
LOCUS OF CONTROL AS A MEDIATING FACTOR ON THE RELATIONSHIP BETWEEN BURNOUT AND SELF-EFFICACY AMONG UNIVERSITY TEACHERS

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ABSTRACT

The study aimed to ascertain the mediating role of locus of control on the burnout and self-efficacy relationship among university teachers. For this purpose, 200 University teachers having minimum two years of working experience were approached through purposive sampling. Participants were presented with a questionnaire: Burnout Inventory (abbreviated version of 9-items) by Hilary McClafferty (2014), reported α 0.85; Spector's (1988) scale: The Work Locus of Control Scale by Spector (1988) having 8-items, reported α 0.81 and a 10-item General Self-Efficacy Scale by Schwarzer, R., & Jerusalem, M., (2005), α 0.90. The data was analyzed, significant relationships were established between burnout and self-efficacy; locus of control and self-efficacy; and burnout and locus of control. The mediation analysis established that locus of control mediates the relationship between burnout and self-efficacy (-1974 Effect and Boot ULCI -.06810). The findings of this research suggested that personality factors locus of control and self-efficacy are vulnerable to the state of burnout experienced by the university teachers. Therefore, it is crucial for academic institutions to introduce equilibrium amongst the stressors and the work demands through useful interventions. The study could be further strengthened by including school and college teachers also to broaden its generalizability in addition to increasing the sample size.

KEYWORDS

burnout, self-efficacy, locus of control, university teachers

INTRODUCTION

Burnout, Locus of Control and Self-Efficacy are three of the most crucial and collectively influencing aspects of a one's well-being, many theorists have given detailed explanations on these constructs. Burnout is a state of mind that is caused due to excessive stress. However, since individuals have different personality characteristics it allows them to deal with stress adequately and individually. Two of the personality attributes found to play a role in handling burnout are self-efficacy which is an individual's self-capacity to act effectively and appropriately in different situations and locus of control is a psychological construct about how much a person can regulate his actions, thoughts, and fate.

It is subdivided into Internal Locus of Control (holding the power of control within oneself) and External Locus of Control (believing that external variables in their environment have the control over them). Self-efficacy as the construct refers to the individual's belief system one's own competencies, especially in order to manage likely situations one must be able to organize and execute the action plan (Bandura, 2010; Bandura, 2006). It can be termed as a task-specific belief which regulates the choices, the efforts, and persistence of an individual in difficult times and when at questionable terms with one's own emotional state (Clark, 2003).

The current research investigates the necessary notions of self-efficacy, burnout and locus of control of university teachers to contribute to the pool of existing knowledge. It was found that not much research is done to elicit understanding of the mental health state of the university teachers. Relevant theories are the core context to give direction and conceptualize the research. Indeed, a concise overview may expose the affects that they have on hard-working university teachers. Furthermore, to provoke an understanding of the theoretical aspects, the research moves on to conceptualizing the relations of all the factors involved in this study. An interesting aspect to look at will be the individual differences of burnout, self-efficacy, in addition to locus of control with respect to contextual factor (university teachers). Thus, this research focuses on the associations midst self-efficacy, locus of control (internal / external) and burnout of the university teachers.

The following is a pictorial presentation of the theoretical framework for this research, focusing correlation among the three main variables with respect to university teachers and the mediating impact locus of control exercises over self-efficacy and burnout's relationship

