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**EARLY CHILDHOOD TEACHERS' STRESS AND  
MODERATION AND MEDIATION EFFECTS OF PSYCAP:  
A COMPARATIVE STUDY**

**A Thesis submitted to meet the requirements for the Degree of Doctor of Philosophy  
in Early Childhood Education**

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Supervisor: Prof. Qin Jinliang  
Author: Abdul Qayyum

Corresponding Email [dr.aqkhan@hotmail.com](mailto:dr.aqkhan@hotmail.com)

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Abdul Qayyum  
Early Childhood Teachers' Stress and Moderation and Mediation Effects of PsyCap

**Abstract:**

Even though the teacher's stress has been studied broadly in the higher levels of educational settings, but there is a minute investigation on (ECT) early childhood teachers. Job demand stress is a crucial problem, which leads to burnout that has severe effects on ECE teacher's health and well-being. The job demands stressors (emotional demands, workload, role conflict, and work-family conflict) stimulate emotional exhaustion, low personal accomplishment depersonalization, low-quality teaching and overall teacher's well-being in an educational setting. The current projected research aimed at investigating the sound effects of positive psychology on the teacher's health. The positive psychological capital is a relatively new construct (PCQ-24), which is based on hope, optimism, resilience, and self-efficacy, as are four dimensions of PsyCap. There is a plethora of research conducted to investigate the problem focused on job-demand stress; burnout but there is little research where the mechanism of positive psychology was employed as direct, moderation and mediation effects in the job stress and burnout relationship.

There are three paramount research studies in the present dissertation, which are interconnected and consistent. The sample group consists of 309 teachers from 60 schools in each country (altogether 618 samples from 120 schools) Pakistan and China. They were recruited by using a clustered sampling method including male and female teachers working in early childhood education. The data were collected using quantitative research approach and quasi-experimental design (often referred to as Causal-Comparative) method and analyzed through SPSS and AMOS 24 (Arbuckle, 2013), structural equation modeling (SEM) correlation and regression analyses. This study finds out the causes, symptoms and professional impacts of stress on early childhood teachers.

Most importantly, it also elaborates how natural resource (PsyCap) moderates mediates the liaison between job demand stress and burnout as an intervening variable. In the first part, this research examines the current condition of job-demand stress, burnout, and positive psychological resource by calculating their mean, standard deviation, and frequency. Moreover, it evaluates the teacher's background characteristics related to personal and school life. The relationship among the demographic and school-related characteristics with the stress, burnout, and PsyCap among early childhood teachers was tested by correlation analysis.

In the process, the exploratory factor analysis (EFA) and then confirmatory factor analysis (CFA) were conducted to obtain the developed items of each variable. The multi-group factor analysis was employed to gain an understanding of the cross-cultural context in all variables. The results show that there are different levels of job demand stress, burnout, and positive emotions in both countries. However, Pakistan is comparatively higher in PsyCap whereas it is lower in burnout and job demand stress as compared with China. In the second stage, the current research follows the principle of causation or cause and effect theory which based on the psychological principle that second is caused by the first one or primary is responsible for the secondary. Therefore, in that scenario, it finds out the direct effect of job-demand stress on psychological

burnout by using regression method analysis. There were all the dimensions of independent variable job-demand stress (workload, emotional demand, role conflict, and work-family conflict) were tested on dependent variable burnout (emotional demand, depersonalization and reduced personal accomplishment). The results show the different effects of sources of stress with the manifestations in Pakistani and Chinese cultures as two countries. For instance, the sub-variables in predictor and criterion have a different correlation, which pertained to a diversified output related to burnout.

In the third stage, this research part developed an understanding of the moderating and mediating mechanism of positive emotions on the relationship between stressors and psychological burnout using structural equation modeling. The aim was to determine the mediation and moderation effects of positive psychological capital dimensions (i.e., hope, optimism, resilience, and self-efficacy) on job-demand stress dimensions (i.e., workload, emotional demand, role conflict, work-family conflict) and outcomes burnout dimensions (i.e., emotional exhaustion and depersonalization). The measurement model was developed to conduct exploratory factor analysis executed in SPSS. This process reduces burnout to a two-dimensional construct, which refutes the proposition that it is three-dimensional.

Furthermore, technique exploratory component evaluation observed by using confirmatory factor analysis in AMOS aimed at determining the measurement model. The measurement model was treated for common method bias with a common latent factor in AMOS earlier than setting up the structural model producing CMB-adjusted variables used in mediation and interaction-moderation analysis. After that, the structural model was developed, permitting mediation and interaction-moderation tests to take effects. The Baron and Kenny (1986) approach were carried out for direct effects while the bootstrap technique used for indirect consequences. The Baron and Kenny technique indicates weak and non-substantial results via PsyCap while the bootstrap technique indicates otherwise. Accordingly, positive psychology mediates the relationship among sources of stress as an independent variable and psychological burnout as outcomes variable. The results show that early childhood teachers need to observe the impact of positive emotions in China and Pakistan to grab their optimal benefits and well-being.

Summing up, the association among the stress and characteristics of early childhood teachers are highly vibrant as with personal and school-related factors in two countries. The direct effects of job-demand stress as an independent variable; burnout as a dependent variable; the prospective outcome for teachers is symbolic of cultural impacts as Chinese teachers are highly emotionally exhausted due to the high emotional demand. The impact varies in all the dimensions of occupational stress and burnout in Pakistan and China. Besides, in culture, the buffering strategy like positive psychology reinforced by social, moral, ethical and religious values moderates the relationship between predictor and criterion. Furthermore, the indirect effect of PsyCap as a mediating variable in the two cultures in the relationship of job stress and burnout are partially working and in some magnitudes of PsyCap are effecting mildly. The findings show that there is a significant negative relationship between the teachers'

positive psychology and stress in terms of both total scores and sub-dimensions. The results also indicate that how PsyCap has a remarkable positive impact on the teachers of these two countries. The findings of this research show the strong positive relationship between teachers PsyCap and well-being. Commonsensically, when the positive emotions are high as (self-efficacy, hope, optimism, and resilience) the early childhood teachers life is less affected by stressful situations or stressors (emotional demand, role conflict, role-family conflict, and workload), Burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Apart from this, the characteristics of positive psychology have its implications, which were related to the antecedents and precedents of early childhood teacher's professional and social life.

Similarly, the relationship between cultural values and related aspects of human life is a constructive emotion that enhances people's well-being. Deeply and accurately, culture is the source of positive or negative psychology in the life of early childhood teachers. Culture, like informal education, can bring long-lasting influence to members of society. In this regard, the conclusions of this study demonstrate that teachers' positive psychology and well-being are the best harvest of cultural beliefs, ethics, standards, moral values and religions. In addition, these findings provide unique recommendations for the use of actual resources in organizational practice, as reflected in employee recruitment, compensation, performance evaluation, and social resource management strategies.

**Keywords:** Early Childhood Teachers; Job Demand Stress; Burnout; PsyCap; Positive Psychology & Wellbeing

## 摘要

在中、高等教育领域，工作压力已经被广泛研究，早期儿童教师（ECT 简称幼儿教师）的研究还是凤毛麟角。由于工作压力及相关的职业倦怠，同时对教师的身体健康和幸福感产生了大的影响，已成为幼儿教师专业发展的一个重要问题。工作需求与压力（情感需求，工作负荷，角色冲突，工作家庭冲突）导致了情感消耗、低个人成就、人格解体、低质量教学，乃至教师在教育情境中的整体幸福感变化。本研究致力于积极心理状态对幼儿教师健康的影响。以往研究关注工作需求与倦怠，本研究力图探究两国幼儿教师心理资本对工作压力与倦怠关系的直接作用和中介和调节影响，参照以往研究心理资本包含了期望，乐观，韧性，自我效能四个方面。

本研究通过整群随机抽样，抽取包括了来自巴基斯坦与中国 60 所学校 618 位教师，数据的收集采用问卷和访谈相结合的方式进行，数据管理与初步分析在 SPSS 24.0 进行，数据结构方程建模 AMOS 软件下进行。本研究揭示了幼儿教师压力的起因，症状与影响，更重要的是阐述了心理资本作为中介变量如何对工作需求压力与倦怠进行中介与调节作用。

在研究工具可靠性方面，问卷都进行信度、效度检验，通过预调查的探索性因素分析对问卷的原始项目进行删除、修正和增补，并进行中英文互译，确保跨文化工具的一致性。

在现状部分，研究数据表明：两国幼儿教师的工作需求压力、职业倦怠、心理资本都与其人口统计学变量、教师职业变量存在关联；两个国家幼儿教师工作需求压力、职业倦怠与积极心理资源的平均水平存在显著差异，中国幼儿教师在工作需求、工作压力、职业倦怠方面显著高于巴基斯坦，而在积极心理资源方面巴基斯坦幼儿教师显著高于中国教师，体现了两国教师在客观工作条件、工作负荷、心理压力、心理资源方面的差异。

在作用机制探讨部分，通过回归分析揭示了工作需求压力对职业倦怠的直接影响，结果显示了两个国家物质资源和心理资源的不同其工作状态表现不同；通过结构方程建模分析，发现积极情绪对工作需求与压力、职业倦怠存在中介和调节作用，巴基斯坦独特的心理资本对幼儿教师的工作现状、工作压力具有独特的调节作用，积极心理资源会调节工作压力与倦怠的作用方向，引导自身的最佳精神愉悦与主观幸福感。

总体而言，两国幼儿教师的工作需求压力、职业倦怠、心理资本存在不同的特点，并与其个人背景、工作条件特征存在关联，特别是带有明显的文化特征。中国幼儿教师由于高的工作情感需求而具有高的情感消耗，工作压力和职业倦怠的可能更大，而巴基斯坦幼儿教师工作条件差与薪酬低、社会地位低并没有带来更大的压力，其特别宗教、伦理等形成的职业价值观的作用影响着积极心理资源，并进一步影响工作需求与压力。研究揭示了压力在各个方面都与积极心理有显著的负相关，显示了心理资本教师对教师工作的作用。本研究为诸如员工招募，薪酬制度，表现评估，人力资源管理策略等组织性实践的政策制定有参考价值。

同样的，文化价值观和人类生活的相关方面之间的关系是一种具有建设性的情感，这种情感增强了人们的幸福感。深刻准确地说，文化是幼儿教师生活中积极的或消极心理的源泉。文化就虽然像是非正式的教育但却能带给社会成员长久的影响。就这一点而言，本研究的结论证明，教师的积极心理学和幸福感是两国文化信仰、伦理、标准、道德价值观和宗教的最佳收获。此外，这些发现也为组织实践中实际资源的利用提供了独特的建议，体现在员工招聘、薪酬、绩效评估和社会资源管理策略方面。

**关键词：**幼儿教师；工作压力；职业倦怠；心理资本；积极心理（生理）学，幸福

## List of Abbreviations

The following abbreviations had been used through this research:

AMOS	Analysis of Moments Structures
ANOVA	Analysis of Variance
AVE	Average Variance Explained
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CLF	Common Latent Factor
CMB	Common Method Bias
CR	Critical Ratio
DP	Depersonalization
ECE	Early Childhood Education
ECET	Early Childhood Education Teacher
ECT	Early Childhood Teacher
ED	Emotional Demand
EE	Emotional Exhaustion
EFA	Exploratory Factor Analysis
FFM	Four Factor Model
HP	Hope
IFI	Incremental Fit Index
JDC	Job Demand Control
JD-R	Job Demand Resources
JDS	Job Demand Stress
KMO	Kaiser-Meyer-Olkin
MANOVA	Multivariate Analysis of Variance
MBI-ES	Maslach Burnout Inventory Education Scale
NNFI	Non-Normed Fit Index
OP	Optimism
PA	Personal Accomplishment
PCA	Principal Component Analysis
PsyCap	Positive Psychological Capital
RC	Role Conflict
RFC	Role Family Conflict
RMSEA	Root Mean Square Error of Approximation
RS	Resilience
SAS	Statistical Analysis System
SE	Self-Efficacy
SEM	Structural Equation Modelling
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square Residual
TFM	Three-Factor Model
TLI	Tucker Lewis Index
WL	Workload

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## Chapter 1: Background of the Study

### 1.1 Definitions of Terminologies

#### 1.1.1 Stress and Early Childhood Teacher's Stress

The term "stress" had none of its existing inferences before the 1920s. It was originated from the Middle English word 'destresse,' which was further, derived via Old French from the Latin *Stringere*, which means, "to draw tight." (Keil, 2004) Between 1910 and 1936, the laboratories of two pioneering physician-scientists, Walter Bradford Cannon and Hans Selye, established the new foundation for the field of stress research (McCarty, 2016). This foundation was comprised of two distinct pillars, the sympathetic-adrenal medullary system, and the hypothalamic pituitary adrenocortical (HPA) axis, reflecting the research emphases of Cannon and Selye, respectively (McCarty, 2016). Walter Bradford Cannon used the word stress in 1926 to denote to external factors that disrupted what he called homeostasis. (W. B. Cannon, 1926). Some researchers believed that stress is derived from the external environmental stimulus. For example, Lazarus and Folkman (1984) defined stress is a feeling when individuals perceive themselves as unable to meet environmental demands (Lazarus & Folkman, 1984). However, Hinkle (1974) referred to the first approach as the engineering model, wherein stress results from environmentally exercised. Some other researchers referred to stress as physiological responses within the individual. Like DeFrank and Stroup, they view stress induced by physiological responses within an individual (DeFrank & Stroup, 1989).

Most researchers show interaction idea on stress although many of the attendant intra-individual changes are partly psychological and active (Boyle & Katz, 1991). The interactional perspective conceptualizes stress as the product of a complex transaction between individual needs, resources, environmental demands and constraints (Handy, 1986). Likewise, the physical, emotional and mental strain resulting from the disparity between an individual and environment which leads from a two-way relationship between difficulties on a person, that person's feelings about those stresses and their ability to cope with those anxieties. Nevertheless, in psychology, stress is a feeling of strain and pressure. Small amounts of tension may be preferred, beneficial, and even healthy. Positive stress helps improve robust performance in early childhood teachers that also plays a role in inspiration, variation, and reaction to the atmosphere. On the other hand, an excessive quantity of stress, however, may lead to physical harm. Stress can raise the risk of strokes, heart attacks, ulcers, dwarfism, and mental illnesses such as depression (Sapolsky et al., 2004). Stress can be external and associated to the environment but may also be created by internal perceptions that cause an individual to experience pressure or other negative emotions surrounding a situation, such as stress, discomfort and so forth with which they then deem stressful (Fiona et al., 2001).

Stress is also regarded as a situation of inciting the 'fight or flight' response, the higher level of physical arousal to fight and flying off the threat (Cannon, 1932; McCarty,

2016) and to cope with 'stressors' actions that cause stress through an alarm Reaction (Selye, 1956). The idea is that stress does not simply happen automatically, but one goes through a complex series of 'appraisals' or judgments that affect how 'stressed-out' you become (Lazarus and Folkman 1984,) in the book "Stress Management for Teachers." The external circumstances do not have any intrinsic capacity to produce stress, but the individual's insights, capacities intercede the influence, and perceptions (Newton 1995). In the view of (Han Selye, 1956), stress is an adaptive syndrome or non-unique response located upon the human body, which both stimulates and threatens the individual (p.38). Moreover, after an extensive literature review, Cox (1987) defined stress "*as a complex psychological state deriving from the person's cognitive appraisal of the adaptation to the demands of the environment*" (p.1155). Further Cox (1987) found that the assessment of the stressful conditions included the anxieties located on the person, man or woman traits, constraints placed at the character and assistance afforded to the individual (p.1155). Another definition of stress furnished by (Anderson, 2002) who defined "*strain as a reaction of a character to the self-perceived imbalance among the needs of the affairs offered, and the sources one has at one's elimination to answer effectively*" (p.648).

In the light of the explanations mentioned above, how stress should be defined has been indeed a challenge over the years. However, all the above definitions refer to demands placed on an individual, the perception of the needs and the ability of an individual to deal with those demands (Cooper, 1998). This terminology emphasizes that job-demand stress is an interaction between needs, perception, and response to the requirements. Job demand stress has the same features of stress except that it happens within the domain of one's professional atmosphere (Cooper, Dewe & O Driscoll, 2001). Another researcher (Spector 1998) suggested that "*occupational strain is full of effects from work experience which influences the psychosocial and physiological homeostasis of the employee, the individual aspect has referred a stressor and stress is the individual people' reaction to stressors*" (p.108). Thus, it could be visible that occupational strain is an essential part of the teaching profession that causes an imbalance in the psychosomatic, social and organic situations of the individual.

Consequently, occupational stress has the same traits as an early childhood teacher's stress. However, it is unclear to the expert the surroundings and is dependent on the individual's subjective appraisal of the stressor. In summary, all definitions made by researchers, stress is typically defined from three dimensions (1) the external environmental stimulus characteristics; (2) individuals' emotional states; or (3) an interaction variable emphasizing the relationship between individuals and their environments.

### **1.1.2 Burnout and Early Childhood Teachers Burnout**

In research, Freudenberg (1974) described the exhaustion of mental health and well-being of professionals in the workplace and first introduced the term "burnout." He defined it as "*failure, wear out, or become exhausted by making excessive demands on energy, strength, or resources*" (Freudenberg, 1974, p. 159). The emotional exhaustion can be both psychological and somatic and commonly has been observed in teachers (Freudenberg, 1974). Burnout can be caused by an imbalance of job demands including time, the necessary emotional

contributions and empathy required to do the job well, poor job satisfaction, and high demands (Iacovides et al., 2003). Within ECE programs, one of the most common issues that the field faces is the high turnover rate of teachers (Whitebook & Sakai, 2003). In 2003, the annual rate of departure from teachers in ECE settings was 30%, compared to just 7% in elementary education (Whitebook & Sakai, 2003). Research reveals that an estimated 82% of ECE teachers hired in 1994 and 76% employed in 1996 had no longer retained in the field by the year 2000" (Cassidy et al., 2011).

Besides, low retention rates had associated with increased stress for remaining ECE teachers, as well as increased costs to the center itself. Seiderman's (1978) study of the stages of burnout identified specific behaviors that indicated different stages of burnout. In the early stages, teachers began complaining about the minutiae of every day, namely children's behavior, parent engagement, the central administration, wages, and job demands (Seiderman, 1978). As the burnout progressed, researchers saw an increase in boredom, negative discussions, gossiping, and recurrent conflicts with others on the job, all of which resulted in low staff morale (Seiderman, 1978). In the final stages of burnout, staff members either resigned or asked to leave the profession ending their employment (Seiderman, 1978). In another study, (Richards & Richardson 2012) built upon this idea, stating that teachers who experience burnout are likely to detach themselves from others, accomplish less, and feel emotionally exhausted and depressed.

#### **A. Emotional exhaustion**

Emotional exhaustion is characterized by an absence of energy and sense that one has depleted emotional resources. Staff with burnout feel unable to provide additional services themselves at a psychological level. This situation may cause feelings of frustration and tension as staff feel they cannot still deliver of themselves or be responsible for procurers within the same system as they need to be surrounded by the past (Cordes & Dougherty, 1993). Emotional exhaustion was noted as physical features like awakening even as tired as once having gone to bed, or lacking the specified energy to require on another task or face another happenstance (Maslach & Leiter, 1997). A usual symptom of emotional exhaustion is dread at the prospect of returning to a different day off work (Cordes & Dougherty, 1993). Variety of determinants of emotional exhaustion is outlined by Cordes and Dougherty (1993) with the three most essential entities (i) work overload; (ii) role conflict; and (iii) social relationships.

Work overload is outlined as "*the perception of an excessive amount of work to accomplish within the time available*" that is implicational the existence of a pair between the person and job. Role conflict is the other source of emotional exhaustion and occurs once an individual has bound job expectations, which produce conflict with people already among the organization. Attempting to resolve these variations will result in frustration and emotional exhaustion (Jackson, Schwab & Schuler, 1986). Personal expectations may also be an addition to emotional exhaustion. Having phantasmagoric expectations of the task that one has freshly undertaken and coming back to the belief that these expectations do not seem to be met new ads to the current frustration. The third source of emotional exhaustion is social

relationships, which may mainly contribute to emotional exhaustion once the relationships of a worker are intense and emotional (Philip, 2004).

### **B. Depersonalization**

Depersonalization had been outlined because of the development of negative, misanthropic attitudes and feelings, which coupled with the expertise of emotional exhaustion, i.e., a callous, nonhuman and unsympathetic perception and perspective of others. Pessimism conjointly indicates that an operative is not any longer willing to perform duties because of decreasing tolerance levels to place in any effort (Mostert & Joubert, 2005). This emotional stage delineated by a detachment from work and other people. Besides, individually people were treated as impersonal objects, and this is often particularly experienced by staff in disciplines that work closely with people on every day (Philip, 2004). Conspicuous symptoms embrace the employment of uncomplimentary semantic once touching on consumers; withdrawal from the task through taking longer breaks; contribution in extended conversations with co-workers throughout work time; or the increased use of labor connected nomenclature or jargon which might be unacquainted with and antagonistic to the casualty (Cordes & Dougherty, 1993).

### **C. Reduced Personal Accomplishment**

The third side of the burnout syndrome, consistent with (Maslach, 1982; Maslach & Jackson, 1981) and (Pines & Maslach, 1981) is a diminished personal accomplishment. It refers to the tendency to judge oneself negatively, significantly with relevancy one's work, furthermore because of the expertise of helplessness and an occasional self-efficiency at work (Brotheridge & Grandy 2002; Cordes & Dougherty 1993). It could lead to feelings of unhappiness concerning oneself furthermore as discontent with accomplishments on the task. The individual feels inadequate and unproductive that successively, incorporates a direct result on the standard of the work they turn out (Cordes & Dougherty, 1993; Prince, 2004). Numerous studies had been shepherded on burnout to create the conceptualization of the construct since Maslach developed the Maslach Burnout Inventory (MBI) in 1981. It makes conceptualization of burnout the first widespread form and theory on view and absent (Kristensen et al., 2005).

Furthermore, researchers (Schaufeli & Buunk, 2003) extended the construct from the initial, wherever solely serving professions' were enclosed, to process Burnout as a catastrophe in an identical person's relationship with others generally. Exhaustion replacing emotional exhaustion of the initial conceptualization currently refers to fatigue, no matter cause; pessimism replacing depersonalization of the initial conceptualization reflects indifferent perspective towards work rather than people; and an absence of skilled effectiveness includes each social and non-social aspects of work accomplishment (Schaufeli & Buunk, 2003). Burnout was conjointly detected in different industries and working teams, thus, inflicting a desire to outline it outside the first spectrum of serving to professions and terms associated with those industries solely. Consistent with Maslach and Schaufeli the objected diagnostic criteria for Burnout start with severe fatigue because of

the subjective indicators. It is often accompanied by (1) loss of self-importance, ensuing from a sense of skilled incompetence; (2) multiple physical symptoms of distress, while not recognizable organic illness; and (3) issues in concentration, irritability and being negative.

The leading objective indicator of Burnout could be a vital decrease in work performance over the amount of many months (Schaufeli et al. 1993). It should be ascertained by the recipients of the individual's work, the supervisor accountable for the person's output at work and the colleagues of the person were experiencing Burnout. Within the early childhood teaching field wherever workgroups used for each job, staff work strictly along that ought to create the identification of doable burnout signs become more comfortable if the team leader and colleagues are familiar of the symptoms of Burnout.

### **1.1.3 PsyCap and Early Childhood Teacher' Positive Psychology**

At the right end of the twentieth century, a new approach to psychology gained admiration known as PsyCap. Positive psychological capital is a distinct positive and developmental state of an individual as characterized by high self-efficacy, optimism, hope, and resiliency. (Luthans F. & Youssef, C. M., 2004). To characterize the Positive psychological resource, Luthans and his companions provide a set of inclusion measures. They argue that it needs to beach in concept or studies, have stringent measures and ought to be state-like (instead of trait-like), therefore having the capacity to be evolved through education and deliberate practice (Luthans, 2012; Luthans et al., 2008). Entirely based on this criterion, Luthans and his co-authors describe positive psychology as a man or woman's superb mental domain of improvements that contains four positive mental resources: self-efficacy, optimism, hope, and resilience.

#### **A. Hope**

Hope is definite as a positive motivational state where two essential elements victorious feeling of agency (or goal-oriented determination) and pathways (or proactively planning to achieve those goals) interact. In other words, hope comprised of two distinct components: goal-directed energy and trails (Snyder et al., 1996). Whereas agency refers to an individual's inspiration to succeed at a specific task in a set context, pathways refer to how that task had completed. Persons with high levels of hope show greater goal-directed liveliness and are more likely to display the capacity to develop alternative ways to achieve their goals (Luthans et al., 2008).

#### **B. Self-Efficacy**

Self-efficacy remains defined as people's confidence in their ability to achieve a specific goal within a particular situation. Clarifying the self-efficacy, grounded on Bandura's social cognitive theory (Bandura, 1997, 2012) which denotes to one's confidence in their ability to trigger their motivation, cognitive capitals, and paths of action to attain high ranges of performance (Stajkovic & Luthans, 1998). Individuals with high self-efficacy usually have a

more potent notion in their ability to manipulate results and achievements by addressing the difficulty, demanding situations than the ones low in self-efficacy (Bandura, 1997).

### **C. Optimism**

It refers to an individual's expectancy of positive outcomes (Scheier, Carver, & Bridges, 2001). Those high in hopefulness generally build positive outlooks that motivate them to pursue their goals and deal with stressful situations (Seligman et al., 1998). In other words, a positive individual is defined as one, which makes internal or dispositional achievements and global attributions for great activities external or situational, now not constant and specific attributions to detrimental events. Optimism with a high level of mental capital is a real construct that regards what a worker can or cannot undertake. As such, sanguinity reinforces efficacy and hope, and Seligman defined optimism by attribution theory (Fritz Heider, 1958).

### **D. Resilience**

It is a state of the ability of somebody to spring again from adversity, uncertainty, threat or failure and adapts to converting and annoying lifestyles stresses (Masten & Reed, 2002; Tugade & Fredrickson, 2004). Individuals excessive in resilience tend to be better at adapting in the face of negative experiences and adjustments within the outside environment (Luthans, Vogelgesang, & Lester, 2006). Resilience has been defined in positive psychology as an advantageous way of managing adversity or distress. In an organizational component, it is considerably delineated as an ability to recuperate from stress, conflict, failure, change or increase in responsibility. For decades, psychology has been associated with dealing mainly with the treatment of mental disease; although other areas of research allied with the positive psychology were ignored through, the claim has existed since its origins.

### **E. Two Main Characteristics of Positive Psychological Capital (PsyCap)**

Positive psychology, the study of prime human advantages, is an attempt to respond to the systematic bias inherent in psychology's historical emphasis on intellectual contamination as opposed to on mental wellbeing (Seligman, 2002), mainly via specializing in two forgotten but classical emotional goals:

- 1) To help everyday people to live a more productive and eloquent life.
- 2) To help them in full realization of the potential that exists in the human being.

Since Martin Seligman, a former head of the American Psychological Association (APA) chose positive psychology as the theme of his presidency period; more empirical research and theoretical expansion appeared in this arena. Two new divisions of positive psychology had employed in the industrial-organizational world. Positive organizational scholarship originated by Kim Cameron, and colleagues (Cameron et al., 2003) is a research field that emphasizes the desirable characteristics of the organization that facilitates its ability to function during periods of crisis. Positive organizational behavior (POB) originated by (Luthans F. 2002) a former president of the Academy of Management focuses

on measurable positive psychological states that are open to development and have an impact on desired worker attitudes, behaviors, and overall performance. The four psychological sources had been determined to meet the specific organizational behavior criteria pleasantly by an illustration from positive psychology constructs and empirical studies. Furthermore, Luthans and his colleagues termed Hope, Efficacy, Resilience, and Optimism as mental capital or PsyCap (Luthans et al., 2004) and as an emotional capital (Gendron B., 2004)

#### **1.1.4 Relationship between PsyCap, ECET's Stress, and Burnout**

In observance with (Zapf, 2002) several antecedents of burnout identified in individual studies and contexts. However, little studies have been executed to discover the exceptional emotional components that could expect burnout. In a meta-analysis of the research on the predictors of burnout (Lee & Ashforth, 1996), it transformed into experimental that workload, role pressure, and role conflict, had been among the dominant predictors of the construct. He proposed that burnout might additionally be one of many possible responses to the excessive place of work stressors. However, it was argued that personnel, which uncovered a similar environment and occasions and their colleagues also respond to other causes of burnout. It meant that burnout might be handiest be a result of excessive, direct occupational related pressures, but it can also be affected by using non-work pressures, like character differences such as personality, emotional intelligence or individual attributes.

Additionally, consistent with (Schaufeli et al., 2001), research on burnout has discovered that a few employees, irrespective of excessive activity demands and extended operating hours, did no longer increase burnout. The idea of mental capital (PsyCap) has involved an essential deal of interest from both teachers and experts and has remained connected to worker attitudes, conduct, and performance, at distinctive degrees of evaluation. Just like its concept and scope, the factors that affect its improvement, also influence man or woman; organizational level outcomes are the situations of continued discussion in the literature.

In a research by (Oginska-Bulik, 2005) indicated that job-demand pressure could be decreased by lowering the job needs (stressors) and growing personal assets (e.g., emotional intelligence, high-grade mental educations, and own tendencies) of staffs. Those private sources can also check with PsyCap and its constructs. Furthermore, (Avey et al., 2010) advanced that PsyCap is associated with, and may additionally help facilitate, the professional aptness of goals of reaching better levels of worker mental well-being. Different researchers in occupational health and positive psychology have demonstrated that well-being is positively impacted through PsyCap (Avey et al., 2009) personality constructs of hope (Snyder et al., 2006), resiliency (Britt et al., 2001), self-efficacy (Bandura, 1997), and optimism (Carver et al., 2005).

Numerous of the mentioned definitions of stress and Burnout in itself implies the clear sycophantic between those two constructs, as its factors cause long-term strain leading to burnout. In research, (Maslach & Jackson 1986) described burnout as a precise kind of occupational pressure where the pattern of depravedness (Shirom, 1989) affects responses

from a variety of work demand stressors (Cordes & Dougherty 1993). Moreover, burnout has also been defined as *“an extended reaction to persistent, emotional and interpersonal stressors at the process”* (Maslach et al., 2001, p. 397) as well as an excessive case of persistent pressure, where persistent strain is mainly caused by regular emotional strain which the individual cannot manage and over time causes burnout (Cooper, et al., 2001). Additionally, (Schaufeli et al., 1993, p. 9) stated burnout as *“extended doings strain were necessities at the place of work or exceeded a character's resources.”*

Every single teacher has a unique persona and consequently can discover a few personal coping methods for dealing with occupational tensions. There is a number one stress reduction strategy, which suggested in present-day research known as PsyCap. Positive mental capital (PsyCap) includes four dimensions, hope, optimism, resilience, and self-efficacy can mediate and mild the function of stressors to burnout in early childhood teachers. In a study, Roger and Hudson's (1995) work on controlling bad emotions demonstrated that decreasing emotional rumination additionally improves teachers' ability to alleviate pressure. Having close, trusting relationships with colleagues boosts instructors' ability to relieve bad emotions and reduce pressure responses. In research on coping with stress, (Kyriacou, 2011) dichotomized coping techniques into linear movement and palliative techniques. The linear motion refers to strategy instructors can do to cast off assets of stress. For instance, if time stress and deadlines are creating tension, an immediate reaction to reduce the problem might be searching for a time postponement or looking for a change within the period.

Relaxing techniques do not deal with the source of stress itself but focus on reducing the feelings of anxiety and burnout from those sources. In the latter case, positive psychology has substantial positive impacts on teacher's health. The early childhood teachers enriched with the feelings of high optimism, hope, resilience, and self-efficacy are proved to be less affected by stress. Besides, in this way, they may produce an optimal performance, which ultimately shall lead to better output for their health and education. Some strategies may be physical, Such as rest training aimed at reducing emotions of hysteria and tension. Others can be intellectual and involve the instructor enhancing how they appraise annoying situations.

### **A. Outcomes of Psychological Capital**

There is evidence showing that PsyCap effects a variety of aftermaths at different sort of analysis, some of which we have discussed in the previous sections.

### **B. Psychological Capital and Distinct Outlook**

Numerous studies have investigated positive psychology's relationship with appropriate employee attitudes, including the organizational dedication and work pleasure (Newman et al. 2014). People excessive in PsyCap have high expectations about prospect consequences and more notion of their ability to address the diverse, demanding situations elaborated in the doings. Those high-quality psychological states encourage individuals to exert new substantial attempt, carry out well in their role, which in turn develops their

work to enchantment (Luthans et al., 2007). Studies have additionally mounted that PsyCap positively affects employees' intentions to live and their promise in the assignment in their company (Luthans & Jensen, 2005).

Growing work has also tested PsyCap's effect on undesirable employee attitudes at work, which includes their turnover intentions and mistrust (Avey et al., 2011). In studies, (Avey et al., 2008) observed that workers high in positive psychology had been more empowered, which ultimately abridged their turnover intentions. The treasured psychological useful resource additionally found to be negatively associated with cynicism, but deliverance did not mediate this courting. There had been comparable findings on the relationship among PsyCap and employees' aim to cease, in addition to cynicism, are suggested wherever different (Avey et al., 2008; Avey et al., 2009) positive mental capital and organization performance.

PsyCap has surprisingly related to effect desired and unwanted performances among staffs in the workplace, as highlighted in the findings from the latest research review work (Avey et al., 2011). For instance, a high-quality affiliation had been discovered among PsyCap, and extra-role sports along with structural ethnic group conducts (Avey et al., 2009). These subtle behaviors were attributed to the positive emotions in all likelihood skilled (Norman et al., 2010) with the aid of individuals excessive in PsyCap who use broader concept and action repertoires to resolve issues (Avey et al., 2008). It has been discovered a weak yoke among PsyCap and undesirable behaviors' in the workplace along with counterproductive or deviant conduct (Norman et al., 2010). Within the meta-analysis (Avey et al., 2011), the evaluation highlighted additional outcomes related to PsyCap. Individuals excessive in PsyCap show off lower levels of absenteeism (Avey, Patera, & West, 2006) and job search conduct (Avey et al., 2009). Additionally, at the team level report showed that a high stage of PsyCap attached to the crew's performance (Walumbwa et al., 2011).

### **C. Psychological Capital and Overall Performance**

Theoretically, individuals high in PsyCap have more capitals to attract upon to pursue goals (Hobfoll, 2002), and consequently can do improved jobs than the ones low in precious mental resource (Newman et al. 2014) in analysis and experiential educational dealings. For illustration, (Luthans, Avolio, et al., 2007) connecting that PsyCap turns out to be positively correlated to person level progression overall performance and that it accounted for higher degrees of performance over and above of character and relevant self-beliefs. Further, (Avey, Nimnicht, & Pigeon 2010) dichotomize a positive affiliation between PsyCap, business, and supervisor's overall performance of workers within the financial service's enterprise. Subsequently, the usage of longitudinal information (Peterson et al., 2011) confirmed that employee PsyCap changed into positively associated with both manager level overall performance and their overall economic performance based entirely on personal income figures.

An excellent relationship between positive psychology and overall task performance have additionally been discovered (Luthans, Avey, et al., 2008) in United States cultures

together with China (Newman et al. 2014). Even though it was ignored via (Avey, Reichard, et al.'s 2011) meta-analysis, PsyCap has been discovered to encourage employee's creative overall performance, trouble solving, and innovation at the man or woman stage. For instance, (Sweetman et al., 2011; Rego et al., 2012) found that PsyCap was undoubtedly associated with innovative overall performance. In another research by (Avey et al., 2011) positioned that PsyCap was undoubtedly associated with trouble-solving performance and specified uniqueness. It was also excluded from (Avey, Reichard, et al., 2011) meta-analysis, the connection between PsyCap and performance of the team and organizational stages. For example, an experimental design with engineers, Walumbwa et al. (2010) hooked up that general positive psychology related to individual PsyCap, which in turn turned into undoubtedly associated with follower performance.

In a study, (Walumbwa et al., 2011) more significant accumulation of positive psychology refers to the collective mental state of development that is classified by (four features of character-level positive psychological capital) (p. 6, Walumbwa et al., 2011). They observed that collective PsyCap positively related to group level performance and mediated the liaison between actual management and organizational behavior. Likewise, another research by (Clapp-Smith, Vogelgesang, & Avey 2009) detected that man or woman level contributors' PsyCap and forwarded into the team stage and positively related to organization overall performance. Subsequently, (McKenny et al., 2013) determined that organizational level PsyCap was strongly associated with the resulting finance of the organization.

#### **D. Intellectual Capital and Individual Well-Being**

PsyCap has additionally been showing to enhance the quality of workers' effort and personal lives. In research (Baron et al. 2016) discovered that the PsyCap of marketers transformed into their wellbeing by plummeting stress. Additionally, PsyCap has also been prepared to influence employee comfort over time (Avey et al., 2010; Culbertson et al., 2010; Luthans et al., 2013). PsyCap can also explain the association between joblessness and comfort (Cole, Daly & Mak, 2009).

#### **E. Extra Results of Positive Psychological Capital**

Many scholarships had explored the affiliation between a positive intellectual resource and outcomes, in a way, perception of safety environment, the intentions of career seekers to pursue employment within a global organization, and developing functions of businesspersons. Notably, (Bergheim et al., 2013) discovered evidence poignant on positive psychology to insights of safety environment in separate techniques of air visitors controllers, and (Alkire and Avey, 2013) observed that people high in PsyCap were superfluous undoubtedly to searching for employment with a transnational institution.

## 1.2 Justification and Rationale of Research

### 1.2.1 Research Interest Based on the Practical Significance

#### A. Culturally Most Honorable Profession in China and Pakistan

Despite many challenges that an early childhood teacher faces in an academic and social environment, the teacher gets much help from the culture in the form of respect and appreciation, which work as moderators of stress. There are numerous examples and personal experiences of the ECE teachers and researchers to quote in the prospective situation. Most of the parents encourage their children to become a teacher due to the quality of life in the profession. Some other factors also contribute to this situation, peaceful life, love of knowledge and enthusiasm for life-long learning and religious obligation. These elements contribute as a moderator and mediator of stress relieving methods that also encourage a teacher to excel in the field of early childhood education as compared with other professions. Here are few most reverential words said by a pupil' parents to an ECE teacher in Pakistan!

*"You being teachers owns respect as a father in our religion Islam; please take care of our kid and fill with knowledge; our child is hope for us."*

#### B. Love of Profession

Many early childhood teachers love the profession and enjoy the company of kids; this is also a moderator of stress. Children naughtiness and simple activities promote their interest in the professional and keep them energetic. Here are a few words of children, which an early childhood teacher in Pakistan likes very much!

*"You already know, I am very special to this universe. Very special."*

*"We are suitable people."*

*"Lots of kids can see invisible stuff."*

*"My mother has a tale approximately fish undies. No one is aware of the way it goes."*

*"Once I develop up I am going to be an artist and a mother and a slingshot."*

*"My sillies are caught like arrows in my coronary heart."*

*"Once I grow up I want to be a doctor or a nurse or a fish or a brush. I can be anything I want."*

#### C. Tremendous Effects of ECE Teachers' Personality and Positive Psychology

The teacher's personality and positive psychology aid him in dealing with stress and stressful situations. Though the teacher faces an adverse situation, his mindset finally saves him from those adverse effects. This study arises from the optimal sensible exploration of the concept of stress, positive feelings had better aid early youth teachers' health, and there may be a lack of existing statistical information on this area. By way of the great teaching profession, the researcher discovered that few teachers thrive irrespective of what inhabited in their route while others retire to the teachers' practical life areas while complaining about the burdens positioned on them. There has been an outstanding bargain in the teaching

field unevenly; some teachers experience burnout because of the stressors of teaching (e.g., Conley & Woosley, 2000; Haberman, 2005), I am curious about individuals who thrive in the critical teaching situations.

As a researcher, I am interested in how some teachers utilize or interpret the stressors confronted by all teachers in a way that offers determination to contribute to their work. It also leads to the discussion that a researcher's maximum vigorous role in those studies is to assist teachers' health and their development. I hope that this research may offer some insight and help teachers who already practice their work from a constructing angle and the techniques to foster that facility in others. Consequently, the practical purpose of this examination is to analyze how early childhood teachers describe incorporating the stressors inherent in the profession of teaching into the meaningful work, especially in the extents of understanding eustress and psychological capital to capture eustress and encompass it into the leadership of schools.

Notably, some early childhood teachers speak about stressors composed with responsibilities, the effects of deficiency of positive psychology, and increased requirements of schools. It is activating something of a moral imperative to do outstanding work instead of as forces that victimize teachers and prevent them from doing a supertask. The standards of eustress and mental capital are rising in the literature as useful constructs to inform and prepare an exploration of good stress in the subject of education. To this point, there has now been gaining knowledge with these concepts in the area of early childhood education. All of the studies on stressors in education facilitates the additions in psychological burnout. The present studies goals are to establish a brand new concept within the field of early childhood education that specifically shall focus on the quality of early childhood teachers incorporating within their field of the work.

#### **D. ECE Teachers Low Social Standard**

There was sometimes a discouraging stressful status quo for early childhood teachers when they are regarded as low standard teachers in society. According to the researcher experience, few teachers hide their ranking and identity as an early childhood educator because of low social standard in some areas or part of society. Sometimes the children behavior and prejudice leads to a problematic issue for teachers.

#### **E. Inexpert and Less Qualified Teachers**

Early childhood teachers' low qualification and incompetence in dealing with the staff and classroom challenges are the sources of stress in Pakistan and China. Here we make two contradictions this research is interested in what the factors related to teachers personal and background characteristics enhance the concerns for an early childhood educator. The teacher faces many challenges while teaching the kids; the main thing could control the classroom and teach them effectively. At the same time, the administration pressure and many requirements like, tests results and exams are the constant sources of a strain for early childhood teacher!

## **1.2.2 Research Interest Based on the Theoretical Significance**

### **A. The Effects of Work Stress on Teachers' Professional Development**

Teaching has become a stressful occupation over time (Hepburn & Brown, 2001). Teaching is greater worrying profession nowadays because of the fact teachers have time limits to meet additional duties. These responsibilities include lesson planning, preparation, accountability for average pupil performance, study room control, supervisory role, and extracurricular activities and monitoring. Identifying possible stressors can help teachers choose positive managing strategies rather than adversarial schemes that may be morbid towards other features of life. This projected research is highly valuable because it has investigated the stressors, burnout and moderation and mediation effects of positive psychological capital that directly affect early childhood school teachers' professional development. If they can classify conceivable stressful states, teachers can actively use managing plans to treat and can avoid the situation altogether.

Managing stress is essential for early childhood teachers so that their trauma does not interfere with the achievement of their academic goals and they may have a better quality of life personally and professionally (Guglielmi & Tatrow, 1998). Knowing this is vital because teachers can recognize stress so that they can take the appropriate steps to deal with it positively. The teacher has become the first hauler of stress typically pretentious by the stressors of the everyday activities in the present educational system (Hepburn & Brown, 2001). It is essential that teachers should develop proper managing strategies for stress that are unique to their personalities and everyone reacts to stressors differently. It is vital to research and practice alternative managing strategies to find what will help them.

These measurements will allow teachers to have a greater sense of persistence, motivation, and clarity about their abilities (Bachkirova, 2005). This research involves a convenience, clustered sampling of existing early childhood education teachers. This study intends to research the quantitative research method, which has given insight into their perceptions of stress and explains why teachers' identity of work-related factors serve as sources of stress (Blase, 1986). Teachers need to determine what level of stress they are experiencing, and how it is upsetting their teaching life before they can learn to integrate affirmative managing policies.

It is vital that teachers stress can be diminished with positive psychological constructs, which could then lead to an improved and more satisfying career. There has been much research which has targeted exclusively on teachers and found a positive relationship between job satisfaction and stress managing skills and teachers who create a favorable psychological environment, adorns the arrangement of obligations, lessens conflict, and are furnished self-guidance generally tend to extra cheerful and better-ready to deal with the strain. In another research (Howard & Johnson, 2004) interviewed principals at three different faculties in Australia to understand teachers who insistently and correctly had been capable of address stress. In contrast to independent research, the authors targeted on what those teachers had been doing right to deal with stress positively. The

authors originated that these teachers had a sense of union robust support groups that took pride in their attainments and had competence in areas of particular prominence.

Cockburn (1996) directed a questionnaire to three hundred and thirty-five primary school teachers to get statistics on how teachers acquire managing strategies, their knowledge on the available procedure, and their opinion of these methods. The questionnaire displayed that most teachers are aware of stress reduction techniques and acquire new technologies over their coaching involvement, but will not pursue out expert sources for advice. This projected study will also explore possible strategies that childhood teachers can manage the stress that is straight forward related to their specific work environment.

### **B. Realization of Early Childhood Teacher's Emotional Demand and Effects on Health**

Stress can have adverse effects on teachers' physical and mental health (Sutton, 1984). Job stresses have a devastating impact on employee health and well-being as well as has a negative influence on the economic and works production inferences for organizations. Work-related stress is high which results in absenteeism, workers turnover, diminished output, health issues, lawful and insurance expenditures and workers' compensation payments. To develop policies for dealing with job-demand stress is a massive exertion; administrations frequently try to detect resources of strain and are in search of methods to restrict its effects through the diffusion of worker programs or strategies (Cooper et al., 2001; Hahn et al., 2011). Stress is an idea that has been inspected widely in both scholarly literature and popular newspapers.

Circa everyone has some understanding of what the stress is, and most of the people possibly can claim to have been experiencing it in a nearly past and in the future of their work lives. Nodaway's place of business is competitive, changing, and produced from many regions concerning regular jobs and moral decision-making (Crouter & Manke, 1994; Prochaska et al., 2001). The variety, intensity, and type of demanding situations are converting and growing. Non-public threshold "pushing" on the subject of those demanding situations often causes stress in the workplace. However, employers are looking for people who thrive on chaos or uncertainty, and who research and develop thru trouble (Hamel & Valikangas, 2003).

To carry out stress is inherent in any job, but the effects vary. Many organizations have systems or programs to help personnel reactively deal with the effects of stress are springing up from a place of work burdens. However, most officialdoms do not realize the total capacity of their human assets (Avolio, 2005) because it is not proactively investing in workers' health. The useful personal resource is most usefully centered on the deficit of reactive response to trouble, not on optimizing ability; as a result, the human resources of many organizations are often no longer wholly evolved or managed to their full potential. This research has investigated to keep healthy in at the level of the man or woman's control of a number of the variables around strain.

### C. Scarcity of Research on the Present Model of Constructive Variables

The research on teachers strain is in particular entrenched in the literature of psychology, is ordinarily quantitative, and lack of positive psychology unique contexts. This research contributes to teachers' particular description of stressors and their favorable response to them, gathering records approximately the quantitative descriptors of both mental capital and stress. The practical well-being of teachers at once influences schoolroom results and school communities (Reese, 2004; Simbula, 2010; Beaudoin, 2011). Exploring stressors as a task that lets in the man or woman to make sense of the area provides a qualitative, tale-telling, meaning-making realm, bringing the work strain free out of the strictly quantitative grounds.

