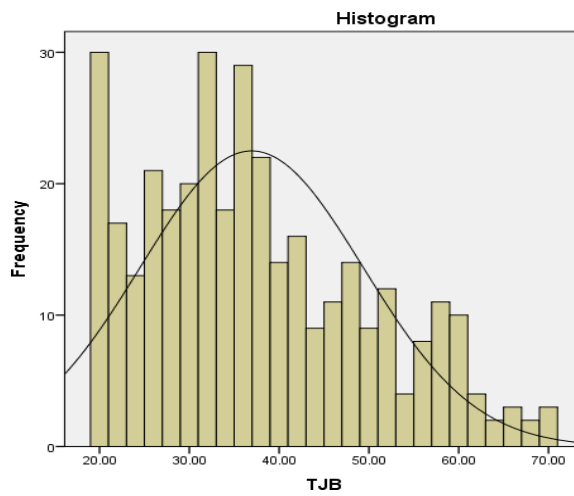


Figure 2 Histogram of Jobburnout scale

The data deviates from a normal distribution due to its skewed shape, as indicated by the histogram.

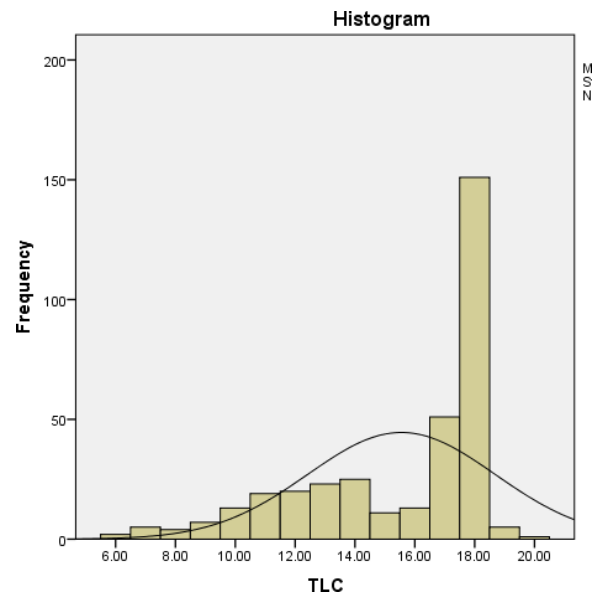


Figure 3 Histogram of Locus of Control scale

The data deviates from a normal distribution due to its skewed shape, as indicated by the histogram

Table 4

Correlation Of Job Burnout, Locus Of Control, And Work Motivation, (N=350)

Variables	1	2	3
1. TJB	-	-0.15**	-1.12
2. WMS		-	0.61
3. LCS			-

Note: TJB= job burnout scale, WMS = work motivation Scale, and LCS= locus of control

Table 4 presents the one-tailed correlation coefficients exploring the associations among job burnout (TJB), work motivation (WMS), and locus of control (LCS). Firstly, the correlation coefficient between TJB and WMS is -0.15** ($p < 0.01$, one-tailed), indicating a statistically significant negative relationship. This implies that as job burnout intensifies, there is a corresponding decrease in work motivation. Secondly, the correlation between TJB and LCS is -0.12 ($p < 0.05$, one-tailed), suggesting a significant negative association. Higher levels of job burnout correspond to a lower locus of control. Lastly, the correlation coefficient between WMS and LCS is 0.61 ($p < 0.01$, one-tailed), highlighting a robust and statistically significant positive relationship. Elevated work motivation aligns with a higher locus of control.