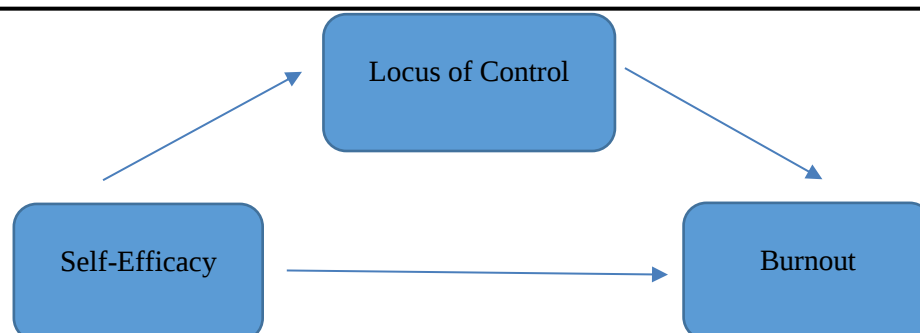


Fig 1: Conceptual framework of the study

LITERATURE REVIEW

In 2007, Schwatz pointed that burnout has direct effects on a person's biological, physiological, and socio-spiritual aspects. This poorly effects their workplace and home dynamics (Contrada and Baum, 2010). A research by Shorosh S. and Berkovich I., in 2020 investigated presence of a relationship among burnout, coping style and emotional workgroup environment among school teachers. The findings confirmed the assumed positive relationship of burnout coming into action as teachers' experience negative environment, and a cross-level positive relationship amongst a negative workgroup emotional climate that was ego-focused and burnout.

A Finland, based study, found that a good number of workers experiencing high levels of stress were in the educational sector as compared to other sectors (Kauppinen et al., 2010; Aloe, Amo, & Shanahan, 2014). Teachers at higher education institutes in Pakistan were compared to the conditions of teachers in Finland. In the western world burnout is a phenomenon that is well-researched, nevertheless in contrast not much work is done about the Burnout situation in Pakistan (Malik, Bjorkqvist & Osterman, 2017). Many studies focused demographics as a variable that have a relation with burnout, experienced by the university teachers in Pakistan. When a descriptive analysis was carried out on 265 participants, using a questionnaire to get desired data, they found that younger teachers had higher level of burnout. The results also disclosed that there was no difference found in terms of marital status of an individual and their gender on burnout they may be experiencing. The outcomes of the study stated that teacher's age, their expertise, and designation are the factors that truly have an impact on burnout levels experienced by the professionals (Faisal & Khair, 2015).

A teacher's self-efficacy related to their job performance can be maintained or even enhanced by being provided suitable development programs (Zhou et al, 2020). These beliefs have adverse effects on an individual's career and are mainly relevant to the person's behaviors related to their health (Monzani, D., et al., 2015; Luszczynska, A.,

& Schwarzer, R., 2005). Undeniably, it is often emphasized that self-efficacy is the key element in the maintenance and acceptance of physical behaviors (Steca, P., Pancani, L., & Cesana, F., et al, 2016; Bauman, A. E., et al, 2012; Rovniak, L. S., et al, 2002). Teachers having high levels of self-efficacy were noticed to be more helpful to students who are encountering social rejection, shyness and low achievement (Almog & Shechtman, 2007), they establish less conflicting relationship with their students (Zee & Koomen, 2016). Furthermore, it was confirmed that higher teachers' self-efficacy correlates with an increase in students' achievement and motivation, (Mojavezi and Tamiz, 2012).

In a number of longitudinal and cross sectional studies locus of control and competence beliefs came out as potential risk factors and stabilizers for mental health (Chan, Cheung, Chio, & Cheng, 2013; Yeoh, Tam, Wong, & Bonn, 2017; Heffer & Willoughby, 2017; Stiles-Shields, Mohr, Kwasny, Corden & Schueller, 2015). Adaptive style of locus of control exhibits typical tendencies to rationalize any positive event due to internal causes. Maladaptive locus of control suggests that good and positive consequences are a result of the impact of external causes, whereas; negative outcomes result due to internal factors (Muldoon, Lowry, Prentice, & Trew, 2005). Locus of control is found to be linked with teacher's perceptions about their control over the responsibilities towards their student's academic performance (Rose & Medway, 1981).