Dr. Hans Selye reformed a pioneering research work defining and expertise on stress. In his early work, Selye (1976) defined stress as *"the non-specific reaction of the setting to the needs made upon it"* (p. 14). Stress is a vibrant condition, related to the interplay between a person and the surroundings, *"wherein there is a possibility, a constraint, urgency, stress, mental or bodily tension, or call for related perceived consequences, each convinced and ensure"* (Sorenson, 2007, p. 10). Stress is also contextual and involves a system (Folkman, 2010) despite the fact that recently we conceptualized wholly or solely terrible stress, the expertise of stress has taken on an existence of its personnel, in healthy lifestyles and the studies reveal that it can be characterized as undesirable and inevitably having maladaptive results for individuals or groups.

The relationship between stress, burnout, and positive psychology are most typically regarded as a contrary response that discomforts well-being, inflicting the initiation of coping strategies, which in turn affect the character of a stress response (Edwards & Cooper, 1988). Most researched people so far have targeted on identifying reasons for misery, figuring out coping mechanisms, and developing approaches to managing the undesirable consequences of adversity. Distress is the physical and mental response of the surround and the mind that outcomes within the need for coping. Pain is the terrible side of responding to a stressor, resulting in destructive consequences frequently related to poor health. The causes of administrative center stress were explored in a few depths by using researchers and human resource departments; the damaging effects of strain within the place of the job are apparent in employee absenteeism, morale, and prolonged existence.

Teachers had reported higher degrees of work-associated stress than in other white-collar professions (Nerrell & Wahlund, 1981; Cox & Brockley, 1984). In the study of work-related, stress (Britain et al., 1984) discovered that teachers mentioned extra job-associated stress than non-teaching professions. This examination primarily based on a self-document measure wherein teachers recognized five regions of stressors: teaching, nature of the work (workload, study room state of affairs, assets, student behaviour), the bodily work environment, the faculty concern (size, management, position of the instructor), and the relationship among the school and the network. Resources of stress for teachers are inherent in the activity of schools. Teachers face stress to complete obligations, to keep away from mistakes, in work overloads, through high stakes trying out, demanding administrators, disgruntled colleagues, an irate mother, and father (Sorenson, 2007).

Teachers are required to solve problems, manage conflict, set goals, manipulate time, make ethical decisions, and address organizational duties and further teaching in different educational realms. It is far clear by experiences in operating with a massive variety of teachers in both city and suburban settings and each big and smaller schools that strain does now not need to be synonymous with burnout. The researcher has worked with teachers in situations in which assets are limited each in and outside the faculty, class sizes are widespread, and many college students and households are sick-gearred up to cope with the needs of the education machine. However, a few teachers thrive even under damaging conditions. How is it that the stresses integral in these days' education device lead to burnout for so many teachers, but for some others seem to provide a meaningful base for the work they have completed.

In the past, essential personality types are few people better ready to cope with the stress, if thus, there must be a method to substitute that capability in others there positive psychological capital mechanism is effective as moderating and mediating effects. By viewing stressors positively may lead to extraordinary consequences than if stressors appeared as entirely unfavorable to individuals and organizations. If an individual perceives that he can meet the demands of the attacker, and meeting those needs is essential to him, a superb stress reaction can be produced (Edwards & Cooper, 1988). It can be possible that the stressors that constituent into work stress also certified as contributing to productivity and work engagement.

The options of the results of stress and the ability to cope with them were different as stressors were examined through the lens of tremendous psychology. The one who is better in positive psychology as the way some individuals make sense of their global, with all of its stress, and do no longer appeared always subjected to the harmful effects of massive and small stressors described. Can that capability be developed? The motive of this dissertation research is to examine how individuals, in this case, teachers describe the representation of their resources, recognized in this paper as psychological capital, in handling stressors of their occupation in a way that offers to mean to their everyday work.

#### **D. Moderation Effect of PsyCap on Teachers' Job Stress and Burnout Relationship**

Even though an incredible deal of studies has focused on inspecting the relationship between PsyCap and workplace results, there was relatively limited research at the features, which may be furthermore insignificant in this type of associations. Accordingly, on the particular stage (Norman et al. 2010) located that organizational characteristics moderated the connection among employee PsyCap and their organizational citizenship behaviors deviant conduct, in this form of manner that PsyCap's superb effect has become more potent even as identification with the business enterprise has become higher. Walumbwa et al. (2010) found that provider climate (a team-stage moderator) moderated the connection between a man or woman stage of positive psychology and task performance wherein the affiliation become stronger when the service climate was more bravura and pleasant. In research (Baron et al., 2016) determined that the stress decreasing impact of PsyCap was stronger for older than younger vendors.

Likewise, Hmieleski and Carr (2008) uncovered a high-quality relationship between the PsyCap of marketers and new challenge performance, in particular for those running in dynamic developed environments. Another stream of research recognized in the meta-analysis has dealt with PsyCap as a moderating variable at the particular degree of analysis and tested how it interacts with different variables to steer work effects. As an instance, (Abbas et al., 2014) discovered the negative association between organizational politics and overall performance; the job immodesty becomes weaker for those high in positive psychology. Other researchers (Roberts et al., 2011) found out that PsyCap moderates the relationship between stress and incivility in such a way that the link is weaker for those excessive in PsyCap. Studies carried out with the aid of (Cheung et al., 2011) discovered that PsyCap moderated the relationships between hard emotional work and job satisfaction and burnout such that the bonds are weaker for those excessive in PsyCap. In research, through (Chadwick and Raver, 2013) demonstrated that the adverse outcomes of perceived resource constraints on danger agreements and continuous development behaviors had been simplest sizable for personnel truncated in PsyCap.

There has additionally been growing research examining whether PsyCap affects follower responses to individual leadership behaviors. In research by (Cunningham et al., 2013) found that positive psychology have an impact on of abusive supervision, concerning the delinquent behavior and lower stages of organizational behaviors, and it turned into more persuasive for those who are weak in PsyCap. Similarly, (Newman et al., 2014) observed that the relationship between real leadership and followers' task performance through leader alternate become more potent for those who are lower in PsyCap. This study probably attributed to the particularly nascent nature of the field; teachers have been targeted trying to expose that PsyCap "makes a distinction" to overall performance to justify a persevered consciousness at the construct.

At the same time, the current evaluation is consistent with a meta-analytical review (Avey, Reichard, et al., 2011) reporting an exact link among PsyCap and employee attitudes, conduct and overall performance results at the person degree of evaluation, highlights additional findings not protected with absenteeism, process seek behavior, innovative execution, innovation, and safety environment. There are recognized studies investigating antecedents of PsyCap as well as a developing variety of limited situations wherein positive psychology is more significant or less influential. Next, unpretentiously these days' scholars have started to apply longitudinal designs or incorporate other measures of PsyCap into their analyses. The researcher has observed inconsistencies with findings regarding the character of the relationship between PsyCap and stress at work. While some works suggest that PsyCap acts as a buffer to neutralize the undesirable results of demanding working environments (Roberts et al., 2011; Abbas et al. 2014), different work indicates that stress at work may additionally result in decreased stages of PsyCap among personnel (Newman et al. 2014)

These differences raise questions as to whether PsyCap influences; how shall we respond to the world? Instead of deriving from the influences of the showground. Conceptually it can be anticipated that if PsyCap is indisputable, mental useful resource

individuals can draw upon; it is going to play an essential role in buffering the impact of diverse challenges thrown on the individual. The researcher encourages future studies to discover whether this is indeed the case. Eventually, even though most of the study is at the particular stage of evaluation, as highlighted by meta-analytical work (Avey, Reichard, et al., 2011), recent work has started to examine PsyCap as a group or organizational degree and attempted to discover its association with the crew and organizational outcomes.

### **E. Mediation Effect of PsyCap on Teachers' Job Stress and Burnout Relationship**

Developing work has identified factors, which result in or inhibit PsyCap formation. This research respectively suggests the malleability of the construct to external impacts and additionally identifies possibilities for intervention. Understanding the antecedents of PsyCap can assist groups in broadening a bolster PsyCap workplace systems, i.e., aid mechanisms and leadership creativities. We now evaluate research highlighting the antecedents of PsyCap in addition to studies evidencing PsyCap as mediating the relationship among those antecedents and various character, group and organizational results. There's developing proof that the source of habitation of business assist PsyCap development in personnel, as it offers them extra hope to seek out new and one of a kind pathways to reap their goals, and serves as an aid that let them bounce back fast after a setback (Luthans, Norman, et al., 2008). As an example, (Liu, 2013) observed that employees who perceived higher tiers of manager assistance had higher degrees of PsyCap, which in flip anticipated higher levels of overall performance, and (Luthans et al., 2008) located that PsyCap completely mediated the relationship among a supportive organizational climate and their job performance.

The research by (Nigah et al., 2012) discovered that arrogance with buddying; a socialization mechanism typically used by corporations to support recruits, brought about better stages of worker PsyCap, and in turn anticipated their work commitment. In research (Mathe & Scott-Halsell, 2012) found out that worker perceptions of external influence had positively related to their PsyCap. The modern work demonstrates that people who face annoying operating surroundings and high ranges of role family conflict, exhibit decrease tiers of positive psychology than those who meet much less demanding reports. For instance, Liu et al. (2012) found those woman medical practitioners who felt below rewarded and over dedicated had reduced stages of PsyCap and it was negatively associated with depressive symptoms.

Further, studies by (Wang et al., 2012) found that PsyCap partly mediated the connection between work-family conflict and three dimensions of burnout, for female scientific practitioners. Another observe additionally tested that better levels of employment uncertainty caused decrease ranges of PsyCap, which in turn anticipated better ranges of strain and lower ranges of the meaning of lifestyles (Epitropaki, 2013). In a study (Combs et al., 2012) found a productive relationship between the energy of an individual's ethnic identity and their PsyCap. The authors argue that as individuals apprehend more approximately their moral integrity and triumph over boundaries and challenges alongside the way; this should allow them to increase their PsyCap. In research

(Ngo et al., 2014) examined the effect of a character's gender position orientation on their positive psychology and perceptions of professional achievement.

Even though people high in masculinity and femininity have been determined to exhibit better tiers of PsyCap, the mediating consequences of PsyCap on personal profession fulfillment and stronger for those excessive in masculinity. The latest research has examined the mediating function performed via PsyCap in linking transformational and real leadership behavior to man or woman and team-stage work consequences (Newman et al. 2014). In a research Gooty et al., (2009) found that PsyCap fully mediated the relationship among transformational leadership, and both follower job overall performance and organizational citizenship behaviors. Similar findings pronounced through (McMurray et al., 2010) who found an unusual association among management conduct transformational and transactional and PsyCap, Woolley et al. (2011) who observed a productive relationship between real management and PsyCap, and Rego et al., (2012) who observed that PsyCap absolutely mediated the relationship between actual management and worker creativity.

On the employer, Walumbwa et al., (2011) discovered that the collective PsyCap of the group mediated the connection between authentic leadership group performance and group organizational behaviors. Finally, recent work via, (Youssef et al., 2013) discovered that leading real resource was positively connected to an adherent of PsyCap, being mediated by utilizing social relationships. Despite such findings, few studies have tested the relative importance of different leadership styles to PsyCap development, which entails the delegation of responsibility to subordinates, i.e., allotted or participative management (Pearce & Conger, 2003).

#### **F. Assessment of PsyCap, Stress, and Burnout in Islamic Culture**

These studies intend to research the superb results in early childhood teachers of their professional lifestyles related to work stress which strengthened by using advantageous psychological capital in Islamic lifestyle. Although researchers have begun to examine PsyCap as a crew or organizational stage phenomenon (McKenny et al., 2013; Walumbwa et al., 2011), current work has predominantly conceptualized PsyCap as an individual level construct and tested its antecedents and courting with work outcomes on the private degree of evaluation. This research shall strengthen our knowledge concerning the antecedents and consequences of PsyCap, which can be carried out through using multilevel studies designs and analysis within the following ways. First, although the excellent deal of labor has tested same level direct impacts on the person degree, including the effect of personal level PsyCap on private degree task performance and organizational citizenship behaviors (i.e., character-degree predictor → man or woman-level criterion), to observe equal stage direct influences at the crew or organizational level of analysis.

The researcher considers exploring the connection between PsyCap and outcomes in the Islamic way of life at exclusive tiers of analysis confers critical benefits. First, from a conceptual attitude, such studies might longer most straightforward shed light significantly at the appropriateness of aggregating PsyCap to better ranges of analysis. However, it

might additionally permit us to evaluate the suitability and value of the theories underlying predicted relationships. Secondly, from a sensible attitude, an exam of the liveliness of associations between PsyCap and consequences at particular degrees of analysis could allow companies to evaluate higher whether restricted resources need focusing toward growing PsyCap on the character, group or organizational stage. For instance, more well-known work could be done to study the relationship between group-stage PsyCap and team results which includes the better results in the relationship of (i.e., predictor (job demand) → criterion (burnout)).

As a particular stage, PsyCap has been observed to enhance employee activity superiority (Luthans, Avey, et al., 2008; Luthans, Avolio, et al., 2007), a similar relationship probably expected between crew PsyCap and team satisfaction. The collective level PsyCap can also be associated with team engagement for the reason that self-efficacy (Bandura & Cervone, 1986), dispositional optimism (Carver, Scheier, & Segerstrom, 2010), and resilience are generally linked to persistence and promises (Fagan et al., 2009; Hakanen & Lindbohm, 2008). In the connection between the group level PsyCap and creativity, it would be exciting to discover if the positive relationship between PsyCap and character creativity (Rego et al., 2012) holds at the group degree. The evaluation of the PsyCap literature suggests that essential studies have been carried out over a previous couple of years concentrating at the size, antecedents, and results of PsyCap. However, being a new field of investigation, there may be an unlimited scope to improve the information of PsyCap. In this phase, the dominant survey has a timetable for further research on PsyCap by way of emphasizing three essential gaps in the current research.

Specifically, there is want to pay extra attention to viable multilevel packages of PsyCap studies, observe the underlying mechanisms employing which PsyCap impacts character, school, and organizational effects, and perceive potential elements which may additionally moderate and mediate the connection among PsyCap and its consequences at specific ranges of evaluation. This study concentrates on these three areas because by considering that it has the highest capability to enhance theorizing surrounding the PsyCap construct. Research in the three areas highlighted above will provide us with the other outstanding knowledge of why PsyCap has positive effects on official based results at different ranges of evaluation, and the contexts in which PsyCap will have the most significant impact. It will additionally have widespread practical blessings through helping organizations to design work environments and practices that contribute in the improvement of PsyCap and permit individuals and groups to make use of their PsyCap to their improvement and that of their advancement.

### **1.2.3 Overall Objectives**

This proposed research will focus on the following closely interrelated aspects of the Early Childhood Teachers Stress in China & Pakistan.

This comparative proposed research will focus on four closely interrelated aspects of the Early Childhood Teachers Stress in Pakistan and China.

- 1) First, it had examined the current situations, and dissimilarities of early childhood teachers stress levels between the two countries.
- 2) Secondly, it had compared the factors concerning stress in early childhood teachers in both countries.
- 3) Thirdly, it had investigated the mediation effects of positive psychological capital (PsyCap) on Teachers stress. It had noted that positive attitude nourished by hope, optimism, self-efficacy, and resilience has a mediating impact on early childhood teacher's stress. The four dimensions of the PsyCap shall address the psychological and physiological issues regarding stress.
- 4) Finally, it will explore how PsyCap based on constructive emotions moderate the relationship among work stressors, and burnout as a buffering factor in two civilizations, Pakistan and China.
- 5) The chief aim of the present study is to understand specific aspects of psychological capital subsidize to wellbeing within the stressful occupational field of teaching.
- 6) The particular purpose of the research was to understand the existing relationship between the constructs of job demand stress and burnout by seeing the effects of PsyCap, among early childhood teachers.
- 7) What is the association between job-demand stress, psychological burnout, and positive emotions among early childhood teachers?
- 8) Is psychological capital a predictor of well-being amongst ECE teachers?
- 9) Furthermore, this research wants to investigate the cultural diversification and sound implications of positive psychology of early childhood teachers in the relationship of stressors to burnout.

Further, studies have determined that special powers inclusive of PsyCap can lower the impacts of job-demand stress upon personnel's psychological burnout. Additionally, research by (Van Katwyk et al., 2000; Diener & Biswas-Diener, 2002) has proven that happy employees are much less likely to interact involuntary turnover, even in a demanding job-related environment. Due to this, it is apparent that positive emotions (PsyCap) can also have the capability to decrease turnover intentions amongst teachers, therefore, from the objectives of the present discern aimed to answer the given studies questions.

## Chapter 2: Review of Related Literature

### 2.1 Historical Development and the Relationship of Research Variables

#### 2.1.1 The Origin and Development of Teachers Job Demand Stress

In the area of teacher stress, the theory and research started in the decade of 1970. In research (Kyriacou & Sutcliffe 1977) theorized that teacher stress could be seen as a direct model of collaboration between jobs related elements and stress itself in their early studies. In the following periods, the literature on teacher stress had been prolonged, particularly during and since the 1990s. In research (Curbow et al., 2000) presented an overview of the theoretical models in the research related to work-related stress that evolved during this period of study. Teachers stress can be conceptualized as inequality between risk and protective factors as well as it originates from risk factors at the personal, interpersonal and organizational levels. When risk factors exceed protective factors, teaching the ability to cope with adversity is repressed, likely which will result in stress and harmful consequences. (Prilleltensky et al., 2016). It is widely accepted that stress in teachers has been studied broadly in elementary school settings as well as in the higher grades (Tsai et al., 2006) but there is a lack of studies on early childhood teachers. The commonly termed 'teacher stress,' is defined as a teacher's experience of "*unpleasant negative emotions, such as annoyance, worry, strain, thwarting, or depression, consequentially from some aspect of their exertion as a teacher*" (Kyriacou, 2001, p. 38).

The research on stress among early childhood educators are limited, particularly about teachers serving low-income families and children (Baumgartner et al., 2009; Kelly & Berthelsen, 1995). The teacher's stress includes larger class sizes, lack of monetary resources, more extended hours, lower wages, and ever-increasing stress for meeting academic standards are some of the stressors that many early childhood teachers face (Kelly & Berthelsen, 1995). It is also nature of teaching, the demands of the job, and the lack of resources, financial plans, liability burdens, rising admissions, grimmer curricular prospects, and radical workloads have prepared to teach more stressful profession (Klassen & Chiu, 2010). Teaching is often a highly stressful occupation (Grayson & Alvarez, 2008; Tsai, Fung, & Chow, 2006) disproportionate workloads, children's challenging behaviors, dealings with colleagues and parents, deficiency of finance and the corporal requirements are some of the reasons of stress for teachers (Klassen & Chiu, 2010; Tsai et al. 2006). Prolonged periods of stress can lead to some emotional or psychological glitches for educators, including higher levels of hopelessness and unease (Shoemaker 2000, Tsai et al., 2006). Stress can also lead to physical diseases such as tiredness and faintness (Tsai et al., 2006). Conditions as dangerous as cardiovascular disease have been associated with high levels of stress (Hall, Johnson, & Tsou, 1993).

Some researchers think that teachers who are experiencing stress have more chances of burnout and they show less job performance and even leave the profession altogether (Caulfield & Kataoka-Yahiro, 2001). Increased tension has also been linked to a decrease in

teachers' sense of self-efficacy (Klassen & Chiu, 2010) and a higher rate of negative emotions (Grayson & Alvarez, 2008). Stress in teachers can ultimately harvest negative influences for their students, including higher dismissal and suspension ratio for young children (Gilliam & Shahar, 2006). Some researchers conducted interviews and realized terrific results in different educational settings. In a study of nine early childhood education providers, noise, daily transitions, interactions with parents and working with a particular group of workers, teachers have been facing situations that created strain (Baumgartner et al., 2009). Whereas (Kelly & Berthelsen, 1995) interviewed eight ECE teachers found time burdens, meeting the requirements of children, involving in tasks irrelevant to teaching were all reported as reasons for stress. In a survey of ECE specialists in supervision positions, low wages were cited as one of the primary stressors of their job (Caulfield, & Kataoka-Yahiro, 2001). The percentage of the teacher to a child includes long working hours, and the administrative problem had been identified as sources of stress for early educators (Gilliam & Sahar, 2006; McGrath & Huntington, 2007).

Notwithstanding, stress can also promote emotional and physical damages for teachers. In a health survey of ECE and kindergarten teachers, half of the participants reported high degrees of doings based stress and few of the teachers said a high value of contamination (Mcgrath & Huntington, 2007). Another researcher (Tsai et al., 2006) surveyed kindergarten teachers in Hong Kong described upper levels of exhaustion and feebleness that they attributed to stress. Besides, the teachers reported feelings of uncertainty, weakness, unhappiness, and unease. In a distinct review of ninety teachers, over a third stated having symptoms of depression, which they attributed to job-related, stress (Li Grining et al., 2010). Tension can also produce negative professional impacts on teachers, including burnout and negative emotions. Emotional tiredness, depersonalization, and an absence of a sense of personal achievement were associated with burnout of teachers (Grayson, Alvarez, 2008) emotional exhaustion were most prophetic of burnout for teachers.

Correspondingly, teacher stress negatively correlated to job satisfaction. Self-efficacy is another area that can be adversely affected by stress. Increases in workload and anxiety, mainly when they occur together, can leave teachers with a diminished sense of self-efficacy (Klassen & Chiu, 2010) especially about their perceived ability to handle classroom behavior. In a study conducted by (Li Grining et al., 2010), thirty percent of respondents responded owing stress; they were less confident in their capability to achieve children's classroom performances. Effect of stress was more pronounced among less experienced teachers as compared with experienced teachers. Beyond its impact on teachers, stress can lead to negative implications for learners. They found higher student removal levels in classrooms with higher teacher-student ratios and higher levels of teacher-reported stress. Further studies found a higher incidence of conduct administration problems and a lower rate of social connections between teachers and students in classrooms with teachers reporting high levels of stress (Li Grining et al., 2010)

### **2.1.2 The Origin and Development of Teachers Burnout Research**

Many studies have identified stressors in early childhood teachers those were comparable to those that originated in the research on elementary educators. These studies had a small sample size of ten childcare providers that working circumstances, networks with parents and children, and own life factors were all bases of stress (Baumgartner et al., 2009). Fascinatingly, the noise was another issue recognized as a reason for the early childhood teacher's stress. Another cause of stress described by the childcare workers correctly, the providers felt that they did not receive adequate assistance from another team because in many instances their support staff was unqualified and untrained. The childcare workers also quoted other types of stresses, which are irrelevant to the care of the children, for instance, the deficiency of educational levels among the childcare providers as well as the providers' home responsibilities and care of children Baumgartner et al. (2009). It has to be eminent that this study was lacking a demographic description of the providers surveyed.

In the second major study of stress in preschool teachers (Li Grining et al., 2010), researchers examined teacher stress about some ecological aspects such as classroom and behavior supervision, standard interface and course superiority. The research involved ninety teachers in eighteen courses. The self-reporting measurement scale was used to measure teacher personal factors (education and experience) and work-related stressors (job demands, assets, and controller). It had indicated that head start teachers with higher levels of stress had lower quality scores for social interaction within the classroom environment. Expectedly, these same teachers struggled with managing children's behaviors. In one of the few studies of early childhood teachers, researchers identified some sources of stress based on an inspection of the teachers' daily life works (Kelly & Berthelsen, 1995). The stresses satisfying children's needs and completing non-teaching errands were all noted as sources of stress in the teacher journals. Distinct areas of stress stated by the teachers included forfeiting their own needs, collaborating with parents, trouble in harmonizing early childhood practices with organizational prospects, and handling work-related relationships. Adding further, the challenges of assisting children with special needs, one to one attention and course and behavior supervision also created stress for ECE teachers.

According to Kelly and Berthelsen (1995), an essential theme in the literature was the teachers' strive to teach as a whole child, their physical, societal, and mental needs, in the face of the many difficulties they come upon. The contest of meeting those needs in the setting of the many other daily tasks and densities was the main reason for the teachers' stress. A second chief cause of stress that Kelly and Berthelsen (1995) identified is the growing time that teachers spent on non-teaching tasks. These tasks included additional paperwork, secretarial duties such as phone answering, cleaning the teaching space, ordering and receiving the material, and report write-ups. Two more studies have identified stressors in the early childhood teachers that were similar to those initiated research elementary teachers. The study employed only ten childcare providers (Baumgartner et al., 2009). It was reported in this study that working conditions, interactions with parents and children, and personal life factors were all sources of stress.

Interestingly, among early childhood teachers, the noise was recognized as a significant cause of stress. The lack of help was also a source of stress stated by the childcare providers that have been ignored in the research with elementary school teachers. Individually, the suppliers felt that they failed to receive adequate relief from another team because of several instances; their support for employees was unqualified and untrained.

The noise was taken as a particular cause of stress, According to Baumgartner et al. (2009), the kid care suppliers additionally cited different sources of stress not associated with the direct care of the youngsters, like the dearth of education among the kids teaching providers. Besides, the second major contemporary study of stress in a time of life academics (Li Grining et al., 2010) found some environmental factors like schoolroom and behavior management social interaction and program quality.

The analysis concerned ninety academics in eighteen start programs. Teacher stress was measured through self-reported personal factors (education and experience) and work-related stressors (job demands, resources, and control). Results indicated that academics with higher levels of stress had lower quality scores for social interaction at recesses the schoolroom. Not amazingly, these same academics struggled with managing children's behaviors. Turnover is another consequence of teacher stress with adverse effects youngsters for kids since teacher's negative emotions are related to lower quality care for children (Caulfield & Kataoka-Yahiro, 2001). The teacher's stress has numerous psychological and physiological interpretations. Still what is presently far renowned from the minimal analysis is that eustress is a gift within the ECE room, and their square measure a range of distinguishing factors which may produce stress for ECE academics (Kelly & Berthelsen, 1995).

### **2.1.3 Origin and Development of PsyCap Research**

At the brink of the twentieth century, a relatively new tactic to psychology gained admiration known as PsyCap. Positive psychological capital is a unique resource from the constructive and progressive state of an individual as characterized by high self-efficacy, optimism, hope, and resiliency. (Luthans F & Youssef, C.M. 2004). To characterize the positive psychological resource, Luthans and his companions provide a set of inclusion measures. They argue that it needs to be stranded in concept or studies, have stringent measures and ought to be stated like instead of trait-like, therefore having the capacity to be evolved through education and deliberate practice (Luthans, 2012; Luthans, Avey, et al., 2008). Based entirely on those criteria Luthans and his co-authors describe positive psychology as a man or woman's superb mental kingdom of improvement, which contains four positive mental resources: self-efficacy, optimism, hope, and resilience.

### **2.1.4 Relationship between PsyCap and Psychological Burnout**

According to Zapf (2002), several antecedents of burnout had been diagnosed in distinctive research and contexts, but little research has been performed to find out the extraordinary emotional factors that could predict Burnout. In the meta-evaluation of literature on the predictors of Burnout (Lee & Ashforth, 1996), it was observed that workload, role pressure,

and position conflict, had been among the first-rate predictors of burnout assembling. He proposed that burnout could also be one of many viable responses to the excessive pace of job stressors. However, it argued that workers, which are uncovered to the same environment and instances as their colleagues, might also respond otherwise to it. A few personnel broaden burnout at the same time as others result in a general situation. It implied that burnout might best be a result of excessive, direct occupational associated pressures; however, also to be affected employing non-work pressures, such as man or woman differences (character, emotional intelligence or personal attributes). Additionally, according to (Schaufeli et al., 2001), research on Burnout has observed that some employees, regardless of high developmental needs and extended operating hours, did not broaden burnout.

A helpful psychological attitude might contribute to this phenomenon to the outcomes of specific mental strengths and traits, which ought to prevent Burnout (Schaufeli et al., 2001). For example, (Salanova et al., 2006) advanced a version whereby invaluable assets of Self-efficacy beliefs, beyond achievement and beautiful feelings, which in turn growth well-being and performance. In addition, they determined proof that vulnerable self-efficacy beliefs result in expanded stages of burnout and lousy performance. This study underscores the importance of self-efficacy, as well as different superb consciousness concepts, in order to save the prevalence of burnout. Furthermore, in a study amongst 2249 Norwegian instructors in nursery schools and primary schools (Skaalvik & Skaalvik, 2010), self-efficacy was negatively associated with teachers burnout. In this scenario, burnout (as measured through the MBI-ES; Maslach et al., 1996) showed wrong correlations (emotional exhaustion and depersonalization) with self-efficacy (as measured with the aid of the Norwegian teacher's self-efficacy scale (Skaalvik & Skaalvik, 2007).

However, a few argued that mental strengths are insufficient to resist the detrimental consequences and stressors of harsh surroundings. Cherniss (1995, p. 166) warns towards overemphasizing own virtues: *"recognizing that positive man or woman characteristics help experts to avoid Burnout should not distract us from the effective elements in the work surroundings that lead to burnout."* In a similar vein, studies have proven that psychological factors explain not extra than 30% of the variance in work-associated outcomes, like Burnout (Kruger, Veldman, Rothmann & Jackson, 2002; Rothmann, 2001). As proved by using numerous different health and well-being studies, on the way to be mentioned in the subsequent phase, personal virtues and constructs of positive psychology (like PsyCap) may want to indeed play a good-sized role in the improvement of process-call for stress, and therefore, owing to the fact that elongated stress leads to burnout.

### **2.1.5 Relationship between PsyCap and Teachers Job Demand Stress**

Oginska-Bulik (2005) indicated that occupational strain could be reduced by decreasing the work needs (stressors) and growing the individual assets (e.g., emotional intelligence, super mental reviews, and personal dispositions) of employees. Those personal traits can also be associated with PsyCap and its constructs. Moreover, in research (Avey et al., 2010) suggested that PsyCap is associated with, and may additionally facilitate, the occupational

health aimed at achieving better ranges of employee mental wellbeing. A researchers in occupational fitness and fitness psychology have shown that wellbeing is truly impacted with the aid of PsyCap (Avey et al., 2009), similarly to its individual constructs of self-efficacy (Bandura, 1997) hope (Snyder et al., 2006) resiliency (Brit, Adler & Barton 2001), and optimism (Carver et al., 2005).

In the significantly analyzed researched (Lazarus and Folkman 1984), it was argued that human beings go through pressure while they lack the resources to deal with active sports. Those authors further argue that PsyCap may be one of the essential properties wanted for employees to deal with demanding occasions or conditions at the job and thus minimizing their signs and symptoms of pressure. Mainly, Lazarus (2003) recognized self-efficacy, optimism, hope, and resilience as appropriate ways of exploration for additional desirable expertise in people who are adept to strain. Those four constructs of PsyCap play a leading feature in the individual and their environment, which influences the notion what the individuals make in their work, demands in order to decide the effect of these needs on a person. It can be either excessive quality or terrible situation; for instance, an individual with high tiers of self-efficacy will no longer perceive challenging way projected as a stressor. It is because they take delivery of a realistic feeling and they got the capability to cope with the given duties and hence have the coping resources to deal with the demand. It may lower the stress of the teachers, and perhaps it may need to impose at the individual. Avey et al. (2009) found that an awful relationship exists amongst the positive psychology of employees and their perceived signs and symptoms of occupational strain. They have done this study in a sample of 416 working adults from a variety of occupations and trades and used the PCQ-24 to measure PsyCap (Luthans, Youssef et al., 2007) and (Lovibond & Lovibond, 1995) degree stress symptoms. This finding contributes to the information that nowadays employees want to draw from unrecognized and in large part, untapped useful resources, such as PsyCap, to assist them in fighting the dysfunctional results of stress in the present day of business.

However, the relationship between hope and place of work pressure has received little research interest. Nevertheless, there is compelling proof from hope studies in unique contexts (e.g., scientific psychology and athletics) suggesting that hope may additionally provide people with foreign aid for worrying artwork conditions. For example, (Snyder et al., 1991) have demonstrated that hope has a huge awful correlation with anxiety. Mainly research shows that a person's preference stage can safeguard towards perceptions of vulnerability, uncontrollability, and unpredictability (Snyder, 2000) powerful coping with strain might be pondered in the capability to hold excellent results in the face of unattractive lifestyles occasions (Ryff & Singer, 1998), which is every day with the definition given for optimism by means of (Scheier & Carver 1985). Another research by (Lyubomirsky, King and Diener 2005) said that glad and excellent characteristics humans have higher bodily and intellectual health. In their evaluation of "portfolio employees" (self-hired people who work for multiple customers).

It was investigated that optimism to be a critical moderating thing in the relationship between traits and pressure (Totter Dell, timber and Wall 2006). The one with higher levels

of optimism had been taken into consideration with the aid of to "*be endowed with inclined protection*" and much less likely to revel in symptoms of pressure in the administrative center. Constantly, other researchers, (Lazarus 2003; Bandura 2008) argues that extreme human stress is dominated through ideas which muddle through efficacy. For example, research via way of Matsui and Onglatco (1992) sited perceptions of workload to be affected through the manner of perceived self-efficacy, with female employees who had a lower sense of efficacy to be greater exhausted through significant work needs and duties in comparing those with higher self-efficacy. The connection between efficacy and place of work pressure have also been showed in contemporary research of human beings in Hong Kong, and Beijing (Siu, Spector & Cooper, 2005) and nurses serving cancers care (Fillion et al., 2007).

A study through (Ong et al., 2006) placed that variations in resilience (measured with the self-resilience scale of Block & Kremen, 1996) accounted for the meaningful variant in character's normal emotional responses to pressure. In an extreme of coordinated experimental and individual variations research, (Frederickson et al., 2003) located a giant relationship among resilience and pressure among extensively resilient people exhibited quicker mental and emotional improvement from stress. Studies additionally indicate that resilient people are better geared up to address the stressors in a continually changing place of the professional environment, as they may be open to new evaluations, are flexible to converting needs, and show extra emotional stability while faced with adversity (Tugade & Fredrickson, 2004). Therefore, it can be argued that people with a higher qualification of PsyCap will lead to more enjoyment and less occupational strain. It might also need to argue that even as they do revel in stress their ability to cope better with the one's demands may additionally protect them to a specific quantity enhancement of burnout.

Jex (1998) believed the three critical factors to managing strain is (1) to plan a route of excellent motion to limit which include the stress (i.e., hope); (2) to preserve an optimistic mindset (i.e., optimism) and (3) accept as actual with you have got manipulate or as a minimum have an effect on over the pressure-inducing events (self-efficacy). These answers are a similar indication that the PsyCap constructs (hope, optimism, self-efficacy, and resilience) will affect the feelings of occupational strain, as are four constructs may additionally affect an individual's ability to act out the ones three key elements. In research by (Steed, 2002) carried out an analysis at amongst 347 undergraduate psychology college students to check the psychometric properties of four scales, which measured hope and optimism. They expressly reviewed comprehensive expectancy for success scale (Fibell & Hale, 1978), the existing conditions (Scheier and Carver's (1985), the health scale (Snyder et al., 1991) and the Hunter evaluations and personal expectancies scale (Nunn et al., 1996). Their records evaluation yielded strong correlations between three of those four scales and occupational stress (measured through the PSS; Cohen et al., 1983).

### **2.1.6 Relationship between Job-Demand Stress and Burnout**

Several of the stated definitions of stress and burnout in itself evident courting between these constructs, as it factors out that enduring stress grounds burnout. It was argued that

burnout as a particular kind of occupational strain wherein the pattern of adverse effect responses effects from a selection of job needs or stressors (Cordes & Dougherty 1993; Shirom, 1989). Moreover, Burnout has also been described as *"a prolonged response to continual, emotional and interpersonal stressors in the process"* (Maslach et al., 2001, p. 397) as well as an intense case of continual strain, wherein chronic pressure had consistent emotional pressure where the individual cannot manipulate over time causes burnout (Cooper et al., 2001). Additionally, (Schaufeli et al., 1993, p. 9) evoked that burnout as *"extended activity strain wherein needs at the administrative center or exceed an individual's sources."*

Stress and Burnout cannot be remaining with the indication of their symptoms; however most direct on the foundation of the chosen method (Schaufeli et al., 1993). In the view of (Etzion et al., 2003, p. 387), burnout is a sluggish growing technique that starts without warning and evolves a nearly unrecognized way to a specific point. A character will reach at that point without warning where he or she feels exhausted and cannot relate this situation to a selected disturbing occasion. At some point in the method, the cruel fact of ordinary presence, which measured towards a man or woman's expectancies and beliefs, causes of pressure when there is a discrepancy. These small, nearly negligible stressors erode a man or woman's spirit. This strain can be consciously found by way of the person, or it may go by using entirely neglected for the long term. The individual, over a period, will systematically feel emotionally strained. This can result in the gradual change of attitude toward someone's work to human beings at the job and would eventually bring about burnout (Schaufeli & Buunk, 2003).

Latest discerns through (Siyong et al., 2008) has shown that more severe job-related stress is related to burnout in doctors. The research conducted in a sample of 543 docs from three provincial hospitals in China measured the MBI-GS (Maslach et al., 1996) to check the degree of burnout (Osipow & Spokane, 1987). It was aimed to measure the dimensions of functional alteration, particularly occupational pressure and copying sources. There are more than sixty researches who tested relationships between the three dimensions of Burnout (Exhaustion, Cynicism and low efficacy) and the ten elements of occupational pressure (work overload, job inadequacy, position ambiguity, task periphery, obligation, physical environments, endeavor, self-care, Social support and cognitive). Substantially strong relationships ( $p < 0.01$ ) were discovered in both contexts. The best exceptions have been with the cynicism to recreation link and the expert efficacy endeavor, which was enormous ( $p < 0.05$ ); and the exhaustion social support relationship, the professional efficacy role conflict relationship, and the professional efficacy responsibility relationship, which did not obtain significant relationships ( $p > 0.05$ ).

A study via (Milfont et al., 2007), among 129 teachers from three secondary faculties in New Zealand, tested the association among burnout (measured through the CBI; Kristensen et al., 2005) and well-being (as measured with the aid of the Well-Being Index). They discovered great relationships among well-being and personal burnout, job-related burnout as well as scholar-associated burnout. Some other studied used CBI to measure burnout achieved by (Lue et al., 2010). Their sample protected a complete of 555

postgraduate students in Taiwan, and they found that activity stress (in mixture with work hours) defined 24.7% variance in Burnout. A study with the aid of Tsai and Chan (2010) in 211 judicial officials, comprising 87 judges and ninety-eight procurators in Taiwan, showed the outcomes of the preceding witness. In addition they found widespread relationships among job-demand stress that was measured by questionnaire, JCQ (Karasek, 1985); and the effort-reward imbalance questionnaire, ERI (Siegrist & Peter, 1996); two dimensions of Burnout, particularly individual burnout and work associated as measured by using the CBI (Kristensen et. al., 2005). Further, the consequences of the preceding study by means of (Tsai & Chan 2010), (Tsai, Huang and Chan 2009) additionally found an enormous relationship between work demand stresses measured by (Siegrist & Peter, 1996; Karasek, 1985) job burnout among one hundred and eighty lawyers from twenty-six companies within the Taipei, Taiwan.

### **2.1.7 The Difference between Job Demand Stress and Burnout**

Schaufeli and Enzmann (1998) in addition to Brill (1984) defined burnout and pressure as two separate constructs. They hypothesized that stress has to be considered as a transient procedure, which requires short-time period adjustment, and is trailed through mental and bodily symptoms. Burnout, alternatively, can be reflected as a particular sort of extended activity strain. Burnout is characterized with the aid of a breakdown in variation and is followed by persistent malfunctioning at work. At the same time, the burnout is deliberated as a specific form of practiced stress; it must no longer be harassed with job demand stress consistent with use. Burnout differs from job demand stress that it can be unique to the job that calls for intense emotional involvement (Maslach et al., 1996).

The primary function of occupational strain is an imbalance among practical needs and to be had coping assets. Burnout goes step further and integrates emotions of exhaustion with personnel' involvement in their job, in particular, the humans with whom they job (i.e., customers) (Maslach et al., 1996). Subsequently, Burnout usually is the notion of the outcome of persistent strain (Cushway, Tyler & Nolan, 1996). In thoroughgoing instances of job-demand pressure, individuals might be well aware of the strain and will be in a position to get rid of it. It is generally shadowed by the perception that restoration is feasible at the entirety of the traumatic period. Burnout, however, takes place while the scenario cannot be tolerated. Burnout develops slowly over the years, and people are commonly blind to the reality that they are beginning to reveal signs of the syndrome (Patel, 2008).

## **2.2 Types of Job-related Stress**

### **2.2.1 Psychological Concepts**

#### **A. Eustress**

Han Selye published in the year 1975 a model dividing stress into eustress and distress (Selye, 1975) where stress enhances characteristic (physical or intellectual, such as through strength education or difficult work). The eustress can be taken into consideration as good stress. It is beneficial for health and an essential part of human life without it the life shall

become monotonous. Positive psychological stress will result in motivation and challenge rather than anxiety. The result of experiencing eustress is a positive experience essential for the development and progress of human being in their professional life.

## **B. Distress**

Distress or bad stress is persistent stress that is not resolved through cope or adaptation, which can result in anxiety or withdrawal (depression) behavior. Appalling experiences, either real or notional, will trigger stress responses (Florian, 2005) spotless facet of stress is negative expansions (Gibbons, 2012). Moreover, distress is a kind of toxic stress leading to the devastating effect that is unnecessary. Whereas conversationally lumped along, the varied kinds of stress ought to be treated as separate ideas. Explaining further Selye proposed that there are four variants of stress (Selye, Hans 1974) on one axis, there is smart stress (eustress) and severe stress (distress). On the opposite side (hyperstress) and beneath stress (hypostress). The goal is to balance these stressors to a maximum level as achievable. The final goal would be to balance hyperstress and hypostress entirely and devise the maximum amount of eustress as attainable (Han Selye, 1954).

### **2.2.2 Physiological Concepts**

Physiologists outlined stress the way the body reacts to an element real or notional information that causes stress. Acute stressors associated with the degree of short-term effect on an organism within whereas chronic stressors are lighting tricks over the long run. General Adaptation Syndrome (GAS); was established by Hans Selye, may be a profile of however organisms reply to stress. There are three stages characterize general Adaptation Syndrome (GAS); a nonspecific mobilization phase that promotes sympathetic systemic nervous activity; a resistance stage, throughout that the organism makes efforts to address the threat; associate degreed an exhaustion section which happens if the body fails to beat the danger and depletes its physiological resources. (Taylor et al., 2012)

## **A. There are Mainly Five Types of Stress**

Here and now, stress is temporary or short period stress. For example, examination, riding on a cliff and heated discussion or argumentation is called here and now Stress. The stress of anticipation arises when one predicts the future as gloomy or dark, for instance: a jump from a high place, and driving test. In imaginative stress, the imagination plays a vital role to increase the stress. Somebody is sitting on a chair at night can draw the different kinds of bad images which can be harmful to him. Watching a frightening TV program can also lead to frustration and fear while anticipating that what the world could be when the oppression or chaotic situation prevails everywhere (Cockburn, 1996). Reactive stress is evoked because of recalling past events or grieves. These events make a sufficient change in individual life. Because of these incidents, one may have remembered his grief, which keeps him disturbing for a long time.

Toxic stress is built over an extended period even it takes several years to come into being. This time is an original component of chronic stress that could have many possible

reasons and syndromes among teachers. For example, the financial problems for a long time are one of the primary cause of this type of stress. According to positive stress research, the response could be a useful and essential a part of healthy development, characterized by temporary will increase in pulse and delicate elevations in internal secretion levels. The second kind is tolerable stress response activates the body's alert systems to a better degree because of many severe longer-lasting difficulties, like the loss of a lover, a natural disaster, or a daunting injury (Cockburn, 1996). The toxic stress response will occur once a child experiences sturdy, frequent, and or prolonged adversity like physical or emotional abuse, chronic neglect, caregiver misuse or mental state, exposure to strength, and also the collective burdens of family economic hardship while not adequate adult support.

This sort of prolonged activation of the strain response systems will disrupt the event of brain design and alternative organ systems, and increase the chance of stress-related malady and psychological feature impairment, well into the mature years. (<http://developingchild.harvard.edu>). Some researchers believe that acute stress is short-run stress and as a result, does not have enough time to try to the injury that long run stress causes (McGonagle, Katherine & Ronald Kessler, 1990). Chronic stress will cause amnesia; special injury recognition results in the reduced drive of commitment. The harshness differs from person to person associated in nursing conjointly gender distinction will be an underlying issues that girls will take longer durations of stress than men while not showing undistinguishable nonadoptive changes. The male traumatizes shorter stress length than higher female motivation; however, once males hit a particular threshold, the possibilities of developing mental problems increase drastically (Bowman et al., 2003).

## **2.3 Sources of Job-Related Stress**

### **2.3.1 Direct Sources**

Consistent with the definition of work-associated stress, it could be hypothesized that workload may create anxiety for early childhood teachers. Many of those factors are associated at once to the demands or characteristics in the teaching context. Some research has also indicated that different stressors can be connected to components of the lecturers and college students (Zhai et al. 2011). In a study by (Bashir et al. 2013) determined that the education surroundings became the strain frightening issue that induced stress in teachers who took part in their schoolwork. This revelation consequently, suggests that constituency can also be a source of strain.

The region of the faculty determines the sort of facilities in the schoolrooms, multimedia, elegance sizes, lecture room space, the monetary fame of the children and interruptions such as noise from outside. The environment has a physical dimension as highlighted by (Wang et al. 2015) that class size may cause occupational stress and burnout among teachers. For instance, the era denoted an environment that fraught with inequalities on racial grounds. These regions are marked with unplanned settlements in which there is a lack of electricity and strolling water. The shortages may additionally serve assets of stress as all working in the environment may additionally sense the ripple effect. This situation is pleasant in shape in the Pakistani context because of the power disaster.

The nature of the school environment may be a supply of stress for the trainer (Hoy et al. 2002). It argued that positive members of the individual among teachers, school directors, newcomers, and parents characterize a healthy faculty environment. In contrary, the dangerous school environment is marked through corrupt and vulnerable ties, and this will become a supply of stress. In research by (Rovai et al., 2005, p.363) outlined the college environment as *"the internal traits that distinguish one college from every other and impacts the behavior of human beings."* In the new education surroundings, a healthy faculty environment affects teachers' behavior; undoubtedly, an unhealthy climate affects negatively and end up a source of stress for teachers. Excessive workload is discovered to be a massive purpose of instructor strain (Kaur, 2011).