Table 5

Mann-Whitney U- Test Values for Job burnout, Locus of Control and Work Motivation(N=350)

	LCS		U	P
	M(In) (70)	M (Ex) (280)		
WMS	174.9	178.5	8937.0	0.25
TJB	177.9	163.1	9631.5	0.82

Note: M = Mean, U = Mann-Whitney, P= Significance value, IN = Intrinsic and EX, Extrinsic

In Table 5, the Mann-Whitney U-Test was conducted to compare the levels of Teachers' Job Burnout (TJB) and Work Motivation (WMS) in a sample of 350 participants, as measured by the Locus of Control Scale (LCS). The LCS categorizes individuals into two groups based on their locus of control: internal (1) and external (2). The mean ranks for TJB and WMS in the internal locus of control group (1) were 177.9 and 174.9, respectively, while in the external locus of control group (2), the mean ranks were 163.1 for TJB and 178.5 for WMS. The Mann-Whitney U-Test yielded a U value of 9631.5 for TJB and 8937.0 for WMS. The corresponding significance values (p) were 0.82 for TJB and 0.25 for WMS. the nonsignificant p-value for TJB (p = 0.82) suggests that there is no statistically significant difference in the levels of job burnout between individuals with internal and external locus of control. On the other hand, the p-value for WMS (p = 0.25) is also nonsignificant, indicating that there is no statistically significant difference in work motivation levels between the two locus of control groups.

Table 6*Mann-Whitney U- Test Values for Scales in Gender (N=350)*

	Male		Female		<i>U</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
TJB	139	163.4	211	183.4	16339.5	0.70
WMS	139	163.2	211	183.5	1402.5	0.06
LOC	139	172.3	211	177.3	14279.5	0.54

Note: M= Mean, SD= Standard Deviation, U= Mann-Whitney, p= Significance value

The Mann-Whitney U-Test was employed to assess potential gender differences in teacher burnout (TJB), work motivation (WMS), and locus of control (LOC) among a sample of 350 participants, consisting of 139 males and 211 females. For the Teacher Burnout scale (TJB), the results revealed a non-significant difference between genders ($U = 16339.500$, $p = 0.70$). In the case of the Work Motivation scale (WMS), a marginally significant difference was observed, with a p-value of 0.067 ($U = 14502.500$). However, no statistically significant difference was found in the locus of control (LOC) between males and females ($U = 14279.500$, $p = 0.549$).

Table 7

Kruskal Wallis Test on The Demographic ‘‘Age’’ (N=350)

Variable	Age				Df	X ²	P
	20-30	30-40	40-50	50 above			
	(105)	(152)	(72)	(21)			
TJB	187.5	180.0	158.1	141.3	3	6.31	0.09
WMS	175.4	173.3	172.8	200.2	3	1.37	0.71
LOC	178.3	170.2	176.4	193.8	3	2.55	0.46

Note: df = *p>0.05, x² = chi square, *job burnout scale TJB, work motivation scale = WMS and locus of control = LCS*

Table 7 presents the results of a Kruskal-Wallis test examining the impact of demographic age on three variables: Teachers' Job Burnout, Work Motivation, and locus of control. For teachers Job Burnout, the Kruskal-Wallis test yielded a chi-square (x²) value of 6.31. The associated p-value is 0.09. Although the p-value is slightly above the conventional significance threshold of 0.05, it does not reach statistical significance. Therefore, there is no strong evidence to suggest a significant association between age and Teachers' Job Burnout. Similarly, for Work Motivation, the Kruskal-Wallis test resulted in a chi-square (x²) value of 1.37. The corresponding p-value is 0.71, indicating no statistically significant relationship between age and Work Motivation. Finally, for a locus of Control, the Kruskal-Wallis test produced a chi-square (X²) value of 2.55 and a p-value of 0.46. Like the previous variables, this result fails to reach statistical significance, suggesting that there is no significant impact of age on the locus of Control.

Discussion

The aim of this study was to find the relationship between job burnout, locus of control and work motivation among college teachers. Results from table four, five six and seven give a deeper and meaningful insight into the objectives and findings of this study.

The goal of the first objective was to examine the relationship between job burnout, locus of control and work motivation among college teachers. The results in Table 4 provide evidence for the objective. The data in the table shows both positive and negative correlations between the variables. In particular, the findings suggest that job burnout is negatively linked to both work motivation and locus of control. Whereas, higher job burnout is associated with lower levels of work motivation and locus of control.