In a research done on university teachers it was found that reasons of low self-efficacy include stress caused by financial insufficiency and unfavorable student quality (Yin H., Han J., & Perron B., 2020). Another study examined the construct of stress experienced at workplace and its effect on the personal life of the university teachers in Pakistan. Teachers in the initial phase of their career experienced more stress according to the study's results as compared to the senior members of faculty on a higher post. Role conflict and excessive workload, both surfaced as the major stressors. This is where a supportive and effective management can play an important role of maintaining these levels. Opportunities to make progress in careers were also found to be the effective in reducing stress levels (Faisal F., Noor N., & Khair A., 2019). In another study by Javeria Javaid, Saira Soroya and Khalid Mahmood (2020) in Lahore, using a sample of university teachers, analyzed teachers' attitudes towards sharing knowledge. The focus was on the organizational factors and personal attributes of every individual and were heavily correlated.

Teachers who had shown positive perceptions related to the school climate at the onset of the school term were found to be more satisfied and happier at their job by the end of the year. The point to be noted here is that the environment of the school was not the only factor in fact, it was found that teachers possessing high levels of self-efficacy

greatly managed their behavior with respect to high job satisfaction and low levels of burnout (Malinen & Savolainen, 2016). Many studies have also pointed out the teacher's self-efficacy believes, and the ability of their students are directly and positively linked with each other and are important in the maintenance of the class environment to ensure productivity. Students' motivation and competency can be elevated through positive and constructive feedback of their teachers (Gan Z., et al., 2020).

Ishaq R., Mahmood K., 2017) explored that self-efficacy pretenses between the work strain and burnout as a moderator faced by the teachers. A meta-analysis aimed to systematically review the associations and strengths between the state of job burnout, its components, and self-efficacy. The study was carried out on three different hypotheses based on the ideas that there is association concerning self-efficacy and burnout, individual work career in question, experience in number of years and the culture subject belongs to. Significant effects were seen amongst the teacher as compared to people of other occupations with longer experiences (Shoji K., et al, 2016).

Self-efficacy and locus of control also determines factors such as teacher's satisfaction level on their jobs which is linked with educational performance and success of their students, and teachers' burnout. Hayley (2017) used an investigative-correlational questionnaire to explore the parallel existence of self-efficacy and locus of control on teachers. Interestingly though contrary to the previous research, locus of control had no effects on the teacher's satisfaction, instead a stronger relation of self-efficacy surfaced on the satisfaction levels. The concept of efficacy also prevails to a general view and set of opinions of relationship of their own teaching style and the learning of their students, their place in the growth of the students. Therefore, when a teacher evaluates their self, negatively they are bound to develop a negative view of their abilities related to work. They further develop a negative view of their own coping style, and may suffer from the feelings of powerlessness and indeed, burnout (Yu et al, 2015).

Having faith in one's own teaching abilities allow the teachers to choose how they view their success or their failure in teaching. This also, determines the individual's mood and emotionality in general which is often subject to burnout through transition of self-efficacy (Zhao et al. 2014). Bitsadze and colleagues (2016) studied the immense pressure that the Georgian academia places on the academic professionals. The immense pressure on teachers was believed to lead to the state of burnout.

Teachers' motivation and their subsequent practices to perform well in the classrooms is significant to understand the notion of locus of control. Findings of a research on

similar grounds suggested that the influence on locus of control, is of the person's psychological equality (Wang, Zhang, & Jackson, 2013). In another scenario, the discussion about burnout suggested that it is not limited to one aspect of life in fact it is affected by several factors that include personal life, work life and the situations at home. An interesting outcome of the research was that burnout causes alteration to a person's physique putting them under same risks as someone with an illness (Sparks, D., & Hammond, J., 1981).

Emmanuel (2019) in his study suggested the level of burnout is impacted collectively by school environment, internal locus of control and teacher's efficacy. The individual characteristics of a person may act as the preventive variables when faced with symptoms of stress and ultimately, signs of burnout (de Vera G, & Gambarte, 2019). It is assumed undesirable outcomes inclusive of burnout could be the reason of low levels of teacher's self-efficacy. These findings have challenged the academic and experimental concepts that assumed teachers' self-efficacy to be independent against burnout. Therefore, it was suggested that it will be better if policies were made to reduce teachers' burnout were made in contrast to increasing self-efficacy level (Kim, L., & Burić, I., 2019).