The author went on to outline occupational strain as *"the discrepancy between the needs of the surrounding place of job and the person's capability to carry out an entire those demands"* (Kaur, 2011). It has become clear that the incapacity to cope with work demands is a supply of stress; with high workload evidenced by using huge classes, a whole lot of paperwork and evaluation of first-year students, teachers frequently fail to manage. In maximum, growing nation's teachers should address big lessons in all ranges of tutorial institutions. Looking at on trainer motivation in Uganda, (Aacha, 2010) discovered that early life teachers faculty teachers were beaten with relevant training and the range of first-year students became not regular with the variety of teachers. Another study associated with high school principals' stress, coping mechanisms (Van der Merwe & Parsotam, 2011), and hooked up that many stressors affected college principals with the issue of work overload.

The studies indicate that one source of strain for teachers is the quantity of work concerned in schooling today. In another research at of practicing essential, junior high and faculty teachers, (Klassen and Chiu, 2010) observed that, increases in workload for teachers had been associated with multiplied overall stress. On another view, the workload measured with the usage of a six-factor Likert scale with questions addressing the quantity of labor, more duties in radiance, field management in impressiveness, and sophistication length. Teachers' workloads have also been laid low with the moving of a few work assignments from administrators to teachers. There are many studies, which have diagnosed rising expectations for teachers to complete responsibilities (Moriarty et al., 2001) or duties that have been formerly reserved for directors (McGrath & Huntington, 2007). In research (Tsai, Fun, and Chow, 2006) surveyed kindergarten teachers in Hong Kong and found that accelerated workload, lack of time within the day, large magnificence sizes and administrative paperwork have been all signs of improved instructor stress.

In addition, findings in (McGrath & Huntington, 2007) survey of early formative years and kindergarten teachers indicated that nonstandard numbers of children and quantity of administrative work had been predictors of extended degrees of teacher stress. Time stress can also contribute to teachers' stress degrees. That stress can encompass having to spend more time on paperwork, which in turn can lead to less time to be had to interact with kids. In a study of one hundred and thirteen kindergarten teachers in Hong Kong, researchers surveyed teachers approximately sources and consequences of strain. The results indicated that time control problems created the maximum strain for the teachers. For instance, each

day and weekly schedules allowed teachers to handiest a constrained amount of time to put together. The Time spent on other paperwork necessities had also been compromising teachers' time with youngsters. (Tsai, Fun, & Chow, 2006)

Formerly the more-related problem is because of the extensive range of hours of work required for preschool teachers. (McGrath and Huntington (2007) surveyed 168 early formative years teachers in New Zealand approximately stress factors associated with their work. A study by (Tsai et al. 2006) has observed it, and the New Zealand teachers suggested that their strain is related to spending more time on administrative duties. However, on this pattern, a teacher's total number of hours of work was a more potent predictor of higher stress tiers. In a related study, teachers' stress tiers are associated with the number of hours they have been working time beyond regulation without pay (Caulfield & Kataoka-Yahiro, 2001). It should be mentioned, that they examined constituent of mainly operating hours in supervisory or administrative positions. The time stress can cause a couple of physical, emotional and professional impacts for teachers, as mentioned in (Manlove and Guzell's, 1997) researched one hundred and sixty childcare workers. The teachers running higher extended hours pronounced multiplied stages of emotional exhaustion, more strong emotions about possibly leaving their jobs and higher real negative feelings.

For the novice's area, Steptoe (2000) referred to that a loss of discipline in schools make contributions to upward thrust in the stress ranges of teachers. The misbehavior-utilizing students in schoolrooms manner that teachers spend a lot of time and strength coping with disruptive students and this causes troubles for teachers. If this will become a daily recurring, teachers have become worn-out and annoyed with their teaching duties. Given disruptive conduct, Salem al-Amarat (2011) said that beginners' disruptive conduct could pose disciplinary issues for teachers and beginners within the schoolroom and this may have widespread poor results on college students' success. Those troubles have been a significant source of teacher's strain.

The reality is that to know can proceeds as protection wherein there is disruptive conduct cannot be overemphasized and handling such environments turn out to be annoying for the instructor. In research, (De Witt & Lessing 2013) argued that learner disciplinary troubles have an effect on the operating lifestyles of teachers in colleges inclusive of teachers' emotional existence. Additionally, (De Witt & Lessing 2013) stated those inexperienced persons' disciplinary issues, which cause emotional troubles in teachers as they make immoderate needs on teachers' anger and reason for aggression. It will become clear that indiscipline in schools does not negatively affect teaching and studying but takes a toll at the very lives of teachers.

Schools management practices may additionally drive strain on teachers. As (Kyriacou & Chien, 2009) study in Taiwanese primary school, discovered that heads or principals' manners bring faculties to teachers stress. A typical example is a scenario where the pinnacle of the school locations excessive demands on teachers. Teachers may turn out to be failing to cope with the necessities, and this could bring about feelings of frustration and melancholy. In related works (Hunger et al. 2013) observed an extensive range of

respondents in the survey indicated that they felt careworn through the harsh behavior of their school administration. In an advance view, (Torrington et al. 2005) determined that meager human aid control practices discourage employees. Where control styles are authoritarian with limited participation, delegation and communicate; teachers tend to be negatively affected which ends up in stress. Therefore, there are guidelines that heads of schools ought to gain knowledge, as it should be in control to limit instances of manipulating prompted strain among teachers. It is loads disturbing while teachers locate themselves working underneath conditions of severe shortages of each human assets. The studies carried out by way of (Taylor, 2008) stated how studying is affected by decrease grades in South African schools because of loss of good enough textbooks. Teachers can be committed to doing their quality to teach studying.

However, their efforts can be rendered futile in situations where there is a lack of essential sources important for education. Stud by (Khan et al., 2012) alludes to the fact that lack of resources is a cause of strain in faculties. It is frequently frustrating for teachers to work without first supplies, which might be required to ensure effective teaching and studying. As an instance, faculties in the rural areas of Punjab province, coaching and studying are hampered by a dearth of desks and chairs in the schoolrooms. Situations wherein teachers need to carry out their professional responsibilities with minimal assets or to perform the duties supposed for three teachers can be very annoying certainly. The difficulty of teacher redeployment, in South African and elsewhere, is also a supply of stress amongst teachers. In research on trainer redeployment in Port Elizabeth, (Zokufa, 2007) determined that the workout become traumatic at the part of affected teachers. In a few instances, teachers had been redeployed to schools with problems in delivery and accommodation, and in some cases wherein the necessary school infrastructure was deplorable.

It turns into a purpose of anger and frustration for a teacher to leave an excellent setup faculty to work with terrible residing situations and no resources for coaching and studying. Consequently, it is clear that the method of shifting teachers from colleges wherein they would have served for a considerable period may be a supply of stress for such teachers. Scholar enrollment, or magnificence length, were diagnosed as a source of job demand stress for teachers. In their survey, examine of 113 female kindergarten teachers, (Tsai et al., 2006) observed that large elegance sizes were a predictor of trainer stress. Similarly, in New Zealand, (McGrath and Huntington, 2007) studied kindergarten and early youth workers to identify teachers' self-suggested effects of stress on their bodily and emotional health. Kindergarten teachers were found to have elevation in stress related to their class sizes. Ratios for kindergarten teachers averaged one instructor for every fifteen children or more, while the range for early formative year's educators various from one to two or one to fifteen kids.

At the side of growing stress for teachers, large class sizes had been located to be associated with higher costs of pupil expulsion, specifically in preschool instructions (Gilliam & Shahar, 2006). Standards and standardized testing for plenty of standard schoolteachers, the expanded emphasis on requirements-based coaching in conjunction

with an equal emphasis on standardized testing ratings have made coaching a more significant worrying profession. The trend closer is more exceptional standards-based curriculum has now moved down into the preschool curriculum. With the aid of putting requirements earlier on for kids to reach, many educators believe children could be much more likely successful once they enter grade college (Stipek, 2006). The early adolescence educators' education to the standards of teachers rather than keeping the traditional early adolescence developmental curriculum is most complicated doubtlessly harmful to the kids. However, this condition is additionally annoying for the teachers (Stipek, 2006).

### 2.3.2 Indirect Sources

Circle of relative's involvement or lack thereof has been connected to strain in teachers. Grayson and Alvarez's, (2008) studies tested the connection between school environment and essential teachers' emotional well-being, with a specific recognition on trainer burnout and emotional exhaustion. In research, the school climate is the cause of stress defined as which includes relationships with students, parents, and a group of workers. The early childhood teachers completed two surveys, one related to the high school climate and one related to instructor satisfaction. The findings indicated that there better degrees of exhaustion and burnout in teachers were related to reports of poor trainer-figure relationships and decrease stages of the circle of relatives involvement. The different researches demonstrate that the students themselves may be a source of stress for teachers.

Youngsters' conduct troubles the study room is considered as a source of stress in teachers. Klassen and Chiu (2010) carried out a survey examined inspecting the connection between elementary, junior and high college teacher stress and self-efficacy and student conduct troubles. The effects indicated that teachers who suggested higher levels of stress also stated that they have been less assured in their capability to address behavior issues, which includes pupil disruptions. Besides, teachers who pronounced a higher occurrence of conduct issues with their students also reported a lower sense of self-efficacy in classroom control. The age and grade of the children may additionally play a role in trainer stress.

Klassen and Chiu (2011) diagnosed an association between trainer stress and grade stage taught. In this scenario, if we look at high faculty teachers, better degrees of teacher stress have been associated with higher-grade degrees, such that kindergarten teachers stated lower tiers of stress than those coaching second and third grade, and so on. Interpersonal conflicts can be a supply of teachers' stress. Teachers in a faculty are generally anticipated to narrate properly as specialists. The excessive stage of collegiality help teachers' improvement as experts, but, there are instances in which relationships may not be secure. In studies (Lazarus 2006) posited that interpersonal conflicts within the place of work are very high predictors of trainer stress. While reaching the collective visions of a group, there is a want for cohesion as marked by way of sound interpersonal relations amongst staff contributors.

As an instance (Fox et al., 2001) argued that conflict among colleagues at the workplace leads to decreased job satisfaction, lower organizational commitment, more undesirable feelings intentions, and improved counterproductive work behavior. Not all

this is always suitable for the company and individuals. Except, changes in curricula and the resultant new competencies required in coping with new curricula are a source of stress for teachers. In the Pakistani contexts, as an instance, numerous demands have been positioned on teachers due to consistent curriculum adjustments and the results primarily based training curriculum brought on an awful lot of stress on teachers. Handling adjustments are tricky in maximum cases. It is consequently, sensible to think that adequate training is vital to ensure that teachers understand and respect the new changes.

In specific, research of teacher stress has diagnosed as the selection of work-related factors that may reduce growth stress, although a maximum of the studies has focused on school-elderly settings and little understanding about the work-related stresses for early childhood educators. Within the contemporary examine, the researcher sought to advantage a higher understating of the resources of strain for teachers in private and public preschool settings with the aid of the use of surveying teachers about their perceived sources of strain. The survey tool used in the marked difference to entirely based part on a comparison of the literature and obscured different resources of instructor stress referred to the information flow beyond.

## **2.4 Effects of Job-Related Stress**

The results of stress on teachers can be physiological, mental or behavioral (Spector et al., 2004; Okeke & Dlamini, 2013). Physiological effects of stress are evidenced by using belly-pain, headache, tiredness, digestion and ulcer troubles, physical exhaustion, accelerated heart price, sweating, chest pain, backache, and being out of breath (Cooper and Dewe, 2007). Besides, (Bradley, 2004) as well as (Dlamini et al., 2014) stated that the mental and emotional consequences of strain are marked with the anxiety, anger, despair, boredom, frustration, process dissatisfaction, emotional exhaustion, feelings of inadequacy, amongst other feelings. On this view, a teacher's character or personality often modifications for the more severe. It may be obtrusive in modifications in attitudes in the direction of beginners, school managers, colleagues and the job itself. Relationships with colleagues may also be critically affected as one may additionally respond aggressive, withdrawn or without difficulty irritable (Black, 2003).

### **2.4.1 Emotional Outcomes of Stress on Teachers**

Extended duration of strain can lead to a few emotional or psychological problems for teachers along with higher degrees of melancholy and anxiety (shoemaker, 2000). In a single observe, despair in preschool teachers turned into expected through the lecturers' reported levels of task stress (Gilliam & Shahar, 2006). In Li Grining et al.'s examination of a head start teachers (2010), one-third of the teachers pronounced they would look at least one symptom of depression. In research of Korean, Kindergarten teachers recognized a few work-related stressors, which include an instructor-student ratio or loss of time. The researchers also pronounced that teachers suffered several emotional outcomes from these stressors. For instance, teachers stated symptoms inclusive of melancholy, anxiety, and lack of confidence, which they attributed to job-associated stress (Tsai et al., 2006).

Various studies have diagnosed emotional exhaustion as a customarily reported impact of process-associated stress in teachers. In a study, Grayson and Alvarez (2008) surveyed 380 teachers the usage of units that measured school climate and teacher satisfaction. The outcomes within the observations indicated that emotional exhaustion turned into the first effect of the strain. Significantly, past the number one emotional effect of exhaustion, the researchers diagnosed a courting among emotional exhaustion and burnout. The teachers in Grayson and Alvarez's research identified emotional exhaustion as the primary contributor to proceed burnout for the twelve teachers.

#### **2.4.2 Physiological or Organic Consequences of Stress**

Biologically related stress is not always handiest a motive of needy expert and emotional effects for teachers. It is also likely a reason for physical ailment signs and symptoms such as fatigue, exhaustion, and weak spot have all been linked with trainer strain (Tsai et al., 2006). These are the outcomes from the surveyed of one hundred and thirteen kindergarten teachers in Hong Kong diagnosed fatigue because of the maximum ordinarily self-suggested physiological symptom associated with teacher strain. In another separate survey of preschool and kindergarten teachers, half of the respondents suggested high degrees of job-related stress; one-third of the academics also said a high value of physical illness, such as coldness, influenza, and other contagious illnesses (McGrath & Huntington, 2007). Even more extreme ailments inclusive of cardiovascular disease had been related to high levels of work-associated stress (Hall, Johnson, & Tsou, 1993).

As an instance, teachers who file fatigue as a natural effect of worry additionally document a higher degree of stress-related emotional signs and symptoms (Tsai et al., 2006). It is much clear from the above literature that job demand related stresses could cause exertion on teachers, with both emotional and physiological influences on the trainer's mental and bodily fitness and wellbeing. They are assuming that there has been little research on this domain-specific to early childhood teachers. The modern view designed to encompass an examination of physiological and emotional impacts through associated gadgets within the facts collection and analysis.

#### **2.4.3 Professional Influences of Stress**

Studies have identified a spread of factors that can motive stress for educators. However, as referred to through Zhai et al., (2011), knowledge of teacher stress additionally includes figuring out the viable damaging consequences of the strain. The advanced research indicates that stress can result in many terrible impacts on teachers, both in attitude and professionally. About personal enchantment, many studies have located a lousy correlation between teacher strain and self-confidence, such that as stress will increase, self-importance decreases (Klassen & Chiu, 2010). In this view, researchers accumulated statistics through questionnaires from over four hundred teachers teaching essential grades to high school. Effects indicated that teachers' task delight become related to teachers' self-efficacy. Teachers who said decrease stages of pleasure also mentioned lower tiers of self-efficacy related to their schoolroom control and academic capabilities.

Lack of job enjoyment can be the especially worrisome impact of stress for preschool teachers because research has diagnosed a weak association among task pride and expulsion costs of preschoolers (Gilliam & Shahar, 2006). In their study, Klassen and Chiu tested trainer burnout and negative emotions in presently training standard and secondary educators as well as in other teachers (379 members) incomes ranges. The questionnaires were distributed to both groups indicated that teachers currently in the study room had been more likely to record intentions to end as well as a loss of commitment to the career than the ones in the preservice class. The ones in the preservice category were discovered to have less stress healthy and a better stage of commitment to teaching, as they had been still in the method of acquiring their coaching diploma. There may be little, or no studies on terrible feelings and burnout in the early adolescence education field (Manlove & Guzell, 1997), but the few current research imply that stress can lead to a group of workers bad emotions. Consistent with Shoemaker (2000), teachers leaving their lecture room disheartened and exhausted in the day danger for burnout and might depart their position.

Preventing trainer burnout and sick feelings is a critical priority in the early adolescence subject considering that research has mounted that better stages of trainer schooling symbolize excessive first-rate preschool and toddler care applications, better wages for the body of workers and a reduced charge of teacher terrible feelings (Whitebook & Sakai, 2003). Accordingly, expertise and in the end preventing trainer strain may be a crucial way of improving the first class of care in early formative year's packages. In a view at teacher terrible feelings in early childhood settings, Whitebook, and Sakai (2003) surveyed 149 teachers and seventy-one administrators. Whitebook and Sakai describe this movement as "function bad emotions." While it may appear unusual for teachers and for the career to have preschool teachers circulate up the expert ladder, it may be that changing positions is merely some other form of terrible feelings. In other phrases, early childhood teachers may react to activity strain using searching for avenues in the profession for transferring up and out of the classroom (Whitebook & Sakai, 2003).

Any other feasible source of dissatisfaction within the early childhood Education place of work is interrelationships among a group of workers and associates. Research suggests that issues related to a team of workers members of the family can result in enhanced ranges of trainer stress and bad feelings. For example, (White Book & Sakai 2003) researched early adolescence teachers and directors (2003), the researchers carried out a six-year longitudinal view assessing sick feelings in infant care centers. Findings from the research identified a group of workers relations as a regular predictor of negative emotions. The early life educators running with a much less certified group of workers were more likely to leave their job. There is an assessment; more particularly qualified staff hemmed in teachers had possible negative feelings. This finding is noteworthy because studies suggest that thirty percent of the individuals serving kids in head start programs do no longer preserve an associate's degree and generally have much less, than three years revel in operating with children (Li Grining et al., 2010).

Self-efficacy is some other vicinity that can be negatively affected by the stresses of the classroom. While teachers feel that they are constantly interrupted and have a problem

handling lecture time and guidance, their experience of individual accomplishment, or self-efficacy, is decreased (Grayson & Alvarez, 2008). Formerly stated the study of twelve teachers, located that as stress accelerated, trainer self-efficacy reduced (Klassen and Chiu, 2010). This decline in self-efficacy associated with workload stress as well as classroom management strain. It is also mentioned that the connection between teacher stress and self-efficacy can be mediated with the aid of the age or grade degree of academics. Of their studies, teacher self-efficacy extended as the youngsters' age decreased, with more childlike grade teachers reporting higher levels of self-efficacy related to coping with their schoolroom surroundings and scholar behaviors.

Adjustments in teachers' experience of self-efficacy because of stress possibly extreme conspicuous exclusive the areas of the classroom and behavior control. Another research suggests that early years in their careers, teachers' feeling of competence in their lecture room control skills is undoubtedly related to the number of years of teaching experience. However, after the age of twenty-three, even though schoolroom experience continues to be growing, self-efficacy related to classroom management decreases (Klassen & Chiu, 2010, 2011). In a separate study, (Li Grining et al., 2010) tested strain in 90 head start teachers. Teachers who mentioned higher ranges of stress scored lower on measures of teachers' social interactions with children and classroom control skills. Generally, nearly thirty percent of the teachers said decrease ranges of self-assurance in their capability to manipulate kids' behaviors (Li Grining et al., 2010).

Some research has observed that teachers' stress and related loss of self-belief in their potential to manipulate classroom behavior can cycle into higher stages of behavior problems amongst children, even to the point of scholar expulsion. William and Shahr (2006) determined that student expulsion prices increased fourfold while trainer task stress became a gift. Another study findings additionally identified class length as another contributing issue related to both trainer stress and pupil expulsion estimates. As the teacher infant ratio extended, instructor stress increases, and in turn, so did the expulsion rates of preschoolers. This positive correlation of instructor-pupil ratio to expulsion rate was observed for each private and salary services. It seems from the research that teacher strain can cause a variety of poor influences on teachers' capacity to carry out the obligations of teaching and, in the end, lead a teacher to depart the career.

In the present time, the researcher sought to determine the expert influences of stress in early childhood teachers by way of such as survey objects related to expert results of strain previously recognized in the literature. However, the consequences of stress are not only constrained to work-associated effects. A number of the maximum harmful impacts of stress may be seen in the passionate and physiological peal that stress can take on teachers. Consequences on children, a Bioecological model of improvement; Bronfenbrenner's Bioecological version of human development, describes how a toddler's improvement takes place in a chain of interrelated structures (Bronfenbrenner & Morris, 2006), together with the microsystem, mesosystem, exosystem, and macrosystem. The model additionally highlights four elements, which play a role in the child's improvement. The issue of the manner is associated with the interactions kids have in their surroundings. The second one

and most important element affecting improvement is the character of men and women in the environment, which typically consists of mother and father, teachers, and pals in the microsystem.

The context issue refers to aspects of an infant's environment as well as how an infant interacts within the surroundings. Bronfenbrenner posited that youngsters' improvement is shaped each directly and not directly through the factors of strategies, contexts, and men and women in the microsystem. In addition, the character is at once suffering from interactions within the mesosystem, which is constituted of the relationships between two or higher microsystems (Bronfenbrenner & Morris, 2006). Consistent with Bronfenbrenner and Morris (2006), early development is characterized by employing repeated interactions among the child and adults within the microsystem. Those interactions, which Bronfenbrenner termed as proximal methods, play a vital function in fostering the kid's improvement. Further, teachers represent essential individuals in a child's microsystems who take part in those proximal tactics. Nevertheless, the activity-related strain can restrict a teacher's capacity to preserve an excellent environment and interactions with their preschool students. In flip, it can create negative results for youngsters.

From a Bioecological perspective, it is therefore essential to understand the resources and influences of stress on preschool teachers, who play such an essential position in youngsters' improvement. The number one recognition of this study was the sources and outcomes of stress for playgroup teachers; it is also crucial to be aware that youngsters too can be negatively suffering from teacher stress. Researchers have diagnosed institutions between a few teacher strain consequences such as burnout, negative emotions, or decrease job delight, and poor outcomes to kids (Curbow et al., 2000; Whitebook & Sakai, 2003; Zhai et al., 2011). For instance, while teachers are feeling burned out, worn-out, or bodily sick they are much more likely to interact in lousy teacher-pupil interactions (Curbow et al., 2000) and be less potent with school room management (Zhai et al., 2011). In a research, Li Grining et al.'s had investigated (2010), teachers reporting excessive stages of strain struggled with conduct management in the classroom and exhibited a lower observed range of social interplay in the study room.

The teacher's self-efficacy influences the way he or she teaches. Further motivates college students and ultimately impact learner attainment, (Skaalvik E & Skaalvik S., 2007; Khan et al., 2012) that trainer performance is of the significant problem in academic establishments, yet overall performance is negatively stricken by stressors that come from exceptional and lots of resources. It has far cited that (Khan et al. 2012) teacher performance affected by strain, in flip, consequences in adverse outcomes for novices and institutions. Another researcher wrote that *"a loss of job stress leads to common absence from work; behaving aggressively; inclination to quit one's activity; and mental withdrawal from work"* (Mwamwenda, 1989). Inexperienced persons do not research thoroughly and achieve desired results because the facilitators for getting to know will not be in their first-rate frames of thoughts to ensure excellent facilitation of learning. In research by (Tahir, 2011) had earlier referred that stress regularly consequences in poor teaching. To this stop, institutions can even now

not be able to meet their set goals and desires. Teacher strain also can have few effects on the inexperienced persons.

In research by (Reddy et al., 2010) referred to the overall trend of abuse in public faculties domain that trainer absenteeism outcomes in complete loss of teaching time and negatively upsets student achievement. In displaying the magnitude of the effects of the trainer, absenteeism stated that *"it is far apparent that teacher absenteeism while excessive will affect negatively on student educational achievement as pupil studying is disrupted when a teacher is, again and again, absent from the lecture room."* In this view, the severe destructive effects of instructor absenteeism, which itself might be a symptom of trainer stress, cannot be overemphasized. Instructor strain is also a contributor to teacher attrition. The issue of instructor attrition is a purpose for the situation because it is far typically the disadvantaged faculties in remote regions, which are stricken by trainer scarcity. In some studies, additionally, the excellent view was noted that terrible running conditions of early childhood teachers cause teachers to quit their career.

## **2.5 Teachers' Job Background Characteristics**

Studies have found links between demographic variables and work-related stress practiced by teachers in overall (Jackson et al., 2010; Aftab and Khatoon, 2012). Stress is produced by the presence of pressuring issues, the atmosphere type and demographic variables of the individual and the availability and quality to utilize the coping mechanism (Aftab and Khatoon 2012). There are several studies have been directed to identify the causes associated with burnout and wellbeing among teachers. For instance, studies carried out in Australia, Canada, Israel, New Zealand, the Netherlands, the United Kingdom, and the United States have found similar causes of burnout in professional educators (Coulter & Abney, 2009). Numerous studies are dealing with the burnout issue, which has included many variables that may affect teachers' level of burnout such as age, gender, marital status, as well as the level of education, teaching level, teaching experience, and job satisfaction. The most common variables for these studies are gender, marital status, teaching experiences, as well as professional and religious backgrounds.

### **2.5.1 Religion**

Within the importance of religion and spirituality, Dr. Lee said a few of the studies she cites is one have a study of approximately 126,000 humans that observed that the people that often attended offerings increased their odds of living by 29 percent. Another observes conducted with the aid of the countrywide Institute for fitness care studies (NIHR) illustrated that the Canadian university students who have been connected to their campus ministries visited medical doctors less often and were much less burdened in the course of tough times than the opposite students. The scholars who had strong faith associations had higher pleasant feelings, lower degrees of melancholy, and were higher ready at dealing with stress.

Dr. Lee contended on the study of Harold Koenig, accomplice professor of medication and psychiatry at Duke University, who surveys greater than 1000 studies

appraising the results of prayer on health in his e-book handbook of faith and fitness. Among them hospitalized folks who by no means attended church have a median stay of three instances longer than folks who are present regularly. The cardiovascular patients were fourteen times more likely to die following surgery if they did no longer exercise a faith. Elderly peoples who in no way or not often attended church had a stroke charge double that of folks who attended often. Peoples that are more significantly religious tend to become depressed less frequently. After they do become depressed, they get better more quickly.

### **2.5.2 Age**

Studies also indicate that the age of a teacher has a relationship with teacher work-related stress. In research (Darmordy & Smyth, 2010) found that teachers in their forties had higher stress levels than younger age groups. However, a study by (Holeyannavar & Itagi, 2012) found out that older teachers showed less stress than the younger ones. The reason proffered for this assertion in (Aftab & Khatoon, 2012) is that the older teachers are more experienced and malleable to the situation and more prepared to manage with stress. It would be stimulating to research an early childhood education situation to establish the relationship between age and job stress against the milieu of the above conflicting circumstances.

According to (Naceur & Fook, 2001) located the impact of age on the level of the happiness of school instructors, more significant the aged had been located relatively satisfied. The statistics of instructors approximately gender, experience, locale, and age were studied to evaluate the extent of contentment with the job (Iqbal & Akhtar, 2012). Burnout was studied when it comes to the demographic elements of teachers sharing the distinction that gender, age, marital status, and experience have the superiority of three components of burnout (Lau, Yuen, & Chan, 2005). The causes of low job satisfaction lead to producing burnout among teachers. A silent way to identify reasons that fail government efforts for upbringing the system of education can be the detailed study of the phenomenon of schoolteachers' burnout. The study of teacher burnout is as much critical as to count on the problems faced by an educational system that leads to knowing the issues of absenteeism, truancy, the trend of career change among schoolteachers, and retirement before determined time (Cunningham, 1983).

### **2.5.3 Gender**

The findings of (Maslach, Jackson & Leiter, 1996) on service professionals including teachers indicated that female staff had higher emotional exhaustion than their male colleagues fixed. Similarly, (Lau, Yuen & Chan, 2005) explored the relationship between teachers' demographic variables and burnout by using the MBI questionnaire among 1797 participants from 45 secondary schools in Hong Kong. Gender variations were found in all three burnout syndromes. In contrast, (Al-Qaryoti & Al-Khateeb, 2006) carried out a study among 447 teachers (129 males, 318 females) in Jordon and revealed that there was no significant difference between the teachers in term of their burnout level according to the

gender. In vast research on gender-related burnout of the teachers (Greenglass, Pantony, and Burke, 1988) reported a higher rate of burnout among women than men organized.

It was inconsistent with the results reported by (Salami 2011). Conversely, there is a link between gender and teacher work-related stress. In a study (Mondal et al., 2011) found that there is a significant difference between male and female teachers regarding their psychological and physical stress. Male teachers were revealed more unconfident and highlighted economic concerns while in Rosenblatt et al. (1999) study; the females articulated worries about the essential aspects of their occupations. Explanations were that males had advanced stress and anxiety than women – females inclined to nag more about burnout than masculine teachers did. In disparity (Samad et al., 2010) publicized that female teachers had lesser mental health than male teachers had and hence were more vulnerable to stress than their colleagues were. Moreover, in comparison to males, female elementary and high school teachers exhibit higher levels of work-related stress.

The research by (Klassen & Chiu's 2010), scrutinized the connection between school climate in terms of interactions with pupils and parentages were related to stress among teachers. In their studies, female teachers reported higher levels of job-related stresses about both workload and schoolroom stressors such as children's behavior comparing with their masculine colleagues. In a similar study, (Grayson & Alvarez, 2008) ensured that female teachers reported higher levels of job-related emotional exhaustion than their counterparts did.

#### **2.5.4 Marital Status**

Bulks of research have been done by several researchers to find out the effect of marital status on the burnout level of teachers. Some studies found that single teachers scored higher levels of burnout than married teachers (Jackson, Schwab, & Schuler, 1986). However, the opposite has also been found; according to (Bayram, Gursakal, and Bilgel (2010) marital status had no significant effect on burnout level of teachers. Few types of research have been done to determine the effect of the educational level of teachers on their level of burnout. Scholarships also specified a relationship between the conjugal situation and teacher stress. The tension was higher for widowed, divorced and separated. The exploration by (Aftab & Khatoon, 2012) found that unmarried teachers too had a higher stress level than married teachers. However, in contrast with (Parveen, 2009) study noted that work-related stress was higher among married working people than in unmarried working people. It was due to traditional role description trends, burdens of society, more roles and responsibilities allocated to them as mammas, wives, and homemakers. However, (Aftab and Khatoon's 2012) study found that there was no significant association between the job demand stress of teachers and marital status.

#### **2.5.5 Qualification Level**

In research conducted by (Sezer, 2012), he has reported that burnout level is high among high-educated teachers compared to low-educated teachers. Since burnout affects teachers themselves, students, and educational system negatively associated, it is crucial to find its

reasons and measure their burnout level as accurately as possible (Farshi & Omranzadeh 2014). In a study (Jackson et al., 2010) established that there was a noteworthy affiliation between the frequency of teaching stress and the demographic variables of gender, age and teacher qualifications. However, (Seleti (2009) argued that although the policies for early childhood development qualification systems were in location, there had been neediness for an accurately trained group of workers in new childhood development centers; provision of on stepping into carrier schooling and supportive and continuous supervision.

The researcher's astonishment is that the qualification requirements imply for early childhood development educators do not possess the proper credentials. One crucial difference is related to teacher educational necessities. In overall, publicly funded programs have higher educational requirements for teaching than private pay schools (Fuligni & Howes, 2009). In one study of hundred and three childcare workers, teachers in public programs were found to have the highest levels of overall education when compared to privately funded centers and family-based, folk-based childcare. The financial assistance is often expected to hire teachers with higher levels of education as a condition of capital consideration of backing (Fuligni & Howes, 2009).

### **2.5.6 Teaching Experience**

The demographic variables like teaching experience, locale, job status, rank at the time of appointment; number of years spent in the rank of appointment; present class (number of years spent in current position), type of school, and the grade level at which teaching has remained a prominent situation of studies in past years. A observe performed by using (Byrne, 1991), on the demographic traits of teachers as teaching experience gives proof of estimating the supply of burnout about those variables. The way gender, the reputation of instructors as married or unmarried, and some years served in teaching contribute in assessing the superiority of burnout among instructors (Anderson & Iwanicki, 1984) which, has been studied through researcher (Malik, Mueller, & Meinke, 1991). The level of teaching placed teachers at the stress level differently.

### **2.5.7 Teaching Class Size**

On logical and common sense grounds it seems possible that stress and burnout concerning the teaching class size of youngster's. Spending more time on procedural and domestic issues consisting of taking the registers, lining children up and setting on coats, and dealing with domestic duties toileting and so on, the more teacher is tending towards stress and burnout (Bassey, 1996). Conversely, a lot fewer time instructors will spend on preparation and managing character youngsters. It might be predicted especially relevant to maximize the quantity of coaching and person guide for the youngest children in academe. This expectation is consistent with the teachers' perspectives. Within the UK, Bennett's (1996) account of a survey of teachers' and head instructors' views indicates that practitioners be given as actual with that large class sizes have an effect on training and getting to know and are especially conscious that large instructions must have an unfavorable effect on the quantity of teacher attention. Teachers' reviews were supported via the meta-evaluation

conducted through (Glass et al., 1982), who found that smaller classes resulted in extra trainer knowledge of pupils, frequency of one-to-one contacts between instructors and students, kind of activities, variation of coaching to character scholars, and opportunities to talk to dad and mom (Cooper, 1989).

### **2.5.8 Level of Class Taught**

The level of the class taught is decidedly associated with teachers stress or burnout. Different from other educational arenas, the first childhood field is branded by a variety of curricula that deliver care and education to children from birth to age eight. The nursery programs were widely in their funding, curriculum, program quality, and requirements for teacher's education. These alterations also contribute to differences in teachers' job-related stresses. The changes in the level of a class taught between public and private pay programs often associated with other differences conflict of opinion related to program type. The main difference between publicly funded and private pay programs has to do with the incomes appropriateness criteria for teachers in the level of a class taught which is associated with their burnout levels. Programs are receiving federal or state funds supposed to serve families with lower incomes, whereas the personal pay programs typically limit enrollment to families with middle or higher income families. This difference in student and family program type may be a factor in the job stresses of kindergarten teachers (Zhai et al., 2011).

### **2.5.9 Educational Institute Type**

These variations between public and personal programs within the areas of student, funding, teacher education, and teacher remuneration advice the likelihood of disparities in teacher stress associated with program sort. This study has enclosed analysis associated with discrepancies in teacher stress by program sort, inquiry public, and personal funded programs. The works in the domain of teacher burnout identify its causes among teachers; and when the causes are clear, educational managers can find ways to prevent teachers from being burned out. Moreover, few works have been done to determine the relative effects of demographic variables on teacher's burnout. There still needed to be investigated in the world to determine the effects of demographic variables. Another significant dissimilarity often perceived was the breach in teacher wages between public and private schools. This difference was due to the funding available to public programs. Studies have distinguished that lower salaries for teachers are allied with higher levels of teachers stress (Caulfield & Kataoka-Yahiro, 2001) also a leading cause of teacher negative emotions, which in turn results in the more mediocre quality of care for children (Whitebook & Sakai, 2003).

## **2.6 Theoretical Models of Stress**

### **2.6.1 Academic Models of Stress**

Concept and studies within the place of teacher stress date lower back to the nineteen seventies. Early studies inclusive of Kyriacou and Sutcliffe (1977) conceptualized trainer

stress as an extended version of the interaction between process-associated elements and stress. In the ensuing decades, the literature on early childhood teacher stress has increased, specifically at some stage in and since the 1990s. Another research by (Curbow et al., 2000) provided an outline of the theoretical models within the research associated with a work-related strain that developed at some point in the period of research.

#### **A. Pearson-Environment Model**

It evolved within the mid-nineteen-seventies (Caplan et al., 1975). The P-E model is based entirely on a technical definition of stress as a feature of the goodness of suit among the person (in this situation, the instructor) and elements within the surroundings together with activity duties, and relationships with the workforce. In this version, researchers would possibly expect that the better PE fit, the lower the teacher's level of stress.

#### **B. Demand-Control Model**

A second model becomes advanced in the 1990s is known as the (Karasek et al., 1998). This idea defines stress as an interplay between demand elements the (which include work responsibilities, numbers of students) and manages factors (a good deal the teacher feels able to manage scenario). In this view, teacher strain is created by using an interaction between the wide variety and depth of demands on teachers with the quantity of manipulating teachers feels they have over their situation.

#### **C. Effort-Reward Imbalance Model**

It was developed via (Vagg & Spielberger, 1998); the strain is examined in phrases of the stability (or imbalance) among the effort a person invests in meeting the needs of the activity and the rewards she or he receives from that effort. On this model, it might be expected that stress stages would grow to an extended level while teachers perceive that the rewards of teaching are not sufficient to justify the amount of effort required to do the job.

#### **D. Transactional Model**

Ultimately, some researchers have used a transactional model to discern job stress. This version attempts to explain how individuals draw upon professional and personal sources an excellent way to cope with stressors in the work surroundings (Lazarus, 1995). In the latest studies of teacher stress, an integrative method has been used to study stress (Curbow et al., 2000). On this view, all of the present theories share a standard knowledge of stress as concerning three vital elements. These rudiments include; (a) elements within the work surroundings which can create stress, along with both demands and rewards; (b) traits of the person who can alleviate or intensify the strain; and (c) supports and resources that may help to mediate the results of process strain on this account. It is the interaction of these elements, which play a role as predictive of mentor stress. As an instance, although a man or woman instructor may be experiencing stress-inducing running situations. Stress is the sensation while people perceive that the demands of a situation exceed their perceived

sources and endanger well-being. Stress is a collaboration between the person and the atmosphere.

### **E. Job Demands-Resources Model**

The organizational elements can be classified into two popular categories: job demands: elements that require sustained bodily and Psychological (cognitive and emotional) attempt. Task sources include elements either that are functional in accomplishing work goals, or reduce work needs and the associated physiological and mental values, or stimulate private boom, gaining knowledge of and development. Distinctive underlying psychological processes: job strain and motivation (Demerouti et al., 2001)

### **F. Cognitive Activation Model**

In this concept, there are four additives to the stress method, which contribute to the entire mechanism. The primary one is stress stimuli or load stressors supplying as a source or motive of stress. The second step is the stress revel in appraisal and expectancies (incredible, dangerous, and impartial) in itself. The step involves the overall reaction to the stress experience coping or dealing with stress, which may additionally be stated as combat or flight reaction. The fourth and final one is the feedback at the strain reaction learning and preservative cognition. Extending the previous two fashions:

- a) Previous reviews lead individuals to expand stimulus and outcome expectancies to which they adapt through the years;
- b) Cats can combine each fine and terrible aspects of the strain revel.

### **G. Cumulative Model**

It is a need for healing version primarily based on the demand of the present state of affairs and is a mixture of different theories aimed toward a higher result. In addition, current researches of teacher stress, the blended techniques were used to learn stress (Curbow et al., 2000). On this view, all of the prevailing theories shared the understanding of stress by integrating three vital factors:

- a) Issues in the work setting that can create stress, consisting of both needs and rewards.
- b) The traits of an individual can alleviate or intensify stress.
- c) Supports and assets available that can assist in mediating the results of process stress on this model, the chemistry of elements would be predictive of trainer stress.

As an example, even though the personality of a teacher can be experiencing strain-inducing running conditions, resources to be had to offer extra assistance would possibly serve to mitigate the effect of the stress. In the present day study, the researcher used this integrative model as a basis for reading stress in preschool teachers. The focus of this study was to on identifying elements in the work surroundings that formed tension for teachers as well as unfolding non-public and professional consequences associated with teachers' stress. Besides, some gadgets in the survey used to collect records requested to teachers to help and assets, which might alleviate work-associated stress.

## 2.6.2 Models Used in the Current Research

### A. Cause and Effect (Direct Effect)

Causality is also called causation, or cause and effect are what connects one method (the cause) with every other process (the impact), where the first is in part answerable for the second, and the second one in part depends on the primary. In preferred, a system has many causes (Bunge, Mario (1960) which are stated to be causal elements for it and all lie beyond. The effect in flip can be a tenacity, or causal element for many different consequences, which all exist in its future. Causality is metaphysically before notions of time and space (Robb, A. A., 1911; Whitehead, A.N. 1929).

The reason or causation is an abstraction that shows how the world progresses, so simple a concept that it is more appropriate as evidence of other concepts of progression than something to be defined through separate existence remains. The more basic idea is like the ones' enterprise and efficacy in some specific contexts. For that reason, an oversight of intuition may be needed to draw close (Whitehead, A.N., 1929). Furthermore, causality is implicit within the divine judgment and structure of everyday language (Copley et al., 2015). Aristotelian philosophy uses the phrase "cause" to intend "explanation" or "answer to a why query," including Aristotle's material, formal, green, and very last "causes"; then the "motive" is the explanation. In this case, failure to apprehend that different form of "purpose" is being taken into consideration can cause futile debate. Aristotle's four explanatory modes, the one nearest to the issues of the popular article is the "green" one. The subject of causality remains a staple in trailblazing philosophy.

### B. Moderation Effect

In regression analysis, moderation happens while the connection between variables relies upon on a third variable. The third variable is discussed as the moderator variable or merely the moderator. The outcome of a moderating variable is regarded statistically as an interaction (Cohen et al., 2014) variable. That play function as intervening (e.g., association, culture, sophistication) or quantitative (e.g., the degree of the reward) variable that influences the route of the relation among predictor and criterion variables. Mainly within a correlational evaluation framework, a moderator is a third variable that affects the zero-order correlation between two different variables or the cost of the slope of the based variable at the independent variable.

In the evaluation of variance (ANOVA) terms, a significant moderator impact can be represented as an interplay between an independent focal variable and an element that specifies the appropriate situations for its operation (Baron, R. M., & Kenny, D. A., 1986). The moderation analysis in the behavioral sciences includes the usage of linear more than one regression evaluation or causal modeling (Cohen et al., 2014). The regressing casual variable  $y$  on  $x$ , an additional term is added to the version to enumerate the influence of a curbing variable in multiple regression analyses. This word is the collaboration between  $X$  and the proposed moderating variable (Cohen et al., 2014) for a response  $Y$  and two variables  $X_1$  and moderating variable  $X_2$ .

### **C. Mediation Effect**

In statistics, a mediation model is one which seeks to identify and give an explanation for the mechanism or manner that underlies a discovered coupling among an independent variable and dependent variable thru the inclusion of a third hypothetical variable, known as a mediator variable (additionally a mediating variable, middleman variable, or intervening variable). Instead of an instantaneous causal relationship between the unbiased variable and the biased variable, a mediation version proposes that the independent variable affects the (non-observable) mediator variable, which in turn influences the dependent variable. Therefore, the mediator variable serves to clarify the nature of the connection between the unbiased and biased variables (MacKinnon & D. P. 2008). Mediation analyses are hired to apprehend a recognized relationship via exploring the underlying mechanism or procedure by means of one variable that influences another variable through a mediator variable (Cohen et al., 2003) mediation analysis facilitates a higher understanding of the relationship between the independent and dependent variables while the variables seem not to have a particular piecing together. They are studied through operational definitions and have not any existence apart.

The following are the types of mediation:

#### **A. Complete Mediation**

Most evidence for mediation also referred to as full mediation and would arise if the inclusion of the mediation variable dropped the connection between the impartial variable and established variable to zero. The most probable occasion is that  $c$  becomes a weaker, yet nonetheless considerable course with the inclusion of the mediation impact.

#### **B. Partial Mediation**

Partial mediation maintains that the mediating variable mandibles for a few, however now not all, of the connection between the unbiased variable and dependent variable. Partial mediation Implies that there is not always most effective an extensive courting between the mediator and the dependent variable, however also a few direct relationships between the unbiased and dependent variable. The broad and build the principle of positive emotions (Frederickson, B. L. 2004) showed that powerful emotions (entertainment/happiness/joy, and perhaps hobby/anticipation) (Compton & William C, 2005) develop one's cognizance and inspire a novel, numerous, and exploratory thoughts and actions. Over the years, this broadened behavioral repertoire builds skills and sources.

For example, interest about a landscape turns into valuable navigational information; first-time interactions with a stranger grow to be a supportive friendship; aimless bodily play will become an exercise for human excellence. That is in contrast to negative feelings, which spark off slender, immediately survival-oriented behaviors. For instance, the weak emotion of tension leads to the specific combat or flight response for fast survival. Alternatively, superb feelings do have any value, because they take one's mind off on the spot needs to combat stressors. However, over time, the abilities and sources built with the aid of broadened behavior enhance survival (Compton, William C., (2005) while a lifestyles-

threatening occasion happens; people typically have a narrow range of responses or hopes.

Having a limited number of hopes known as different motion tendencies accelerates someone's reaction time in those conditions (Frederickson, B. L. (2001). While sick feelings experienced for a long duration leads to life-threatening conditions, a person's idea on work and high-quality emotions present new opportunities, the individual with a much broader range of thoughts and actions choose good thoughts (Frederickson, B. L. 2001) the increase and construct principle of positive emotions is an exploration of the evolved function of delicate feelings. These findings were evolved Barbara Frederickson view in the commencement of 1998; and are generally associated with the outcome of positive psychology (Compton, William C., (2005).

The broad and-build theory by Barbara Frederickson has conducted randomized managed workroom studies in which members are randomly assigned to observe movies that result in beautiful emotions such as leisure and contentment, sick feelings along with fear and disappointment, or no emotions. In comparison to people in different conditions, participants who revel in superb feelings show heightened ranges of creativity, inventiveness, and "huge photo" perceptual attention. Longitudinal mediation studies show that beautiful emotions play a position in the development of long-term possessions including psychological resilience and flourishing (Frederickson et al., 2003). The simplest are high-quality emotions a sign of flourishing, or thriving and expanding existence as opposed to virtually surviving lifestyles; they can also assist in creating healthy within the talent and in others. Because positive emotions develop and build ones understanding achievement ranges, they cause improved resources and more happy lives. (Cohn, M. A., B. L. Frederickson, 2006)

### 2.6.3 Theoretical Framework

Frederickson (1998) advanced broaden and build the theory of expedient feelings, which is the theoretical framework of the current research. Frederickson's broaden and construct principle arose from the simple notion that positive feelings experience. However, Frederickson asserted that this announcement serves as a seed for further exploration into pleasant feelings (Frederickson, 2003). The actual view adopts a high-quality psychological stance that is a focus on information and fostering the elements that permit individuals, communities and society to flourish (Seligman & Czikszentmihaly, 2000). As a result, superb psychology pursuits to find and apprehend what makes existence right solely positive psychology to understand why it is good to sense precisely. In another research a concept that positive emotions, not most effective vend the feeling of goodness in the aptitude but also increase the chance that one could experience appropriately within the future an upward spiral in the direction of emotional well-being (Frederickson & Joiner, 2002).