Furthermore, the results indicate a positive correlation between work motivation and locus of control. This means that an increase in work motivation corresponds to a higher sense of locus of control. Table 4 reinforces the hypothesis that "There will be a negative relationship between internal locus of control and job burnout among college teachers."

The data from Table 4 shows that as job burnout increases, locus of control decreases. This aligns with findings from previous studies, such as the one conducted by Bitsadze and Japatidze (2016) which emphasizes that teachers with a strong locus of control are less likely to experience burnout.

Moreover, people with a strong internal locus of control are better at using effective coping strategies when faced with stress. This improved ability to manage stress acts as a protective measure against experiencing job burnout (Rotter, 1966). These combined findings support the idea that there is a negative relationship between internal locus of control and job burnout in college teachers.

Table 4 thoroughly explores the results to confirm the second formulated hypothesis, which suggests that "There will be a negative relationship between work motivation and job burnout among college teachers." The data from the results strongly support the validation of this hypothesis. Work motivation, crucial for job satisfaction, plays a central role (Edward & Richard, 1995). Importantly, the data suggests that external factors affecting work motivation can lead to job burnout (Trépanier et al., 2020).

A noticeable pattern in the results emphasizes that teachers who consistently show commitment to their work also sustain higher levels of work motivation, leading to a decrease in job burnout (Schaufeli & Bakker, 2004). This understanding suggests a mutual relationship, where a decrease in work motivation indicates an increase in job burnout, and vice versa. The combination of these findings reinforces the suggested negative correlation between work motivation and job burnout among college teachers.

Table 4 closely examines the third hypothesis as well, indicating, "There will be a positive relationship between work motivation and internal locus of control among college teachers." The results from the table support this hypothesis, indicating a noticeable and statistically significant positive correlation between work motivation and internal locus of control. Positive psychology principles support this idea by stating that an internal locus of

control is inherently linked to increased motivation. Specifically, teachers with a more optimistic outlook are likely to show heightened motivational states (Seligman & Csikszentmihalyi, 2000).

The literature highlights that individuals with an internal locus of control typically show proactive behaviors, which is a trait linked to increased motivation (Frese et al., 2001). In summary, the findings suggest that a higher internal locus of control aligns with heightened work motivation among college teachers.

Table 5 thoroughly examines the differences between the two categories, external and internal locus of control. The results in the table show no significant differences between these two groups. It is noted that the lack of differences does not reduce the interdependence of locus of control, work motivation, and job burnout. Studies on the influence of locus of control on job-related outcomes such as job satisfaction and burnout have shown conflicting results, with some revealing no significant differences between external and internal locus of control groups (Spector, 1982).

The relationships between these variables persist, as highlighted by the findings in Tables 4, 6, and 7, emphasizing the complexity of their dynamics despite the absence of clear differences within the external and internal locus of control groups.

The second objective of this study aims to explore the influence of demographic variables on the variables job burnout, locus of control, and work motivation. The examination of the outcomes presented in Tables 6 and 7 evidently support and refute this objective. The analysis of gender differences revealed statistically significant differences in work motivation, while no such differences were observed in the case of job burnout

and locus of control. Furthermore, the results found no discernible differences across various age groups concerning the three aforementioned variables.

The fourth hypothesis suggests that “There will be significant gender and age differences in job burnout, locus of control, and work motivation among college teachers”. This hypothesis is backed by empirical evidence from Tables 6 and 7. Table 6 focuses on gender differences, while Table 7 explores age differences in job burnout, locus of control, and work motivation among college teachers.