A study done in Georgia determined that most teachers who were put under stressful conditions were reaching the state of burnout. Moreover, it was interesting to find out that individuals with diverse typefaces of locus of control responded differently to the induced stress. For example, teachers having internal locus of control dealt with the stress and did not reach the state of burn which was found common for the teachers with an external locus of control (Bitsadze et al, 2016).

A study presented the possible problems occurring due to poor experiences of teachers, type of students, conflict and ambiguity in occupational role, poor administration and, lack of support and locus of control which is external lead to teacher's burnout (Brusting, Sreckovic and Lane, 2013). A research proposed inverse relationship between locus of control (internal) and being at the state burnout for individuals working in socially interactive jobs (Lee, 2018). A recent research further confirmed locus of control to have a substantial relationship with one's satisfaction with the job; it revealed that it has great impact on the job performance and stress management ability related to job (Ajibola, K., 2020).

Though, there is evidence that locus of control has an effect on the burnout state, it is further believed to have a relationship with self-efficacy. A research showed that internal locus of control corresponded well with the ability of becoming a leader in preschool setting, among teachers thus increased self-efficacy (Smidt et al, 2018). Another study conducted by Grewal and Kaur (2018) on a sample from an Engineering

and Technology Institute and, used the combination of self-efficacy and locus of control to determine their effect on the well-being of an individual. The results suggested that even though there was a direct link between self-efficacy and individual well-being; an inversely proportional association was found between external locus of control and well-being. A study on safety at work place revealed a significant increase concerning internal locus of control and self-efficacy (Nykänen, M., et al, 2019).

RESEARCH OBJECTIVES

1. To explore the manifestation of the relationships among locus of control, self-efficacy and burnout.
2. To study the mediating role of locus of control has on self-efficacy and burnout relationship.

RESEARCH HYPOTHESES

1. There would be a locus of control and burnout relationship.
2. There would be a self-efficacy and burnout relationship.
3. There would be a relationship between self-efficacy and locus of control.
4. Locus of control will mediate the self-efficacy and burnout relationship.
5. There would be a significant difference between the private and public sector university teachers on the variables: burnout, self-efficacy, and locus-of control.
6. There would be a gender difference on the variables: locus of control, burnout and self-efficacy.

RESEARCH METHODOLOGY

The study used the quantitative approach. The sample was approached using purposive sampling technique consisted of public and private university teachers residing in Karachi, Pakistan. The sample size was 200 university teachers having at least two years of experience as permanent faculty as sample inclusion criteria. The responses were mostly collected through online forms using various social media network sites. The participants were ensured of the confidentiality of the information and was briefed about their right of withdrawal from the study. No physical or mental harm was intended to the participants.

The size of the sample is estimated by assuming an infinite size of currently used population because of non-availability of required population size by 5% error and 95% confidence level with an educated guess of 15% population. The participants were presented with the survey questionnaire: Burnout Inventory, Work Locus of Control Scale-8 and General Self-Efficacy Scale. The respondents were requested to complete the questionnaire by choosing the appropriate and relevant responses for each of the scales.

Data analysis was done using SPSS 21; descriptive and Pearson Product Correlation was estimated to ascertain the relationship between the variables. Mediation analysis was done through linear regression.

The present study meets all ethical standards suggested and guided by the American Psychological Association (2010) simply to safeguard the participants. The participants were briefed about the confidentiality of the information, voluntarily participation, their right of withdrawal and no physical & psychological harm has been intended.