As a result, Frederickson and Joiner (2002) proposed that positive feelings have the potential to construct enduring states of wellbeing and a deeper understanding of beautiful emotions that can help to foster high-quality feelings in people. *"unlike negative emotions which slim peoples 'Notion-movement repertoires, fine emotions 'broaden peoples' concept-motion*

*repertoires, encouraging them to determine specific outlines of notion and movement"* (Frederickson, 2001, p.220). Consequently, high-quality emotions "develop" and "build" a person's feelings of health and are not constraining as are terrible emotions. Consistent with Frederickson (1998), the increase and build principle asserts "*that advantageous positive feeling (joy, hobby, love, hope, optimism, contentment, and pleasure) Although phenomenologically distinct, all proportion the capacity to increase human being's temporary thought-movement repertoires and build their enduring personal strengths, ranging from bodily to and highbrow strengths to social and mental strengths"* (p. three). Hence, high-quality feelings help develop individuals "*interest and cognitive competencies, allowing flexibility and creative pondering. High-quality emotions may be said to have adaptive importance, as they produce styles of thought that extensively unusual, bendy, innovative and receptive"* (Frederickson & Joiner, 2002).

For that reason, pleasant feelings have an unconventional undertone. Nevertheless, this eccentric individual ignites the potential for successful and enduring improvement. Consequently, constructive emotions increase the cognitive context (Isen et al., 1987). Moreover, in assessment to sick feelings, which bring direct and immediate adaptive blessings in conditions that threaten survival, the broadened idea motion repertoires, Prompted by using genuine emotions are useful in other methods (Frederickson, 2003). The reason is that the broadening of mindsets by beautiful feelings carry oblique and lengthy-time period, adaptive benefits due to the fact broadening builds enduring non-public strengths which feature as reserves that can be drawn on later (Frederickson, 2003). For that reason, helpful emotions broaden and build non-public strengths in an enduring developmental way, in the end ensuing in a man or woman who has the reservoir of strengths to deal with existence demanding situations.

Now that an understanding of Frederickson's (1998) develop and construct concept has been installed, the discussion will include recognition on applying the principle to the comprehensive research. The present research draws upon the idea that powerful feelings develop and build a man or woman's repertoire of strengths, which have long-term adaptive advantages. Additional, scholarships (Luthans et al., 2007; Galanakis et al., 2011) have located that high-quality feelings help equip employees with the strengths they want to higher content with occupational strain. Importantly, studies (Xaba, 2003) have proven that occupational strain is a significant cause of terrible feelings in teachers. Hence, the present research proposes that utilizing fostering beautiful feelings along with self-efficacy, resilience, hope, and optimism (PsyCap) in teachers it could decrease terrible feelings fees in teachers for that reason the prevailing observe aimed to shape what PsyCap broadens and builds trainer's range of strengths.

Similarly, the existing examine aimed to understand if certain PsyCap can cause the revel in of well-being in teachers, ultimately aiming to recognize what PsyCap ends in enduring excellent acumens such as wellbeing. In keeping with the researcher expertise, the mental strengths (PsyCap) associated with superb experiences in teachers. These strengths can be fostered and act as a starting point to help alleviate the hassle of awful instructor feelings. For this reason, it is far clear that Fredrickson's (1998) broaden and build a principle of useful emotions acts as the theoretical framework of the existing research.

## **2.7 Mechanism of Positive Psychological Capital in Early Childhood Teachers Stress**

### **2.7.1 PsyCap Research and Implications**

This literature evaluates the moderation and mediation outcomes of progressive intellectual capital on early childhood teacher's stress. The current study is rooted in Frederickson's broad and build principle and aimed to examine the connection between occupational strain, psychological capital, and burnout among early life teachers. Many researchers have discovered the relationship between superb feelings (high-quality psychological capital) decreased the instructor's stress juncture as the social presence of early life teachers. The resource-based idea has proved to be an essential theoretical basis for plenty research seeking to explain the assets of sustainable competitive advantage for organizations (Acedo, Barroso, & Galan, 2006; Newbert, 2007). This popularity is justified while studying evidence pointing to the useful connection among strategic assets (i.e., the ones that are precious, rare and are hard to mimic or alternative) and organizational performance (Crook et al., 2008). Most of the diplomatic sources that may contribute to aggressive sustainable benefit, human capital has been presented because of the maximum universally precious and imperfectly imitable resource (Kogut & Zander, 1992; Grant, 1996; Crook et al., 2011).

The major appliances binding human capital to competitive advantage are sickly assumed notwithstanding the less stable foundations (resources and competencies) movement (Coff & Kryscynski, 2011). The micro-foundations movement requires developing the better expertise of individuals which includes their odd choices, mental fashions, and motivations), and their interactions with each other. On the way to better identify human-based benefits, the firm is the ability to generate higher social standings than its competitors because of its ability to access and utilize employee knowledge, skills and abilities (Coff & Kryscynski, 2011)]. For instance, for human capital to generate superior benefits for the corporation, organizational participants need to be stimulated first to deploy their human capital, after which deploy accurately (as an instance in the direction of the development of treasured exercises and capabilities).

One form of strategic resource that has received growing interest in the literature for its have an impact on human performance is psychological capital (Ardichvili, 2011). There is an illustration from positive psychological stance (Peterson, 2006; Seligman & Csikszentmihalyi, 2000), and positive organizational behavior (Cameron, Dutton & Quinn, 2003) as an emerging discipline of tremendous organizational behavior (Wright, 2003). Luthans and his colleagues evolved the construct of mental capital, hereafter PsyCap, to capture a man or woman's psychological capacities that can be measured, evolved and harnessed for overall performance development (Luthans & Youssef, 2004).

Using some key criteria, they become aware of four critical mental sources from the expedient psychology literature which shape the better-order lump together PsyCap, self-efficacy, hope, optimism and resilience (Luthans & Youssef, 2007; Luthans, Youssef, & Avolio 2007). They distinguish PsyCap from other types of human beings related capital, notably human and social capital. With its intellectual origins mendacity in economics, human capital refers to with its highbrow origins lying in economics; human capital refers

to a character's stock of expertise, competencies, and skills that may be expanded with the aid of enjoying and investment in training and schooling (Becker, 2009).

In light of the other capitals as the concept of social capital emerged from sociology, and relates to the aggregate of the real or potential resources, which can be connected to the ownership of a secure community of relationships of mutual acquaintance and popularity (Grannovetter, 1985; Bourdieu, 1986; Coleman, 1988; Nahapiet and Ghoshal, 1998). The human capital is involved with 'what you already know,' social capital with 'whom you understand' while PsyCap is involved with 'who you are' and 'whom are you and have become' (Luthans et al., 2006; Luthans & Youssef, 2004). Owing to that previous time, a big range of researchers has investigated the relationship between PsyCap and employee attitudes, behavior and overall performance on the man or woman stage.

The scholars had additionally started research on its impact on the crew and organizational level (McKenny, Short, & Payne, 2013; Walumbwa et al., 2011). At first, there were greater than 66 posted papers on PsyCap, consisting of the first meta-analytical review (Avey, Reichard, Luthans, & Mhatre, 2011), and an evaluation of the psychometric homes of the PsyCap questionnaire (PCQ) (Dawkins et al., 2013). Even though this work provides a vital first step demonstrating the veracity of assembling, in addition to establishing some boundary situations wherein PsyCap is handiest, it leaves unanswered questions that are highlighted through our systematic evaluation of the literature. We are seeking to contribute to the sphere's information of PsyCap in some methods. First, by means of analyzing a greater widespread variety of articles (over 5 instances the wide variety of posted articles than in the Avey, Reichard, et al. (2011) meta-analysis and double the quantity in the Dawkins et al., 2013) psychometric review), we adopt a much more complete assessment of the literature, turning in greater robustness and self-belief in analysis.

The researcher offered a roadmap for scholars to focus on opportunities in the discipline more systematically. Mainly, highlighting the three most important areas of studies that we argue are worth considerable attention. Chiefly, evaluation reveals a dearth of studies on multi-degree applications of PsyCap research, the need to study the underlying mechanisms by way of which PsyCap influences man or woman, crew and organizational-level consequences, and moderators of the connection between PsyCap and its outcomes at exceptional stages of analysis. As well as supplying us with extra exceptional information of why PsyCap has a superb influence on workplace consequences at different stages of analysis and its boundary situations, research in these regions may have enormous sensible benefits thru assisting businesses to design work environments and practices that assist in the development and deployment of PsyCap. The researcher used the internet of technological methods, google scholar and other applicable databases to perceive peer-reviewed articles with PsyCap or mental capital of their identity, abstract and keywords and organized this research paper into two critical sections. In the first section, it was described and evaluated the beyond studies on moderation effects of PsyCap by outlining its size.

The researcher did an assessment that has tested the antecedents, results, and moderators of stress and burnout relationship. In the second phase, he tested the role of PsyCap as a mediator in the relationship of stress job demand stress and burnout symptoms. In the third segment, he developed a schedule for further studies. This literature assessment supplied a theoretical and conceptual basis for the present examination. The cause of these studies examines the research connection between occupational strain, psychological capital, and burnout with the optimal goal of well-being among early childhood teachers from a positive psychological perspective. As prior studies (Steyn & Kamper, 2006) have centered at the causes of negative emotions and feature no longer examined the effect of PsyCap on terrible emotions intentions among the stress-stuffed teaching occupational field.

For this reason, this research was employing a positive psychological stance whether PsyCap can serve useful emotions (health) amidst an occupational field that is aided employing an uncertain work environment and plagued by using high negative feelings. Except in the writings, it is far quite clear that there is a gap in the literature centered on the development of PsyCap amongst early childhood teacher's education and health. Extra balance its miles glaring especially within the turbulent teaching occupational field in areas that include boom, contentment, optimism, and actualization of human capacity. It is true to say that the seed for an advantageous psychological stance was planted in this research. Excellent psychology revisits "the average individual," with interest in locating out what works, what is right, and what is enhancing. It asks, what is the nature of the powerful functioning individual, who effectively applies evolved adaptations and found out talents? (Sheldon & King, 2001). Accordingly, the field of high-quality psychology is worried about the situations and approaches that contribute to the flourishing and most efficient functioning of human beings, organizations, and institutions (Gable & Haidt, 2005).

Consequently, positive psychology is involved with the elements that contribute to high-quality experiences in people, and in impact an extended satisfactory of lifestyles. Gable and Haidt (2005) aptly capture the essence of using psychology in the following excerpt: *"positive psychology absolutely recognizes the lifestyles of human suffering and disorder, but the aim of expedient psychology is to observe the methods that people experience pleasure and well-being by way of addressing the full spectrum of human revel in"* (p.105).

From the above excerpt, it can be seen that positive psychology marks the lots-wished move far away from a traditional mental focus at the terrible elements that inhibit functioning. As high-quality psychologists assert a focus on a higher open and appreciative enjoy concerning human potentials, motives, and capacities, which open a realm into "what works" for people and knowing "what works" can cause constructing on those superb studies (Sheldon & King, 2001).

The early life teachers have simultaneous kind of personalities, and consequently, they discover a few personal muddles strategies for improving from stress, a key strain discount strategy is recommended in present-day research. Exquisite psychological capital (PsyCap) consists of four dimensions, hope, optimism, resilience, and self-efficacy mediate and moderates the position of stress in early childhood teacher's academic life. Roger and

Hudson's (1995) work on controlling bad feelings demonstrates that reducing emotional rumination also improves teachers' potential to alleviate strain. The work ethics originated by social help within a subculture appears to be one powerful way of decreasing strain (Punch and Tutteman, 1996; Griffith et al., 1999; Schonfeld, 2001).

### **2.7.2 Positive Psychological Capital as a Mediator in Early Childhood Teachers' Stress**

The PsyCap literature has tended to focus on the antecedents and consequences of optimistic resources, instead of mediators directly. Although, studies have all started to discover capability mediators of the PsyCap which are results courting consisting of psychological empowerment (Avey, Hughes, Norman & Luthans, 2008), studies in this place continues to be very lots in its *infancy*. More studies are needed to help us recognize the underlying mechanisms via PsyCap affect the place of job outcomes. At the personal level, the highlight several testable causes for why people excessive in PsyCap showcase progressed place of job results than people with decrease degrees of PsyCap.

First, a possibility for future studies doubts the quantity to which PsyCap affects the character- degree work outcomes through improving the corporation based entirely self-esteem of personnel, namely the volume to which they understand themselves as being essential and profitable of their using organization (Pierce et al., 1989). Prior research, demonstrating that self-efficacy affects worker task overall performance through engendering higher levels of employer-based total self-esteem, supports the sort of proposition (Gardner & Pierce, 1998).

Secondly, for a reason, that positive effects partly mediates the connection between three dimensions of PsyCap (hope, optimism, and self-efficacy) and creativity (Rego et al., 2012a; 2012b). Thus for an upcoming inquiry to explore whether superb effect and comparable constructs which include ardor (Cardon, 2008), mediate the relationship between PsyCap and character stages work consequences such as task overall performance and organizational dedication. Third, for a reason, that earlier research on self-efficacy and overall performance suggest that people excessive in self-efficacy can achieve their goal based on their competencies. They exert an attempt towards aim success as a result (Locke & Latham, 1990; Seo & Ilies, 2009; Bandura, 2012); PsyCap can also have an effect on performance outcomes in a comparable manner. There is a need to investigate whether people high in positive emotions set better goals for themselves and try harder to gain the one's goals, therefore performing at better tiers than the ones low in PsyCap.

Eventually, we will endorse that PsyCap might also assist people in developing more strong networks with others in the place of work (Fredrickson, 2001), presenting them with extra resources of emotional guide and recommendation, and improved access to understanding and records (Corey, Keyes, & Seligman, 2003). This, in turn, have to enable them to perform at a higher level, besides, to broadening superb attitudes toward their job and the corporation. Even though researchers have now not investigated the connection among PsyCap and social network improvement in the place of work, social networks have been observed to be sturdy predictors of worker job overall performance and retention (Moynihan & Pandey, 2008). Likewise, one factor of PsyCap, self-efficacy, has been proven

to decorate educational performance in an academic setting thru serving pro-social behavior (Bandura et al., 1996).

Further, exceptional constructive individuals have been proven to have higher entry to sources of network support than those low in optimism (Higgins, Dobrow, & Roloff, 2010). In sum, researchers would possibly usefully consider the mechanisms thru which PsyCap yields high-quality individual-degree results; mainly via the enhancement of shallowness; high-quality effect on; the intention is putting and networking conduct. On the group-stage, further research is needed to provide more knowledge of the mechanisms underlying the connection between PsyCap and crew-stage consequences. As an example, crew-level PsyCap may influence teamwork effects with the aid of improving team empowerment, efficiency, and communication. Empirical work highlights a beneficial relationship among those following variables and teamwork consequences consisting of group commitment or overall team performance (Kirkman & Rosen, 1999; Gully et al., 2002).

According to (Teasdale & McKeon 1994) *"strain is a fact like love or electricity unmistakable inexperience but tough to outline"* (p.28) Teasdale and McKeon (1994) has aptly captured the predicament of academics (Selye, 1956; Hart & Cooper, 2001) as significant stress has remained an undertaking to modern-day. There be present no single decided upon definition of stress within the available literature, but many philosophers have provided their definition (Viljoen & Rothmann, 2009). Consistent with Cooper (1998) *"the term stress is derived from the Latin word "stricter" this means that "to draw tight" (p.1). It may be visible that the literal, which means of the phrase stress, connotes tension. One of the most original and most well-known works on strain is that of endocrinologist Hans Selye (1956) who are regarded as the father of stress studies"*.

The development of the construct mental capital (PsyCap) originated from the wealth of studies (Luthans, 2002; Wright, 2003) in advantageous organizational conduct (POB). Positive organizational behavior is to investigate the alertness of undoubtedly orientated psychological capacities that can be measured and efficiently developed within businesses. Hence, positive organizational behavior concentrates on fostering superb experiences in the group. In the view of (Luthans et al., 2008), PsyCap is of a man or woman's high-quality mental capital, and its development is characterized by:

1. Having self-belief (self-efficacy) to tackle and installed a necessary effort to be triumphant at burdensome obligations.
2. Making a specific attribution (optimism) approximately succeeding now and in the further,
3. Persevering toward dreams (hope) and when essential redirecting paths to goals so that you can be triumphant.
4. The beset through troubles and adversity, sustaining and bouncing lower back and even beyond (resiliency) to achieve success.

From the above definition, its miles clean PsyCap is made of four underlying constructs namely self-efficacy, optimism, hope, and resiliency. Even though the above four constructs have particular theoretical perspectives and definitions, taken together those four have been theoretically evolved and empirically tested as a state like not trait centered

bring together PsyCap (Avey et al., 2009). Hence, PsyCap emerged from positive organizational behavior as an average collection that can be used to increase extreme psychological states in individuals. Now that an understanding of the vital guiding principle of PsyCap has been evolved, the discussion will examine the four underlying dimensions of PsyCap namely: self-efficacy, optimism, hope, and resiliency, as it is essential to recognize these constructs as they come from PsyCap. The first measurement of PsyCap is self-efficacy.

The realization that has taken to be successful is much all within us (Luthans, Youssef & Avolio, 2007). The above questions mirror the underlying explanations of self-efficacy is an individual's concept in their capacity to accomplish a goal. Self-efficacy has its origins in the work of Bandura (1997) who have found that *"human accomplishments and well-being require a constructive experience of cloistered efficacy to override the severe impediments to success"* (p. 56). Therefore, Bandura (2008) stresses the significance of self-efficacy as it acts as a catalyst to override the limitations to achievement. The approach is from the work of Bandura (1997) that two scholars (Stajkovic & Luthans 1998) develop their definition of self-efficacy beneath PsyCap.

Positive psychological capital (PsyCap) has excellent capability to mediate the connection among predictor and criterion variables, in particular, in relation to PsyCap among teachers, as studies by (Cheung, Tang, and Tang 2011) examined the advantages of PsyCap in a sample of Chinese language teachers and discovered that PsyCap worked as a great mediator of terrible stressors at work. However, there exists an enormous gap within the literature nationally and across the world which have tested the position of PsyCap amongst teachers. As studies (Gomez, 2007) have targeting how PsyCap can be developed among students in educational institutions; however, they have no longer examined the benefits of growing PsyCap amongst teachers. Moreover, there is minimal research in China and Pakistan that examines the connection between well-being and PsyCap among a teaching pattern for that reason this research aimed to contribute to this slum in research. From the above dialogue, it is spotless that PsyCap is a higher order construct that has many advantages for employees as the positive psychology can cause exceptional psychological experiences even when challenged with an annoying occupational area, which includes teaching.

Subsequently, the present research drew upon the above findings investigated the function of mental capital as a mediator between job-demand stress and burnout leading to well-being emotional goals. That specializes in whether psychological capital promotes well-being and reduces the incidence of bad feelings intentions among teachers. PsyCap mediates between supportive environment and employee performance (Luthans et al., 2008) PsyCap and favorable supportive climate is essential for a human being the way to reap robust organizational proliferation. The supportive climate is demarcated as the full assistance that an employee receives from their co-workers, other departments and their supervisors which facilitates them with their job demands. High PsyCap employees support great organizational satisfaction (James et al., 2008). The personnel has the

responsibility to modify and behave in keeping with the brand new method dictated by the management, mostly with fewer assets.

For the duration of the change, a kind of aspects are placed to check the personnel' PsyCap they learn new approaches of attitude and be confident of achieving this, recover from the disaster, be influenced to manage correctly and consider a higher satisfaction. PsyCap and great emotions are examples of the way personal elements facilitate organizational success. A good business is described as every change that the company undergoes for its benefit and has greater enormous mental and behavioral benefits. The function of high-quality feelings is to help people cope with the organizational substitute by way of broadening their relevant dynamics. It also motivates decision making and giving them important power for his or her coping. This mediation approach that PsyCap through prosperous emotions influences the employee's attitudes and behavior, which in turn, affects the organizational line of work.

In line with Stajkovic and Luthans (1998) "*self-efficacy is a character's conviction about his/her competencies to mobilize the motivation, cognitive assets, and guides of movement needed to execute a specific mission in a given context successfully*" (p. 66). For that reason, self-efficacy then refers to a man or woman has assured belief in their capabilities to execute a responsibility. Similarly, many studies have found that excessive tiers of self-efficacy can result in extraordinary success while coming near venture tiers of self-efficacy decrease the chance of failure while drawing near the development. Additionally, studies have found that people high in self-efficacy set high desires, are self-influenced and persevere in the center of a mission.

Consistent with (Youssef and Luthans 2007), self-efficacy is beneficial in the workplace as employees who have high degrees of self-efficacy have excellent work tiers and better ranges of well-being. As a result, self-efficacy is essential in individuals because of the mere superb belief in oneself can also result in greater fulfillment. The other one size of PsyCap is that of optimism. Moreover (Seligman et al., 1998) defines optimism "*as an explanatory fashion that attributes effective activities to personal, everlasting and unescapable causes and negative events to external temporary and situation-specific ones*" (p.83).

Consequently, a character who is optimistic takes tribute for beneficial experiences of their lives and perceives activities as controllable. Optimism about PsyCap is associated with an "*excellent final results outlook or attribution of occasions, which includes marvelous feelings, motivation and has the caveat of being practical*" (Youssef & Luthans, 2007). Hence, PsyCap has a bendy and realistic feature, because it includes what possibly can and cannot accomplish in a selected situation. It is significant to observe that PsyCap is involved with the reasons and attributions one uses to explain why circumstances ascend (Luthans et al., 2008).

Thus, PsyCap indicates that a unique outlook coupled with a realistic evaluation of the causes of events results in optimism that could be of psychological power is useful, bendy and realistic PsyCap that enables individuals to deal constructively with challenges with intervening characteristics. Primarily, studies (Avey et al., 2009; Youssef & Luthans, 2007; Avey, 2007) have found that optimism within the place of work enables employees to

deal with feelings of being damaged productively, guilt and shame while challenged at work, more so it enables personnel to contend with job demand stress and burnout. The tendency to discern opportunity paths to the same destination (Luthans et al., 2008). The positive psychology illustrates the central guiding principle of the hope, which involves the will to be triumphant and the capability to perceive, clarifying, and pursue the aims efficiently. In keeping with (Snyder et al., 1991) *"hope is a positive motivational state that is based totally on an interactively derived feeling of a successor employer and pathways to satisfy goals"* (p.287).

As a result, hope consists of three additives, enterprise, pathways, and visions. The organization factor refers to the need or motivational electricity to pursue an aim; pathways confer with the diverse approaches that a person can also gain a specific purpose, and the final element is the exact manner of identifying sub requests and hopes (Avey et al., 2009). Hope then consists of the willpower (corporation) and guidance (pathways) to achieve requirements. Studies (Luthans et al., 2007) have observed that hopeful personnel display autonomy, creativity, are imaginative and might deal efficiently with the place of business stress as compared to employees who are not that hopeful.

As employees who are not anticipatory, celebrate in anxiety and stress. Besides, studies (Snyder, 2000) has discovered that hope acts as protection towards emotions of vulnerability, uncontrollability, and unpredictability. As a result, hope is indeed a valuable psychological power for personnel. The ultimate size under PsyCap is that of resilience. Masten and Reed (2002) assert that *"resilience may be identified, measured and nurtured in people of all ages and mental conditions, as it has the profound capability to promote competence and human capital in individuals and society"* (p.235).

Consequently, it is much sparkling that resilience has been identified as incredibly beneficial to all individuals. Of significance to this examination is the superior attitude of resilience below positive psychology implemented to the place of business. Applied to occupational resilience under PsyCap is defined as *"the nice psychological potential to rebound, to "get better" from adversity, uncertainty, struggle, failure, or even nice exchange, development and elevated responsibility"* (Luthans, 2002, p.702). Therefore, resilience is the capacity to conform in the face of adversity constructively. PsyCap resiliency could view adversities and setbacks as each threat elements and robust possibilities for prosperity and success beyond the ordinary realm (Avey et al., 2009). The resilience is the mysterious capability to persevere amidst adversity and even can give upward thrust to success. It is essential to be aware that PsyCap resiliency is not always reactive to adversity; however, is permitting and proactive.

The research by (Reivich & Shatte 2002) demonstrated that the proactive nature of resiliency is the *"capability to overcome, steer thru, get better and attain out to pursue understanding and reviews deeper relationships and find meaning in lifestyles"* (p.103). Subsequently, resilience is not a linear reactive concept; however, a complicated proactive amalgamation of tactics, which could stimulate an increase in people. The importance of resilience in the place of work is to recognize how this psychological power can be facilitated and advanced in employees (Luthans et al., 2007). As the capacity to bounce,

back while faced with challenges is vital because it equips employees with the capacity to upward push to demanding situations (Luthans et al., 2008).

Further, researchers has discovered that resiliency can act as buffering mechanisms, it can assist build healthy and robust companies, promotes employee well-being, and it can push personnel beyond their capacities (Luthans, Smith & Palmer, 2010). Hence, it is far clear that resilience is superb psychological energy to expand in employees because it increases the health, promotes creativity and stimulates increase. From the above negotiation on positive psychological capital (self-efficacy, optimism, hope, and resiliency) in my view is beneficial mental strengths and works as a mediator. Besides, the compounded beneficial nature of the four constructs has given upward thrust to the formation of a higher order core construct PsyCap (Luthans et al., 2002). It is far dynamic to be aware that acknowledge of conceptual independence and exceptional validity of the constructs, however, goes on to say that *"they make a unique hypothetical and quantifiable involvement to a PsyCap"* ((Luthans and Jensen 2005 p.60).

Therefore, studies by many scholars have acknowledged the vital contribution underlying constructs of PsyCap, (Luthans et al., 2012, Luthans & Jensen 2005; Avey et al., 2009; Luthans et al., 2010) as PsyCap can be defined as a construct that is at the forefront of high-quality psychology. The reason is that its concept had been observed that positive resource is associated to multiple results in the workplace, those consist of lower worker absenteeism, less employee cynicism, and unfortunate feelings and better task satisfaction, well-being, dedication, engagement and organisational setup (Luthans , 2002; Luthans et al., 2005; Avey, 2007; Avey et al., 2009; Luthans et al., 2007).

For this reason, its miles resoundingly clear that PsyCap can serve fantastic tiers in the place of business. In a study by (Lazarus & Folkman 1984), it was argued that people go through stress after they accept as accurate with that they lack the skills to address disturbing events. As a result, Lazarus and Folkman (1984) understand the life and importance of cognitive processes that could seem like hidden factors, but they notably affect the outcome of doubtlessly traumatic activities. Thus, the mere interpretation and notion of being capable of taking care of the event may trade the outcome of the doubtlessly painful event (Lazarus & Folkman, 1984). Particularly, Lazarus (2003) identifies efficacy, optimism, hope and resilience as important avenues of exploration for an enhanced understanding of how human beings adapt to strain.

Thus, Lazarus (2003) has diagnosed the capacity of PsyCap as a psychological power used to deal with stress, as it heaps the cognitive processes of the underlying constructs that have the aptitude to modification the outcome of an annoying occasion. Positive psychological capital viewed as a psychological power while confronted with disturbing activities. The above view incorporates over into the professional discipline, as work is worrying (Costa & McCrae, 2009). Research by (Luthans, Avey & Patera, 2008) has discovered that the PsyCap is precious mental energy because it allows employees to build the critical strengths wanted in these days stressful workplace. The insignificance of the above statement, studies (Avey et al., 2009) has found that a sizeable negative correlation

exists among the PsyCap of personnel and their perceived signs and symptoms of occupational strain.

In addition, Jex (1998) believes that the three critical factors to dealing with job-demand stress and burnout *"is to plan a path of positive action to restrict and include stress (i.e., hope), to preserve a positive attitude (i.e., optimism) and believe which you have to manage or at least influence over the strain-inducing event (i.e., efficacy)"* (p. 83). Therefore, the improvement of PsyCap as a mediator is indeed necessary psychological power in any profession. Further, research (Luthans et al., 2004; Page & Donohue, 2004) have concluded that in the presence of occupational strain the factual psychological capital can act as energy to deal with it. The hardworking area of teaching is beneath assault as it faces the dearth of teachers. Accordingly, the trainer scarcity is a result of high, terrible feelings controls, entails lack of teachers, and can encompass teachers exiting career, teachers who change fields or schools and leave the profession by way of demise or retirement.

Notably, the present observe is interested in the premature turnover of the career or altogether quit the profession due to the different occupational fields, which largely contributes to weak teacher emotions (Xaba, 2003). In link with (Chisholm 2009), a mass discrepancy between the delivery and needs of teachers results in growing scarcity of teachers. The teacher's departure of the career is not proportionate to the supply of teachers. The research by (Rohr & Lynch, 1995) asserts that a scarcity of teachers afflicts international locations including New Zealand, German, Sweden, and the United States. Similarly, in Britain, the lack of teachers has reached such extents that it has far declared a national crisis. Subsequently, it may be visible that worthless teacher emotions are an international phenomenon.

South Africa is also no stranger to the trainer shortage, as there exist significant inconsistencies concerning the supply and demand of teachers. In the educational context, terrible emotions consist of negative work surroundings, diminishing cultural appreciation for the career, poor student behavior, work overload, and the pursuit of different occupations (Xaba, 2003). The unique importance in the schooling context is the consistent exchange in the profession concerning the countrywide curriculum (Wilkinson, 2001). This transformation is a tremendous contributor of deprived emotions as its miles coupled with a loss of guide from central authorities and lack of recommendations for implementation of new instructional curriculum ultimately exacerbating stress stages and the incidence of terrible emotions (Wilkinson, 2001). As a result, the practical field of teaching is indeed demanding, and teacher's unhappy emotions have extreme effects that blister the standards of education (Wilkinson, 2001).

It could be seen that instructor stress is severe trouble; therefore, it is critical to equip teachers with the abilities essential to cope with their annoying occupational surroundings. Therefore, it is far clear to relieve the incidence of underprivileged feelings due to excessive degrees of job-demand stress and burnout experienced by teachers. As mentioned, research (Wilkinson, 2001; Xaba, 2003) have proven that occupational strain increases terrible emotions and contributes to negative states of health. Further, (Galanakis, Galanpoulou,

and Stalikas 2011) have discovered that advantageous feelings (e.g., psychological capital or well-being) can alleviate the ruthless effect of job demand stress and burnout on personnel.

For this reason, the prevailing view aimed to apply the standards of positive psychology to the problem of teacher negative feelings by way of exploring the connection among the constructs job demand stress, burnout, positive psychology, and bad emotions, with a focus on the position of psychological capital as a mediator. In the end, it is aiming to apprehend what elements of mental capital contributes to well-being in the severe occupational discipline. Further, the present study aimed to decide if psychological capital is a predictor of well-being. The development of the elements that contribute to well-being in teachers can act as a place to begin to expand interventions that promote the development of those factors amongst teachers, in the end, aiming to relieve trainer negative emotions. Similarly, there exists a wealth of studies (Wilkinson, 2001) that examines the reasons and consequences of terrible feelings in teachers. Accordingly, this comprehensive study aimed to contribute to the excessive hole in the literature by employing the mediating mechanism of positive psychology.

### **2.7.3 Positive Psychological Capital as Moderator in Early Childhood Teacher's Stress**

This summary of the literature review highlights studies on the ability of moderators in the connection between positive psychology and workplace results at different levels of exploration. Similarly, more research is required to pick out the boundary conditions of the PsyCap work outcomes ingratiating at different stages of assessment. PsyCap may additionally be a more significant widespread advantage to marginal organizations in the place of work along with itinerant workers, for the reason that it provides them the confidence to search for a great deal of guidance and advice from others within the managerial center (Combs et al., 2012).

The relationship among PsyCap and work outcomes may additionally be anticipated more potent while the person has higher stages of human and social capital, because the ideas and motivation associated with better ranges of PsyCap may additionally help to improve quality use those different forms of capital. Besides, particular action traits that are probably anticipated to accentuate an impact of PsyCap on work consequences. For instance, the latest empirical studies demonstrated that self-efficacy has a substantial advantageous effect on process performance in jobs as opposed to medium or excessive complications, which PsyCap would possibly have a more widespread impact on overall performance outcomes. Moreover, there was found an association between self-efficacy and overall performance in jobs with excessive levels of overall performance. The ambiguity because of individuals decreasing strength resource in jobs with broad ranges of abstruseness (Schmidt & DeShon, 2010).

PsyCap is undoubtedly a powerful resource as personnel conveying additional coping skills anticipated from them in their work demands. In contrast, there are high stages of overall role conflict; positive psychology is likely to have a subtle impact on overall work performance and may have a fortunate effect on the victims. At the group level, the researchers would possibly examine potential moderators of the PsyCap

dimensions engaged in the job demands and burnout relationship consisting group likeness, behavioral integration cohesion (Beal et al., 2003). Such factors might be predicted to intensify the impact of group level PsyCap on team level performance, as prior work indicates that when there were new consensus and shared understanding between group participants, they are capable in collective efficacy towards goal orientation and achievement (Gibson & Early, 2007).

As studies suggest that people who have positive resources enhances the interaction between self-efficacy and creativity (Richter et al., 2012), PsyCap can be anticipated to generate more powerful effects for individuals working in supportive and stimulating group settings. Besides, working at the group level environments with the right kinds of leadership, inflect viewed as an antecedent to PsyCap, may facilitate the deployment of positive psychology through people. As an instance, although a person or groups an extreme range of PsyCap, leadership may provide a conduit in the right manner to physical activities that yield superior outcomes. Indeed, as cited by (Hitt & Ireland 2002) in the call for a strategic leadership that evaluates, changes configure and leverages intangible sources together with human and social capital on the way to create a sustainable competitive benefit.

Even though, we expect participative or real varieties of management to accentuate the eccentric connection between PsyCap and desired consequences, different paternalistic, authoritarian types of management. It may additionally coerce the placement of individual positive psychological capital within the latter case (i.e., wherein paternalistic or authoritarian kinds of management are enacted). There might also be a poor enticing between positive psychology and work-related magnitudes. Further work may be completed to discern how organizational factors are moderated with the influence of positive psychological capital on work stressors and burnout at high levels of evaluation. As highlighted in the appraisal, previous work offers a few evidence in this proposition, namely that a person's degree of constrictive emotions has a more substantial influence on employee work outcomes and dynamic carrier (Avey, Reichard, et al., 2011).

However, this flow of studies may be refined to collect different environmental traits consisting of exertions intensity in the level of industrial competition and degree of cooperation. It could be in the form of alliances, joint ventures, and many other marketplace moves. The prior research has discovered that excessive overall performance constructions beautify general organizational performance through the development of collective human capital (Takeuchi et al., 2007). The high-performance work structures may additionally contribute to overall organizational performance through the improvement of the organizational degree of positive resources. Such work gives an empirical bridge connecting resourced based feelings theorizing with PsyCap and the general micro orientation of eccentric psychological methods. The future studies ought to study the exclusive degree of direct influences such as the connection between group level PsyCap and man or woman level performance.

Previous studies have checked the moderating effects of positive psychological resources at the team level, such as group comparison, behavioral integration harmony. It

enables early adolescence education teachers to practice on an organizational level, which permits PsyCap to leveraged advantages of the organization successfully. Going back to the issue of moderators of the dimensions of PsyCap and effects within the connected research variables an excellent psychological resource is anticipated to have a vivid sound effect on individualistic cultures. The cultures are inclusive of the United States of America wherein cultural values ascribe individual rights over collective responsibilities. In such cultures, facets of self-notion consist of hope, optimism, and self-efficacy communicate to those values. As an instance, researchers have observed that whether the personality and demographic characteristics of a person affect the relationship between stress, burnout, and PsyCap implications.

Given that, earlier research has proven such factors to influence the attitudinal and behavioral reaction of followers to their leaders (Antonakis, Day, & Schyns, 2012). To sum up, (Luthans et al. 2007) statement on PsyCap have authentic and reliable implications. Existing human resource can be developed and sustained within an individuals' capacity to generate competitive achievement. Furthermore, the meta-analysis conducted on positive psychological capital provides an excellent insight reinforcing its mechanism on direct, moderation and mediation effects of positive psychology.

#### **2.7.4 Positive Psychology (PsyCap) and Wellbeing**

Studies in psychology had adopted the "biomedical version of man" which described health because of the absence of ailment and targeted on disposing of human anxious. For that reason, traditional psychology focused on the treatment of sickness and paid little attention to optimizing and growing the level of wellness among individuals. Optimistic psychology can revive the traditional clinical psychology by encouraging research and practice that attempts to establish stability between the present form of wellbeing as current health and not merely the deficiency of disease (Diener et al., 1999).

It is far within the ambits of constructive psychology that well-being studies reside. According to Wilson (1967), *"the traits of a glad individual include young, well educated, properly-paid, extroverted, optimistic, fear-free, spiritual, married with high shallowness, high activity morale, modest aspirations of either sex and an extensive range of intelligence"* (p.294). Wilson has argued it above in (1967) work that has led to many years of studies in well-being, as researchers (Argyle, 2003; Frey & Stutzer, 2002) have recognized the importance of the knowledge of the providers makes individuals happy. Even though this approach seems workable, the inclusion of extra dimensions without adequate theoretical justification may result in conceptual confusion approximately the definition of the construct (Dawkins et al., 2013).

According to Ryan and Deci (2001) *"well-being is a complicated assembly that issues most fulfilling revel in and functioning derived from two general perspectives specifically the hedonic method and the eudaimonic technique"* (p.142). From the above definition, it could be visible that wellbeing is a multidimensional construct derived from two strategies constituting wellbeing as an "umbrella" idea. The hedonic method originated with Greek philosopher Aristippus who asserted that life aims to search for the pleasure by maintaining proper

control over adversity and prosperity. Satisfaction and wellbeing is the totality of one's hedonic studies (Ryan, Huta & Deci, 2008).

Hence, the hedonic technique, primarily based on the belief that wellbeing is entwined in the constant pursuit of delight and the maximizing of those pleasing appraisals. For that reason, the hedonic technique can be defined as the prevalence of practical effect and the absence of a pitiable effect. Subsequently, the epicurean approach attempts to maximize satisfaction and reduce ache. Hedonism then operates on a satisfaction looking for principle, as they view people in a regular cycle of maximizing the density of rewards and optimizing inputs related to personal befitting pleasure and discontentment. Many of the deviant egotism in search of philosophy can be captured via the common pronouncing, "*Do not fear to be satisfied!*" (Peterson, Park & Seligman, 2005, p. 26).

The early philosopher Aristotle opinioned the hedonic view as a widespread perfect mindless devotee of pain or pleasure and posited that wellbeing is well worth making the eudaimonic technique (Ryan & Deci, 2001). In line with Waterman (1993) "*eudaimonic happens while humans' existence activities are most congruent or meshing with deeply held values and are holistically or completely engaged*" (p.59). Hence, the eudaimonic technique comprehends well-being from essential experience to an exclusive superior degree by maintaining people to lives through their inspiration of personal identity (Ryan & Deci, 2001). This approach perceives that achieving wellbeing in a manner inclined to a personal state, as wellbeing comes from figuring out one's virtues and inheritance.

Accordingly, the eudaimonic technique is not associated with satisfaction; however, it is characterized by utilizing a sense of authenticity that leads to individuals feeling of prosperity. Eventually, hedonic pursuits can results in short-term wellbeing, while eudaimonic dwelling results in a better enduring longer lasting well-being (Ryan et al., 2008). It is vital to notice that each hedonic and eudaimonic method offers a path to wellbeing intending to understand its implications. It is emergent to adopt a holistic stance to experience better stages of wellbeing. In this scenario it can be recognized that theoretical contributions of the hedonic and eudaimonic methods are familiar with that wellbeing is a multidimensional phenomenon that includes aspects from the hedonic and eudaimonic techniques. For that reason, a holistic stance to wellbeing is followed.

Further, a study by (Boehm & Lyubomirsky 2008) has discovered that satisfied personnel has higher success within the administrative center; they describe their activity more positively and in the end, enhance the fulfillment of company expectations. Similarly, George (1995) asserts that glad personnel cross past their required obligations at work and are more invested and concerned in their work. Importantly, research (Veenhoven, 1999) has observed that wellbeing can buffer the experience of occupational strain. For this reason, it is far clear that satisfied employees with positive psychology are undoubtedly useful to any enterprise. Notably, teacher's research in China and Tibet have discovered that wellbeing in teachers is associated with an elevated sense of lifestyles, positive psychology and giant funding of their occupations. Extra so, Seligman Martin (2006) asserts the importance of 'satisfied teachers' as this may lead to elevated gaining knowledge of and the fostering of wellbeing in students.

Subsequently, it is far sparkling that teachers with prosperous psychology experience wellbeing and deliver better education in early childhood education. Teachers had to experience bottom levels of wellbeing compared to different occupations; this is because of their job demand stressors and burnout. Therefore, there is a critical need to foster well-being and constructive and affirmative emotions in education as teachers stress and burnout have depleted optimal state of well-being. Moreover, research by (Culbertson et al., 2010) has found that there exists a significant advance relationship between wellbeing and positive psychology as increases the level of prosperity (Bakker et al., 2012). In support of the above research, it can be concluded that positive psychological capital can moderate and mediate the experience of job demand stress and burnout while booming the helpful, encouraging, optimistic, affirmative, progressive, confident and constructive feelings in early childhood education ensuing wide-ranging well-being in employees.

Therefore, positive psychology can be regarded as a specific mental power that leads to the experience of wellbeing no matter of stressful occupation. Similarly, researchers (Van Katwyk et al., 2000; Diener & Biswas-Diener, 2002) suggests that pleased teachers are much less possible to engage in voluntary negative emotions. Then fostering positive psychology in teacher's lower negative emotions and give surge to positive psychology. From the above dialogue, it is far clear that positive psychology has critical, useful dimensions amongst personnel and particularly in the coaching area related to wellbeing. Consequently, it is critical to understand the position of well-being among the exceptionally harassed teaching profession. The real view attracts upon the above findings to discover the position of mental capital as a mediator between stress and wellbeing.

Greater so, the prevailing research contribute to pursuit literary breach in strain and health studies among early youth teachers in China and Pakistan. Turnover can be classified as either involuntary negative feelings or weak voluntary emotions (Xaba, 2003). Involuntary terrible feelings are the lack of employee's interest in life casing dismissals, redundancies, and retirements whereas voluntary negative feelings are using resignation (Fitz -Enz, 1984). The importance of the current study is the concept of positive psychological emotions conceded in the coaching profession because the excessive helpful feelings lead to creating volatile coaching personnel health and overall wellbeing. As a result, the high negative feelings categorize terrible teacher feelings because it affects the weakening of the academic contraption.

Similarly, research (Ingersoll, 2001; Wilson, 2002) asserted that there is a need to resolve the trouble of teacher conflicting emotions, and need to expand mediations that could alleviate this problem. Studies (Van Katwyk et al., 2000; Diener & Biswas-Diener, 2002) suggested that optimistic workers are less likely to have harmful conditions. Moreover, research by (Salanova et al., 2006; Emery, 2010) has found that cheerful teachers are unlikely to interact with terrible voluntary feelings. There is an enormous body of studies cited on determining the importance of positive psychology and wellbeing, found teachers are more magnificent inclined to go away from teaching profession (Hafner & Owings, 1991; Boe et al., 1997; Grissmer & Kirby, 1997) because of their feelings were strongly correlated with emotional status of a teachers. More research was conducted to

find the problem of teacher's negative emotions from a constructive psychological stance rather than targeting a traditional psychological stance (Chapman & Hutcheson, 1982; Chapman & Inexperienced, 1986).

The present observes research targeting to understand if PsyCap moderate and mediates the connection between job demand stress and burnout, with a focal point on the role of positive psychology contributes to wellbeing in teacher's life. As an outcome, the prevailing inspect specializes in the characteristics of teachers that alleviate unwanted feelings among teachers. Notably, studies (Avey et al., 2009; Cheung et al., 2011) have found that developing PsyCap in teachers decreases the chance of teachers leaving the profession as the mental strengths of self-efficacy, hope, optimism, and resilience equip teachers to contend with the stressful nature of their occupations. It is fostering advantageous psychology marked as, a new pragmatic hobby of psychologists goal to evolution what makes life worth living (Seligman & Csikszentmihalyi, 2000). In observance with Seligman and Csikszentmihalyi (2000) *"researchers have determined that there are human strengths that act as buffers in opposition to intellectual septicity, self-efficacy, optimism, resilience, hope, interpersonal talent and the ability for insight"* (p.7).

By constructing a wealth of knowledge of these admirable characteristics a science of human strength can be fashioned which pursuits to recognize and learn how to foster these virtues in humans. Positive psychology is technological expertise that is devoted to wellbeing knowing the depth and magnitude of great mind and strengths (Gable & Haidt, 2005). Optimistic psychology applied to the workplace promoted judgments at work, especially about states of well-being and goodness (Turner, Baling & Zarcaratos, 2002). The well-being is associated with high-quality carousal in high standard functioning that is essential strengths within a work surrounding (Turner et al., 2002).

For this reason, the occupational strain is a primary contributor to weak psychological states. Importantly, studies (Luthans et al., 2004; Page & Donohue, 2004) have concluded that within the presence of occupational strain the positive psychological capital can act as the energy that promotes high-quality psychological states and wellbeing. More so, mental capital can act as a mediator in worrying occupations (Luthans et al., 2007). Besides, Avey, Luthans, and Jensen (2009) assert that psychological capital can act as a mental strength to combat occupational strain and terrible feelings. For that reason, it is far clear that positive psychology can arise the advantageous mental experiences of health even when challenged with an annoying occupational setting. Consequently, in light of the above literature review, the real research goal of this research was to discover the function of positive psychological capital as a mediator, moderator between job demand stress and burnout among early childhood teachers with the optimal goal of finding an association between positive psychology and well-being.

## Chapter 3: Research Method & Material

### 3.1 Objectives

- 1) This research shall discuss the association between research variables and demographic factors of early childhood teachers.
- 2) This study shall compare the direct effect of stress on burnout in early childhood teachers in both countries.
- 3) This research shall investigate the mediation effects of positive psychological capital (PsyCap) on ECE Teachers stress.
- 4) The present research shall explore how PsyCap that is positive psychology, or constructive emotions have moderation buffering effects on early childhood teacher's stress.
- 5) The dominating objective is to investigate the rapport between PsyCap and early childhood teacher's wellbeing across culture.

### 3.2 Hypothesis

**H<sub>1</sub>:** The association among early childhood teacher's demographics and research variables conditions are different in China and Pakistan.

**H<sub>2</sub>:** There shall be different direct effects of work Stress on psychological burnout among early childhood teachers in both countries.

**H<sub>3</sub>:** The PsyCap shall completely or partially mediate the relationship between job demand stress and burnout in both countries.

**H<sub>4</sub>:** The PsyCap shall moderately effect in such a way that it will weaken the relationship between stress and burnout in both countries.

**H<sub>5</sub>:** Logically speaking, teachers with positive psychology always promote early childhood teacher's wellbeing across cultures.