The findings in Table 6 reveal a notable gender difference in work motivation, showing clear differences between male and female participants. However, there were no statistically significant differences between genders in terms of job burnout and locus of control. It's important to highlight that the literature on gender differences in burnout has evolved, with early research suggesting differences and more recent studies, including meta-analyses, suggesting otherwise. Meta-analytical insights indicate that gender differences in burnout are not consistently linear across diverse studies, suggesting the influence of extraneous variables beyond gender alone (Maslach & Leiter, 2016). The current study supports the idea that there are no gender differences in job burnout.

At the same time, while previous research has shown significant differences in locus of control based on gender among higher education teachers (Ayesha & Zamir, 2021), the current study challenges this idea. It finds no gender differences in locus of control among college teachers. Although this could be influenced by factors like demographics or cultural contexts, this discovery adds valuable perspectives to the existing literature.

In conclusion, the study's empirical results do not support the hypothesis of gender differences in job burnout and locus of control among college teachers. The complex nature of these gender-related dynamics is emphasized, aligning with current literature that stresses the importance of thoroughly considering external factors that influence burnout and locus of control in diverse academic settings.

However, a significant gender difference appeared in work motivation in the current study. The examination of gender variations in work motivation has been a topic of scholarly exploration in various fields. Existing research suggests that men and women are motivated by different factors influenced by societal and cultural norms. Notably, empirical findings indicate that teachers with limited experience exhibit heightened levels of motivation, as suggested by studies in the field (Bukhari et al., 2023). Moreover, the impact of gender on internal locus of control and job motivation in the workplace has been recognized a trend consistent with the findings of the current research study (Kamdron, 2015).

Table 7 provides evidence that goes against the proposed hypothesis of significant age differences in job burnout, locus of control, and work motivation. Although previous research has suggested age-related differences in job burnout, recent meta-analyses question this claim. The intricate relationship between job burnout and age is emphasized, highlighting the non-stationary and complicated nature of age differences in this area of study. Varied experiences of burnout across different age groups suggest a complex relationship where outcomes may not be the same for diverse populations (Toker et al., 2012).

The analysis of the locus of control variable did not show any noticeable age differences. This result aligns with the complex and multifaceted nature of the relationship between age and locus of control. While some studies have provided evidence supporting age-related differences in locus of control, others, as seen in the work of Lachman (2006) challenge this idea.

The conflicting results emphasize the complexity of this relationship, suggesting that outcomes may vary among different populations. The complex nature of the age-locus of control dynamic calls for careful consideration and emphasizes the necessity for further detailed researches into the factors influencing this relationship within specific demographic contexts.

Another important observation from Table 7 is the lack of noticeable age differences in work motivation among college teachers. While existing research suggests that motivation tends to change throughout different lifespans, a thorough review of the literature reveals another perspective. Some studies argue that age may not be a strong predictor for differences in work motivation across diverse contexts. The research by Kanfer & Ackerman (2004) stresses the significance of taking into account additional factors like career paths and personal goals to achieve a more thorough and in-depth comprehension of the intricate connection between age and work motivation. This highlights the complex nature of the relationship, urging a comprehensive approach to uncover the factors influencing work motivation across different age groups and professional environments.

It's crucial to understand that the connections between these variables are complex, and various external factors, especially cultural context and diverse backgrounds, can greatly influence the results. In Pakistan, where there is a diverse mix of cultures and a job sector that includes individuals from various backgrounds, this diversity adds a complex aspect that can affect the outcomes of studies on college teachers within this cultural context. In simpler terms, the relationships between the studied factors are complicated, and factors like cultural context and diverse backgrounds in Pakistan can significantly impact the findings of studies on college teachers.

Conclusion

In conclusion, this study investigated the relationships between job burnout, locus of control, and work motivation among college teachers.

Considering gender and age differences. The findings supported the hypotheses, revealing negative correlations between job burnout and both work motivation and locus of control, as well as a positive correlation between work motivation and locus of control. Despite no significant differences between external and internal locus of control groups, the interconnected nature of these variables persisted. Gender differences were observed in work motivation, while age did not exhibit notable differences across variables. The study underscores the complex, multifaceted dynamics in burnout and motivation, emphasizing the need for a comprehensive understanding within diverse academic contexts.