RESULTS

Table 1: *Demographic profile of the participants*

	n	%
Gender		
Male	96	48
Female	104	52
Age in years		
25 -30	46	23
31 -35	33	16
36 -40	36	18
41 -45	32	16
46 -50	37	18
51 years plus	16	8
Total number work experience in years		
2 to 5	56	28
6 to 9	44	22
10 to 13	41	20
14 to 17	25	12
Education Sector		
Private	82	41
Public	118	59
Job Title		
Lecturer	55	27
Assistant Professor	41	20
Associate Professor	94	47
Professor / Dean	10	5

Marital Status		
Single	50	25
Married	133	66
Separated	5	2
Divorced/ Widowed	12	6
Total Household Income		
Rs.50,000-Rs.to 100,000/=	62	31
Rs.101,000-Rs.to 150,000/=	74	37
Rs. 151,000 onwards	64	32

Table 1 provides participants' profiling on demographic variables. Orientation of demographics acquired from participants was evaluated through percentage and frequency distribution (See table I). The sample size (N=200) was majorly comprised of 48.0% males (N=96) and 52.0% females (N=104) out of which 23.0% of the participants (N=46) belonging to the age range of 25- 30 years. 59.0% of the sample was from the public sectors of the academic industry (N=118) and a total work experience that ranged between 2-5 years. 37.0% (N=74) of the total sample was classified as having a total household income between 101,000-Rs. 150,000 PKR.

Table 2: Reliability Analysis

	Cronbach Alpha	No. of Items
BOI	.561	9
SE	.859	10
LOC	.618	8

(p<.001; n=200)

Table 2 shows the internal consistency of Burnout Inventory ($\alpha = .561$), Self-Efficacy Scale ($\alpha = .859$) and Locus of Control Scale ($\alpha = .618$). A high α values established that scales were not culturally barred, and respondents had no difficulty in understanding the language used in the scales.

Table 3: Correlation Analysis

		Self-Efficacy (SE)
Burnout (BOI)	Pearson Correlation	.859
	Sig. (2-tailed)	.000*

Locus of Control (LOC)	Pearson Correlation	.450	
	Sig. (2-tailed)	.000*	
		Locus of Control (LOC)	
Burnout (BOI)	Pearson Correlation	-.057	
	Sig. (2-tailed)	.004*	

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

Table 3 shows that correlation value *r* of .859 for burnout and self-efficacy; .450 for locus of control and self-efficacy and .057 for burnout and locus of control relationships. Correlation values are statistically significant.

Table 4: Mediation Analysis

Model	Coeff.	SE	T	p	LLCI	ULCI
Constant	49.2674	4.9010	7.2914	.0000	38.2559	60.1953
Self-Efficacy Total	-.56234	.3098	-3.7009	.0000	-1.2008	-.2989

Burnout as dependent variable

Table 4 shows that mediation effect of locus of control on the self-efficacy and burnout relationship which is significant (sig=.000). The indirect effect of self-efficacy on locus of control was also found statistically significant (-1974 *Effect and Boot ULCI* - .06810)

Table 5: Total Effect

Effect	Se	T	P	LLCI	ULCI	c_ps	c_cs
-.7615	.2019	-6.0091	.0000	-1.527	-.6401	-.0788	-.2857
Direct Effect of Self-Efficacy on Locus of Control							
-.8542	.1941	-4.1355	.0000	-1.1845	-.3106	-.0791	-.3125
Indirect Effect of Self-Efficacy on Locus of Control							
Effect	Boot SE	Boot LLCI	Boot ULCI				

-.1974	.0862	-.2997	-
			.06810

Table 6: *Mean Difference - public and private sector university teachers*

	Sector	N	M	SD	t	Df	Sig.
Self-Efficacy	Private	82	32.83	4.817	-.896	198	.371
	Public	118	33.45	4.810			
Locus of Control	Private	82	32.46	4.125	.827	198	.409
	Public	118	32.03	3.347			
Burnout	Private	82	44.70	6.452	3.244	198	.000
	Public	118	47.85	6.965			

Table 6 shows the comparison of the university teachers belonging to public and private sector with the three variables: locus of control, burnout and self-efficacy. Significant difference was found on Burnout (Sig = .000) whereas the other two variables have proved to be insignificant. (Sig = .371 and .409) with >0.05 level of significance.