### 3.3 Instruments

#### 3.3.1 Job-Demand Stress (JDS)

The job demand stressors were measured with a collection of widely used and validated self-report methods developed by previous scholars on work-related stressors. There were four sub-variables of job demand stressors consisting of; workload emotional demands, work-family conflict, and role conflict were assessed. The workload was measured (Siegrist et al., 2004) with five items (e.g., My work requires too much from me) on a 4-point scale (1=never to frequently). Emotional demand (Veldhoven & Meijman, 1994) with seven items (e.g., My work demands a lot from me emotionally) on a 4-point scale (1=never to 4=always). The work-family conflict contained on five items (e.g., My work takes up the time that I would like to spend with my family/friend) on a 5-point scale (1=never to 5=very often) (Frone, Russell, & Barnes, 1996). The role conflict had eight items (e.g., I work with groups who operate quite differently) on a 4-point scale (1=strongly disagree to 4=strongly agree) (Rizzo et al., 1970). This scale demonstrated good internal reliability ( $\alpha = .84-.86$ ), as

well as adequate concurrent validity ( $r = .62$ ).

### 3.3.2 PsyCap PCQ-24

The instrument known as the psychological capital questionnaire (PCQ 24; Luthans et al., 2007) was used in the present research. It constituted 24 items to be rated on a 6-point scale with response options ranging from strongly disagree (1) to strongly agree (6). PCQ-24 offers measurement along four dimensions of the PsyCap by assessing Self-efficacy, Hope, Resilience, and Optimism (six items in each subscale). Controlling bias of the responses three items were negatively phrased. Earlier evidence (Luthans & Youssef, 2007) reported adequate construct validity of the scale and found psychological capital as a core construct comprising of four different yet related dimensions. Internal consistency coefficient alpha was found to be .89 for total PCQ, .81 for Self-Efficacy subscale, .76 for Hope subscale, .79 for Resilience subscale, and .74 for Optimism subscale on the current sample.

The PCQ-24 psychological capital scale was used to measure psychological capital, which, was validated by Luthans et al. (2007). Additionally, this scale has been validated in numerous contexts (Luthans & Youssef, 2017). The scale captures the four dimensions of PsyCap. Sample items included self-efficacy had (I feel confident analyzing a long-term problem to find a solution"), and resilience had ("I usually take stressful things at work in my stride"). The sample items of Optimism and Hope contained ("I am optimistic what will happen to me in the future pertains to work") and ("I approached this job as if every cloud has a silver lining) respectively. Positive psychological capital is a person's constructive psychosomatic state of growth that was categorized by four constructive psychological states of the human being.

- 1) The self-efficacy was referred to self-assurance to take on and put in necessary exertion to succeed at challenging responsibilities.
- 2) Optimism was detailed as making a progressive attribution about succeeding now and in the future.
- 3) Further hope had the characteristics of resolution headed for goals and indispensable paths towards goals in order to succeed and.
- 4) The resiliency was made when affected by obstacles and adversity sustaining and bouncing back and even outside (resiliency) to attain success.

Permission to use this instrument was obtained from Mind Garden  
([www.mindgarden.com](http://www.mindgarden.com))

### 3.3.3 Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI-ES) Educators Survey is an introspective psychological version consisting of 22 items about occupational burnout of the original MBI for use with teachers working in an educational setting, which addresses three scales. The original form of the MBI had constructed by (Christina Maslach and Susan E. Jackson, 1981) to assess an individual's subjective experience of burnout. The MBI measures three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment. It is recognized as the leading measure of burnout and validated by the

extensive research that had been conducted in more than 35 years since its initial publication. The responses of a scale ranged from one (never) to seven (every day).

Emotional Exhaustion measured the feelings of emotionally overextended and exhausted by job demand stressors and contained nine substances. For instance, "I feel emotionally drained from my work" ( $\alpha=0.88$ ). The emotional exhaustion assessed the degree to which early childhood teachers were exhausted by their work including feeling fatigued and tired. Depending on the severity of this exhaustion, teachers may no longer feel able to do their work. The personal accomplishment measured the emotional state of competence and achievement in one's work and had eight items. For instance "I had accomplished many worthwhile things in this job (reversed,  $\alpha=0.69$ ). The last dimension of the burnout depersonalization measured the sensitivity and impersonal response toward recipients of one's teaching and had five items. For example, "I feel I treat some students as if they were impersonal objects" ( $\alpha=0.78$ ). The depersonalization measured the teachers' response and feelings towards their students. They may have negative attitudes, including coldness, distancing themselves from the students, or withdrawing entirely emotionally. Permission to use this measure was obtained from Mind Garden ([www.mindgarden.com](http://www.mindgarden.com))

### **3.4 Sampling Design**

#### **3.4.1 Samples**

The present research data had been collected through a systematic sampling method in China and Pakistan. According to the statistics of the Chinese Ministry of Education 2017; In China, there were entirely (254950) pre-schools and (2432138) full-time teachers and Zhejiang province contained on (8645) pre-schools and (125042) full-time teachers. However, according to the statistics of Ministry of education of Pakistan 2017; there were (150129) primary schools and (453614) full-time teachers in Pakistan and Punjab province had (110376) primary schools and (309235) full-time teachers. The researcher had selected 309 teachers from 60 schools (altogether 618 samples from 120 schools) from each country by adopting a cluster sampling technique in Pakistan and China.

The data were collected using quantitative research approach and quasi-experimental design (often referred to as Causal-Comparative) method and analyzed through SPSS and AMOS 25 (Arbuckle, 2013), structural equation modeling (SEM) correlation and regression analyses. The proportion of the recruited schools contained concerning low, medium and high standard schools where the percentage were (12%), (27%), (61%) respectively in two countries. To ensure high-quality research, the scholar tried his best to ensure ethics by maintaining the originality and balance in recruiting samples from each country. The teachers who responded had the experience to teach kids from playgroup to grade third in ECE schools. In the Pakistani educational settings, the teachers had the experience to teach from Nursery or Katchi to grade three (0-8 year Kids) called early childhood teachers.

The British education system mainly inspires the Pakistani standard educational system of primary education. Pre-school education is intended for 3–5 years old and usually consists of three stages: Play Group, Nursery, and Kindergarten (Called 'KG' or 'Prep'). Subsequently, in pre-school education, students go through junior school from

grades 1 to 3 and ten primary 3 to 5 grades education. The middle school follows this from grades 6 to 8 in the school education. In Chinese early educational setting the teachers were chosen who taught at Kindergarten level from playgroup to grade three (0-8 year Kids) also known as Kindergarten or Preschool teachers. The fifty percent (50%) teachers were selected from early teaching before starting any grade and fifty percent (50%) who teach preschoolers from grade one to three. Still, it was comprised of both private and government schools. The participants were both males and females teachers. The teaching experience of the sample ranged from one to twenty-five years.

### **3.4.2 Procedure**

While collecting the data, well cautious measures have been taken to ensure the qualitative responses. The researcher first requested permission and staff registry lists from the principals at each school. Once permission was attained, stratified sampling was conducted with the use of the staff registry lists. Further, the teachers were given briefings about the questionnaires booklet and offered them the right to ask as many questions as they need throughout this process. Then the questionnaires were given to the teachers and requested to report honestly. The data have been collected from both private and government schools in ECE settings in primary and pre-school settings. The participants were the teachers of up to grade three students. The information as well had been collected on early childhood teacher's demographic variables. The ECE teachers were assured of the privacy of their responses, and research ethics were ensured while collecting the data.

Thereafter, the researcher visited the schools to brief the teachers on the research and request participation from the teachers. The teachers were given a week to decide if they wanted to participate or not. The researcher then visited each of the schools after a week and enquired if the teachers would participate. The researcher then briefed participants on the purpose of the study and notified the participants that they are free to ask any questions at any point concerning the research. The researcher also assured the participants that complete confidentiality and anonymity would be maintained throughout the research study. Further, the researcher notified the participants that they are required to answer the questionnaires to testify their ability or performance but asks their opinion on the topic. The participants were asked if they had any concerns and were assured that, they could contact the researcher at any time. The contributors were guaranteed that privacy and secrecy would be maintained at all times as the research is governed by high ethical standards. Lastly, the participants at all the schools were thanked for their participation.

### **3.4.3 Statistical Analysis**

The data analysis was conducted with the use of the SPSS program 24.0 and AMOS 24 (Arbuckle, 2013). The study used descriptive and inferential statistics. Exploratory factor analysis was conducted to summarize the data for job-demand stress, burnout, and PsyCap to find the factors that best represent the data collected (Pallant, 2011). Thus, Exploratory and confirmatory factor analysis was applied which were highly appropriate as it reduces the data to factors that which best represent the data and in effect create a clear picture of

the data collected. Simple components analysis were also carried out, the Eigenvalues more significant than one and scree plots were studied to find out the statistically significant factors. Further, the researcher did the confirmatory factor analysis, multigroup factor analysis, moderation, and mediation analysis. The research hypotheses were tested by conducting path analysis in structural equation modeling (SEM), with AMOS, version 24 (Arbuckle, 2013). Further to analyze the direct, Interaction and Indirect effects the guidance was taken from Andrew Hayes models and his book (*Introduction to mediation, moderation, and conditional process analysis*) which best present the picture of the moderation and mediation effects research.

### **3.5 Ethical Considerations**

In order to guarantee that the maximum moral standards were maintained the following ethical provisions were implemented. First, permission to conduct research was attained telephonically from each of the principal in each of the schools. Second, before data collection commenced the permission to use this measure was obtained from Mind Garden ([www.mindgarden.com](http://www.mindgarden.com)). Lastly, participants were made aware through a letter of informed consent that their participation is unconditional. They may leave at any time, and that confidentiality and anonymity are assured throughout the study.

### **3.6 An original contribution to knowledge**

The proposed research will make several public and unique contributions:

- a) This research will increase the substantive idea in a place where no such concept currently exists.
- b) The theory will cause to expertise and explain the state of affairs faced through early adolescence teachers who are trying to alleviate or preventing themselves from stress.
- c) The principle might be relevant to the improvement of policies concerning ECE stress
- d) This research will offer a unique, autoethnographic, intensity angle of the state of affairs faced by early childhood teachers.

## Chapter 4: Findings on the ECE Teachers Demographic, Job Demand Stress, Burnout, and PsyCap

### 4.1 Early Childhood Teachers Demographic Characteristics

#### 4.1.1 Descriptive Statistics on the Biographical characteristics of early childhood teachers

This section presents the participants' biographical characteristics of early childhood teachers. The demographic characteristics include religion, gender, educational status, work experience, marital status, weekly workdays and hours, school type, and class size). The results are shown as frequencies, percentages, means and standard deviation of the respondents in tables ordered by country. The table further indicates the distribution of a total number of respondents participated in this study from both countries Pakistan and China; each portion contained an equal number of respondents, which were 309 exactly. The following table represents the biographical characteristics of the respondents in early childhood education related to their religion, gender, age, marital status, and qualification level. Further, it explains their mean, percentages and standard deviation. The characteristics have been divided into different categories that manipulate the logical presentation of the research samples.

**Table 4.1:** Descriptive Statistics on Early Childhood Teachers' Biographical Characteristics

Items	Freq & Perc China Total of 309	Mean	Std. Deviation	Freq & Perc Pakistan Total of 309	Mean	Std. Deviation
<b>A. Religion</b>		<b>3.87</b>	<b>0.46</b>		<b>1.00</b>	<b>0.06</b>
Christian	5 (1.62%)			1 (0.32%)		
Muslim	1 (0.32%)			308 (99.68%)		
Atheism	22 (7.12%)			0 (0.00%)		
Others	281 (90.94%)			0 (0.00%)		
<b>B. Gender</b>		<b>2.00</b>	<b>0.00</b>		<b>1.51</b>	<b>0.50</b>
Male	140 (45.31%)			150 (48.54%)		
Female	169 (54.69%)			159 (51.46%)		
<b>C. Age</b>		<b>33.15</b>	<b>7.59</b>		<b>31.82</b>	<b>6.67</b>
<30 years	109 (35.28%)			140 (45.31%)		
30 to 39	120 (38.83%)			122 (39.48%)		
>=40	80 (25.89%)			47 (15.21%)		
<b>D. Qualification Level</b>		<b>1.94</b>	<b>0.67</b>		<b>3.57</b>	<b>0.88</b>
Junior High School	78 (25.24%)			54 (17.48%)		
Higher Secondary School	174 (56.31%)			23 (7.44%)		
College/ Graduate	55 (17.80%)			26 (8.41%)		
Masters +	2 (0.65%)			206 (66.67%)		
<b>E. Marital Status</b>		<b>1.21</b>	<b>0.46</b>		<b>1.42</b>	<b>0.54</b>
Married	250 (80.91%)			187 (60.52%)		
Single, Never Married	52 (16.83%)			116 (37.54%)		
Single, Divorced	7 (2.26%)			5 (1.62%)		
Single, Widow	0 (0.00%)			1 (0.32%)		

### A. Religion

The total number of Christian participants in China was 5 (1.62%), but in Pakistan, it was 1 (0.32%). Whereas the Muslims in Pakistan were in the high majority as 308(99.68%), but in it were only 1 (0.32%) in China. The atheism 22 (7.22%) in China and 0 (0.00%) in Pakistan. The teachers with other beliefs were 281 (90.94%) and 0 (0.00%) in China and Pakistan respectively. These statistics show that the total number of Muslim teacher was in Majority in Pakistan whereas other believers were in the majority in China. The mean and standard deviation score in China and Pakistan were reported as (3.87, 0.46) (1.00, 0.06) respectively. They are combining both countries respondents according to their religious beliefs, where the total number of Muslims were 309 (50%), Christians 6 (0.16%) whereas Atheist 22 (3.6%), and others 281 (90.94%). All the participants in the present research belonged to the Asian continent.

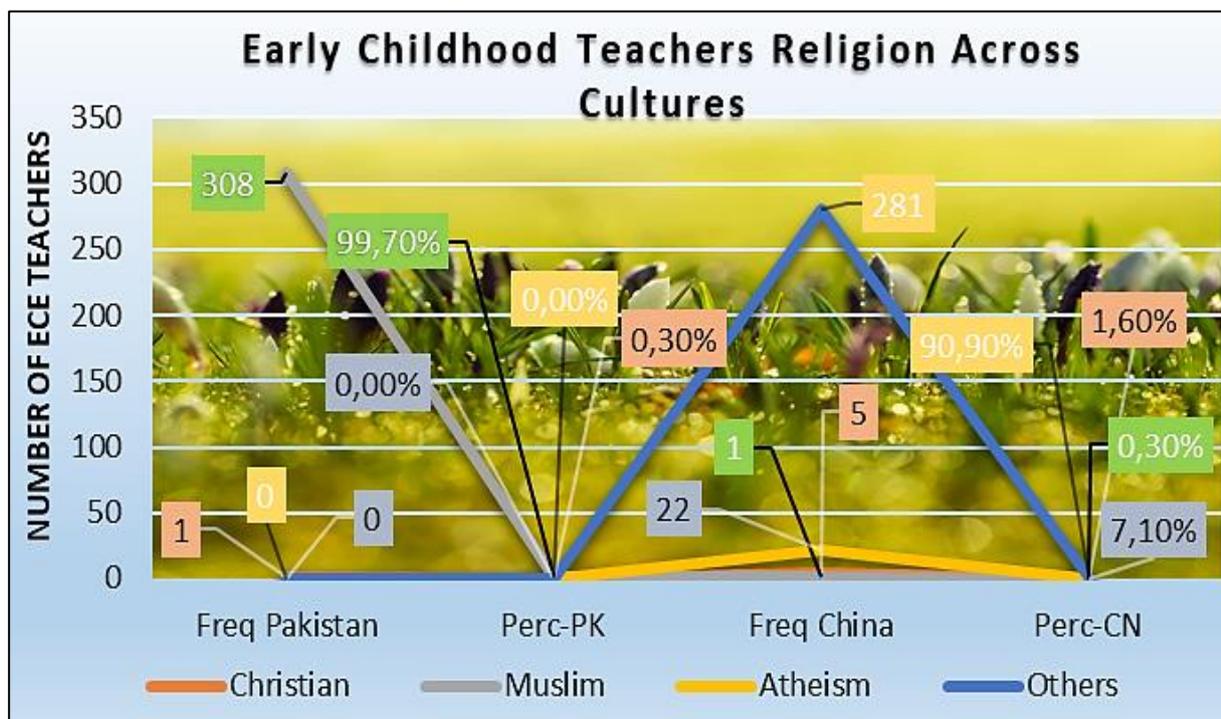


Figure 4.1: Early Childhood Teachers Gender across Cultures

### B. Gender

The researcher kept the balance between male and female early childhood teachers to control the social desirability bias by recruiting them near to gender wise in both countries equally. Where males and females early childhood teachers were 150 (48.54%) 159(51.46%) from Pakistan and 140 (45.31%) males and 169 (54.69%) females from China respectively. Where mean and standard deviation were (2.00, 0.00) in China and (1.51, 0.50) in Pakistan. Moreover, the total number of male early childhood teachers were 290 (46.93%) and females 328 (53.07%) across cultures from both countries.

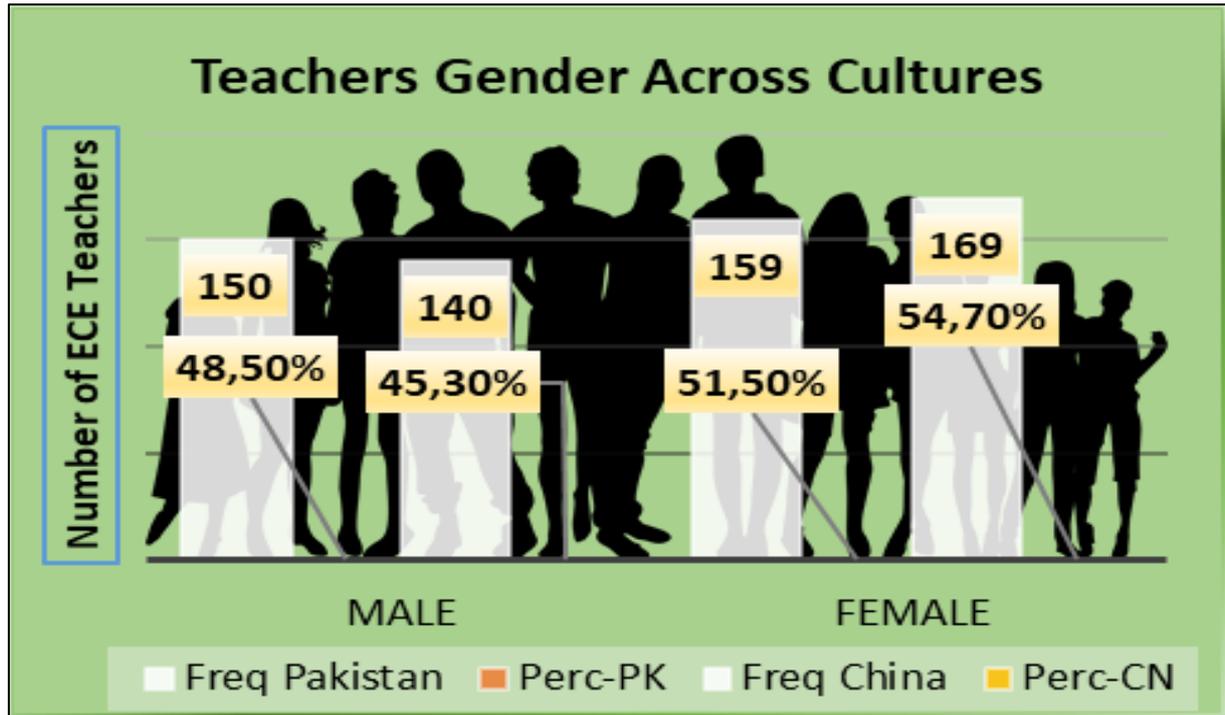


Figure 4.2 Early Childhood Teachers Gender across Cultures

### C. Age

The description as per age slightly different in both countries of early childhood teachers. Their mean and standard deviation were (31.82, 6.67) (33.15, 7.59) in Pakistan and China. The early childhood teachers whose ages were less than thirty years (<30 years) were 109 (35.28%) in China and 140 (45.31%) in Pakistan. The early childhood teachers within 30 to 39 were 120 (38.83%) in China and 122 (39.48%) in Pakistan. The respondents with age Forty or above ( $\geq 40$ ) were 80 (26%), 47 (15.5%) were reported in China and Pakistan respectively. Furthermore, the together participant's age division were 249 (40.29%) less than thirty years old, 242 (39.16%) were more than thirty years old and 127 (20.55%) were forty or more than forty years old as overall in both countries.

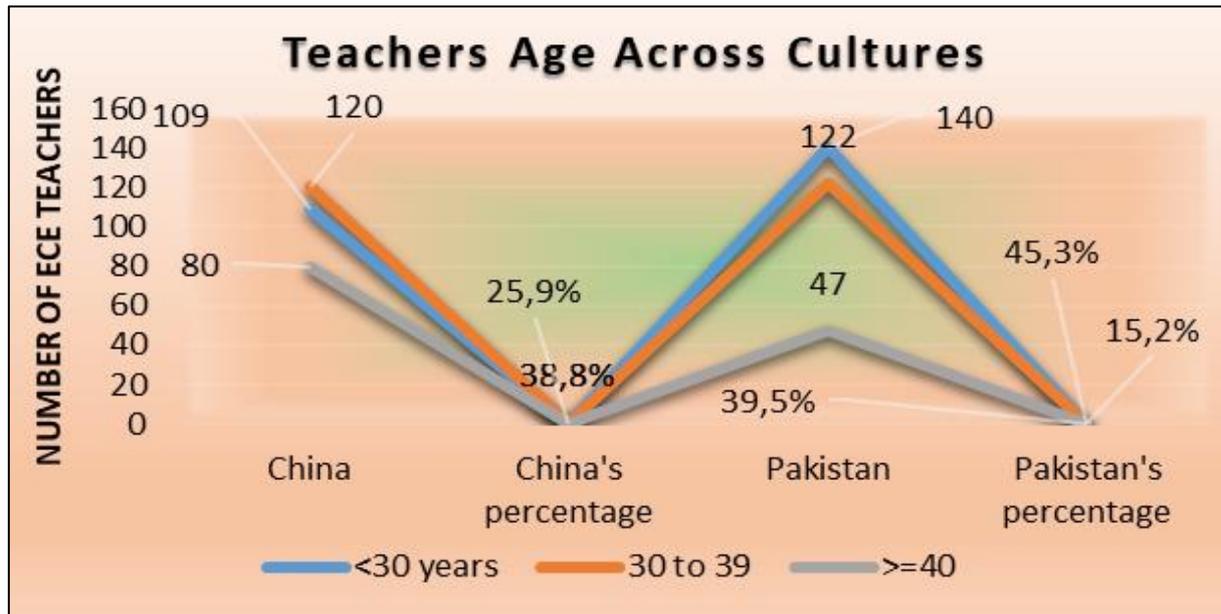


Figure 4.3 Early Childhood Teachers Age across Cultures

#### D. Qualification Level

The early childhood teachers had different qualification levels in both countries with the Junior high school 10 years qualification were 78 (25.24%) in China and 54 (17.48%) in Pakistan. The participants with a higher or technical school who were twelve years qualification 174 (56.31%) in China and Pakistan have 23 (7.44%). Apart from this the representation with the fourteen years qualification known as college or graduation qualified teachers were 55(17.80%) in China and 26(8.41%) in Pakistan. With the master or above (Masters +) qualification early childhood teachers were higher in Pakistan 206 (66.47%) and lower in China with 2 (0.65%) scores. The mean and standard deviation is also different (1.94, 0.67) (3.57, 0.88) in China and Pakistan as two countries. There is little difference in the names on the qualifications of the teachers; however, the years of study are the same. The overall respondents according to their educational status, where a total number of master or above were 208(33.66%), college or graduate level 81(25.47%), higher secondary school level 197 (31.88%), and junior high school level was 132 (21.36%) as an overall score in both countries.

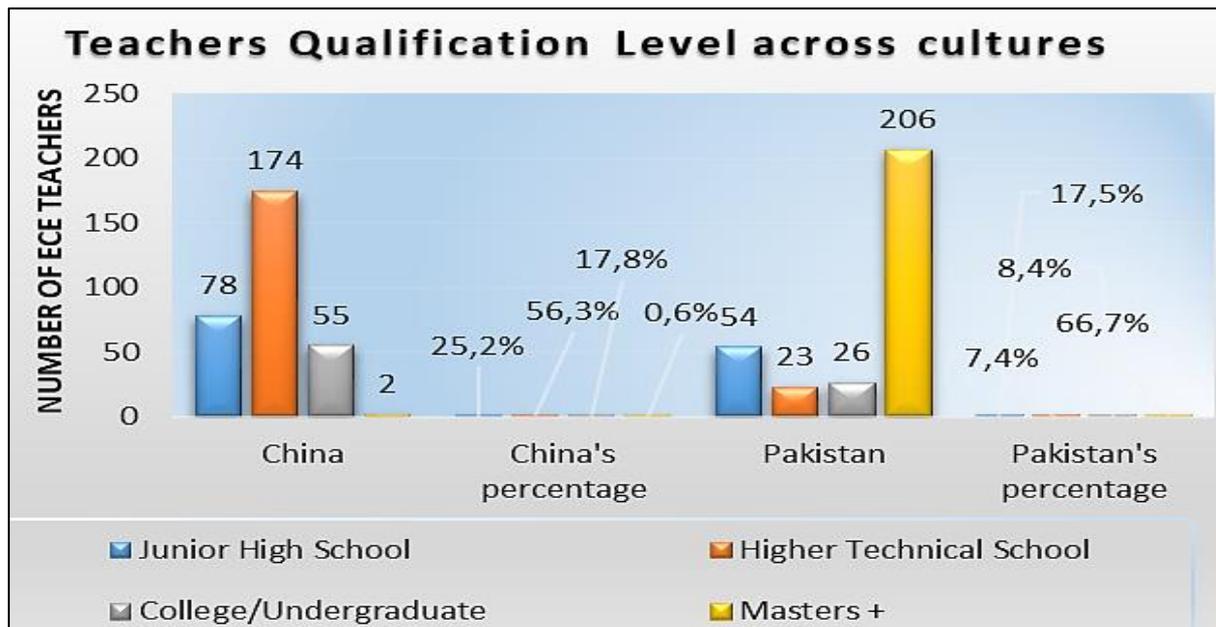


Figure 4.4 Early Childhood Teachers qualification level across Cultures

### E. Marital Status

The respondents mean and standard deviation of marital status were (1.42, 0.54) (1.21, 0.46) in Pakistan and China respectively. The married early childhood teachers were 250 (80.91%) in China and 187(60.52%) in Pakistan. The single or never married teachers were higher in Pakistan 116 (37.54%) but lower in China 52(16.83%). The aforementioned is a cultural difference; however the single or divorced give a different presentation in both countries (China 7(2.26%) and 5(1.62%) Pakistan). The single or widow had no representation in China 0 (0.00%) whereas Pakistani represented 1 (0.32%) early childhood teachers. The entire respondents according to their marital status, where the total number of married teachers were 437 (70.71%), Single, never married 168 (27.15%), divorced 12 (1.94%), and widow or widower was 1 (0.16%) in both countries as an overall result.

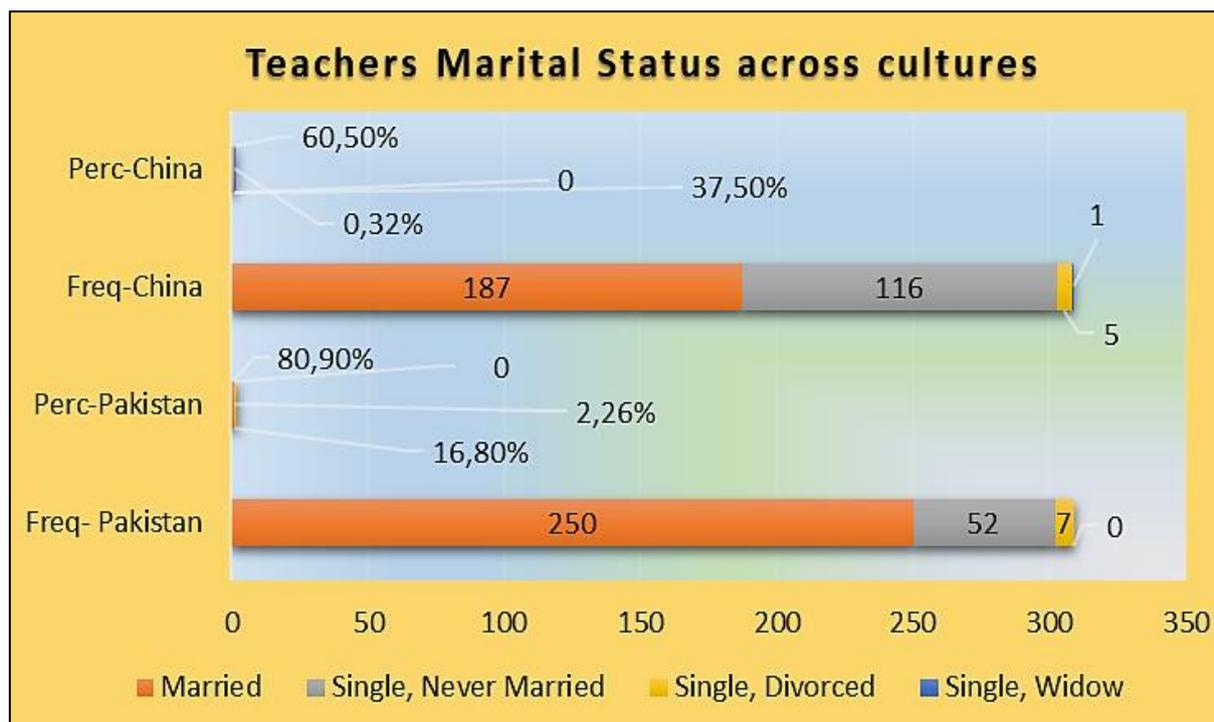


Figure 4.5 Early Childhood Teachers Marital Status across Cultures

#### 4.1.2 Descriptive statistics on School-Related Characteristic of Early Childhood Teachers

Their table represents the school-related characteristics of the respondents in early childhood education teachers related to their teaching experience, class size, level of a class taught and school type. Further, it explains their mean, percentages and standard deviation. The characteristics have been divided into different categories which manipulate the reliable presentation of the given research samples.

Table 4.2: Descriptive Statistics on Early Childhood Teachers' School-Related Characteristics

Items	Freq & Perc China Total of 309	Mean	Std. Deviation	Freq & Perc Pakistan Total of 309	Mean	Std. Deviation
<b>A. Teaching Experience</b>		<b>8.70</b>	<b>6.84</b>		<b>8.05</b>	<b>6.30</b>
Six years and below	149 (48.22%)			165 (53.40%)		
7 to 15	106 (34.30%)			87 (28.16%)		
>15 years	54 (17.48%)			57 (18.45%)		
<b>B. Teaching Class Size</b>		<b>3.33</b>	<b>0.65</b>		<b>3.44</b>	<b>0.67</b>
<=15	3 (0.97%)			17 (5.50%)		
16 to 25	21 (6.80%)			23 (7.44%)		
26 to 35	157 (50.81%)			115 (37.22%)		
>35	128 (41.42%)			155 (50.16%)		
<b>C. Level of Class Taught</b>		<b>1.75</b>	<b>0.63</b>		<b>1.82</b>	<b>0.68</b>
Nursery (3-5 Years)	3 (0.97%)			104 (33.66%)		
Pre-school (5-6 Years)	301 (97.41%)			157 (50.81%)		
1st to 3rd grade (6-8)	5 (1.62%)			48 (15.53%)		
<b>D. School Type</b>		<b>1.16</b>	<b>0.37</b>		<b>1.50</b>	<b>0.50</b>
Public	164 (53.07%)			154 (49.84%)		
Private	145 (46.93%)			155 (50.16%)		

**A. Teaching Experience**

The mean and standard deviation of the participants were recorded as (8.05, 6.30) of Pakistan where it was (8.70, 6.84) in China. However, teachers with six years and below teaching experience were 149 (48.22%), 165 (53.40%) in China and Pakistan respectively. The participants with seven to fifteen years practice were lower in Pakistan with a score of 87 (28.16%) although little higher in China 106 (34.30%). The early childhood teachers with more than fifteen years of teaching experience were (>15 years) 54 (17.48%) and 57 (18.45%) in China and Pakistan respectively. These results show that the level of early childhood teaching experience varied in both countries. However, the overall work experience wide-ranging from 314 (50.81%) less than six years; seven to fifteen years were 193 (31.23%) and with more than fifteen years teaching experience were 111 (17.96%) in both countries.

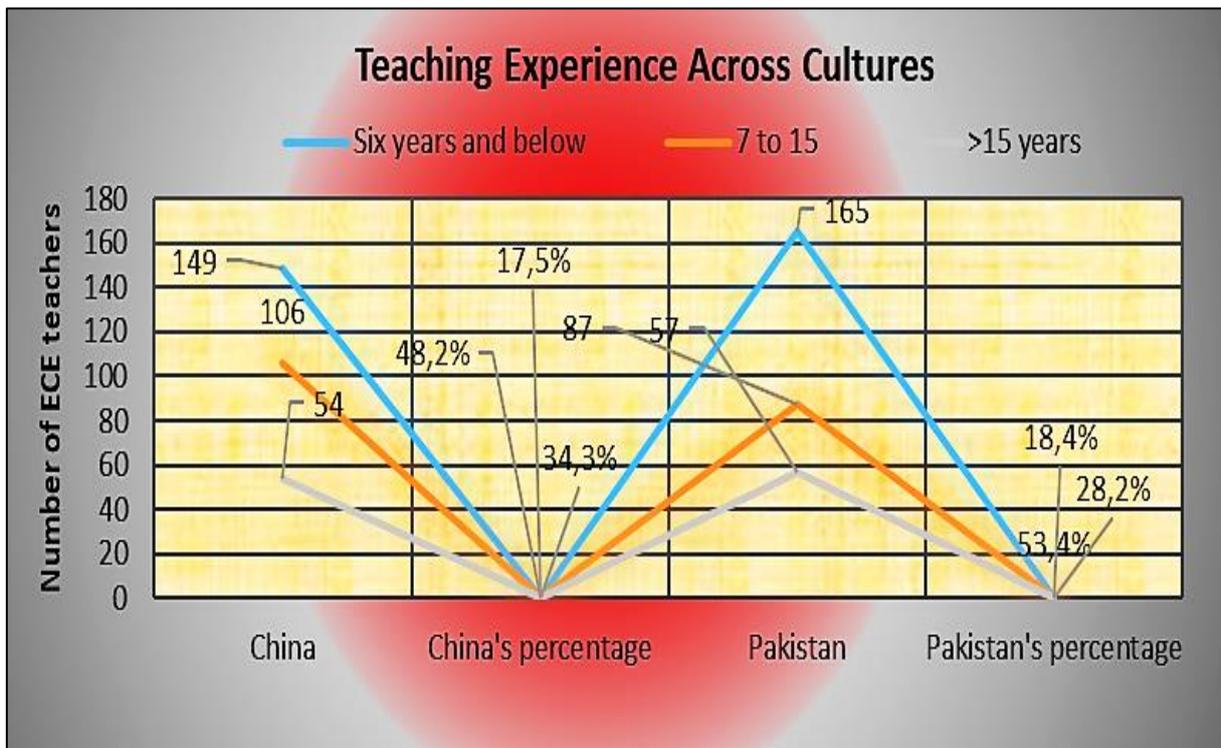


Figure 4.6: Early Childhood Teachers' experience of teaching Across Culture

**B. Teaching Class Size**

The mean and standard deviation were noted as (3.44, 0.67) in Pakistan and (3.33, 0.65) in China in terms of teaching class size respectively. The class size with less than or equal to fifteen teachers was <=15 3 (0.97%), 17 (5.50%) whereas from 16 to 25 size of students in a class were noted as 21 (6.80%), 23 (7.44%) in China and Pakistan respectively. This percentage is slightly different in both countries. However, the class size of twenty-six to thirty-five was higher in China 157 (50.81%) but lower in Pakistan 115 (37.22%). Furthermore, the class size with more than thirty-five pupils (>35) was 128 (41.42%) and 155 (50.16%) in China and Pakistan respectively. The whole distribution of the teaching class size with less than or equal to fifteen students were 20 (6.29%); sixteen to twenty-five student's class size was 44 (78.32%); twenty-five to thirty-five were 272

(44.01%), and more than thirty-five pupils in a class were recorded as 283 (45.79 %) in both cultures.

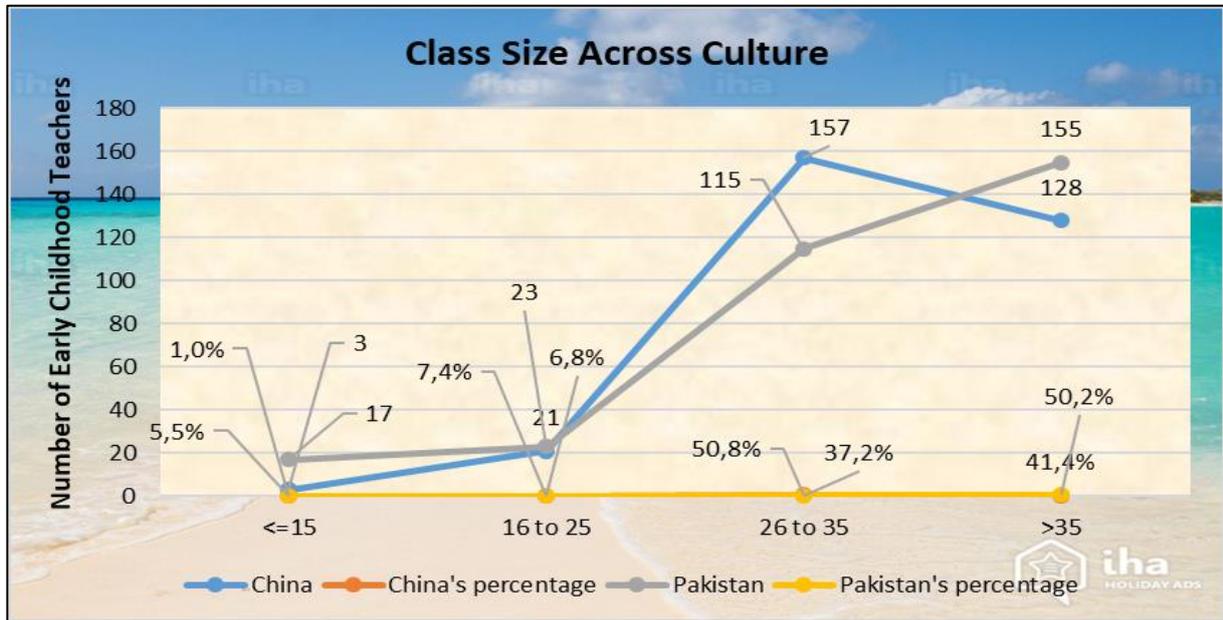


Figure 4.7: Early Childhood Teaching class size across Cultures

### C. Level of Class Taught

The mean and standard deviation were noted as (1.82, 0.68) in Pakistan and (1.75, 0.63) in China in terms of teaching class level respectively. The early childhood teachers with the teaching class level nursery (3-5 Years) were perceived as 3 (0.97%) in China and 104 (33.66%) in Pakistan. Teaching at the preschool level which is (5-6 Years) were 301(97.41%) in China as the maximum ratio but it is average in Pakistan with 157 (50.81%). The teachers who were teaching at the primary level which were 1st to 3rd grade (6-8 years) 5(1.62%), 48(15.53%) in China and Pakistan correspondingly. This percentage is entirely different in both countries as Pakistani teachers were in a high ratio by teaching at multilevel due to the joint education system, i.e. (early childhood education, preschool and primary level of education together). The combined distribution is as with nursery level teachers 107 (17.31%); 458 (74.11%) pre-school teachers and 53 (8.58%) in both countries.

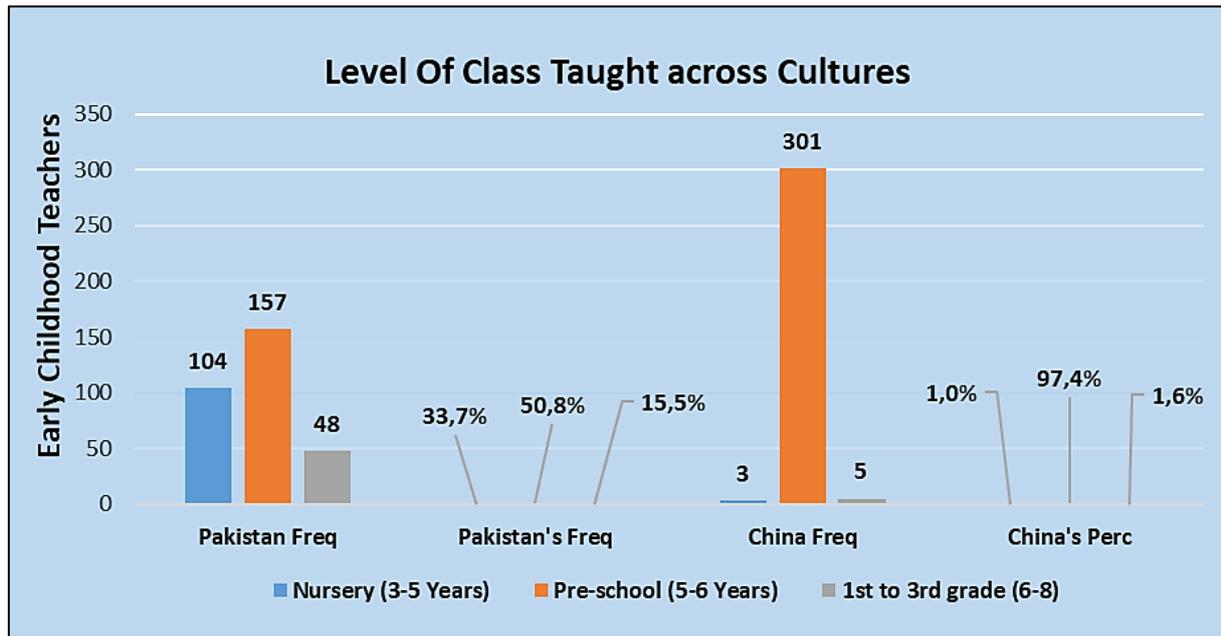


Figure 4.8: Early Childhood Teachers Teaching Class Level across Cultures

#### D. Educational Institution Type

The early childhood teachers were chosen from both the public and private educational institutions. The mean and standard deviation were noted as (1.50, 0.50) in Pakistan and (1.16, 0.37) in China. However, the governmental institutions were 164 (53.07%), 154 (49.84%) in China and Pakistan one-to-one. The private institutes were illustrious with 145 (46.93%) in China and 155 (50.16%) in Pakistan. In the whole 318 (51.46%) early childhood teachers belong to public schools whereas 300 (48.54%) ECE teachers were from private schools.

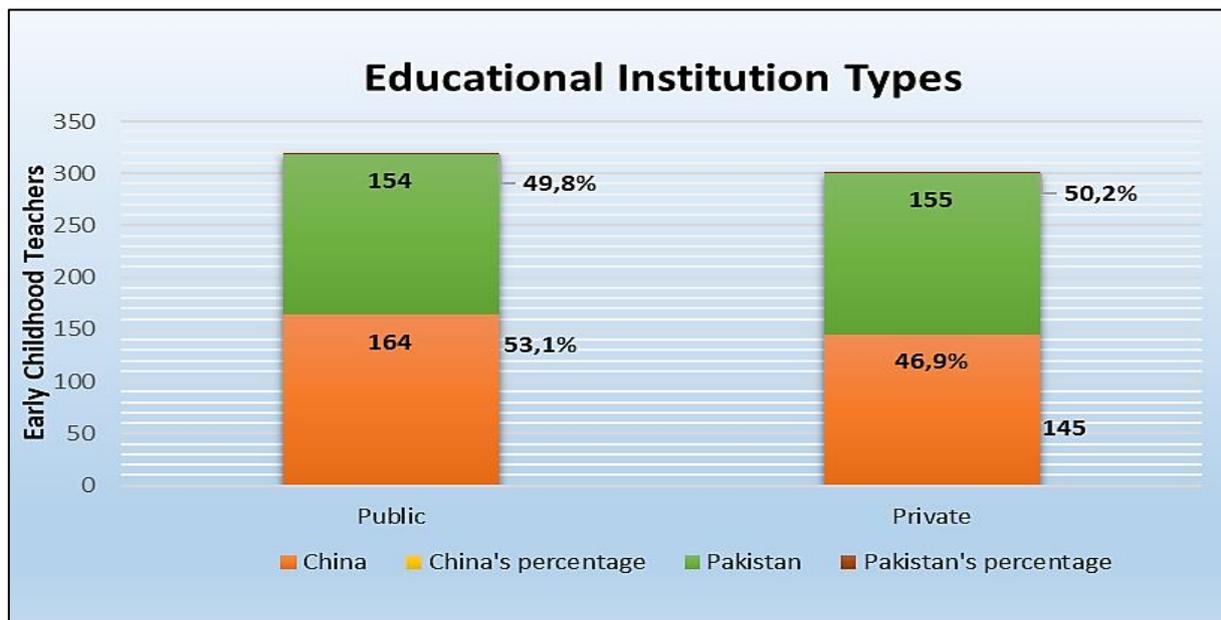


Figure 4.9: Early Childhood Teachers Institution type across Cultures

### 4.3 Statistical Description of Research Variables

#### 4.3.1 The Statistical Description of Job Demand Stress

The following table shows the range of experiences including percentages, frequencies, means, and standard deviations of perceived job demand stress among early childhood teachers in Pakistan and China. The majority (76.22%), a little above one-fifth (20.54%), and a handful (.82%) of the teachers experienced high, average and low levels of workload. A little below one-third (26.56%), exactly two-thirds (64.88%), and very few (4.62%) of the teachers experienced low, average and high emotional demands. Similarly, few (5.45%), above half (62.49%), and a little above one-third (32.24%), experienced low, moderate and high levels of work-family conflict. Very few (.77%), a little above two third (56.20%), and below one-third (29.20%), rated role conflict as low, average and high, respectively.