Limitations

The study's findings may not be generalizable to all teachers or educational contexts since the sample will be drawn from a specific region and This study will be correlational study, which limits the ability to establish causality, Longitudinal studies that track participants over time would provide stronger evidence of the direction and nature of the relationships between job burnout, locus of control, and work motivation.

The study will focus on three variables (job burnout, locus of control, and work motivation) and may not capture other factors that contribute to burnout among teachers, such as job demands, social support, and job autonomy.

The size and representativeness of the sample may have an impact on the study's conclusions. The findings might not apply to the greater population of teachers if the sample size is too small or the sample is not sufficiently wide-ranging. A larger and more representative sample might improve the results' external validity and we are only taking college teachers further research required on school and university teachers.

The study may use self-reported data, which can be biased in several ways. Response bias can occur when participants give responses that are socially acceptable or when they don't accurately recollect or report their experiences.

Implications

The study's findings will contribute to the literature on the relationship between job burnout, locus of control, and work motivation among teachers. The results will provide

valuable insights into the factors that contribute to burnout among teachers and the potential interventions that can be implemented to reduce job burnout.

The study's findings will also be useful to college and university administrators and policymakers in developing policies and interventions that promote teachers' well-being and job satisfaction. Educational institutions can design programs that enhance teacher autonomy, competence, and relatedness, addressing burnout risk factors and fostering intrinsic motivation.

Conducting longitudinal studies that track burnout, locus of control, and work motivation among college teachers over an extended period can shed light on the changes in time and possible associations between these variables. A more thorough understanding of how these variables change and interact over time can be obtained from a longitudinal study. Such longitudinal studies have the potential to unravel the temporal changes in these variables and uncover possible associations, offering a more in-depth understanding of the evolving nature of teacher experiences. This expanded temporal perspective can contribute valuable insights into the complex dynamics of teacher well-being and inform the development of sustained interventions to support educators throughout their careers.

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Permission Letter

1/1



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Ref. CUST/IBD/PSY/Thesis-600
August 7, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Kinza Shabbir, registration number **BSP201054** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between job burnout, locus of control and work motivation among university teachers". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,



Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Appendix B**Informed consent form**

I am a B.S student in the capital University Science and technology, Islamabad. I am currently doing a research on the topic of Relationship between job burnout, locus of control and work motivation among teachers. Which is requirement of my degree. I invite you to take part in this study. If you volunteer to participate in this research. Please fill the questionnaire. Your identity will be kept confidential. Your name will not be used in report. When the study is completed, findings will be presented in summary form and the list will be destroyed. Your participation in this study is voluntary. You have right to say no, but it would be a great contribution and help to this research if you participate and give your honest responses.

Please contact if you have questions about the study

Email at: kinzashabbir1523@gmail.com

Signature

Kinza Shabbir

Thank You

Demographic Information Sheet

Name: _____

Age: _____

Gender: _____

Appendix D

Job burnout scale

Read each statement carefully and chose which one of five possible response. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	Items	1	2	3	4	5
1	I am bored with my job.					
2	I am tired of my students.					
3	I am weary with all of my job responsibilities.					
4	My job doesn't excite me anymore					
5	I dislike going to my job					
6	I feel alienated at work					
7	I feel frustrated at work					
8	I avoid communication with students					
9	I avoid communication with my colleagues					
10	I communicate in a hostile manner at work					
11	I feel ill at work					

12	I think about calling my students ugly name					
13	I avoid looking at my students					
14	My students make me sick					
15	I feel sick to my stomach when I think about work					
16	I wish people would leave me alone at work					
17	dread going to school					
18	I am apathetic about my job					
19	I feel stressed at work					
20	I have problems concentrating at work					

Appendix E

Work motivation scale

Read each statement carefully and indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work. There are no right or wrong answers. We are just interested in your views.