Table 7: *Mean Difference - Genders*

	Gender	N	M	SD	t	df	Sig.
Self-Efficacy	Male	96	33.21	4.931	.38	198	.002
	Female	104	33.18	4.721			
Locus of Control	Male	96	31.41	2.944	-3.006	198	.000
	Female	104	32.94	4.131			
Burnout	Male	96	47.03	6.691	.935	198	.000
	Female	104	46.12	7.128			

Table 7 showed that significant difference was found on all three variables: locus of control, self-efficacy and burnout with respect to the genders of the respondents.

DISCUSSION & CONCLUSION

The first three hypotheses were studied and findings established a significant relationship among burnout, self-efficacy and locus of control. The significant relationship found between self-efficacy and locus of control can be supported by JM Toobs (2018) study which concluded that higher self-efficacy was directly proportional to having locus of control positioned externally. With an insignificant

relationship of self-efficacy and locus of control it was found to have negative affect on individual's relations with work colleagues and students, and the commitment to their work. This may in turn affect the performance of the educational sectors as the teachers' behavior reciprocates in the intellectual performance of their students and therefore, the overall reputation of the private and public universities (Ahmed, I., Amin S., Ismail, W. & Islam, T., 2014).

A correlation analysis was carried out in order to determine the relationship involving burnout and self-efficacy confirmed existence of a significant and strong inverse correlation of self-efficacy with the level of burnout. It was observed that the raised burnout state and lowered self-efficacy were usually because of the situational factors. These situational factors can be attributed to the lack of career satisfaction, stressors at work, lack of motivation and discipline, negligible support from administration, a lag in student engagement and lastly, the attitude towards students. All these factors contributed to high stress levels and in turn a spike in the burnout state along with lowered self-efficacy (Klassen, R., & Chiu, M., 2010).

The findings for the third hypothesis presented a significantly inverse correlation between the burnout and locus of control. The present research was an excellent contribution to create awareness of how crucial was the teachers' internal locus of control. As a personality factor, locus of control and its directionality can still be changed with the right guidance. In a study done in Kenya it was found that on an average 23 principals would decrease annually due to the health issues caused by the unmanaged stress. This spiked the need to increase stress management campaigns and it was revealed that professionals were able to manage work stress having their locus of control placed internally as compared to teachers with locus of control placed externally (Ogolla, P.J.O., Aloka & P.A., Raburu, 2016). Another research suggested people displayed higher problem-solving skills having locus of control positioned internally (Cakir M., 2017).

The fourth hypothesis studied the impact of mediation locus of control has on the burnout and self-efficacy relationship. For the mediation analysis purpose Sobel test was carried out which determined that the mediation of locus of control is significant on the relationship of burnout and self-efficacy ($b = -.56234$, $S.E. = .3098$, $p = .0000$) (Table 5). With -1974 Effect and Boot ULCI -.068 (Table 6), it clearly establishes the significant indirect effect of self-efficacy on locus of control. This mediation model demonstrated that the teachers who had internal locus of control also had an elevated self-efficacy, enabling them to manage burnout caused by the stressors at work. A study done in Makurdi on their teaching staff's emotional wellbeing suggested that the existence of internal locus of control makes managing the effects of burnout much easier and the self-efficacy remains maintained (Jam M., 2016). Also, in presence of

high self-efficacy and internal locus of control, teachers are prone to be perceived positively and are in return treated in the same manner by the students (Senler B., 2016). High self-efficacy indeed manages the burnout causing stressors at work with the assistance of internal locus of control.