**Table 4.3:** Range of Experiences on Job Demand Stress across Culture

Perceived Stress	Range of Experiences			Results	
	Low (Lower Third)	Average (Middle third)	High (Upper third)	Mean	SD
<b>Perceived Stress China</b>					
1. Work Load	0(0%)-	50(16.2%) [12.22/ 1.07]	259(83.8%)[16.11/ 1.43]	15.48	1.99
2. Emotional Demands	6(1.9%)[8.67/ 0.82]	284(91.9%) [14.77/ 2.25]	19(6.1%) [21.53/ 1.71]	15.06	2.88
3. Work Family Conflict	12(3.9%)[7.00/ 1.04]	189(61.2%) [13.67/ 2.39]	108(35%) [20.25/ 2.13]	15.71	4.22
4. Role Conflict	1(0.3%)	214(69.3%) [18.36/ 2.16]	94(30.4%) [23.71/ 1.99]	19.96	3.28
<b>Perceived Stress Pakistan</b>					
1. Work Load	4(1.3%)[5.25/ 0.50]	95(30.6%)[11.66/ 1.53]	211(68.1%)[16.38/ 1.66]	14.79	2.92
2. Emotional Demands	5(1.6%)[8.60/ 0.55]	261(84.2%)[14.77/ 2.61]	44(14.2%)[21.66/ 1.67]	15.65	3.57
3. Work Family Conflict	29(9.4%)[6.52/ 1.24]	183(59%)[13.16/ 2.62]	98(31.6%)[20.26/ 2.05]	14.78	4.79
4. Role Conflict	19(6.1%)[9.05/ 0.91]	204(65.8%)[17.47/ 2.69]	87(28.1%)[24.02/ 2.19]	18.79	4.56

#### 4.3.2 The Statistical Description of Psychological Burnout

In the survey results of the Maslach Burnout Inventory, the emotional exhaustion was the most common shape of strain manifestation experienced via early childhood teachers. The given table below presents the percentages, frequencies, mean, and standard deviations for the range of experienced burnout, by each country. Results for the global study (total sample) are presented here but not in the table. Slightly below two thirds (58.11%) of the teachers experienced high, a little below one-third experienced average, and a few (5.6%) of them experienced low levels of emotional exhaustion. Below quarter (19.20%), a little below one third (30.60%) and a half (45.35%), reported their experiences of depersonalization as low, average, and high respectively. On personal accomplishment, a little over two-thirds (69.53), one-fifth (16.44%), and a few (10.76) of the teachers experienced low, average and high levels, respectively.

**Table 4.4:** Range of Experiences on Psychological Burnout across Culture

	Range of Experiences			Results	
	Low (Lower Third)	Average (Middle Third)	High (Upper Third)	Mean	S.D
<b>MBI: Burnout China</b>					
1. Emotional Exhaustion	17(5.5%) [14.06/ 1.78]	98(31.7%) [21.83/ 2.90]	194(62.8%) [37.52/7.47]	31.25	10.35
2. Personal Accomplishment	208(67.3%) [45.89/ 4.72]	61(19.7%) [35.10/ 2.12]	40(12.9%) [25.80/ 4.62]	41.16	8.46
3. Depersonalization	58(18.8%) [5.40/ 0.49]	151(48.9%) [9.82/ 1.69]	100(32.4%) [16.77/ 3.49]	11.24	4.76
<b>MBI: Burnout Pakistan</b>					
1. Emotional Exhaustion	31 (10%) [14.58/ 1.77]	116(37.4%)[21.57/ 2.69]	163(52.6%) [36.20/7.64]	28.56	10.12
2. Personal Accomplishment	267 (86.1%) [46.55/ 4.09]	29 (9.4%) [35.14/ 1.88]	14(4.5%) [26.57/3.92]	44.58	6.46
3. Depersonalization	105 (33.9%) [5.27/ 0.44]	129 (41.6%) [9.18/1.68]	76(24.5%) [18.37/ 4.59]	10.11	5.61

### 4.3.3 The Statistical Description of PsyCap

In positive psychological capital survey results, there were all the dimensions had quite significant results showing the inner resource of mental resources of positive psychology manifestation experienced by early childhood educators. The given table presents the percentages, frequencies, mean, and standard deviations for the range of experienced favorable estate, stratified by country. Results for the global study (total sample) are presented here, but not in the given table.

**Table 4.5:** PsyCap Range of Experiences across Culture

	Range of Experiences			Results	
	Low (Lower Third)	Average (Middle third)	High (Upper third)	Mean	S.D
<b>PsyCap: China</b>					
1. Efficacy	3(1%)[10.33/ 1.53]	82(26.5%)[21.54/ 2.16]	224(72.5%)[28.73/ 2.63]	26.64	4.36
2. Hope	0(0%)	108(35%)[21.29/ 2.44]	201(65%)[28.49/ 2.61]	25.97	4.28
3. Resilience	13(4.2%)[15.85/ 1.28]	225(72.8%)[22.69/ 2.32]	71(23%)[28.21/ 1.41]	23.67	3.53
4. Optimism	13(4.2%)[16.00/ 1.08]	246(79.6%)[22.70/ 2.01]	50(16.2%)[28.00/ 1.32]	23.28	3.11
<b>PsyCap: Pakistan</b>					
1. Efficacy	0(0%)	31(10%)[21.48/ 2.69]	279(90%)[30.87/ 2.73]	29.93	3.92
2. Hope	0(0%)	38(12.3%)[21.16/ 3.06]	272(87.7%)[30.28/ 2.90]	29.16	4.18
3. Resilience	6(1.9%)[13.50/ 3.21]	80(25.8%)[23.65/ 2.21]	224(72.3%)[30.04/ 2.18]	28.07	4.10
4. Optimism	4(1.3%)[16.25/ 0.96]	75(24.2%)[24.08/ 2.22]	231(74.5%)[30.22/ 2.22]	28.55	3.71

Slightly below two-thirds (55.8%) of the teachers experienced high, a little below one-third experienced average, and a few (6.31%) of them experienced low levels of hope. Below quarter (20.44%), a little below one third (28.84%) and the half (43.53%), reported their experiences of self-efficacy as low, average, and high respectively. On resilience, a little over two thirds (70.20%), one-fifth (17.11%), and a few (9.52%) of the teachers experienced low, average and high levels, respectively. The optimism dimension early childhood teachers reported a little over two thirds (64.62%), one fifth (13.28%), and a few (8.15%) of the teachers experienced low, average and high levels in both countries.

### 4.4 Relationship among Stress, Burnout, PsyCap, and Demographic Factors

Teacher stress, burnout symptoms and PsyCap characteristics were examined and compared across various groups in the study (e.g., religion, age, gender, marital status,

qualification level, countries, and gender), using structured means analysis (Aiken et al., 1994; Hancock, 1997). Support for weak or partial strong factorial invariance (in chapter five) was the prerequisite for this analysis (Vandenberg & Lance, 2000). The researcher chose the Chinese teachers the primary teachers as the reference group, treating the Pakistan teachers as comparison groups. The possible mean for the reference group was fixed at 0 (0), and the latent group means for the comparison groups estimated as deviations from the reference group (Dimitrov, 2006). Positive Z-score indicates that the comparison group has higher latent mean compared to the reference group. Differences in latent means are not influenced by the decision to fix reference groups' mean at 0 while freely estimating those of the comparison groups (Aiken et al., 1994; Hancock, 1997; Dimitrov, 2006).

#### **4.4.1 Relationship among Stress, Burnout, PsyCap & Personal Factors**

##### **A. The Correlation among Stress, Burnout, and PsyCap across Country**

Based on the MI test results, the researcher performed structured means analysis to test latent mean differences across cultures. Results revealed that Pakistan teachers scored lower latent means than the Chinese teachers on the work-family conflict scale ( $z = -1.95$ ,  $p = .05$ ), role conflict scale ( $z = -3.76$ ,  $p < .01$ ), workload scale ( $z = -3.26$ ,  $p > .01$ ), and emotional demand ( $z = 6.36$ ,  $p < .01$ ). When assessing teacher burnout symptoms across cultures, Pakistani teachers had lower latent mean score than their Chinese counterparts on the emotional exhaustion subscale ( $z = -7.603$ ,  $p < .01$ ), and a higher score on the personal accomplishment ( $z = 3.947$ ,  $p < .01$ ) and depersonalization subscales ( $z = 1.232$ ,  $p > .05$ ). Whereas the PsyCap have higher latent mean in all the dimensions in Pakistani teachers, the subscales were noted as self-efficacy ( $z = 2.547$ ,  $p > .05$ ), hope ( $z = 5.789$ ,  $p < .01$ ), optimism ( $z = 3.947$ ,  $p < .01$ ), and resilience ( $z = 4.856$ ,  $p < .01$ ) as compared with Chinese teachers.

##### **B. The Correlation among Stress, Burnout, and PsyCap across Religion**

Results revealed that Muslim teachers had lower latent mean scores than Christian teachers on the work-family conflict ( $z = -.827$ ,  $p > .05$ ), role conflict ( $z = -2.619$ ,  $p < .01$ ), and workload ( $z = -2.180$ ,  $p < .05$ ) but higher latent mean scores on the emotional demand ( $z = 6.452$ ,  $p < .01$ ). The atheist teachers had higher latent mean scores than their Christian counterpart on the work-family conflict ( $z = .287$ ,  $p > .05$ ), role conflict ( $z = .838$ ,  $p > .05$ ), and workload stressors ( $z = 2.898$ ,  $p < .05$ ), but lower on emotional demand stressor ( $z = -3.871$ ,  $p < .01$ ). Again, similar result trends were revealed for teachers with other religious beliefs who scored higher latent means than their Christian counterparts ensured on the work-family conflict ( $z = 1.830$ ,  $p > .05$ ), role conflict ( $z = 1.419$ ,  $p > .05$ ), emotional demand ( $z = 3.732$ ,  $p < .01$ ), and workload stressors ( $z = 2.898$ ,  $p < .05$ ).

However, When examining the differences in burnout symptoms across teachers with different religious affiliations, Muslim teacher scored lower than Christian teachers did on emotional exhaustion ( $z = -6.651$ ,  $p < .01$ ) and higher on personal accomplishment ( $z = 5.919$ ,  $p < .001$ ) and depersonalization ( $z = 1.845$ ,  $p > .05$ ). Atheist teacher had higher emotional exhaustion ( $z = 1.313$ ,  $p > .05$ ), but lower personal

accomplishment ( $z = -1.276, p > .05$ ) and depersonalization ( $z = -.555, p > .05$ ) than teachers (Christians). Teachers with other religious beliefs scored higher on emotional exhaustion ( $z = 3.671, p < .001$ ), but lower on personal accomplishment ( $z = -3.892, p < .001$ ) and depersonalization ( $z = -.360, p > .05$ ).

In the PsyCap as well Muslim teachers have higher latent mean in all the dimensions as compared with their counterparts, the subscales were noted as self-efficacy ( $z = 3.626, p > .05$ ), hope ( $z = 7.456, p < .01$ ), optimism ( $z = 4.554, p < .01$ ), and resilience ( $z = 5.751, p < .01$ ) as compared with Atheist, Christian and other kind of teachers.

### C. The Correlation among Stress, Burnout, and PsyCap across Age

When comparing teacher stress experiences across their age, stress experiences were higher in teachers with age range below 30 years than in those aged 30 to 39 years on workload ( $z = .792, p > .05$ ), and lower on role conflict ( $z = -.995, p > .05$ ), work-family conflict ( $z = -.191, p > .05$ ), and emotional demand ( $z = -.275, p > .05$ ), though not statistically significant. Similarly, teachers aged 40 years or above had higher score than those aged 30 to 39 years on the work-family conflict ( $z = .279, p > .05$ ), role conflict ( $z = 1.698, p > .05$ ), and workload ( $z = .169, p > .05$ ), but lower on emotional demand ( $z = -2.920, p < .01$ ), though only the difference for emotional support was statistically significant. Burnout symptom was higher (though not statistically significant) in teachers with age range below 30 years than those aged 30 to 39 years on emotional exhaustion ( $z = .272, p > .05$ ) and personal accomplishment ( $z = .330, p > .05$ ).

However, lower on depersonalization ( $z = -.680, p > .05$ ), though the differences were not statistically significant. Similarly, teachers with aged 40 years or above had higher scores than those with age range 30 to 39 years on the emotional exhaustion ( $z = .833, p > .05$ ) and depersonalization ( $z = .104, p > .05$ ), but lower on personal accomplishment ( $z = -1.409, p > .05$ ). When comparing teacher's PsyCap experiences across their age, stress experiences was higher in teachers with age range below 30 years than in those aged 30 to 39 years on self-efficacy ( $z = .844, p > .05$ ), and hope ( $z = .775, p > .05$ ), resilience ( $z = .991, p > .05$ ), and optimism ( $z = .942, p > .05$ ). Similarly, teachers aged 30 to 39 years or above had higher score than those aged 40 years or above on the hope ( $z = .783, p > .05$ ), optimism ( $z = 1.869, p > .05$ ), and ( $z = .169, p > .05$ ), but lower on self-efficacy ( $z = 1.920, p < .01$ ), was statistically significant.

### D. The Correlation among Stress, Burnout, and PsyCap across Gender

The scholar tested latent mean differences in stress and burnout across teachers' gender. With teacher stress, male teachers scored lower on work-family conflict ( $z = -.496, p > .05$ ), emotional demand ( $z = -2.987, p < .01$ ), and workload ( $z = -1.843, p > .05$ ), but higher on role conflict ( $z = 2.318, p < .05$ ), though the group differences were not significant. On burnout symptoms, the comparison group (male teachers) scored lower on the emotional exhaustion subscale and higher on the personal accomplishment and depersonalization subscales compared to the reference group (female teachers). These differences were significant emotional exhaustion ( $z = -3.399, p < .001$ ), personal accomplishment ( $z = 2.595, p < .01$ ) and depersonalization ( $z = 3.169, p < .001$ ). Moreover, the PsyCap levels are also

different among ECE teachers; the possible mean of overall PsyCap is little higher among female teachers as compared with male teachers. Explicitly the dimensions recorded as self-efficacy higher in females ( $z=4.413$ ,  $p<.001$ ), hope higher among male ( $z=3.235$ ,  $p<.001$ ), optimism ( $z=2.178$ ,  $p<.001$ ), but resilience was experienced higher among female teachers ( $z=3.169$ ,  $p<.001$ ).

#### **E. The Correlation among Stress, Burnout, and PsyCap across Marital Status**

Results revealed that married teachers scored higher latent mean on work-family conflict ( $z= -.743$ ,  $p>.05$ ) but lowered on the emotional demand ( $z= 3.747$ ,  $p<.01$ ), workload ( $z=.147$ ,  $p>.05$ ), and role conflict ( $z= 2.204$ ,  $p<.05$ ) than their single counterparts. Only the latent mean differences for the emotional demand and role conflict stressors and social support of job resources were statistically significant. Regarding burnout symptoms, single teachers single had lower latent mean scores than their counterparts who are married on the main burnout subscales: emotional exhaustion ( $z= -.338$ ,  $p>.05$ ) and depersonalization ( $z= -.755$ ,  $p>.05$ ), but higher personal accomplishment ( $z= 2.302$ ,  $p<.05$ ). Only the difference for the personal accomplishment subscale was significant. Comparable single teachers have higher self-efficacy ( $z= .743$ ,  $p>.05$ ) than those with married teachers ( $z= -.624$ ,  $p>.05$ ). Conversely, hope was recorded as ( $z= .843$ ,  $p>.05$ ) in single teachers and bit lower in married teachers ( $z= .636$ ,  $p>.05$ ) and resilience was higher in married teachers ( $z= .710$ ,  $p>.05$ ) than single teachers. Whereas optimism is also higher among married teachers ( $z= .743$ ,  $p>.05$ ).

#### **F. The Correlation among Stress, Burnout, and PsyCap across Qualification Level**

When comparing work stress across teachers' educational status, results showed that teachers with JHS certificates had a higher score than those with Masters' or above degree holders. On work stress linked to work-family conflict ( $z=.301$ ,  $p>.05$ ) and role conflict ( $z= 1.207$ ,  $p>.05$ ), but lower scores on emotional demand ( $z= -2.583$ ,  $p=.01$ ), and workload ( $z= -, 814$ ,  $P>.05$ ). Teachers with SHS certificates had higher score than highly education ones (Masters or above degree holders) on role conflict ( $z= 1.351$ ,  $p>.05$ ) but lower on work-family conflict ( $z= -.616$ ,  $p>.05$ ), emotional demand ( $z=-3.653$ ,  $p<.001$ ) and workload ( $z=-1.691$ ,  $p>.05$ ). Comparably, degree or diploma certificate holders scored higher than Master's degree holders fixed on work-family conflict ( $z=3.128$ ,  $p<.01$ ), role conflict ( $z=3.171$ ,  $p<.01$ ), emotional demand ( $z=.394$ ,  $p>.05$ ) and workload ( $z=2.180$ ,  $p<.05$ ). Likewise, single teachers with lower qualification JHS have lower self-efficacy ( $z= .623$ ,  $p>.05$ ) than those with master or graduate teachers ( $z= -.624$ ,  $p>.05$ ) however hope was recorded higher ( $z= .843$ ,  $p>.05$ ) in graduate teachers and bit lower in teachers ( $z= .636$ ,  $p>.05$ ). Resilience was higher in master qualified teachers ( $z= .710$ ,  $p>.05$ ) than graduate and secondary school educated teachers whereas optimism is also higher among secondary level qualified teachers ( $z= .743$ ,  $p>.05$ ).

### **4.4.2 Relationship among Stress, Burnout, PsyCap & School Related Factors**

#### **A. The Correlation among Stress, Burnout, and PsyCap across Teaching Experience**

When comparing teacher stress across years of work experience, stress was lower in

mid-career teachers (7-14 years) than in early career teachers (<7 years) on work-family ( $z = -.358, p > .05$ ), and workload ( $z = -.144, p > .05$ ) but higher on role conflict ( $z = 1.269, p > .05$ ), and emotional demand ( $z = 1.056, p > .05$ ), though not statistically significant. Similarly, advanced career teachers ( $\geq 15$  years of work experience) had lower scores than early career teachers (<7 years of work experience) on the work-family conflict ( $z = -.240, p > .05$ ). Emotional demand ( $z = -2.791, p < .01$ ) was higher than workload ( $z = .243, p > .05$ ), and role conflict ( $z = 1.929, p = .05$ ), though only the group difference for emotional demand and role conflict were statistically significant. Telling about PsyCap overall it is higher among the middle career teachers. However, self-efficacy and resilience are high among middle career teachers ( $z = 4.324, p < .001$ ) whereas teachers hope was higher among early career teachers ( $z = 4.876, p < .001$ ) and optimism were scored higher among advance career teachers.

### **B. The Correlation among Stress, Burnout, and PsyCap across Class Size**

Teachers in smaller (<15 pupils), moderate (16-25 pupils) and normal (26-35 pupils) class sizes scored low on all the work stressors compared to those in large class size ( $\geq 30$  pupils). Work-family conflict ( $\leq 15$  pupils:  $z = -.276, p > .05$ ), (16-25 pupils:  $z = -.366, p > .05$ ), (26-35 pupils:  $z = -.442, p > .05$ ) was recorded. The role conflict score was classified as (<15 pupils:  $z = -.058, p > .05$ ), (16-25 pupils:  $z = -1.492, p > .05$ ) (26-35 pupils:  $z = -.465, p > .05$ ). Whereas the emotional demand had (<15 pupils:  $z = -3.130, p < .01$ ; 16-25 pupils:  $z = -4.839, p < .001$ ; 26-35 pupils:  $z = -.269, p > .05$ ) results. The final dimension, workload (<15 pupils:  $z = -.227, p > .05$ ; 16-25 pupils:  $z = -.400, p > .05$ ; 26-35 pupils:  $z = -1.377, p > .05$ ) had the given results though only the group difference for emotional demand was significant. On overall PsyCap resources, teachers in smaller (<15 pupils) and moderate (16-25 pupils) class sizes had higher PsyCap scores ( $z = 7.169, p < .001$ ) when compared with those in large class size ( $\geq 30$  pupils) ( $z = 4.987, p < .001$ ).

### **C. The Correlation among Stress, Burnout, and PsyCap across Level of Class Taught**

This analysis probes the differential experiences of stress and burnout among teachers with different job task. The results demonstrated that stress experiences differ among ECE practitioners with different levels of teaching. The ECETs whose job task is to teach at Nursery level (3-5 Years Kids) had lower latent mean scores on work stress with respect to work-family conflict ( $z = -2.519, p < .05$ ), emotional demand ( $z = -3.452, p < .01$ ), and workload ( $z = -4.986, p < .05$ ). Nevertheless, higher role conflict ( $z = 1.627, p > .05$ ) than those with teaching at preschool or primary level teachers. Similarly, those with teaching only as their job task had higher latent mean scores than their counterparts teaching at preschool level on the work-family conflict ( $z = 1.093, p > .05$ ), emotional demand ( $z = 1.731, p > .01$ ), but lower on role conflict ( $z = -3.839, p < .05$ ) and workload ( $z = -4.842, p < .01$ ). With burnout symptoms, ECTs with nursery level teaching task scored lower than their counterparts with teaching and caring as a job task on the emotional exhaustion and personal accomplishment subscales ( $z = -.749, p > .05$ ;  $z = -.836, p > .05$ ), and higher on the depersonalization subscale ( $z = .5959, p > .05$ ).

However, these differences were not significant. For those with teaching as their

job task, their latent mean scores on the two main burnout scales: emotional exhaustion and depersonalization were lower when compared to those with teaching at primary or preschool levels ( $z = -4.593$ ,  $p < .001$  and  $z = -.818$ ,  $p > .05$ ), and higher on the personal accomplishment scale ( $z = 6.356$ ,  $p < .001$ ). The PsyCap subscales self-efficacy had higher score ( $z = 7.643$ ,  $p < .001$ ) with the teachers who teach at preschool levels, and hope is high among nursery level teachers ( $z = 8.356$ ,  $p < .001$ ) whereas resilience had been recorded as ( $z = 5.356$ ,  $p < .001$ ) and optimism as ( $z = 4.689$ ,  $p < .001$ ) among early childhood teachers.

#### **D. The Correlation among Stress, Burnout, and PsyCap across School Types**

The structured latent mean results revealed that private school teachers (the comparison group) had higher latent mean scores than public school teachers with regards to all work stressors: emotional demand ( $z = 4.420$ ,  $p < .01$ ) and role conflict ( $z = 4.853$ ,  $p < .01$ ), work-family conflict stressor ( $z = .709$ ,  $p > .05$ ), and workload ( $z = 1.97$ ,  $p < .05$ ). All the differences were significant. When measuring teacher burnout symptoms across school types, private school teachers had lower latent mean scores than their public school counterparts on the emotional exhaustion ( $z = -1.411$ ,  $p > .05$ ). In addition, depersonalization subscales ( $z = -2.641$ ,  $p < .01$ ), but higher on the personal accomplishment scale ( $z = 3.113$ ,  $p < .01$ ). There is a good combination of results at the school types at the cross-cultural levels. The government schools have higher optimism ( $z = 7.897$ ,  $p < .001$ ) and hope ( $z = 8.356$ ,  $p < .001$ ) whereas resilience ( $z = 7.276$ ,  $p < .001$ ) and self-efficacy ( $z = 6.356$ ,  $p < .001$ ) was recorded little higher among private school teachers.

#### **4.5 The Validity, Reliability and Partial Constructs Correlation of Research Variables**

Scales validity and reliability were examined for constructs' convergent and discriminant validity (Fornell & Larcker, 1981; Hair et al., 2010), composite and items' internal reliabilities (Bagozzi, 1993; Hair et al., 2010). Average Variance Explained (AVEs), the square roots of AVEs and maximum shared variance (MSVs) were computed, examined and compared to assess convergent and discriminant validity. For convergent and discriminant validity, Fornell & Larcker, (1981) and Hair et al., 2010) recommended AVE values greater than or equals to .50 (i.e.,  $.50 \geq AVE \leq 1.0$ ), greater than MSV values (i.e.,  $AVEs \geq MSVs$ ), and the square root AVEs greater than correlation coefficients among inter-factors (i.e.,  $\sqrt{AVEs} > r$ ). For composite reliability (CR) and items internal consistency, CR and Cronbach's alpha ratios are required to meet the minimum threshold  $\geq .70$  for social and behavioral science studies (Fornell & Larcker, 1981; Bagozzi, 1993; Hair et al., 2010). Reliability of the research measures was confirmed as Cronbach's alphas, and composite reliability estimates were more significant than the minimum threshold (0.70) and were comparable those in previous studies (Boles et al., 2000; Aluja et al., 2005).

Table 4.5 presents average variance extracted (AVE) values, square root of AVEs, maximum shared variance (MSV) values, composite reliability estimates, Cronbach's alphas and partial correlation (correlation coefficient after controlling for respondents' socio-demographic and work characteristics) for the study measures. For constructs discriminant validity, the AVEs ( $.57 \leq AVEs \leq .85$ ) were higher than MSVs ( $.15 \leq MSVs$

≤ .45), and the square root of AVEs ( $.58 \leq \sqrt{AVEs} \leq .92$ ) exceeded inter-factor correlations ( $-.29 \leq r \leq .41$ ), supporting the distinctiveness of each construct (Fornell & Larcker, 1981; Hair et al., 2010). Convergent validity was achieved as AVEs of all constructs were more significant than the minimum threshold (.50), demonstrating that over 50% of variances of each measure was explained by the respective construct. In addition, reliability results were consistent with previous studies, as criteria for constructs’ composite and items’ internal reliabilities (Bagozzi, 1993; Hair et al., 2010), were all satisfied.

**Table 4.6:** Validity, Reliability, and Part-Partial Constructs Correlations of Research Variables

Scale/Dimensions	CR/a	AVE (b)	MSV	1	2	3	4	5	6	7	8	9	10	11
<b>Psychological Burnout</b>														
1.Emotional Exhaustion	.91/.83	.64 (.80)	.40											
2.Depersonalization	.93/.79	.73 (.86)	.29	.24***										
3.P. Accomplishment	.81/.76	.59 (.77)	.03	.07	-.05									
<b>Job-Demand Stressors</b>														
1.Workload	.72/.70	.75 (.87)	.34	.25***	.09*	-.10*								
2.Emotional Demand	.84/.86	.57 (.72)	.15	.39***	.17***	-.06	.31***							
3.Work-family Conflict	.84/.70	.57 (.75)	.18	.41***	.08*	-.11**	.28***	.30***						
4.Role Conflict	.70/.75	.66 (.81)	.32	.21***	.12**	-.05	.27***	.27***	.26***					
<b>PsyCap</b>														
1.Hope	.72/.70	.63 (.79)	.45	-.16***	-.12**	.15***	-.01	-.07†	-.03	-.02				
2.Optimism	.81/.78	.60 (.78)	.21	-.29***	-.03	.06	-.12**	-.17***	-.05	-.15***	.28***			
3.Resilience	.71/.70	.66 (.58)	.44	-.03	-.09*	.09*	.00	-.03	-.01	-.02	.09*	.05		
4.Self-Efficacy	.89/.78	.85 (.92)	.20***	.04	.09*	-.26***	.02	.36***	.03	.09*	-.05	-.09*	-.05	.23***
Note: CR= Composite reliability; a= Cronbach’s alpha estimates for internal consistency; b= square roots of average variance explained (for discriminant validity); AVE= average variance explained, MSV= maximum shared variance ***p<.001, **p<.01, *p<.05, †p<.10														

## **Chapter 5:**

# **Findings on the Psychometric Analysis of Research Variables**

### **5.1 Job-Demand Stress Measurement**

#### **5.1.1 Construction of Job-Demand Stress by Exploratory Factor Analysis**

The evaluation process of the teacher stress scale started with an exploratory approach at both country-level, and then at the cross-country level, as recommended by Squires et al. (2014).

#### **A. China**

The parallel analysis and graphical solution to the Scree test produced the seven-factor structure. Four items represented Factor one (Workload 1-3, & 5); All the original items had been described in the workload scale. Factor 2 was represented by four items (Emotional Demand 3-5, & 7), belonging to the emotional demand scale. Factor 3 was named the work-family conflict and was represented by four items (Work-family Conflict 2-5). Factor 4 interpreted as role conflict contained eight substantive items: (Role Conflict 1-8). Four items had low factor-loadings and substantially cross-loaded on more than one factor.

#### **B. Pakistan**

Results revealed a seven-factor structure. Factor one represented three items in total (Workload 1, 2 & 4); these were among the items that have described the workload scale. Factor 2 was represented by two items (Emotional Demand 3& 6) belonging to the emotional demand scale. Five items represented factor 3 (Work-Family Conflict 1-5) all belonged to the work-family conflict scale. Factor 4 was interpreted as role conflict as seven substantive items represented it: (Role Conflict 1, 3-8). Sixteen items (see Table 5.1) had low loadings on their respective constructs and cross-loaded on other factors.

#### **C. Cross Culture Exploratory Factor Analysis**

The cross-culture EFA results verified the country-level extractions. Five items represented Factor1 from the workload, factor 2 by seven items from emotional demand, and factor3 by five items belonging to work-family conflict, factor 4 by eight items from role conflict, factors 5, 6 and 7 by six items from the job autonomy, social support, and possibility for professional development scales, respectively. None of the items was found as being problematic in the factor extraction (See Table 5.2).

#### **5.1.2 Post Hoc Scale Reduction of the Teacher Stress Scale**

The same post-hoc scale reduction procedure was followed. Results revealed that items (Emotional Demand 2 & 7, and Role Conflict 2, and Emotional Demand 1) were problematic in China and Pakistan extractions. However, thirteen items appeared to be problematic in only one out of the two countries. These measurement problems may be

unique to this study since no previous studies have proposed and assessed this seven-factor structure of job stressors. Thus considering the lack of support from previous empirical studies and conceptual considerations, we proceeded to investigate further the items predictive strength in CFA without adjusting the EFA structure by removing the problematic items. We aimed to establish a statistically substantive and viable stress model, having measurement items a) interpreted the same, and b) with similar meaning in the three cultures, by performing a series of nested CFAs. This enabled the researcher to identify whether indeed the items with psychometric problems in the EFA lack the same meaning and interpretation across-cultures. The teacher stress model comprised of the seven-factor structure with all items in the selected scales included. Oblique rotated EFA factor loadings and communalities  $h^2$  are presented in (Table 5.2).

### 5.1.3 Construction of Job Demand Stress by Confirmatory Factor Analysis

The steps outlined in the upper sections were followed to confirm the four-factor model for the teacher stress scale. Testing the a priori model in the calibration sample, the investigator first assessed the model fit and the predictive strength of all the items in the scales. The model fit indices for the a priori model was unacceptable (see Table). Item-level analysis (Reise et al., 1993; Vandenberg & Lance, 2000; Sass, 2011), revealed some items as potentially problematic: low factor loadings ( $\gamma < .40$ ), squared multiple correlations ( $R^2 < .20$ ) and cross-loadings on other factors. The modification indices also revealed some items: (Role Conflict 3-8) in the role conflict scale, (Emotional Demand 1, 3-6) emotional demand scale, (Work-Family Conflict 3&5) work-family conflict scale, (Workload 1-3 & 5) workload scale, as having measurement error-covariance.

**Table 5.1:** CFA---Fit of the Reduced Job-demand Stress Factor Model across Cultures

Models	( $\chi^2$ [df])	X/df	CFI/TLI	RMSEA	SRMR	Comparison	( $\chi^2$ [df])	AIC
<b>Calibration sample</b>								
M1a. 4-Factor Original	1848.98[839]	2.20	.76/.74	.05	.07			2062.98
M2a. 4-Factor Adjusted	766.16[426]	1.78	.90/.88	.04	.05	M1a-M2a	1082.82[413]***	970.16
<b>Validation sample</b>								
M1b. 4-Factor Original	2013.70[839]	2.40	.75/.73	.06	.07			2227.70
M2b. 4-Factor Adjusted	77.51[426]	1.83	.90/.88	.04	.06	M1b-M2b	1936.19[413]***	981.51
<b>Cross-Validation Whole Sample</b>								
M1. 4-Factor Original	2775.29[849]	3.31	.76/.74	.05	.05			2989.29
M2. 4-Factor Adjusted	1028.97[426]	1.82	.91/.90	.02	.04	M1-M2	1746.32[423]***	1232.97
<i>Note:</i> df= degree of freedom; TLI= Tucker Lewis Index; CFI= comparative fit index; RMSE= root mean square approximation; SRMR=standardized root mean square residuals; AIC= Akaike's information criterion. ***p<.001								

Modifications were made by removing all items with low loadings and  $R^2$  and allowing the item error variance to be correlated. The adjusted model had an acceptable fit (see Table 5.1). Cross-validation on the validation sample (M1b Validation sample; Table 5.1), as well as the whole sample (M1 whole sample; Table 5.1), verified the initial results. Inter-factor correlation patterns of the modified stress latent scale scores overall sample did not reveal any noticeable change from the original latent scale scores.

**Table 5.2:** CFA--Factor Loadings, Validity, and Reliability of  
The Original & Reduced items of Stress Scale

Items: shortened items	Standardized CFA Loadings (R <sup>2</sup> )		Validity & Reliability		
	21-Item MBI	16-item MBI	CR	AVE	MSV
<b>1. Workload</b>			.84	.51(.72 <sup>b</sup> )	.24
1. Have to perform tasks quickly	.54(.30)	.51(.20)			
2. Have to work intensely	.62(.39)	.78(.59)			
3. Work requires too much from you	.73(.53)	.76(.72)			
4. Have enough time to perform tasks ♠	.32(.10)	---			
5. Work involve contradictory requirements	.44(.20)	.46(.16)			
<b>2. Emotional Demand</b>			.82	.50(.66 <sup>b</sup> )	.34
1. Work demand from you emotionally	.67(.45)	.62(.39)			
2. Confronted with things that affect you ♠	.26(.07)	---			
3. Others call on you personally	.58(.34)	.53(.30)			
4. Do you feel personally attacked ♦	.42(.18)	.40(.15)			
5. Come in contact with difficult clients	.62(.39)	.61(.29)			
6. Have to convince or persuade people	.72(.52)	.79(.62)			
7. Work put you emotionally upsetting	.53(.28)	.52(.27)			
<b>3. Work-Family Conflict</b>			.87	.63(.79 <sup>b</sup> )	.24
1. I come home too tired ♠ ♦	.30(.09)	---			
2. So much work takes my interests.	.70(.49)	.68(.46)			
3. Family or friends dislike my work	.64(.41)	.68(.47)			
4. Work takes up time with family or friend	.83(.69)	.82(.67)			
5. My job keeps me from family or friends	.77(.60)	.80(.65)			
<b>4. Role Conflict</b>			.88	.56(.76 <sup>b</sup> )	.13
1. I have to do things differently	.39(.16)	---			
2. Assignment without the manpower ♦	.24(.06)	---			
3. With groups who operate differently	.44(.20)	.41(.17)			
4. I buck a rule to carry an assignment	.48(.23)	.45(.20)			
<i>Note:</i> CFA Standardized estimates and squared multiple correlations (R <sup>2</sup> ) were recorded from the three-factor MBI-ES model in the cross-cultural sample. ♠Items excluded in the reduced MBI-ES due to low loadings and cross-loadings, ♦Items with mild violation of normality (Log <sub>10</sub> transformed); a= Cronbach's alpha estimates for internal consistency; b= square roots of average variance explained for discriminant validity; CR= Composite reliability, AVE= average variance explained, MSV= maximum shared variance. ***p<.001, **p<.01, *p<.05					

The work stressors scale shared positive associations: Role conflict correlated positively with emotional demand ( $r_{\text{original}}=.13$ ;  $r_{\text{reduced stress scale}}=.15$ ,  $p<.01$ ), work-family conflict ( $r_{\text{original}}=.39$ ;  $r_{\text{reduced stress scale}}=.40$ ,  $p<.01$ ) and workload ( $r_{\text{original}}=.23$ ;  $r_{\text{reduced stress scale}}=.19$ ,  $p<.01$ ). Emotional demand correlated positively with workload ( $r_{\text{original}}=.20$ ;  $r_{\text{reduced stress scale}}=.26$ ,  $p<.01$ ), and work-family conflict ( $r_{\text{original}}=.27$ ;  $r_{\text{reduced stress scale}}=.29$ ,  $p<.01$ ). Similarly, workload correlated positively with work-family conflict ( $r_{\text{original}}=.53$ ;  $r_{\text{reduced stress scale}}=.48$ ,  $p<.01$ ). Almost all of the job resource scales shared positive relations.

### 5.1.4 Construction of Job-Demand Stress by Multi Group Factor Analysis

#### A. Invariance across Teacher Demographic Factors

Following the multi-group confirmatory factor analyses (MGFAs) procedure, I first established that the adjusted four-factor model fitted the groups for configural invariance test and strong metric invariance ( $M_1$  and  $M_2$ ; Table 5.1). Additional constraints were imposed on testing for scalar invariance. Results showed poor fit (see  $M_3$ ; Table 5.1), signaling non-invariant items in the model. Two items of the emotional demand scale (EmDem 3&4: "Do others call on you personally in your work?" and MBI-ES 11 "Do you feel personally attacked or threatened in your work?") and one item of the professional development scale lacked invariance across cultures. The intercepts for the items were freely estimated, and partial scalar invariance model tested (Vandenberg & Lance, 2000). The result showed acceptable fit for partial strong scalar invariance (see  $M_4$ ; Table 5.1). Residual invariance and structural invariance were finally tested by imposing additional constraints. Results did not support the residual invariance model (see  $M_5$ ; Table 5.1) and structural invariance (see  $M_6$ ; Table 5.1), because the additional constraints altered their model fits significantly. In light of together, the invariance tests supported partial strong factorial invariance across the two cultures (Meredith, 1993; Chen, 2007; Meredith & Teresi, 2006).

The measurement model was examined across gender. Results showed a good model fit for configural invariance test male and female (see  $M_1$ ; Table 00). After imposing constraints on factor loadings, AIC decreased and  $\Delta CFI$  was lower than the threshold, indicating strong metric invariance (see  $M_2$ ; Table 5.1). The model for scalar invariance ( $M_3$ ; Table 5-1) was also supported, indicating strong factorial invariance. Residual invariance ( $M_4$ ; Table 5-1) and structural invariance ( $M_5$ ; Table 5.1) were then tested and found to be fit, together with supporting that the teacher stress model possesses strict factorial invariance across gender. Again, the invariance test was conducted across marital status Configural invariance model ( $M_1$ ; Table 5.1) fitted the data. After imposing constraints on factor loadings, strong metric invariance (see Table 5-1) was achieved. The model for scalar invariance ( $M_3$ ; Table 5.1) was also supported (see Table 5.1), Residual invariance ( $M_4$ ; Table 5.1) and structural invariance ( $M_5$ ; Table 5-1) were then tested, and only  $M_5$  was found to be fit, indicating partial strict factorial invariances.

The invariance test across religion revealed a good fit for the configural invariance model ( $M_1$ ; Table 5.1) Metric invariance was supported but not scalar invariance. The item-level analysis revealed that one item of the emotional demand and role conflict (EmDem4: "Do you feel personally attacked or threatened in your work?" and seven "I receive an assignment without adequate resources and materials to execute it") lacked invariance when item intercepts were constrained across groups. Intercepts were freely estimated for the two items, and partial invariance was tested. The result showed acceptable fit (see Table 5.1). Residual invariance ( $M_5$ ; Table 5.1) and structural invariance ( $M_6$ ; Table 5.1) were finally tested, and the results did not support both  $M_5$  and  $M_6$  because the additional constraints imposed altered their model fits significantly. Invariance across age groups was tested and result supported, configural

invariance model ( $M_1$ ; Table 00), strong metric invariance (see Table 6), scalar invariance ( $M_3$ ; Table 6), and structural invariance ( $M_5$ ; Table 5.1), but not Residual invariance ( $M_4$ ; Table 5-1), indicating partial strict factorial invariances. For the invariance across educational levels, strong factorial invariance was achieved as the configural ( $M_1$ ), metric ( $M_2$ ), and metric ( $M_3$ ) invariance models were all fit, but not residual ( $M_4$ ) and structural ( $M_5$ ) invariance models (see Table 5.1).

## **B. Invariance across Work Characteristics**

The invariance test across school type revealed substantial factorial equivalence as the unconstrained model (configural invariance:  $M_1$ ), least restricted model (metric invariance:  $M_2$ ), and entirely restricted model (scalar invariance  $M_3$ ), met their critical thresholds, but not the residual ( $M_4$ ) and structural invariance ( $M_5$ ) for strict factorial invariance. The invariance test across job task revealed partial strict factorial invariance. Configural invariance ( $M_1$ ), metric invariance ( $M_2$ ) models fitted the data, but not scalar invariance model ( $M_3$ ). After removing the constraints on the scale of the non-invariant items (Wrkld2 "Do you have to work intensely?") and emotional demand scale (EmDem7 "Does your work put in emotionally upsetting situations?") intercepts, partial scalar invariance ( $M_4$ ) was attained. Further, structural invariance ( $M_6$ ) was found to be fit but not residual invariance ( $M_5$ ). Again, the invariance test was conducted for groups of working experience. Invariance test across class size was examined. Configural invariance model ( $M_1$ ) fitted the data. Constraints were then imposed on  $M_1$  to test metric invariance ( $M_2$ ). The results revealed a good model fit (see Table 5.1). The scalar invariance model ( $M_3$ ) showed acceptable fit (see Table 00), indicating that the additional constraints imposed on the metric invariance model did not reduce its fit significantly. Residual invariance ( $M_5$ ) and structural invariance ( $M_6$ ) were finally tested, and the results supported  $M_5$ , but not  $M_4$  because the additional constraints imposed altered  $M_4$  model fit significantly (see Table 5.1). Further, another invariance test was examined across the working experience. Partial strict factorial invariance was achieved as the configural ( $M_1$ ), metric ( $M_2$ ), scalar ( $M_3$ ), and structural invariance ( $M_4$ ) models had acceptable fits, but not residual invariance model ( $M_5$ ).

## **5.2 Psychological Burnout (MBI-ES) Measurement**

### **5.2.1 Construction of Psychological Burnout (MBI-ES) by Exploratory Factor Analysis**

The evaluation process of the scales started with an exploratory approach at both country-level, and then at the cross-country level, as recommended by Squires et al. (2014).

#### **A. China**

The parallel analysis and graphical solution to Scree test produced the same factor-structures for the MBI-ES, STRS-SF and teacher stress scales on the Chinese sample. Factor1 was represented by five items (MBI-ES 1-3, 6, 8); All the original items described in the MBI-ES as emotional exhaustion scale. Thus, the factor was interpreted as emotional exhaustion component. Factor 2 was represented by eight items (MBI-ES 4, 7,

9, 12, 17-19, 21) belonging to the personal accomplishment scale. Thus, factor 2 was natural to be interpreted as personal accomplishment component based on its items. Factor 3 was named depersonalization and was represented by four items (MBI-ES 10, 11, 15, 22), which initially formed the depersonalization subscale of the MBI-ES. Five items, four of them (MBI-ES 13, 14, 16, 20) from the emotional exhaustion scale, and one (MBI-ES 5) from the depersonalization scale were identified as having problematic loadings; had low loadings on their respective constructs, cross-loaded on other factors, and diminished their theoretical meaning; having low correlations with other specified items measuring a particular construct.

### **B. Pakistan**

The parallel analysis and graphical solution to Scree test produced three-factor, two-factor and seven-factor solutions for the MBI-ES, STRS-SF and teacher stress scales, respectively on the Pakistani sample. For the MBI-ES, Factor1 was represented, in total, by five items (MBI-ES 1-3, 6, 8) that have described personal accomplishment scale in MBI-ES (REF). The factor was interpreted as a personal accomplishment component based on the items. Factor 2 was interpreted as emotional exhaustion as seven substantive items represented it: (MBI-ES 4, 7, 9, 12, 17, 19 and 21) belonging to the emotional exhaustion subscale of the MBI-ES. Four items represented factor 3: (MBI-ES 10, 11, 15, 22), described initially as depersonalization scale in the MBI-ES and was named depersonalization component. Furthermore, the EFA revealed potentially problematic items in the MBI-ES factor extraction. Six items: four of them (MBI-ES 13, 14, 16, & 20) from the emotional exhaustion scale, one (MBI-ES 18) from the personal accomplishment subscale, and one (MBI-ES 5) from the Depersonalization scale substantially cross-loaded on more than one factor.

### **C. Cross-Cultural Exploratory Factor Analysis**

The cross-culture EFA results verified the country-level extractions. Factor1 was represented by 5 items (MBI-ES 1-3, 6, 8) from the emotional exhaustion, factor2 by seven items (MBI-ES 4, 7, 9, 12, 17, 19, 21) from the personal accomplishment, and factor3 by four items (MBI-ES 10, 11, 15, 22) belonging to depersonalization of the original MBI-ES subscales. Items (MBI-ES 5, 13, 14, 16, 18, 20), were verified as having problems in the extraction (See Table 5.3). These results revealed a three-factor structure. Factor1 was represented, in total, by four items (MBI-ES 1-3, 8); these were among the original items described in the MBI-ES as capturing emotional exhaustion (REF) and was interpreted as such. Factor 2 was represented by seven items (MBI-ES 4, 7, 9, 12, 17, 19, 21) belonging to the personal accomplishment scale of the MBI-ES, and thus was interpreted as personal accomplishment component. Factor 3 was represented by five items (MBI-ES 5, 10, 11, 15, 22) all belonging to the MBI's depersonalization subscale and thus was interpreted as such. Six items, five of them (MBI-ES 6, 13, 14, 16, 20) from the emotional exhaustion scale and one (MBI-ES 18) from the personal accomplishment scale had low loadings on their respective constructs, cross-loaded on other factors.

### 5.2.2 Post Hoc Scale Reduction of the MBI-ES

Cross-evaluation of the country-level extraction was made, results and compared to the cross-cultural factor structure. Problematic items found in the two countries and verified in the cross-cultural EFA were deleted. Results revealed that items (MBI-ES 13, 14, 16, 20) had problems in China and Pakistan, (MBI-ES I5). However, item (MBI-ES I6) appeared to be problematic in only one out of the three countries. These measurement problems are not unique to this study; some of these items have been characterized the same in several other studies (REF). Thus considering previous empirical studies and conceptual considerations, we proceeded with adjusted EFA without items (MBI-ES -ES 5, 13, 14, 16, 18, and 20). To establish a statistically substantive and viable factor structure, having measurement items a) interpreted the same, and b) with similar meaning in the three cultures, we have first established that six items are unfit for cross-cultural applicability (see Table 5-1). Because of the EFA, these items may be lacking the same meaning and interpretation across-cultures. Excluding them in the final extraction resulted in a clean factor-structure. The adjusted factor-structure for the cross-cultural study generated a consistent picture of the MBI-ES factor-structure having three factors: emotional exhaustion (Factor1; 5 items), personal accomplishment (Factor 2; 7 items), and depersonalization (Factor 3; 4 items), sharing similar content, conceptual, semantic, and technical meaning with the original MBI-ES instrument (Maslach & Jackson, 1981). Oblique rotated EFA factor loadings and communalities  $h^2$  for the adjusted three-factor MBI-ES are presented in Table 5.3.

### 5.2.3 Construction of Psychological Burnout by Confirmatory Factor Analysis

To confirm the reduced 16-items three-factor structure, CFAs were performed. Problems in single-sample post hoc modifications were resolved by applying the two-step strategy recommended by Arlot & Celisse, (2010). Accordingly, taking advantage of the sample size, we split the sample into strictly random independent homogenous halves (Calibration sample: N=317 and Validation sample: N=318). It allowed for validation and modifications of the adjusted model in one half (Calibration sample) and cross-validation on the second half (Validation sample).