Does not correspond at all

Corresponds moderately

Corresponds exactly

1	2	3	4	5	6	7
---	---	---	---	---	---	---

	Items	1	2	3	4	5	6	7
1	Because this is the type of work I chose to do to attain a certain lifestyle.							
2	For the income it provides me.							
3	I ask myself this question, I don't seem to be able to manage the important tasks related to this work.							
4	Because I derive much pleasure from learning new things.							
5	Because it has become a fundamental part of who I am.							
6	Because I want to succeed at this job, if not I would be very ashamed of myself.							
7	Because I chose this type of work to attain my career goals.							
8	For the satisfaction I experience from taking on interesting challenges							
9	Because it allows me to earn money.							

10	Because it is part of the way in which I have chosen to live my life.							
11	Because I want to be very good at this work, otherwise I would be very disappointed.							
12	I don't know why, we are provided with unrealistic working conditions.							
13	Because I want to be a "winner" in life.							
14	Because it is the type of work I have chosen to attain certain important objectives.							
15	For the satisfaction I experience when I am successful at doing difficult tasks.							
16	Because this type of work provides me with security.							
17	I don't know, too much is expected of us.							
18	Because this job is a part of my life.							

Appendix F

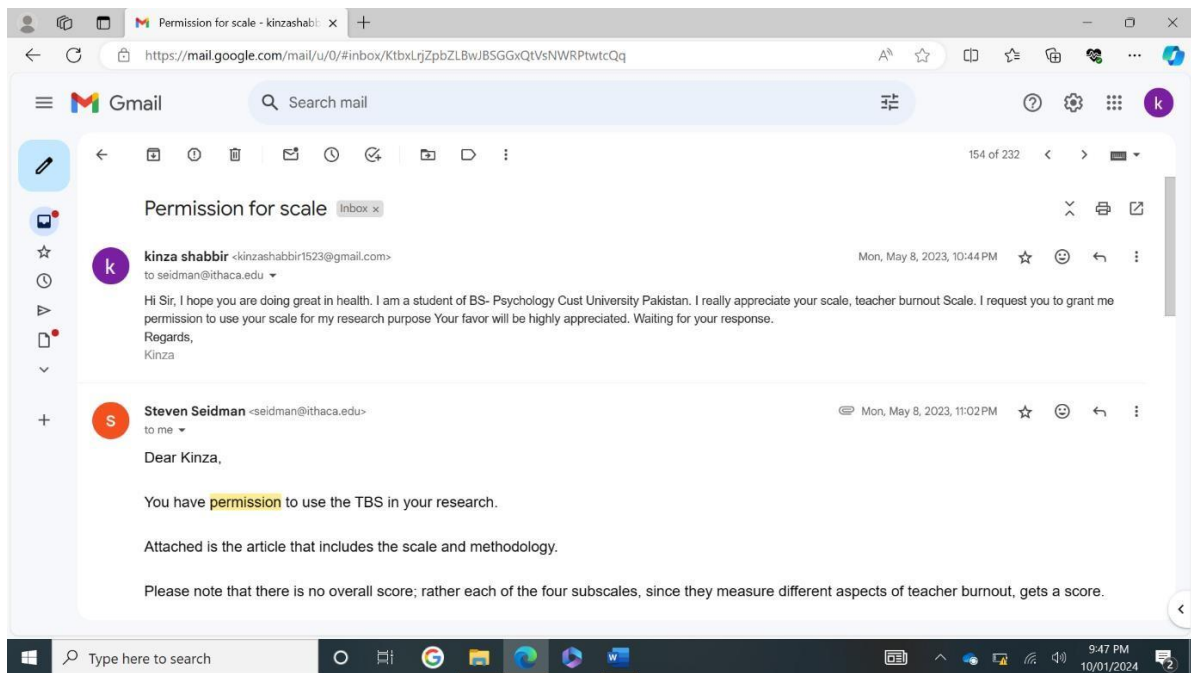
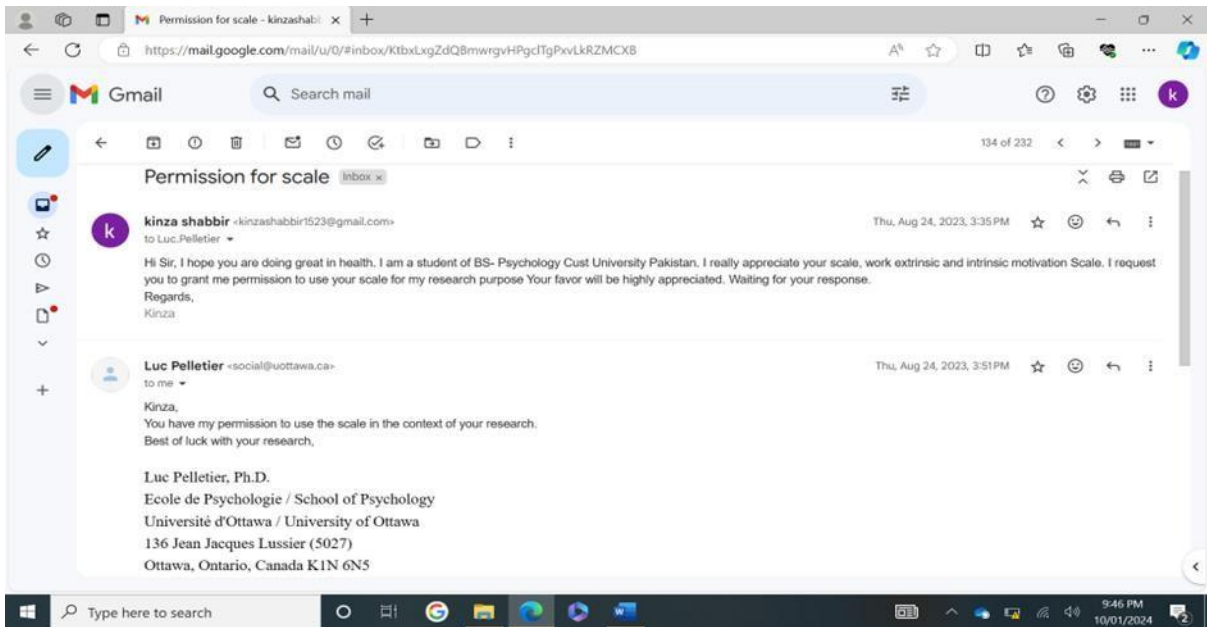
Locus of control scale