Self-efficacy, locus of control and burnout when tested against private and public educational sectors for comparisons and to explore reasons for the difference. For self-efficacy the results suggested that there is an insignificant difference between the level of self-efficacy of teachers who belong to public sector as compared to the ones from the private sector. This could be due the excessive demands from the teachers of both sectors to perform and to produce results in the form of students' achievements. These outcomes may have arrived as the educational sectors have to follow same standards and curriculums as set by Higher Education Commission (HEC) Pakistan.

Burnout was the second variable which was analyzed against the private and public educational sectors. The result came insignificant and it denied the present assumption of situational factors performing a crucial part in the burnout levels experienced by the teachers. In Pakistan, the common observation is that the teachers of the private sector are under much pressure than the teachers of the public sector. On the contrary, a research done by Rasheed M.I., Awan U., & Humayon A.A. (2016) suggested that the teachers of the public sector loose motivation to perform well due to the lack of support and resources availability. The current research suggests that the experiences of teachers from both sectors are compatible and may be due to the high demands set by HEC regardless of the situational factors and the lag in resources in one sector (public) as compared to the other (Khan F., Rasli A., Ahmad A., & Yusoff R.M., 2015) Locus of control interestingly found significant between public and private sector teachers. It was found interesting as it suggested that the personality factor (locus of control) is predetermined for an individual regardless of the situation they are put in. The last hypothesis was that there would be a gender difference in terms of the relationships among burnout, self-efficacy, and locus-of control. All three values were statistically significant, this explains that the variation in the responses of the two genders has a substantial effect on the results of self-efficacy, burnout and locus of control.

This meant that the variable of gender had crucial impact on the level of burnout of an individual. This finding was supported with the outcomes of the study done by Roohani, A. and Iravani M. (2020), which suggested there is a modifying effect of genders on burnout state of teachers. Same is the case with locus of control, which has been reported to be significantly different between the genders (Cakir, 2017). The present research findings are believed to have contributed to the existing information and knowledge available for the three variables used: burnout, self-efficacy and locus

of control for university teachers. Present research is especially designed to highlight the issues of the university teachers in Pakistan since only a limited number of researches have been done on this population.

Self-efficacy, locus of control and burnout remained to be the basic and significant factors that has the vital outcome in the form of acceptable and unacceptable performance of the teachers according to the standards set by the universities. Participants need to internalize the locus of control so that they can maintain high self-efficacy for maximum resistance from the stressors causing burnout.

This research was focused on university teachers only, however it will be interesting to find out the states of teachers (primary, secondary and college) from all the levels to have a holistic view of the impact of stressors which lead to burnout. The findings have limited generalizability, which can be increased through a larger sample size and collecting information from all over Pakistan.

RECOMMENDATIONS

The findings of the study can be of major use as it can guide the design of coaching, activities and programs to develop successful methods to retain teachers, help them internalize locus of control and to ensure prosperity of the educational institutions. This can also ensure resistance against stressors at work and the state of burnout. Innovative reforms, methods and interventions will not only help and benefit the teaching community but also student body will benefit from it nationally as well as globally.

The findings indicated that it is important to develop teacher-guiding program with the involvement of the principals, authorities of educational sectors who design curriculum. Realistic work demands, easing the harsh deadlines will minimize the stressors at work that the teachers are vulnerable to. Teachers' wellbeing program can be designed to prevent them from getting burnout and be more productive at work.

Another interested reform that the educational authorities can implement is having the individuals not only assess them on knowledge but also get psychometric testing done at the time of recruitment of teachers. Variables such as used in this study (burnout, self-efficacy and locus of control are some influencer out of the important factors that will ensure handling of stressors and excellent performance. It would also help allocate the right personality type to corresponding group of students for maximum educational output.

To develop adequate skills in the teachers to counter their stressors and beware of burnout state. This will enable them to practice adequate coping strategies and further

develop their self-efficacy. Awareness about the mediating effect locus of control has on burnout and self-efficacy relationship would enable universities and societies at large to promote a healthy locus of control orientation which is internal.

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