Again, testing the three prior models in the calibration sample, we first established that the three-dimensional model fitted the data as compared to the two- and one-dimensional models. However, item-level analysis with the modification indices revealed some items (MBI-ES 1, 2 & 6 in the emotional exhaustion scale and all the items in the personal accomplishment subscale) as having measurement error-covariance. The modification allowed these errors to be correlated in order to improve the model fits, as done in previous studies (Boles et al., 2000; Aluja et al., 2005). The fit of the three-dimensional model substantially improved, whilst the two- and one-dimensional models remained misfit (see  $M_{1a}$  Calibration sample; Table 4).

**Table 5.3: CFA---Fit of the Reduced 16-Item MBI-ES Factor Model across Cultures**

Models	( $\chi^2$ [df])	X/df	CFI/TLI	RMSEA	SRMR	Comparison	( $\chi^2$ [df])	AIC
<b>Calibration Sample</b>								
M <sub>1a</sub> . 3-Factor proposed	232.77[92]	2.53	.91/.90	.06	.06			320.77
M <sub>2a</sub> . 2-Factor alternative	409.14[94]	4.35	.79/.73	.09	.09	M <sub>1a</sub> -M <sub>2a</sub>	176.37[2]***	493.14
M <sub>3a</sub> . 1-Factor alternative	543.66[95]	5.72	.70/.62	.10	.11	M <sub>1a</sub> -M <sub>3a</sub>	310.89[3]***	625.66
<b>Validation Sample</b>								
M <sub>1b</sub> . 3-Factor proposed	244.02[92]	2.65	.90/.90	.06	.06			332.02
M <sub>2b</sub> . 2-Factor alternative	402.65[94]	4.28	.80/.75	.09	.09	M <sub>1b</sub> -M <sub>2b</sub>	158.63[2]***	486.65
M <sub>3b</sub> . 1-Factor alternative	635.24[95]	6.69	.65/.56	.11	.11	M <sub>1b</sub> -M <sub>3b</sub>	391.22[3]***	717.24
<b>Cross-Validation Whole Sample</b>								
M <sub>1</sub> . 3-Factor proposed	335.69[92]	3.65	.92/.90	.06	.05			423.69
M <sub>2</sub> . 2-Factor alternative	660.54[94]	7.03	.81/.76	.08	.09	M <sub>1</sub> -M <sub>2</sub>	324.85[2]***	744.54
M <sub>3</sub> . 1-Factor alternative	1027.27[95]	10.81	.69/.61	.11	.11	M <sub>1</sub> -M <sub>3</sub>	691.58[3]***	1109.27

Note: df= degree of freedom; TLI= Tucker Lewis Index; CFI= comparative fit index; RMSE= root mean square approximation; SRMR=standardized root mean square residuals; AIC= Akaike's information criterion \*\*\*p<.001

Cross-validation on the validation sample (M<sub>1b</sub> Validation sample; Table 5.3), as well as the whole sample, verified the initial results (M<sub>1</sub> whole sample; Table 4). All factor loadings were significant. Inter-factor correlation patterns of the reduced 16-item latent scale scores did not reveal any significant change from the 22-item latent scale scores, and the coefficients were consistent with those reported in previous studies (Aluja et al., 2005; Worley et al., 2008). Emotional exhaustion correlated positively with depersonalization ( $r_{\text{original MBI-ES}}=.36$ ;  $r_{\text{reduced MBI-ES}}=.29$ ,  $p<.01$ ), and negatively with personal accomplishment ( $r_{\text{original MBI-ES}}= -.20$ ;  $r_{\text{reduced MBI-ES}}= -.17$ ,  $p<.01$ ); whereas depersonalization correlated negatively with personal accomplishment ( $r_{\text{original MBI-ES}}= -.26$ ;  $r_{\text{reduced MBI-ES}}= -.23$ ,  $p<.01$ ).

In Table 5.4, it was mentioned the CFA factor loadings of 22 proposed items and adjusted items after reducing the numbers of items from 22 to 16 and mentioned the validity and reliability of job burnout. In the beginning, it was formulated 22 items and divided into three different dimensions, such as emotional exhaustion, personal accomplishment, and depersonalization. In the first dimension (emotional exhaustion) of job burnout which is the dependent variable, it was reduced four items (13, 14, 16, & 20) due to their lower factor loadings (0.21, .04, .36, .45, and these were lower than 0.5), and the other five items have factor loading of more than 0.6. In the second dimension (personal accomplishment), initially we offered 8 items to measure this dimension, and seven items out of 8 items were able to qualify, and only one item (item-18 has negative loading in this dimension), therefore, we deleted this item and after deleting this item we have 7 items in these dimensions. Moving ahead, in the third dimension, initially, there were five dimensions, out of these five, only one dimension was not able to qualify for the further analysis, and we deleted item 5 from our analysis due to lower factor loading (0.17). However, item – 22 has loading 0.34, but still, we are keeping this item for our analysis because of two reasons. First, it has more significant factor loading than item 1 (0.17), and second, this item is essential to this dimension.

**Table 5.4:** CFA--Factor Loadings, Validity, and Reliability of  
The Original & Reduced items of MBI-ES

Items: shortened items	Standardized CFA Loadings (R <sup>2</sup> )		Validity & Reliability		
	22-Item MBI	16-item MBI	CR	AVE	MSV
<b>1. Emotional Exhaustion</b>		.83 <sup>a</sup>	.91	.64(80 <sup>b</sup> )	.40
MBI 1. I feel used up	.77(.60)	.73(.53)			
MBI 2. Emotionally drained	.72(.52)	.71(.50)			
MBI 3. I'm working too hard	.74(.55)	.78(.62)			
MBI 6. frustrated	.58(.33)	.60(.36)			
MBI 8. Fatigued when I get up	.67(.45)	.66(.43)			
MBI 13. burned out♣	.21(.04)	_____			
MBI 14. Working with people♣	.04(.00)	_____			
MBI 16. At the end of my rope♣	.36(.13)	_____			
MBI 20. People put too much stress on me♣	.45(.21)	_____			
<b>2. Personal Accomplishment</b>	.71 <sup>a</sup>	.76 <sup>a</sup>	.81	.59(.77 <sup>b</sup> )	.03
MBI 4. I feel exhilarated	.51(.26)	.45(.20)			
MBI 7. I feel energetic	.61(.37)	.54(.30)			
MBI 9. I deal with emotional problems	.59(.34)	.65(.42)			
MBI 12. I can understand my students	.39(.15)	.35(.12)			
MBI 17. I have accomplished many things	.49(.24)	.64(.41)			
MBI 18. I deal effectively with problems	-.11(.01)	-----			
MBI 19. I'm positively influencing	.41(.17)	.38(.14)			
MBI 21. I can create atmosphere	.41(.17)	.40(.16)			
<b>3. Depersonalization</b>	.77 <sup>a</sup>	.79 <sup>a</sup>	.93	.73(.86 <sup>b</sup> )	.29
MBI 5. students blame me ♠♦	.17(.03)	_____			
MBI 10. More callous towards people	.75(.56)	.74(.55)			
MBI 11. Job is hardening me	.57(.33)	.59(.34)			
MBI 15. I don't really care♦	.49(.24)	.49(.24)			
MBI 22. Some students were impersonal object	.35(.12)	.34(.12)			
<i>Note:</i> CFA Standardized estimates and squared multiple correlations (R <sup>2</sup> ) were recorded from the three-factor MBI-ES model in the cross-cultural sample. ♠Items excluded in the reduced MBI-ES due to low loadings and cross-loadings, ♦Items with mild violation of normality (Log <sub>10</sub> transformed); a= Cronbach's alpha estimates for internal consistency; b= square roots of average variance explained for discriminant validity; CR= Composite reliability, AVE= average variance explained, MSV= maximum shared variance. ***p<.001, **p<.01, *p<.05					

### 5.2.4 Construction of Psychological Burnout (MBI-ES) by Multi Group factor analysis

Measurement Invariance test of the MBI-ES across teacher demographics, school / work-related factors, and anthropometric measures.

#### A. Invariance across Cultures

Multi-group confirmatory factor analyses (MGFAs) were performed on the adjusted measurement model to test whether or not there are: 1) equality of factor structure, 2) equality of magnitude of factor loadings/ scaling units, 3) cross-group difference in the means of the observed items, 4) equality of error-variance and 5) equality of factor

variance across cultures. The scholar first established that the adjusted three-factor model fitted the groups for configural invariance test (see M<sub>1</sub> Table 6). Simultaneous analysis of the least restricted solution revealed strong metric invariance (see M<sub>2</sub>; Table 5.3). Moving forward, the researcher imposed additional constraints on testing for scalar invariance. The model fit indices showed poor fit (see M<sub>3</sub>; Table 5.3), signaling non-invariant items in the model.

Item-level analysis (Sass, 2011), made one item of the emotional exhaustion (MBI-ES 2 "I feel emotionally drained from my work") and depersonalization subscales and (MBI-ES 11 "I worry that this job is hardening me emotionally) lacked invariance across cultures. Similarly, three items of the personal accomplishment subscale (MBI-ES 7 "I feel very energetic," 9 "In my work, I deal with emotional problems very calmly" and 12 "I can easily understand how my students feel") lacked invariance across cultures. The intercepts for the items were freely estimated, and partial scalar invariance model tested (Vandenberg & Lance, 2000). Results showed acceptable fit for partial strong scalar invariance (see M<sub>4</sub>; Table 5.3).

Residual invariance and structural invariance were finally tested by imposing additional constraints. Results did not support the residual invariance model (see M<sub>5</sub>; Table 6) and structural invariance (see M<sub>6</sub>; Table 5.3), because the additional constraints altered their model fits significantly. So together, the invariance tests supported partial strong factorial invariance across the two cultures (Meredith, 1993; Chen, 2007; Meredith & Teresi, 2006). Results showed a good model fit for configuring invariance test across gender (M<sub>1</sub>). After imposing constraints on factor loadings, AIC decreased and  $\Delta$ CFI was lower than the threshold, indicating strong metric invariance (M<sub>2</sub>). The model for scalar invariance (M<sub>3</sub>) was also supported, indicating strong factorial invariance. Residual invariance (M<sub>5</sub>) and structural invariance (M<sub>6</sub>) were then tested and found to be fit, together with supporting that the MBI-ES possesses strict factorial invariance across gender. Results on marital status configural invariance model (M<sub>1</sub>) fitted the data. After imposing constraints on factor loadings, AIC decreased, and CFI met its threshold, indicating strong metric invariance. The model for scalar invariance (M<sub>3</sub>) was also supported. Residual invariance (M<sub>4</sub>) and structural invariance (M<sub>5</sub>) were then tested, and both were fit, indicating strict factorial invariance (M<sub>6</sub>).

Results showed on religion a good fit for the configural invariance model test (M<sub>1</sub>) after deleting two items belonging to the workload scale (Emd12 "I can understand my students") and emotional demand scale. Constraints were imposed on M<sub>1</sub> to test metric invariance (M<sub>2</sub>). The results revealed a good model fit (see Table 5.3). The scalar invariance model (M<sub>3</sub>) was also supported. Residual invariance (M<sub>5</sub>) and structural invariance (M<sub>6</sub>) were finally tested, and the results did not support both M<sub>5</sub> and M<sub>6</sub> because the additional constraints imposed altered their model fits significantly (see Table 5.3). Results on marital status configural invariance model (M<sub>1</sub>) fitted the data. After imposing constraints on factor loadings, AIC decreased, and CFI met its threshold, indicating strong metric invariance. The model for scalar invariance (M<sub>3</sub>) was also supported. Residual invariance (M<sub>4</sub>) and structural invariance (M<sub>5</sub>) were then tested, and both were fit, indicating strict factorial invariance (M<sub>6</sub>). School types with the

unconstrained model configure invariance ( $M_1$ ) the fit indices met their recommended thresholds. After imposing constraints on factor loadings and intercepts, AIC decreased, and CFI remained fit, indicating strong metric invariance and factorial invariance (see Table 5.3). Residual invariance ( $M_5$ ) and structural invariance ( $M_6$ ) for strict factorial invariance were then tested and found to be fit.

School types with the unconstrained model configure invariance ( $M_1$ ) the fit indices met their recommended thresholds. After imposing constraints on factor loadings and intercepts, AIC decreased, and CFI remained fit, indicating strong metric invariance ( $M_2$ ) and factorial invariance (see Table 5.3). Residual invariance ( $M_5$ ) and structural invariance ( $M_6$ ) for strict factorial invariance were then tested and found to be fit. Results on marital status configural invariance model ( $M_1$ ) fitted the data. After imposing constraints on factor loadings, AIC decreased, and CFI met its threshold, indicating strong metric invariance. The model for scalar invariance ( $M_3$ ) was also supported. Residual invariance ( $M_4$ ) and structural invariance ( $M_5$ ) were then tested, and both were fit, indicating strict factorial invariance ( $M_6$ ).

### 5.3 Positive Psychological Capital Measurement

#### 5.3.1 Construction of Positive Psychological Capital by Exploratory Factor Analysis

##### A. Pakistan

In the Pakistan sample, four-factor structure was obtained: Factor 1&2 has represented six items, and Factors 3 &4 by five items, all describing the four psychological capital scales respectively. Five items (see Table 5.5) had low loadings on their respective constructs and cross-loaded on other factors. Further exploration of the cross-cultural sample revealed the same four-factor pattern. Six items represented factor 1, factor 2 had five items, factor 3 had five items, and factor 4 had four items. Three items were found problematic (see Table 5.4). China: The parallel analysis and graphical solution to the Scree test produced the four-factor structure. Six items represented factor 1 & 2, Factor 3 by four items, and Factor 4 by four items, which initially described the self-efficacy, hope, resilience and optimism scales respectively. Four items had low factor-loadings and substantially cross-loaded on more than one factor. Similar to the MBI-ES, the evaluation process of the teacher stress scale started with an exploratory approach at both country-level, and then at the cross-country level, as recommended by Squires et al. (2014).

##### B. China

The parallel analysis and graphical solution to the Scree test produced the four-factor structure. Six items (Self -Efficacy 1-6) represented factor 1; all the original items had been described in the PsyCap scale. Factor 2 was represented by six items (7-12), belonging to the hope scale. Factor 3 was named resilience and was represented by six items (Resilience 13-18). Factor 4 interpreted as optimism as six substantive items represented it: (19-24). Four items had low factor-loadings and substantially cross-loaded on more than one factor.

### C. Cross-Cultural Exploratory Factor Analysis

The cross-culture EFA results verified the country-level extractions. Factor1 was represented by 5 items from the workload, factor 2 by seven items from emotional demand, and factor3 by five items belonging to work-family conflict, factor 4 by eight items from role conflict, factors 5, 6 and 7 by six items from the job autonomy, social support, and possibility for professional development scales, respectively. None of the items was found as being problematic in the factor extraction (See Table 5.4).

#### 5.3.2 Post Hoc Scale Reduction of PsyCap

The post-hoc scale reduction procedure was followed. Results revealed that three items were problematic in both the Chinese and Pakistani extractions. On the other hand, four items (see Table 5.4) appeared to be problematic in only one out of the two countries. These measurement problems may not be unique to this study. Previous exploratory investigations into the PsyCap scale have shown item alterations at the EFA level. Thus considering the support from previous empirical studies and conceptual considerations, we proceeded with CFA on the adjusting EFA structure.

#### 5.3.3 Construction of PsyCap by Confirmatory Factor Analysis

Again, testing the three prior models in the calibration sample, we first established that the four-dimensional model fitted the data as compared to the two, three and one-dimensional models. However, item-level analysis with the modification indices revealed some items (PsyCap 9, 11,13, 21& 22) in the Hope, resilience and optimism scale and all the items in the personal accomplishment subscale) as having measurement error-covariance. The modification allowed these errors to be correlated in order to improve the model fits, as done in previous studies (Boles et al., 2000; Aluja et al., 2005). The fit of the three-dimensional model substantially improved, whilst the two- and one-dimensional models remained misfit (see M<sub>1a</sub> Calibration sample; Table 4).

Cross-validation on the validation sample (M<sub>1b</sub> Validation sample; Table 4), as well as the whole sample, verified the initial results (M<sub>1</sub> whole sample; Table 4). All factor loadings were significant. Inter-factor correlation patterns of the reduced 19-item latent scale scores did not reveal any obvious change from the 24-item latent scale scores, and the coefficients were consistent with those reported in previous studies (Aluja et al., 2005; Worley et al., 2008). Self-efficacy is correlated positively with Resilience ( $r_{\text{original PsyCap}}=.36$ ;  $r_{\text{reduced PsyCap}}=.29$ ,  $p<.01$ ), and negatively with personal accomplishment ( $r_{\text{original PsyCap}}=-.20$ ;  $r_{\text{reduced PsyCap}}=-.17$ ,  $p<.01$ ); whereas depersonalization correlated negatively with personal accomplishment ( $r_{\text{original PsyCap}}=-.26$ ;  $r_{\text{reduced PsyCap}}=-.23$ ,  $p<.01$ ).

**Table 5.5:** CFA-- Fit of the Reduced 19-Items PsyCap Factor Model across Cultures

Models	( $\chi^2$ [df])	X/df	CFI/TLI	RMSEA	SRMR	Comparison	( $\chi^2$ [df])	AIC
<b>Calibration sample</b>								
M <sub>1a</sub> .2-Factor Proposed	719.52 [246]	2.93	.80/.78	.08	.07			827.52
M <sub>2a</sub> . 2-Factor Adjusted	255.47 [130]	1.97	.93/.91	.05	.06	M <sub>1a</sub> -M <sub>2a</sub>	90.26 [15]***	375.47
M <sub>1b</sub> .2-Factor Proposed	713.44 [53]	2.90	.79/.77	.08	.08			821.44
M <sub>2b</sub> . 2-Factor Adjusted	269.99 [130]	2.08	.91/.89	.06	.06	M <sub>1b</sub> -M <sub>2b</sub>	100.47 [15]***	389.99
<b>Cross-Validation Whole Sample</b>								
M <sub>1</sub> .2-Factor Proposed	1140.44 [246]	4.64	.80/.78	.07	.06			1248.44
M <sub>2</sub> . 2-Factor Adjusted	354.44 [130]	2.73	.93/.91	.05	.05	M <sub>1</sub> -M <sub>2</sub>	[]***	474.44
Note: df= degree of freedom; TLI= Tucker Lewis Index; CFI= comparative fit index; RMSE= root mean square approximation; SRMR=standardized root mean square residuals; AIC= Akaike's information criterion ***p<.001								

Moving ahead, the third variable is psychological capabilities (denoted as PsyCap), who is performing two different roles in this study, first, it is playing a role of mediator between work stressors and job burnout, second, it is playing the role of moderator in the direct relationship of occupational stressor and job burnout. Initially, the researcher offered 24 items and divided them into four different dimensions to measure this variable. Then it was reduced from 24 to 19 items. The deleted PsyCap items were (9, 11, 13, 21, and 22) due to their lower factor loadings. Besides, reduced two items from Hope, 1 item from Resilience, and two items from Optimism (See Table 5-6). In Table 3, as mentioned the standardized CFA loadings of original items and adjusted items' loadings.

First, the academic checked the model fit indexes of the direct effect of job stressor on the job burnout. We named this model a 2-factor model because there are only factors are there, first, job stressors and the second one is job burnout. Furthermore, we were not restricted to propose/ hypothesis model, to get a good understanding, we developed an alternative model – Adjusted Model. According to the table - 4, with a calibration sample, chi-square ( $\chi^2$ ) value of the proposed model is 232.77 and the value of the degree of freedom ( $df$ ) is 92. Moreover, these values are as per standard value and meeting the minimum criteria, the criteria suggested in the literature is, the value of chi-square and degree of freedom must be greater than 0.5 and 1, respectively.

**Table 5.6:** Factor loadings of CFA, validity, and reliability of  
The original and reduced items PsyCap

Items: shortened items	Standardized CFA Loadings (R <sup>2</sup> )		Validity & Reliability		
	24-Item PsyCap	19-items PsyCap	CR	AVE	MSV
<b>1. Self-Efficacy</b>			.86	.53(.75b)	.26
1. I feel confident analyzing a problem	.61 (.37)	.604			
2. feel confident in representing my work	.71 (.50)	.720			
3. I feel confident contributing to discussions	.64 (.41)	.646			
4. I feel confident helping to set goals	.69 (.47)	.694			
5. I feel confident contacting people	.69 (.48)	.650			
6. I feel confident presenting information	.65(.42)	.605			
<b>2. Hope</b>			.84	.52(.68b)	.36
7. If I find me in a jam could think of many ways	.50 (.29)	.521			
8. Now energetically pursuing my work goals.	.56 (.31)	.460			
9. There are many ways around any problem.	.42 (.17)				
10. I see myself successful at work.	.69 (.47)	.858			
11. I can think of many ways to reach work goals.	.70 (.48)				
12. I am meeting with goals have set for myself.	.48 (.22)	.498			
<b>3. Resilience</b>			.90	.65(.80b)	.28
13. When I have a setback at work, have trouble recovering.	.19 (.03)	---			
14. I usually manage difficulties one way or another	.56 (.31)	.523			
15. I can be "on my own" so to speak	.58 (.33)	.577			
16. I usually take stressful things at work in stride.	.64 (.40)	.646			
17. I can get through difficult times because I have experienced.	.59 (.34)	.588			
18. I feel I can handle many things at a time.	.53 (.28)	.549			
<b>4. Optimism</b>			.92	.58(80b)	.23
19. When things are uncertain, I expect the best.	.66 (.43)	.670			
20. If something can go wrong for me work-wise, it will.	.33 (.11)	.401			
21. I always look on the bright side of my job.	.67 (.44)	-----			
22. I am optimistic about what will happen pertains to work.	.66 (.44)	-----			
23. In this job, things never work out the way, as I want them to.	.28 (.08)	.313			
24. I approached this job as if "every cloud has a silver lining."	.63 (.40)	.723			
<i>Note:</i> CFA Standardized estimates and squared multiple correlations (R <sup>2</sup> ) were recorded from the four-factor PsyCap model in the cross-cultural sample. ♠Items excluded in the reduced PsyCap due to low loadings and cross-loadings, ♦Items with mild violation of normality (Log <sub>10</sub> transformed); a= Cronbach's alpha estimates for internal consistency; b= square roots of average variance explained for discriminant validity; CR= Composite reliability, AVE= average variance explained, MSV= maximum shared variance. ***p<.001, **p<.01, *p<.05					

Likewise, the value of  $\chi^2/df$  is 2.53, which should be less than two, but in some cases, less than five is acceptable. Further, the values of CFI and TLI are 0.91 and 0.90 respectively, and the minimum standard is 0.90 that are meeting the standard. Moving forward, the value of root mean square approximation (RMSEA) is 0.06, this is meeting the minimum criteria, and it should be less than 0.05. Next, the value of standardized root means square residuals (SRMR) are 0.06, which is a little bit higher than the minimum requirement of 0.05. Overall, some values are up to standard, and some are not up to

that standard.

### 5.3.4 Construction of PsyCap by Multi Group Factor Analysis

#### A. Invariance across Teacher Demographic Factors

Following the multi-group confirmatory factor analyses (MGFAs) procedure, I first established that the adjusted four-factor model fitted the groups for configural invariance test and strong metric invariance ( $M_1$  and  $M_2$ ). Additional constraints were imposed on testing for scalar invariance. Results showed poor fit (see  $M_3$ ; Table 5.5), signaling non-invariant items in the model. Then it was reduced from 24 to 19 items. The deleted PsyCap items were (9, 11, 13, 21, and 22) due to their lower factor loadings. Moreover, reduced two items from Hope, 1 item from Resilience, and two items from Optimism (See Table 5-6) The intercepts for the items were freely estimated, and partial scalar invariance model tested (Vandenberg & Lance, 2000). The result showed acceptable fit for partial strong scalar invariance (see  $M_4$ ; Table 5.5). Residual invariance and structural invariance were finally tested by imposing additional constraints. Results did not support the residual invariance model (see  $M_5$ ; Table 5.5) and structural invariance (see  $M_6$ ; Table 5.5), because the additional constraints altered their model fits significantly. The combined presentation of the invariance tests supported partial strong factorial invariance across the two cultures (Meredith, 1993; Chen, 2007; Meredith & Teresi, 2006).

The measurement model was examined across gender. Results showed a good model fit for configural invariance test male and female (see  $M_1$ ; Table 5.5). After imposing constraints on factor loadings, AIC decreased and  $\Delta CFI$  was lower than the threshold, indicating strong metric invariance (see  $M_2$ ; Table 5.5). The model for scalar invariance ( $M_3$ ; Table 5.5) was also supported, indicating strong factorial invariance. Residual invariance ( $M_4$ ; Table 5.5) and structural invariance ( $M_5$ ; Table 5.5) were then tested and found to be fit, together with supporting that the teacher stress model possesses strict factorial invariance across gender. Again, the invariance test was conducted across marital status Configural invariance model ( $M_1$ ; Table 5.5) fitted the data. After imposing constraints on factor loadings, strong metric invariance (see Table 5.5) was achieved. The model for scalar invariance ( $M_3$ ; Table 5.5) was also supported (see Table 5.5), Residual invariance ( $M_4$ ; Table 5.5) and structural invariance ( $M_5$ ; Table 5.5) were then tested, and only  $M_5$  was found to be fit, indicating partial strict factorial invariances.

The invariance test across religion revealed a good fit for the configural invariance model ( $M_1$ ; Table 5.5) Metric invariance was supported but not scalar invariance. The item-level analysis revealed that two items of the hope ("Hope 9 and 11: there are many ways around any problem", "I can think of many ways to reach work goals") had low invariance across cultures. Likewise items (Optimism 21 and 22: "I always look on the bright side of my job", "I am optimistic about what will happen pertains to work) and (Resilience 13: "When I have a setback at work, have trouble recovering.") had unstandardized invariance and intercepted across cultures. Intercepts were freely estimated for those items, and partial invariance was tested. The result

showed acceptable fit (see Table 5.5). Residual invariance ( $M_5$ ; Table 5.5) and structural invariance ( $M_6$ ; Table 5.5) were finally tested, and the results did not support both  $M_5$  and  $M_6$  because the additional constraints imposed altered their model fits significantly (see Table 5.5). Invariance across age groups was tested and result supported, configural invariance model ( $M_1$ ; Table 5.5), strong metric invariance (see Table 5.5), scalar invariance ( $M_3$ ; Table 6), and structural invariance ( $M_5$ ; Table 6), but not Residual invariance ( $M_4$ ; Table 6), indicating partial strict factorial invariances. For the invariance across educational levels, strong factorial invariance was achieved as the configural ( $M_1$ ), metric ( $M_2$ ), and metric ( $M_2$ ) invariance models were all fit, but not residual ( $M_4$ ) and structural ( $M_6$ ) invariance models (see Table 5.5).

### **B. Invariance across Work Characteristics**

The invariance test across school type revealed robust factorial equivalence as the unconstrained model (configural invariance:  $M_1$ ), least restricted model (metric invariance:  $M_2$ ), and entirely restricted model (scalar invariance  $M_3$ ), met their critical thresholds, but not the residual ( $M_4$ ) and structural invariance ( $M_5$ ) for strict factorial invariance. The invariance test across job task revealed partial strict factorial invariance. Configural invariance ( $M_1$ ), metric invariance ( $M_2$ ) models fitted the data, but not scalar invariance model ( $M_3$ ). After removing the constraints on the scale of the non-invariant items ("Hope 9 and 11: there are many ways around any problem", "I can think of many ways to reach work goals") intercepts, partial scalar invariance and ( $M_4$ ) was achieved. Similarly, (Optimism 21 and 22: "I always look on the bright side of my job", "I am optimistic about what will happen to me pertains to work") and (Resilience 13: "When I have a setback at work, have trouble recovering.") intercepts, partial scalar invariance and ( $M_4$ ) was achieved.

Further, structural invariance ( $M_6$ ) was found to be fit but not residual invariance ( $M_5$ ). Again, the invariance test was conducted for groups of working experience. Invariance test across class size was examined. Configural invariance model ( $M_1$ ) fitted the data. Constraints were then imposed on  $M_1$  to test metric invariance ( $M_2$ ). The results revealed a good model fit (see Table 5.5). The scalar invariance model ( $M_3$ ) showed acceptable fit (see Table 5.5), indicating that the additional constraints imposed on the metric invariance model did not reduce its fit significantly. Residual invariance ( $M_4$ ) and structural invariance ( $M_6$ ) were finally tested, and the results supported  $M_5$ , but not  $M_4$  because the additional constraints imposed altered  $M_4$  model fit significantly (see Table 5.5). Further, another invariance test was examined across the working experience. Partial strict factorial invariance was achieved as the configural ( $M_1$ ); metric ( $M_2$ ), scalar ( $M_3$ ), and structural invariance ( $M_4$ ) models had acceptable fits, but not residual invariance model ( $M_5$ )

## Chapter 6: The Mechanism of Positive Psychological Capital

In lieu of multifaceted regression, procedures like moderation and mediation are best explained with a blend of unadorned language and figures. For mediation, a path diagram that illustrates the mediational relationship and indicates beta weights is most useful. The statistical significance of the indirect effect was tested using bootstrapping using Hayes models, and further guideline was taken from the book (*Introduction to mediation, moderation, and conditional process analysis*). For moderation, figures are showing conditional/simple slopes at different levels of the moderator (typically 1 *SD* above, 1 *SD* below, and the *M* of the moderator variable for continuous moderators) is most useful. This research has shown that four capacities of human positive psychological capital known as hope, resilience, self-efficacy, and optimism stand out as independent and malleable to change and development. Higher PsyCap is related to higher performance, lower stress levels, and better health. The direct, indirect and interaction effects of the positive resource are significant in terms of the coping and dealing with early childhood teachers' stress.

This study explored the associations among job-stressors and psychological burnout of early childhood teachers in Pakistan and China. Again, it explored the moderating and mediating mechanism of psychological capital in the stressors-burnout link. Thus, it was hypothesized that work-related stressors (i.e., workload, work-family conflict, emotional demand, and role conflict) relate positively to psychological burnout (i.e., emotional exhaustion, depersonalization, and reduced personal accomplishment), and these relationships are modified by within personal resources known as psychological capital (i.e., resilience, hope, self-efficacy, and optimism). The research hypotheses were tested by conducting path analysis in structural equation modeling (SEM), with AMOS, version 24 (Arbuckle, 2013).

### 6.1 Direct Effect of Job-Demand Stress on Psychological Burnout

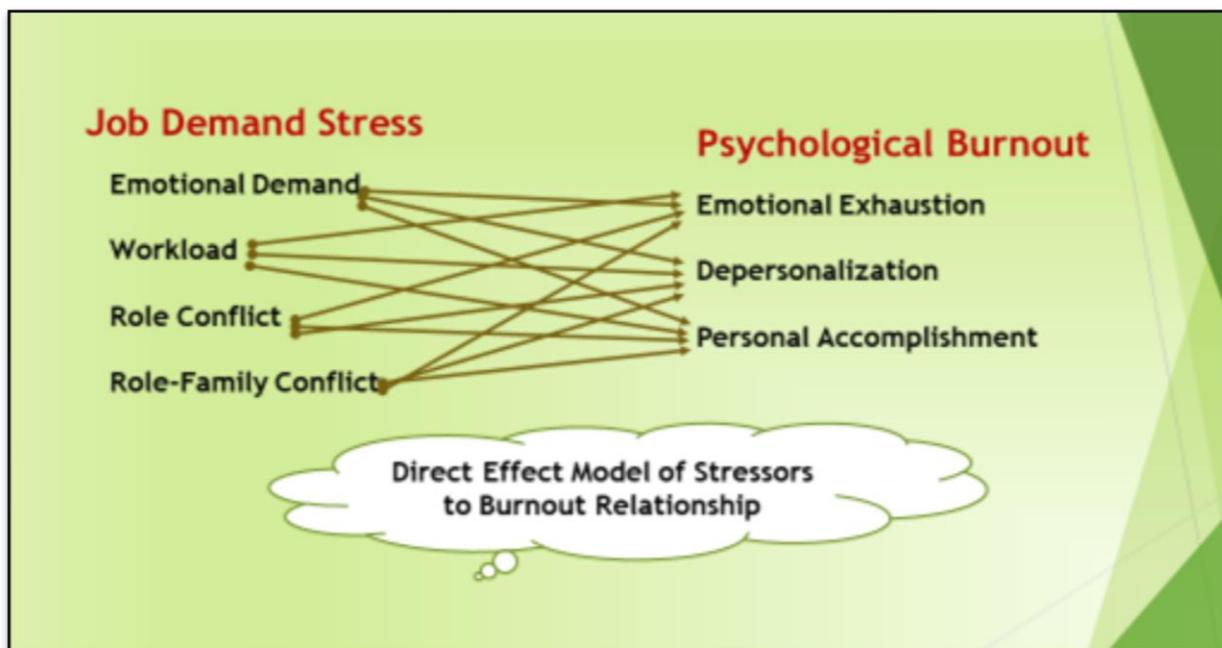
The first path model that examined the hypothesized direct association among work-stressors and burnout, controlling the confounding effects of the covariates fitted the data, and Model fit indices ( $\chi^2=610.68$  [ $df =138$ ];  $\chi^2/df=4.43$ ;  $CFI/NFI=.92/.90$ ,  $RMSEA=.04$ ,  $SRMR=.05$ ). Significant associations among the outcome and the criterion variables are presented. In the Chinese sample, workload and emotional demand were associated with the mid-career teachers ( $\beta=-.14$ ,  $SE=.06$ ,  $p<.05$ ), and early career teachers ( $\beta=-.30$ ,  $SE=.09$ ,  $p<.01$ ) were significantly associated with reduced personal accomplishment and emotional exhaustion, respectively. In the Pakistani sample, male teachers ( $\beta=-.32$ ,  $SE=.07$ ,  $p<.001$ ), and teacher who taught at first to third grade ( $\beta=.13$ ,  $SE=.05$ ,  $p<.01$ ), were significantly associated to depersonalization. Female teachers ( $\beta=.30$ ,  $SE=.11$ ,  $p<.05$ ) were associated with reduced personal accomplishment, while married ( $\beta=.14$ ,  $SE=.05$ ,  $p<.05$ ), advanced career ( $\beta=.24$ ,  $SE=.08$ ,  $p<.01$ ) and young ( $\beta=-.17$ ,  $SE=.09$ ,  $p<.001$ ) teachers, had minor levels of emotional exhaustion whereas Chinese early childhood teachers have vice versa results.

**Table 6.1:** Direct Effect Model Fit Indices of Stressors-Burnout relationship Across Cultures

Model	( $\chi^2$ [df]) Chi-Square	df	$\chi^2$ /df	CFI/TLI	RMSEA	SRMR
Values	610.68	138	4.43	.92/.90	.04	.05

First, the researcher checked the model fit indexes of the direct effect of job stressor on the job burnout. We named this model a 2-factor model because there are only factors are there, first, job stressors and the second one is job burnout. Furthermore, we were not restricted to propose/ hypothesis model, to get a good understanding, we developed an alternative model – Adjusted Model. According to Table 6-1, with a calibration sample, the chi-square ( $\chi^2$ ) value of the proposed model is 232.77, and the value of the degree of freedom (*df*) is 92. Moreover, these values are as per standard value and meeting the minimum criteria, the criteria suggested in the literature is, the value of chi-square and degree of freedom must be greater than 0.5 and 1, respectively.

Furthermore, the value of  $\chi^2/df$  is 2.53, which should be less than 2, but in some cases less than 5 is acceptable. The values of CFI and TLI are 0.91 and 0.90 respectively, and the minimum standard is 0.90, which are meeting the standard. Moving forward, the value of root mean square approximation (RMSEA) is 0.06, this is meeting the minimum criteria, and it should be less than 0.05. Next, the value of standardized root means square residuals (SRMR) is 0.06 that is a little bit higher than the minimum requirement of 0.05. Overall, some values are up to standard, and some are not up to that standard.



**Figure 6.1:** Direct Effect Model Pak-China

However, when adjusted the model, in this, we just reduced variable or factor. After adjusting the model, we run this model (2-factor adjusted model), we were not successful in obtaining the good and up to the official results. In the 2-factor adjusted model, the values of chi-square ( $\chi^2$ ) and degree of freedom (*df*) are 409.14 and 94, respectively. The value  $\chi^2/df$

is 4.35, which is higher than the two are, and even more significant than the proposed model; it is not better than the proposed model. Moving ahead, the values of CFI and TLI are 0.80 and 0.75 respectively, and not meeting the minimum standard, which is > 0.90. Correspondingly, the values of RMSEA and SRMR are 0.09 and 0.09, which are not lower than 0.05 as compare to the proposed model. Similarly, the invalidation sample and cross-validation sample, we were not able to obtain proper indexes value of the adjusted model than the proposed model in our study (See Table 6.1).

In data analysis, the researcher analyzed in different ways, first it was analyzed at the country level (China and Pakistan), and then across cultures (Combined China and Pakistan). There are four dimensions of work-related stressors (Emotional demand, Workload, Work-family conflicts, and Role conflicts), and three dimensions of job burnout (Emotional Exhaustion, Depersonalization, Reduced personal accomplishment). In China, emotional demand has significant direct effect on emotional exhaustion (beta is 0.23 or 23% with  $p < .0001$ ). It suggests that by having higher emotional demand at the workplace, there will be an increase in emotional exhaustion by 23 percent. Similarly, in Pakistan, although results show that there is a direct effect of emotional demand on emotional exhaustion (beta is 0.11 or 11% with  $p < .05$ ), but it is less than China. Pakistanis are less emotional exhaustion than Chinese teachers are. (See Table 6.2)

**Table 6.2:** Direct effects and 95% CI of work-related stressors on Job Burnout

Effects	Emotional Exhaustion			Depersonalization			Personal Accomplishment			
	$\beta$	SE	95% CI	$\beta$	SE	95% CI	$\beta$	SE	95% CI	
<b>China</b>										
Emotional demand	.23***	.07	.09, .37	.12*	.07	.01, .27	.03	.07	-.10, .18	
Workload	.12*	.06	.01, .26	.05	.05	-.05, .15	.08	.06	-.04, .20	
Work-family conflict	.32***	.07	.18, .46	.02	.06	-.08, .15	.13*	.07	.01, .26	
Role conflict	-.01	.05	-.11, .10	.07	.05	-.03, .17	.04	.07	-.09, .16	
<b>Pakistan</b>										
Emotional demand	.11*	.06	.01, .22	.06	.06	-.06, .17	-.04	.07	-.17, .09	
Workload	.03	.05	-.07, .14	-.09	.06	-.21, .04	.01	.06	-.10, .14	
Work-family conflict	.23***	.06	.12, .34	.19**	.05	.08, .29	-.05	.06	-.17, .06	
Role conflict	.21**	.06	.09, .32	.08	.06	-.04, .19	-.09	.06	-.20, .03	
<b>Pakistan &amp; China</b>										
Emotional demand	.16**	.04	.08, .25	.07	.04	-.01, .16	.01	.05	-.08, .10	
Workload	.04	.04	-.04, .12	-.001	.04	-.35, .10	.03	.04	-.05, .11	
Work-family conflict	.29***	.05	.20, .38	.10*	.04	.02, .19	.06	.05	-.03, .15	
Role conflict	.13*	.04	.05, .21	.12*	.04	.05, .20	-.06	.04	-.14, .03	

Note:  $\beta$  =Standardized direct effects; estimates for the critical covariates are not reported in this table; instead, significant effects are reported in the text. \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ ,  $tp < .10$

The direct effect of emotional demand on depersonalization reduced in China is significantly positive (beta is 0.12 or 12% with  $p < 0.05$ ). From the Pakistani perspective, the direct effect of emotional demand on depersonalization (beta is 0.06 or 6% with 0.05 significance value) is much less than China. In other words, it means that depersonalization will increase by 12% in China and 6% in Pakistan by increasing one unit of emotional demand. Furthermore, highlighting the direct effect of emotional demand on personal accomplishment (beta is 0.03 or 3% with 0.05 significant value) the value of the direct effect

is less significant. On the other hand, in Pakistan, the beta value is negative (-0.04), it means that there is a negative effect of emotional demand on reducing personal accomplishment. It shows that in Pakistan if there is an emotion demand, it will not reduce personal accomplishment.

The next dimension of the independent variable is workload (discussed in the chapter of literature). The effect of workload on emotional exhaustion is positive (beta value is 0.12 or 12% with  $p < 0.05$  significant value) in China. Whereas in Pakistan although the value is positive (beta value is 0.03 or 3% with 0.05 significant value), the workload has less effect than China. In other words, it means that emotional exhaustion will increase by 12% in China and 3% in Pakistan by increasing one unit in the workload. Moving forward, in China, the direct effect of workload on depersonalization is 0.05 or 5% with 0.05 significant value. Nevertheless, a similar direct effect is negative in Pakistan (beta value is -0.09 or -9% with 0.05 significant value). In Pakistan, the workload does not affect depersonalization, but in China, it does but has a small positive effect.

Furthermore, there is a positive direct effect (beta value is 0.08 or 8% with 0.05 significant value) of workload on reducing accomplishment in China. Similarly, in Pakistan, there is a positive direct effect (beta value is 0.01 or 1% with 0.05 significant value) to reducing personal accomplishment. The results of this effect show that there is a positive effect of workload on reduced personal accomplishment in both countries. It means that if there is workload, then there is a probability it (workload) reduce personal accomplishment(s).

The direct effect of work-family conflict on the dimensions of Job burnout; the Chinese perspective, the work-family conflict has a positive direct effect (beta value is 0.32 or 32% with  $p < 0.001$ ) on emotional exhaustion. Whereas in Pakistan, the results have a resemblance with China's results but have a lower positive direct effect (beta value 0.23 or 23% with  $p < 0.001$ ) on emotional exhaustion. It means that emotional exhaustion will increase by 32% in China and 23% in Pakistan by increasing one unit in work-family conflict. In other words, results are showing that if there is a conflict between work and family, then there will be the existence of emotional exhaustion, or people will feel more emotionally exhausted if they experience work-family conflicts. Besides, there is a positive direct effect (beta value is 0.02 or 2% with 0.05 significance value) of work-family conflict on depersonalization from a Chinese perspective. Similarly, from the Pakistani perspective, there is a positive direct effect (beta value is 0.19 or 19% with  $p < 0.01$ ) of work-family conflict on depersonalization. Although both countries have similar results (Positive direct effects), Pakistani feel much depersonalized due to conflicts between work and family than China.

Furthermore, the results are showing that work-family conflict has a direct positive effect on reducing personal accomplishment in China (beta value is 0.13 or 13% with  $p < 0.05$ ). It means that if there are conflicts between work and family, then it will reduce personal accomplishments. On the other hand, from the Pakistani perspective, the case is not similar. There is a negative direct effect of work-family conflict on reduced personal accomplishment (beta value is -0.05 or -5% with 0.05 significance value). It means that in

Pakistan conflicts between work and family do not affect people's accomplishments.

The last dimension of the independent variable is Role conflict. In China, the direct effect of role conflict on emotional exhaustion is negative (beta value is -0.01 or -1% with 0.05 significance value). It means that Chinese people are not concern about their role or tasks; they only concern about work. Therefore, the value of the direct effect is negative. On the other hand, Pakistan's case is presenting different results than China. According to the outcomes, the direct effect of role conflict on emotional exhaustion is positive (beta value is 0.21 or 21% with  $p < 0.01$ ). It shows that people in Pakistan get more emotionally exhausted if they feel or see role conflict. Moving ahead, the direct effect of role conflict on depersonalization is positive (0.07 or 7% with 0.05 significance value) in China. Correspondingly, in Pakistan results are not divers from China, according to the results, there is a positive direct effect (beta value is 0.08 or 8% with 0.05 significance value) of role conflict on depersonalization. It means that there will be an increase in depersonalization by 7% in China and 8% in Pakistan due to the increase of 1 unit in role conflict. In other words, if there is role conflict in the organizations, then people will be more depersonalized.

Moving ahead, we analyzed the direct effect of role conflict on reduced personal accomplishment. From the Chinese perspective, role conflict has a positive direct effect (beta value is 0.04 or 4% with 0.05 significance value) on reduced personal accomplishment. It shows that if their people in China observe role conflict in the workplace, their personal accomplishment(s) will reduce. Then again, the Pakistani perspective is showing a different picture from China. The direct effect of role conflict on reducing personal accomplishment is negative (beta value is -0.09 or -9% with 0.05 significance value). This one is showing that in Pakistan people's accomplishments not get affected if they observe any role conflict at their workplace.

Moving forward, we analyzed both countries' data together. Overall, the results are showing that people can get emotionally exhausted due to emotional demand. The overall direct effect of emotional demand on emotional exhaustion is positive (beta value is 0.16 or 16% with  $p < 0.01$ ). The direct effect of emotional demand on depersonalization is positive (beta value is 0.07 or 7% with 0.05 significance value). It means that overall in both countries people are depersonalized if they observe any emotional demand. Additionally, the following direct effect of emotional demand to reducing personal accomplishment is positive (beta value is 0.01 or 1% with 0.05 significance value). Next, there is a positive direct effect of workload on emotional exhaustion (beta value is 0.04 or 4% with 0.05 significance value). Although, the value of this direct effect has been reduced in a combined analysis of both countries but presenting the same story as presented by data of both countries separately.

The following direct effect of workload on depersonalization is not positive (beta value is 0.001 or 0.01% with 0.05 significance value). Value of this direct effect is low due to the adverse effect of the Pakistani sample. The following direct effect of workload on reducing personal accomplishment is positive (beta value is 0.03 or 3% with 0.05 significance value). The direct effect of work-family conflict on emotional exhaustion is strong and confident (beta value is 0.29 with  $p < 0.001$ ). It means that in both countries,

people get emotionally exhausted when they observe conflicts between work and family.

Further, there is a positive direct effect of work-family conflict on depersonalization (beta value is 0.10 or 10% with  $p < 0.05$ ). It is showing that people of both countries are depersonalized when they observe the conflict between work and family. Besides, the work-family conflict also has a positive direct effect on reducing personal accomplishment (beta value is 0.06 or 6% with 0.05 significance value). It means that in both countries, personal accomplishments effects are insignificant when they observe the conflict between work and family. In the last, role conflict has positive direct effects on both emotional exhaustion (beta value is 0.13 or 13% with  $p < 0.05$ ) and depersonalization (beta value is 0.12 or 12% with  $p < 0.05$ ). It is showing that in both countries people were emotionally exhausted and depersonalized when they observe role conflict at their workplaces. However, the direct effect of role conflict on reducing personal accomplishment is adverse (beta value is -0.06 or -6% with 0.05 significance value).