	For each question select the statement that you agree with the most
	a) Children get into trouble because their parents punish them too much. b) The trouble with most children nowadays is that their parents are too easy with them.
2	a) Many of the unhappy things in people's lives are partly due to bad luck. b) People's misfortunes result from the mistakes they make.
3	a) One of the major reasons why we have wars is because people don't take enough interest in politics. b) There will always be wars, no matter how hard people try to prevent them.
4	a) In the long run people get the respect they deserve in this world b) Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries
5	a) The idea that teachers are unfair to students is nonsense. b) Most students don't realize the extent to which their grades are influenced by accidental happenings.
6	a) Without the right breaks one cannot be an effective leader b) Capable people who fail to become leaders have not taken advantage of their opportunities.
7	a) No matter how hard you try some people just don't like you. b) People who can't get others to like them don't understand how to get along with others.
8	a) Heredity plays the major role in determining one's personality b) It is one's experiences in life which determine what they're like.
9	a) I have often found that what is going to happen will happen. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action
10	a) In the case of the well prepared student there is rarely if ever such a thing as an unfair test. b) Many times exam questions tend to be so unrelated to course work that studying is really useless.

11	<p>a) Becoming a success is a matter of hard work, luck has little or nothing to do with it.</p> <p>b) Getting a good job depends mainly on being in the right place at the right time.</p>
12	<p>a) The average citizen can have an influence in government decisions.</p> <p>b) This world is run by the few people in power, and there is not much the little guy can do about it.</p>
13	<p>a) When I make plans, I am almost certain that I can make them work.</p> <p>b) It is not always wise to plan too far ahead because many things turn out to- be a matter of good or bad fortune anyhow.</p>
14	<p>a) There are certain people who are just no good.</p> <p>b) There is some good in everybody</p>
15	<p>a) In my case getting what I want has little or nothing to do with luck.</p> <p>b) Many times we might just as well decide what to do by flipping a coin</p>
16	<p>a) Who gets to be the boss often depends on who was lucky enough to be in the right place first.</p> <p>b) Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.</p>
	<p>a) As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.</p> <p>b) By taking an active part in political and social affairs the people can control world events.</p>
18	<p>a) Most people don't realize the extent to which their lives are controlled by accidental happenings.</p> <p>b) There really is no such thing as "luck."</p>
19	<p>a) One should always be willing to admit mistakes.</p> <p>b) It is usually best to cover up one's mistakes.</p>
20	<p>a) It is hard to know whether or not a person really likes you.</p> <p>b) How many friends you have depends upon how nice a person you are.</p>
21	<p>a) In the long run the bad things that happen to us are balanced by the good ones.</p> <p>b) Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.</p>
22	<p>a) With enough effort we can wipe out political corruption.</p> <p>b) It is difficult for people to have much control over the things politicians do in office</p>

23	<ol style="list-style-type: none">1. Sometimes I can't understand how teachers arrive at the grades they give.2. There is a direct connection between how hard I study and the grades I get.
24	<ol style="list-style-type: none">1. A good leader expects people to decide for themselves what they should do.2. A good leader makes it clear to everybody what their jobs are.
25	<ol style="list-style-type: none">1. Many times I feel that I have little influence over the things that happen to me.2. It is impossible for me to believe that chance or luck plays an important role in my life.
26	<ol style="list-style-type: none">1. People are lonely because they don't try to be friendly.2. There's not much use in trying too hard to please people, if they like you, they like you.
27	<ol style="list-style-type: none">1. There is too much emphasis on athletics in high school.2. Team sports are an excellent way to build character
28	<ol style="list-style-type: none">1. What happens to me is my own doing.2. Sometimes I feel that I don't have enough control over the direction my life is taking.
29	<ol style="list-style-type: none">1. Most of the time I can't understand why politicians behave the way they do.2. In the long run the people are responsible for bad government on a national as well as on a local level.

Permission for Instruments



Permission for scale - kinzashabl x Measure: Locus of Control Scale x

https://effectiveservices.my.site.com/s/measure/a007R00000v8Qg2QAE/locus-of-control-scale

powerful others.

The LCS is a forced choice questionnaire in that respondents must select a response choice that provides a specific answer to each item. For each item, the respondent must select the statement they agree with the most from an 'a' or 'b' option, for example, (a) 'Children get into trouble because their parents punish them too much.' or (b) 'The trouble with most children nowadays is that their parents are too easy with them.' The 29-item version contains six filler items to make ambiguous the purpose of the test. Scores range from 0 to 13, with lower scores indicating internal control and higher scores indicating external control. The LCS is widely used and has been translated into over 40 languages.

Theme
Alcohol and substance abuse;Behaviour;Learning;Locus of control

Subject
Personal control, internal-external control, passive versus active, reward and reinforcement, learning

Permission to use
Free to use

Permission details
Scale and original 1966 article are available from the Addiction Research Centre here: <https://arc.psych.wisc.edu/self-report/locus-of-control-scale-lcs/>
If you would like to use the scale for a study you should obtain permission from the author, Julian Rotter, who can be reached through Eleanor Coldwell (lindy.coldwell@juconn.edu).

Respondent
Self-report or interviewer administered

Number of items
29 items

Estimate time to complete measure
5-10 minutes

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