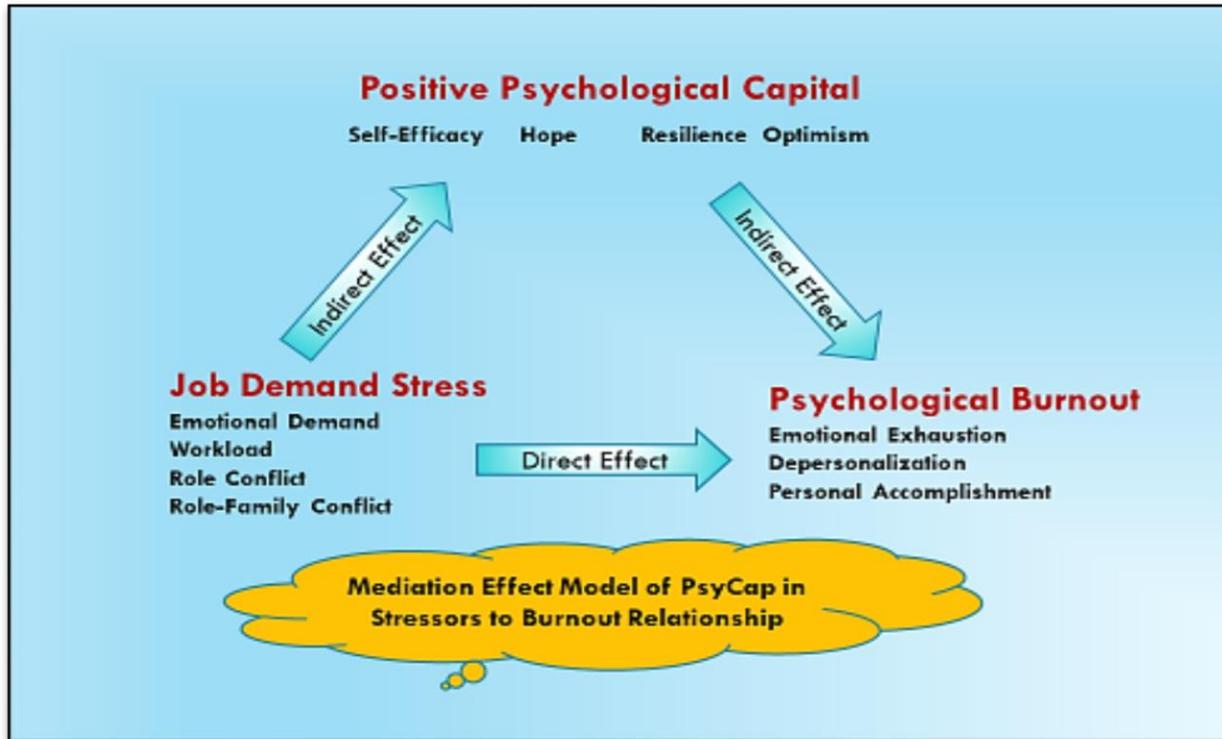
### 6.2 The Mediation Effects of Positive Psychological Resource

The actual data were analyzed to illustrate and follow the systematic formula of indirect effect mediation analysis. For this project, three variables, job-demand Stress, burnout, and PsyCap were analyzed including their dimensions. Based on a theoretical model number 4 of Andrew Hayes.

**Table 6.3:** Mediation Effect of PsyCap Model Fit Indices of Stressors-Burnout relationship Across Cultures

Model	( $\chi^2$ ) Chi-Square	df	$\chi^2$ /df	CFI/TLI	RMSEA	SRMR
Values	1188.04	310	4.10	.92/.88	.05	.06

According to the Andrew Hayes model of Job-demand Stress (X) of early childhood teachers directly affects the psychological burnout of teachers (Y) through the mediating resource of Positive psychological capital (M). The mediating effect of positive psychological capital in the stressors to burnout relationships model fit indices were ( $\chi^2=1188.04$  [ $df=310$ ];  $\chi^2/df=4.10$ ; CFI/NFI=.92/.88, RMSEA=.05, SRMR= .06) It was proposed that early childhood teacher's stress and psychological burnout was indirectly affected by a positive psychological resource in early childhood teachers.



**Figure 6.2:** Mediation Effect Model of PsyCap

Next, I examined the employee stressor's effect on job burnout through a mediator (PsyCap) with the data of both countries separately. By doing this, we believed that we will be able to get a good understanding and will be able to compare both countries. In Table 6A, it was presented the results of Pakistani respondents. In this table, there is a standardized indirect effect of all independent's dimensions on dependent's dimensions through all mediator's dimensions. For example, Hope the dimension of PsyCap almost have insignificant effects (Role conflict --- Hope --- depersonalization: -0.015 with p is 0.10, which is higher than 0.05).

**Table 6.4A:** Indirect Effects and 95% CI of PsyCap in the Stressors-Burnout Association of Pakistan

Mediation Effects Pakistan	Bias-Corrected Confidence Intervals 95% CI	P-Value	Unstandardized Estimate Value $\beta$	Standardized Estimate Value $\beta$
Role conflict --> Hope --> Depersonalization	-0.035, -0.001	0.076	-0.013	-0.015+
Role conflict --> Hope --> Emotional Exhaustion	0.001, 0.038	0.079	0.013	0.015+
Work family conflict --> Hope --> Depersonalization	-0.046, -0.001	0.076	-0.016	-0.019+
Work family Conflict --> Hope --> Emotional Exhaustion	0.002, 0.051	0.066	0.017	0.018+
Work Family Conflict --> Optimism -> Personal Accomplishment	0.000, 0.035	0.094	0.010	0.013+
Work family conflict --> Optimism --> Depersonalization	-0.026, 0.004	0.323	-0.005	-0.006

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Work family conflict --> Optimism --> Emotional exhaustion	-0.046, -0.002	0.051	-0.018	-0.019†
Work family conflict --> Self Efficacy --> Personal Accomplishment	-0.052, -0.004	0.036	-0.020	-0.025*
Work family conflict --> Self Efficacy --> Depersonalization	0.003, 0.060	0.050	0.022	0.024*
Emotional demand --> Hope --> Depersonalization	0.001, 0.039	0.083	0.015	0.017†
Emotional demand --> Hope --> Emotional Exhaustion	-0.043, -0.001	0.080	-0.015	-0.017†
Emotional demand --> Optimism --> Emotional exhaustion	0.000, 0.046	0.092	0.016	0.017†
Workload --> Optimism --> Emotional exhaustion	0.000, 0.032	0.090	0.012	0.014†
Workload --> Self Efficacy --> Personal Accomplishments	0.003, 0.045	0.025	0.017	0.024*
Workload --> Self Efficacy --> Depersonalization	-0.049, -0.003	0.036	-0.018	-0.023*
Significance of Estimates: *** p < 0.001, ** p < 0.010, * p < 0.050, † p < 0.100				

It is accurate to say that in Pakistan there is not fully mediation of Hope in this model because results are not supporting this mediation and relationship stress and burnout was not positive. Similarly, the indirect effect of role conflict on emotion exhaustion via hope is somehow positive (beta value is 0.015 with p is 0.05). However, the direct effect of role conflict on emotion exhaustion is greater than the indirect effect via HOPE (See Table 6.4A, under Pakistani results). It means that overall results are showing the feebler role of the mediator, as direct effects of role conflict, work-family conflict, workload, and emotional demand are more significant than the indirect effect through mental capabilities as mediator factor (See Table 6.4A and Table 6.4B).

**Table 6.4B:** Indirect effects and 95% CI of Psychological capital in the Stressors-Burnout Association of China

Mediation Effects China	Bias-Corrected Confidence Intervals 95% CI	P-Value	Unstandardized Estimate Value $\beta$	Standardized Estimate Value $\beta$
Work family the conflict --> Self Efficacy --> Emotional Exhaustion	-0.044, -0.001	0.057	-0.014	-0.013 †
Emotional demand --> Hope --> Personal Accomplishment	-0.081, -0.008	0.029	-0.034	-0.028*
Emotional demand --> Hope --> Emotional Exhaustion	0.003, 0.055	0.038	0.021	0.019*
Emotional demand --> Self Efficacy --> Emotional Exhaustion	0.008, 0.066	0.020	0.030	0.027*
Workload --> Hope --> Personal Accomplishment	0.011, 0.090	0.028	0.042	0.030*
Workload --> Hope --> Emotional Exhaustion	-0.066, -0.004	0.032	-0.026	-0.020*
Workload --> Self Efficacy --> Emotional Exhaustion	-0.047, -0.004	0.032	-0.019	-0.015*
Significance of Estimates: *** p < 0.001, ** p < 0.010, * p < 0.050, † p < 0.100				

Moving forward, in table 6.4B, has been presented the result from China. In this above table, there are values of indirect effects of employee stressor on job burnout through psychological competencies, and with their level of significance. For example, the indirect effect of work-family conflict on emotional exhaustion via self-efficacy is -0.013, which is lower but also a negative value, and insignificant as well. However, the work-family conflict has a more excellent and positive direct effect on emotional exhaustion without mediation (See Table 5, under China's results). Similarly, the results of indirect effects have resemblance with Pakistan. Overall, the direct effects of dimensions of the independent variable on the dimensions of the dependent variable are more significant than their indirect effects through a mediator (mental capabilities).

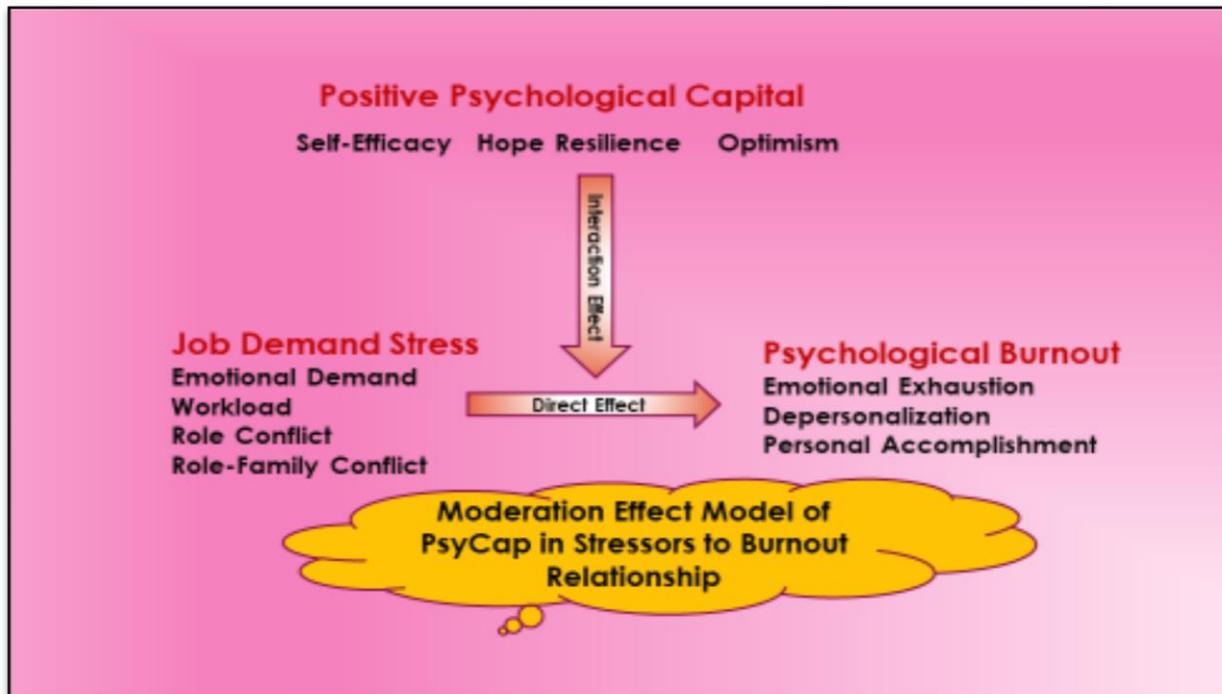
### 6.3 The Moderating Effect of Positive Psychological Capital

For the interaction effect procedure, the three variables were used including their subscales to assess moderation. Theory suggests that if early childhood teachers have experienced Job-demand Stress which is based on workload, role conflict, work-family conflict and emotional demand (X), then they are potentially more likely to develop burnout (emotional exhaustion, depersonalization, reduced personal accomplishment tendencies (Y)).

**Table 6.5:** Moderation Effect of PsyCap Model Fit Indices of Stressors-Burnout relationship Across Cultures

Model	( $\chi^2$ ) Chi-Square	df	$\chi^2$ /df	CFI/TLI	RMSEA	SRMR
Values	1221.19	300	4.07	.94/.89	.05	.06

The moderating effect of psychological capital in the stressors-burnout relationships model fit indices were ( $\chi^2=1221.19$  [ $df=300$ ];  $\chi^2/df=4.07$ ; CFI/NFI=.94/.89, RMSEA=.05, SRMR= .06). Then interacting the third variable positive psychological capital (M) had a moderation effect between the occupational stress and burnout associations. This research used Andrew Hayes Model number 1 to test the moderation effects.



**Figure 6.3:** Moderation Effect Model of PsyCap

In the tables 6-6 A& B, results of moderation effects of mental capabilities on the direct effect of employee stressor on job burnout, and analyzed this moderation effect of both countries separately to get proper understanding and comparison. First, in table 6.6A, the results of China's sample, and results are showing some impressive results. According to the results, the interaction effect of self-efficacy (denoted as SE) on the effect of emotional demand on emotional exhaustion is adverse (beta value is  $-0.15^*$ ), and it is showing that the direct effect of emotional demand on emotional exhaustion will be negative when there is self-efficacy. Correspondingly, the interaction effect of self-efficacy turns the direct effect of workload on emotional exhaustion into negative (beta value is  $-0.15^*$ , see Table 6.6A).

Moving ahead, the interaction effect of self-efficacy on the direct effect of work-family conflicts on emotional exhaustion is harmful as well (beta value is  $-0.16^{**}$ ). It means that SE is working as a hammer on the relationship between work-family conflict and emotional exhaustion. Similarly, self-efficacy worked as a hammer on the relationship between role conflict and emotional exhaustion. Because results are showing the interaction effect is negative (beta value is  $-0.18^{**}$ ). In the literature, self-efficacy is something an absolute term or phenomena.

**Table 6.6A:** Interaction effect and 95% CI of Psychological Capital in the Stressors-Burnout Associations

Interaction Effects: China	Emotional Exhaustion			Depersonalization			Personal Accomplishment		
	$\beta$	SE	95% CI	$\beta$	SE	95% CI	$\beta$	SE	95% CI
Self-efficacy (SE)	-.01	.07	-.34, .11	-.03	.06	-.14, .11	.04	.08	-.11, .19
Resilience (RL)	-.01	.06	-.13, .12	.06	.09	-.13, .20	-.01	.06	-.14, .11
Optimism (OM)	-.09†	.06	-.21, -.02	.05	.06	-.05, .18	-.03	.06	-.15, .09
Hope (HO)	-.19**	.07	-.34, -.04	-.10	.12	-.33, .10	.29***	.07	.15, .42
Emotional demand*SE	-.15*	.07	-.31, -.02	-.09	.06	-.21, .01	-.12†	.07	-.26, -.03
Emotional demand*RL	-.07	.09	-.24, .11	.02	.07	-.13, .13	-.01	.06	-.12, .12
Emotional demand*OM	-.06	.07	-.20, .08	-.08	.05	-.19, .02	-.02	.06	-.14, .10
Emotional demand*HO	.11	.08	-.05, .27	.05	.07	-.10, .19	-.07	.07	-.21, .07
Workload*SE	-.15*	.07	-.29, -.01	-.10	.07	-.23, .02	-.12†	.07	-.26, .02
Workload*RL	.01	.08	-.14, .17	.03	.07	-.12, .15	.03	.06	-.09, .16
Workload*OM	.07	.06	-.10, .22	-.06	.06	-.19, .06	.04	.06	-.11, .17
Workload*HO	.06	.08	-.12, .22	.05	.08	-.12, .19	-.09	.07	-.23, .05
Work-family conflict*SE	-.16**	.07	-.31, -.02	-.10	.07	-.23, .02	-.11†	.07	-.10, -.03
Work-family conflict*RL	-.06	.08	-.22, .10	.02	.07	-.13, .13	-.01	.06	-.13, .12
Work-family conflict*OM	-.12*	.07	-.26, -.01	-.10†	.05	-.21, -.01	-.04	.06	-.15, .06
Work-family conflict*HO	-.13*	.08	-.30, -.04	-.04	.08	-.09, .44	-.06	.07	-.19, .08
Role conflict*SE	-.18**	.07	-.34, -.04	-.11†	.07	-.23, -.01	.11	.07	-.15, -.04
Role conflict*RL	-.03	.09	-.20, .14	.04	.07	-.11, .15	.01	.06	-.11, .12
Role conflict*OM	-.14*	.07	-.28, -.02	-.11†	.05	-.21, -.01	-.05	.05	-.16, .06
Role conflict*HO	.12†	.08	-.17, -.06	.06	.08	-.09, .21	-.06	.07	-.20, .07

Note:  $\beta$  =Standardized interaction effects; SE=Standardized error; CI= Confident intervals (Lower and Upper bound).  
\*\*\*p<.001, \*\*p<.01, \*p<.05, †p<.10

According to the study published by American Psychology Association, Self-efficacy alludes to a person's confidence in his or her ability to execute practices essential to deliver explicit execution fulfilments (Bandura, 1977, 1986, 1997). Self-efficacy reflects trust in the capacity to apply command over one's very own inspiration, conduct, and social condition. It means that self-efficacy is performing its influential role as a moderator because it is helping to reduce or may inverse the direct effects of employee stressor on job burnout.

Moving ahead, the effect of the second dimension (Resilience, denoted as RL) of PsyCap on the direct effect of employee stressor and job burnout. It can be seen that after inserting a moderator the direct effect of emotional demand on emotional exhaustion is weaker rather inverse (beta value is -0.07, See Table 6A). Similar to the SE, it also broke the relationship between employee stressor and job burnout. Next, RL's effect on the relationship between workload and emotional exhaustion. In the light of the statistical results, RL reduced the strong relationship between workload and emotional exhaustion (beta value is 0.01, See Table 6.6A, and Table 6.2), and weaker. Detailed results are mentioned in Table 6A. Overall, positive psychological capabilities (Hope, Self-efficacy, Resilience, and Optimism) are considered as confident and motivated capabilities; therefore, as a moderator, PsyCap has performed its duty in our study (on Chinese sample). Besides,

able to conquer the relationship or it is better to say the influence of employee stressor on job burnout.

In Pakistan, results are not showing much difference. For example, the interactional effect of SE on the relationship between emotional demand and emotional exhaustion is adverse (beta value is -0.17\*, see Table 6.6B). It means that in Pakistan, SE influences the relationship between emotional demand and emotional exhaustion. Moving forward, SE also broke the direct effect of workload and emotional exhaustion (beta value is -0.15); however, significance value is not as per benchmark. Similarly, SE also conquers the direct effect of workload on depersonalization (beta value is -0.17\*, for better understanding, see Table 6.2 and Table 6.6B).

Similarly, on Pakistani sample, overall psychological capabilities (Hope, Self-efficacy, Resilience, and Optimism) are considered as confident and motivated capabilities, therefore, as a moderator PsyCap has performed its duty in the current study. Then able to conquer the relationship or it is better to the say the influence of employee stressor on job burnout.

**Table 6.6B:** Interaction effect and 95% CI of Psychological Capital in the Stressors-Burnout Associations

Interaction Effects: Pakistan	Emotional Exhaustion			Depersonalization			Personal Accomplishment		
	$\beta$	SE	95% CI	$\beta$	SE	95% CI	$\beta$	SE	95% CI
Self-efficacy	-.09	.08	-.25, .08	-.24***	.07	-.40, -.08	-.20**	.06	-.36, -.05
Resilience	-.14*	.07	-.28, -.01	-.07	.07	-.23, .08	.08	.06	-.05, .23
Optimism	-.13*	.07	-.27, -.01	-.02	.07	-.16, .12	.08	.06	-.06, .21
Hope	-.15*	.07	-.31, -.02	.10	.07	-.05, .25	.12†	.06	-.26, -.02
Emotional demand*SE	-.17*	.09	-.38, .02	-.18*	.09	-.38, -.01	.03	.10	-.14, .21
Emotional demand*RL	.09	.09	-.13, .29	-.06	.12	-.31, .17	-.18*	.08	-.39, -.06
Emotional demand*OM	-.07	.07	-.22, .08	.02	.08	-.14, .17	.02	.09	-.18, .17
Emotional demand*HO	.17*	.09	-.02, .35	.20**	.08	-.01, .39	-.16*	.07	-.34, -.04
Workload* SE	-.15†	.07	-.37, -.04	-.17*	.07	-.37, -.01	.03	.06	-.14, .20
Workload* RL	.08	.08	-.15, .28	-.06	.07	-.30, .16	-.20*	.06	-.41, -.03
Workload* OM	-.12†	.06	-.29, -.09	-.01	.05	-.18, .17	.01	.05	-.19, .21
Workload* HO	.13†	.07	-.33, -.07	.18*	.07	-.37, -.04	-.15†	.05	-.32, -.05
Work-family conflict *SE	-.17*	.07	-.38, -.02	-.18*	.06	-.38, -.01	.03	.06	-.14, .21
Work-family conflict*RL	.09	.07	-.13, .29	-.06	.07	-.30, .16	.17†	.06	-.06, .39
Work-family conflict*OM	-.08	.06	-.22, .07	.01	.05	-.14, .16	-.03	.09	-.19, .16
Work-family conflict*HO	.14†	.07	-.05, .33	.18*	-.06	-.36, -.02	.15†	.06	-.33, -.04
Role conflict*SE	-.11	.07	-.33, .09	-.15†	.07	-.35, -.04	.01	.06	-.15, .20
Role conflict* RL	.10	.07	-.12, .28	-.05	.07	-.29, .17	.17*	.06	-.39, -.05
Role conflict* OM	-.04	.06	-.18, .10	.03	.05	-.13, .18	-.03	.05	-.19, .16
Role conflict* HO	.10	.07	-.10, .30	.16*	.07	-.05, -.04	-.14†	.06	-.32, -.05

Note:  $\beta$  =Standardized interaction effects; SE=Standardized error; CI= Confident intervals (Lower and Upper bound).  
\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$ , † $p < .10$

#### 6.4 Logical Statistical Route for Direct, Moderation and Mediation Effects Analysis

Explaining further, before following the two-step procedure suggested by (Anderson &

Gerbing 1988) to run SEM, the researcher calculated means, standard deviations and Cronbach  $\alpha$  value of each variable that used in this study. The descriptive statistics of the mean value of variables that I used in the models was lying in between 5.064 and 5.630; Standard deviation value was lying in between 0.951 and 1.190. These ranges were showing that the majority of respondents gave their responses on a Likert scale between "Extremely disagree (4)" to "Extremely Agree (7)". Further, the Cronbach  $\alpha$  value was calculated to check the reliability and internal consistency between items of each variable. The threshold value to check the reliability and internal consistency of any variable's item should be equal or more superb than 0.7 (Cronbach, 1951). Moreover, it has been displayed in the tables (Cronbach  $\alpha$  value) of each variable separately; all variables' Cronbach  $\alpha$  value was meeting the starting point criteria. Cronbach  $\alpha$  value of all the variables was more significant than 0.7. It means that the collected data was reliable, even mean and standard deviation values were showing favorable values. After that to check the scale convergent and discriminant validity by using CFA, all variables were drawn in AMOS then linked all their respective constructs, and allowed all variables to interact freely with each other leading to check out scale reliability and validity.

This research calculated measurement model's goodness of fit indices. All results were achieving the Minimum model appropriate acceptance criteria. Recommended by Kline (2011) and normally used model's goodness of fit indices are Normed Chi-square (Chi-Square (the CMIN) / Degree of Freedom (DF)) which value should be less than 3 and non-significant. The goodness of Fit Index (GFI) which value should be greater than 0.95. Adjusted Goodness of Fit Index (AGFI) which value should be greater than 0.8. Tucker-Lewis coefficient (TLI) which value should be greater than 0.9. The Comparative Fit Index (CFI) value should be greater than 0.95. Root Mean Square Error of Approximation (RMSEA) which value should be less than 0.5 with PCLOSE value should be greater than .05. My measurement model results were  $\chi^2 = 616.115$ ,  $df = 351$ , Normed Chi-square = 1.755, GFI = 0.890, AGFI = .864, TLI = 0.942, CFI = 0.950, RMSEA = 0.048, PCLOSE = .730, these all results were in the normally acceptance range.

These results mean that my measurement model is fit, and I can rely on and go further to check out the scales reliability and validity. This research followed the approach of analysis to Fornell & Larcker (1981) there are three steps to check out the convergent reliability of any instrument, in first step factor loadings of constructs should be  $> 0.7$  and significant, in second step composite reliability of all variables should be  $> 0.8$  and in third step Average Variance Extracted (AVE) should be  $> 0.5$ . The results have been shown that factor loadings of all the items, all were near equal to or more excellent than 0.7 and significant at 0.001. In the above tables, the researcher AVE shown composite reliabilities (CR) of all the variables which were more excellent than 0.8. It has also been shown AVE of all the variables which were also higher than 0.5. These results were proving scale convergent validity. It means all items explaining variance in their respective variable on which these were loading not in another variable.

After that, this study had calculated discriminant validity. According to Fornell & Larcker (1981) for discriminant validity, there is compulsory that the value of the square

root of AVE should be higher by comparing with that and other variables' correlation values. In top tables, I had shown the square root of AVE bold in diagonal elements. All diagonal values are higher than the correlation values. It was proving out scale discriminant validity. It means over scale items are loading on their respective variable and not making conflict with other variables used in the study. Above all tests had proved the convergent validity and discriminant validity.

Then this study moved further to run SEM for testing hypothesis. Before going to run SEM, I performed another test to check the common method biases. Since there were chances of standard method biases as all data had been collected from the same source, which might falsify model testing results. Therefore, I used Harman's single factor technique used to check the common method biases in the collected data (Harman, 1976). According to this technique in AMOS, multifactor measurement model's goodness of fit indices is compared with one-factor measurement model's goodness of fit indices. If the one-factor model's goodness of fit indices shows more consistent results as compare to multifactor model results than there are common method biases in data otherwise there is no standard method biases in data (Podsakoff, 2003).

In the view of the above-mentioned approach, the researcher calculated the model fit result of the single-factor model and compared with multifactor model results, which have already been discussed. By comparing both model results, we found that single factor model results were worse than the multifactor model results. Therefore, this was the proof there are no standard method biases in this research data. After checking convergent validity, discriminant validity and standard method biases, I finally concluded that scale and collected data had met all the requirements now we can run SEM to test the proposed model and hypothesis. I drew out the structural model by adding proposed causal relationships in a measurement model to check the proposed hypothesis.

All results values were in acceptable ranges. It means we can rely on hypothesis results. Then I checked one by one all the causal relationship, which drew in structural equation models to validate the results of the hypothesis. First, it was checked hypotheses' results related to proposed teachers stress factors and burnout factors impact, the contribution of this study, on PsyCap and burnout, which hypothesized from H<sub>1</sub> to H<sub>5</sub>. In all the above-tested hypotheses checked the direct impact of one variable on other variables. Nevertheless, in following hypotheses testing, I examined those hypotheses that were related to mediation testing. The present research used Kenny (2014)'s f-step approach with indirect effect to test mediation related hypotheses which were derived by Kenny (2014) on the base on Baron & Kenny (1986); James & Brett, (1984) and Judd & Kenny (1981) mediation testing approaches. Kenny (2014) explained there are two types of mediation one is full mediation, and another one is partial mediation.

For full mediation, the effect of the independent variable to dependent variable, independent variable to mediator variable, mediator variable to dependent variable and indirect effect of the independent variable to a dependent variable through mediator should be significant but the effect of the independent variable to a dependent variable while controlling mediator should be insignificant or 0. In addition, for partial mediation,

the effect of all paths, independent variable to dependent variable, independent variable to mediator variable, mediator variable to dependent variable, the indirect effect of the independent variable to a dependent variable through a mediator, and the effect of the independent variable to a dependent variable while controlling mediator should be significant. If any effect of the independent variable to mediator variable or mediator variable to the dependent variable or indirect effect of the independent variable to a dependent variable through a mediator is insignificant, then there is no mediation.

## Chapter 7: Discussion on Findings

Early childhood teaching has been acknowledged as a stressful profession (Grayson & Alvarez 2008; Tsai et al., 2006). There has been extensive research on stress in educators in the elementary and high school grades, but the research on the sources and effects of stress in early childhood educators is lacking. First, there are considerations of the characteristics of ECE teachers related to demographic characteristics, school settings measures and that among school settings, personal variables of early childhood teachers. Their perceived sources of work stress followed it, and the outcome discussed separately. The moderation and mediation effects of positive psychology have been discussed which play its role to deal with stress and burnout relationship.

The researcher sought to examine the self-reported sources of stress for early childhood teachers, along with the personal and professional impacts of pressure resulting in burnout. The researcher aimed to determine and deliberate that what are the direct effect of work-related stressors; such as; workload, emotional demand, role conflict, and work-family conflict which ultimately results in emotional exhaustion, depersonalization, reduced personal accomplishment (burnout) in two cultures. Finally, the researcher sought to identify moderation and mediation effect of positive psychological resource in the relationship between stressors and burnout. While discussing moderation and mediation, this research identifies the three kinds of mediation, (Barron's and Kenny's 1986) related to effects. The full mediation has been recognized when the relationships between the independent and dependent variables were insignificant, and the PsyCap played its vital role as an intervening variable. The partial mediation has been treated when there were some effects between predictor and criterion, but the mediating variable also played a small role.

Then no mediation was debated when the effect of the independent and dependent variable was highly significant, and there was no role of the third variable. Likewise, the moderation effects of positive psychological resources between job-demand stress and burnout have been addressed while utilizing all subscales of the variables. Furthermore, it also elaborates the association of stress, burnout, and PsyCap with the demographic characteristics across cultures. For instance, religion, teachers' education level, years of teaching experience, age, gender, marital status, class size, teaching class level, school type the and salary is considerably related to the early childhood teacher's stress.

To conclude it can be said that this research is highly valuable and have diversity in its nature as it pertains in two different cultures. It had been found the problem and tried to solve it with the most effective and reasonable procedures. The direct, moderation and mediation effects of PsyCap was dynamic in the thesis. Positive psychology as an intervening variable had moderated and mediated the liaison between two independent (Stress) and dependent (Burnout) variable. Pakistani early childhood teachers are in better condition and high well-being due to Islamic work ethics, culture and positive association

with PsyCap. Whereas Chinese ECE teachers are also in excellent condition as they have work and cultural values, which contribute to their well-being.

## **7.1 Discussion on Early Childhood Teachers' Demographics and Stress**

### **7.1.1 Relationship among Stress & Biographical Characteristics of Respondents**

To apprehend the teacher's characteristics' possible function in early childhood teacher's stress; the following discussions had focused on the phenomenon of teacher's personal and teaching life experiences. Furthermore, the researcher conducted correlation analyses between teachers' rankings for stressors and results from objects and the demographic elements of teachers consisting of Age, gender, teacher's qualification, teaching experience, class size, teaching level and weekly teaching days.

The existing research outcomes showed that religion is the moderator of stress and burnout. As Muslim early childhood teachers were less pressured, had high positive psychological capital as compared with the non-believers even though Muslim teachers have lower salaries and minor prospects of their schooling profession. Whereas atheist or non-believers, had a high level of emotional exhaustion than those who had religion these results had well matched with the other researchers, and especially with Dr. Roberta Lee in her new e-book, the chronic stress devotes a phase to the topic of spirituality and prayer. Research shows that those who are spiritual or religious use their spirituality to address stress. They are better able to deal with stress, they heal quicker from illness, and they experience extended benefits to their fitness and well-being.

On a cultured level, spirituality connects to the arena, which in flip allows stopping looking to control matters all by oneself. While experiencing part of a greater whole, it is clear to remember the fact that a person is not answerable for the entirety that happens in life. The religious humans are far less stressed, and it enables humans to address the pressure. Furthermore, the growing frame of studies suggests that prayer and faith rank high most of the satisfactory stress busters. A plethora of research displays negative relationships of religion and spirituality with stress because if the former is high, the later will be decreased. There is numerous growing research on the positive correlation of positive psychological capital with religious believers and spirituality.

It postulated that for the three ranges of the age of teachers, there would be a widespread distinction among the degrees of burnout (less than 30 years, 30-40 years, and above forty years) when it comes to strain as measured by the JDS scale. The researcher found that instructors in the age range of forty years and up have enjoyed less pressure though less PsyCap levels as well on the academics stress scale which are similar to the findings of other researches. Nonetheless between the ages of less and above than 30 years through the emotional exhaustion and PsyCap was higher. It was because teachers who belong to different age groups had other instructional studies and workload that leads to burnout, whereas in terms of exhaustion they have more significant social guide device, and higher self-assurance and social amenities in the profession, which promoted their positive psychology and wellbeing. The one's teachers in the range of fewer than thirty years could reveal more wellbeing illustrious since then they are less likely to have high

degrees of lesson tiers, more social support, and self-confidence and indulgence in the career.

The current research findings indicated that there is little significant difference among the male and female teachers in phrases of their stress levels and emotional exhaustion. These findings are in opposition to the conclusions from Maslach, Jackson, and Leiter (1996) along with Lau, Yuen, Chan (2005), (Salami 2011), on company specialists, which include teachers that indicated that females of employees had higher emotional exhaustion than their male colleagues. Furthermore, (Coulter & Abney 2009) has additionally said that there is a significant difference between the genders and the levels of burnout. Moreover, the locating of this observation is in line with that of research done in Australia by Comber and Cormack's (2007). The researchers (Comber & Cormack 2007) stated that gender did no longer have an effect on the degree of Burnout amongst teachers. It might end up feasible to make meaningful comparisons of the findings of this survey with particular works. However, this studies shows that culture can change and results are dynamic as overall females were less stressed and their burnout level was not that higher; the positive psychology level was higher among female teachers compared with male teachers of both countries.

In gender category alterations, the female teachers reported higher emotional exhaustion than their male counterparts did, lower perceptions of personal accomplishment and depersonalization than male teachers have been found in most studies (Grayson & Alvarez, 2008; Van Droogenbroeck et al., 2014). The gender differences reported in the current study might explicable with the research made that gender role such as excessive family-level responsibilities; overburden leads females to emotionally drained (Woodside et al., 2008). Whilst men are expected to contain their emotions leading to alienation, (Byrne, 1991; Lau et al., 2005) is distinctively gender roles socialization issues, which are contextually defined.

There is a significant distinction between married and single teachers in Pakistan and China in term of stress, burnout and PsyCap; these results are somewhat conflicting with the findings of (Al-Qaryoti & Al-Khateeb 2006), who pronounced that being married or single does not have an effect on the degree of burnout among Arab teachers. Furthermore, the results of the studies finished by (Bayram, Gursakal, and Bilgel 2010) showed that marital status had no significant effect on burnout degree of teachers. The current research findings suggest that overall, the married teachers had high emotional exhaustion and role conflict, but the single teachers are beneficial in PsyCap and low burnout symptoms.

It could be said that skilled and upper than graduation level teachers have performed a high level of competency and self-efficacy associated with the development and performance that buffers them from the emotional outcomes of strain. It counseled with the aid of the finding that teachers in this study had a strong sense of self-efficacy in reaction to the related survey gadgets. In this pattern, teachers' experience of self-efficacy, and positive psychological capital advocated a feeling of wellbeing as their activity became vital and they felt to be able to take care of their responsibilities, developed as years of teaching

accelerated. These findings endorse that perhaps as early formative year's teachers gain experience, they learn how to regulate to the non-public and expert needs in their job. To the impact of academic level and burnout of early childhood, teachers due to the stressors have few types of research. However, the study by (Sezer, 2012) stated that burnout degree is excessive amongst high-knowledgeable instructors compared to less educated teachers who are aligned with the findings of this research. However, teachers with better tiers of education have been more likely to understand their work and meaningful to their teaching life.

### **7.1.2 Relationship among Stress and Work-Related Characteristics of the Respondents**

The current research shows that there were several demographic variables that were found to be significantly related to the effects of stress and PsyCap. Such as, teachers with more years of teaching experience have been less probably to go through stress consequences, which include emotional and physical or emotional exhaustion. This result conflicts with past studies that have connected teacher stress with biological contamination (Tsai et al., 2006). Perhaps through the years, early adolescence teachers increase immunity to certain illnesses and therefore do not bear the same physiological effects of tension as fundamental teachers. The slight to mild emotional consequences stated by way of the teachers may also be associated with teachers' years of revel in China and Pakistan.

Because there is an extended version in schooling necessities in early education applications as well as a similar variation in schooling ranges of early childhood teachers, it is probably expected that teachers' degree of schooling would be an essential element in predicting stress levels and effects. Findings in this study identified two great relationships related to teaching experience. First, teachers with more knowledge of teaching were more likely to sense capable of dealing with their process obligations and increased positive psychology. Those consequences advice that better schooling ranges might also offer teachers with the expertise and experience essential to preserve a better sense of self-efficacy and overall positive psychology as well as a dedication to their jobs in the expression of stress.

In line with the given results, there is a significant association between class size and stress, burnout and positive psychology. As their survey responses, teachers rated stressors in the rarely to sometimes range of frequency. However, the correlational analyses suggest that class size may be associated with other possible stressors. For example, teachers with higher-class size also reported a higher frequency of stress and PsyCap from non-teaching tasks in their relationships with the other community. The current findings suggest that while teachers as always stressful may not consider higher-class ratios themselves, rates may influence how teachers perceive other possible sources of stress and burnout. Future research through an interview may examine how these stressors interact with each other.

The early childhood profession encompasses excellent values and qualities of emotional and physical characteristics in terms of the level of the class taught. The current findings are contrary to the university teachers who have professional stress as compared with early childhood teachers who have emotional weight. ECE teachers require emotional

demands, which are also different from nurses who have physical stress. The early childhood teachers have two kinds of mixed feelings and outcome based on love and caring while teaching at different class levels. These are the feelings of love and care that have different goals for educational discipline. The teachers experience while teaching at the inclined towards love has feelings and sentiments which reduced their stress level and burnout by increasing positive psychologically. The learning at very early kindergarten stage care is professional and is based on professional reasoning. In both kinds of pursuits, the life values are different from the teacher's void of love, caring promotes maltreatment, and their burnout level may be higher.

The teachers who have a feeling of love and caring attitude promotes less emotional exhaustion, depersonalization and a sense of reduced accomplishment. Love and care can be the natural attitude, which is positively associated with positive psychological capital, though these two feelings can be promoted with systematic training and programs. A teacher combined with feelings of love and care have more output and are target oriented. To develop the characteristics of love and care, we need long-term pursuits, which ultimately shall help to reduce stress and promote teachers well-being. The early childhood teachers are feeling of love and care results in fewer turnover intentions. There are many possible reasons for leaving the profession and job. Leaving the business is caused by a total failure from work. At the same time, going to a job can be a salary issue or work stress. These debates and problems are highly significant in the early childhood education field, which will ultimately promote the quality of education in kindergarten education.

The results show that the early childhood teachers from government and private sector show different association with the sources of stress as the government teachers are less stressed because they have a good salary, job security, and chances of promotion in the ranking and relative benefits in both countries. However, in Chinese samples, the teachers have shown less affiliation as compared with their counterparts in terms of private and government schools. Their stress level is different public and private schools. Whereas in Pakistani samples the association with stress is entirely different as the individual, schoolteachers have more responsibilities, the burden of work and pressure from the management. The Chinese results are somehow matched with the research was done in Hong Kong (Tsai et al., 2006), early childhood female teachers.

Although low salary has been identified as a source of stress for educators in other research (Caulfield & Kataoka-Yahiro, 2001), for this population, the more extended teachers taught in private schools in Pakistan are more stressed due to the imbalance between effort and reward. However, in public schools, the teachers showed less workload and emotional demand which results in less emotional exhaustion and increased positive psychological capital. Since the survey asked teachers to report their actual salaries, this is possible that increased years of teaching means increased stress levels, and therefore, participants with longer tenure may have less job stress related to their school type. It is also plausible to postulate that teachers who are unhappy with their school brand can change jobs and that longtime service as an early childhood teacher is a symbol of transition. It remains uncertain from this dataset that how institutional type would possibly

mitigate teachers' emotions approximately in both sectors. This evaluation yielded some significant associations that new kind of school becomes that teacher with other years had been more likely to see their low level as a source of stress.

## **7.2 Discussion on Mechanism of Positive Psychological Capital**

### **7.2.1 The Direct Effect of Job-Demand Stress on Burnout**

The current study validated the three-dimensional structure; emotional exhaustion, depersonalization and personal accomplishment of the MBI-ES, using parallel analysis, CFA and MGCFA. We verified and extended the cross-cultural validity and measurement invariance evidence of the MBI-ES across two cultures (i.e., Chinese, and Pakistani). The current study adds to investigate on culturally specific issues: cross-cultural meaning and interpretations of the MBI-ES's items, and the conceptual equivalence of burnout dimensions, essential to understand burnout phenomenon added to the scale's global applicability. The study, employing statistically sophisticated methods, highlights insightful revelations of the factorial and structural validity as well as measurement equivalence of the hypothesized three-factor MBI-ES model. First, the three-factor pattern and item loadings of the MBI-ES were verified in a cross-cultural context. In line with previous studies (Schaufeli & Dierendonck, 1993; Schaufeli, Daamen, & Van Mierlo, 1994), the study did not support the 22-item three-factor structure; some items were described as potentially problematic in the cross-cultural context.

Specifically, these items had poor psychometric properties, low factor loadings and cross-loadings on more than one factor. Similar results have been testified by previous studies that assessed teacher burnout with the MBI-ES in different geographic regions by testing the MBI-ES's three-factor structure in Europe with samples from Catalonia (Aluja et al., 2005). These were in the Netherlands (Schaufeli et al., 1994; Schaufeli & Dierendonck, 1993), Norway (Richardson & Martinussen, 2004), and North America including the U.S and Canada (Byrne, 1991). It reveals the items' low predictive capacity for their latent constructs and clear-cut interpretability of the 22-item MBI-ES three-factor solution (Densten, 2001). Maslach and Jackson (1981a, 1981b) suggested that burnout researchers exclude some items (12 and 16) from the MBI-ES when assessing its measurement structure.

Similarly, several scholars of teacher burnout hinted of the need to exclude some of these same items, including burnout assessment in different geographic regions that adopt the MBI-ES. This magnitude of the 22-item MBI-ES measurement problems suggests the need for an adjusted model in culturally relevant for an understanding of the underlying structure of burnout. The replicability of the MBI-ES structure and items' validation across the two cultures, therefore verified the constructs' cross-cultural meaning and usefulness. The reduced 16-item three-dimensional factor model produced an acceptable fit across the two cultures when some item error variances and the latent factors were correlated.

We found comparable relationship patterns between the burnout factors and those reported in previous studies (Worley et al., 2008). Support for the two subscales: emotional exhaustion and depersonalization as being the core of burnout was achieved (Hawrot & Koniewski, 2018), as they shared strong positive relation, and correlated negatively with

personal accomplishment. These inter-factor correlations and the associations found between the burnout subscales and work stressors, together with validity and reliability evidence verified the scale's psychometric strength when adopted in cross-cultures (Boles et al., 2000). Thus, we found the underlying factors in the reduced 16-item MBI-ES model substantially reliable and valid, fitting the Chinese, Pakistani cultural contexts, allowing for cross-cultural invariance assessment and possible teacher burnout comparison. The reduced 16-item MBI-ES in the cross-cultural context revealed partial strong factorial invariance across cultures and strong factorial invariance across gender (Cheung & Rensvold, 2002; Reise et al., 1993).

Moreover, it served as pre-requisites for multi-group comparison for researchers to discern differences in teacher burnout in respect of the dimensions explored (Chen, 2007; Cheung & Rensvold, 2002; Meredith & Teresi, 2006; Sass, 2011). That notwithstanding, the study found non-invariance items (MBI-ES 2, 7, 9, 11, 12) across cultures. Thus, teachers' perception of these items varied among those in Pakistan, and China. Possible reasons for these variations might be attributable to contextual elements of borderline distinctiveness in semantics, content, technicality, and concepts of burnout as advised by Squires et al. (2014). Significant differences in teacher burnout across countries and gender were revealed in the study.

Chinese early childhood teachers reported a higher experience of emotional exhaustion than their Pakistani counterparts sorted out. For personal accomplishment, Pakistani playgroup teachers recorded higher levels than their Chinese counterparts did. It was further revealed that Pakistani preschool teachers experienced higher levels of depersonalization than Chinese preschool teachers did. Despite the variability in teacher burnout experiences across these two low and middle-income countries, personal and school-related characteristics as presented in the evenly contextual conditions. The current findings of the observed analysis of teacher's burnout are dissimilar to cultural perspectives including the level of the professional status of teaching in society religious orientation existential significance of teaching profession in certain cultures (Pines, 2002 a, b). The results of this study may be due to the role of the broader cultural and systematic influence on teacher burnout reactions among early childhood education teachers (Sarros & Sarros, 1990).

It resonates with the theorization by Bronfenbrenner and Morris (1998), who highlighted not just the micro-ecosystem the immediate contextual factors of the school, but also, the macro level broader cultural conditions of the economic, technological, legal, scientific and institutional ecosystem of people-environment relations. Altogether, study results support the cross-cultural factorial validity of a shortened 16-item MBI-ES, and its use plausible for cross-cultural teacher burnout evaluation. This possible cross-cultural evidence allows for discovery and understanding of crucial cross-country differences and similarities that may be important for teacher burnout management. However, the interpretability of the study's results should be made within the context of the study's limitations. On policy, the findings of the survey can shape policy discussions and formulation in creating a harmonious educational environment through close education of

the differences in the three cultural settings and promote positive e cultural learning and adaptations of relevant and applicable ECE practices in other cultures.

These investigations have become necessary in light of the findings relating to differences in teacher burnout experience in different countries. These findings also add in the existing literature the theoretical development and cross-cultural assessment of teacher burnout with the MBI-ES. The results of the current research provoke discussions on demanding matters including emotional exhaustion is higher among and Chinese kindergarten teachers than Pakistani playgroup teachers to come up with a sound explanation for these differences and ways to address them. The primary tenacity of the research is to identify the sources and manifestations of stress among male and female kindergarten teachers in China in Pakistan. The findings show that work-related stressors workload and emotional demand, role-family conflict and role conflict are the more critical salient sources of stress contributing to the general teaching stress skilled utilizing the pattern. This finding is contrary to the evidence furnished by (Pervez & Hanif 2003) in their study on studied secondary and number one schoolteachers in Pakistan. Of their research, time management has rated the least likely source of stress, and work-related stressors turned into the second least possible supply of tension.

Similarly, the suggested rating of work-associated stressors and time control furnished by using the Hong Kong kindergarten teachers had been 3.60 and 3.41 respectively. It was probably expected in the Hong Kong setting that those are notably higher than the imply scores provided via Pakistani secondary school (work-related stressors and primary school teacher's stress. Furthermore, when in comparison to teachers operating with college students in Indian difficulties, the ratings given to work-associated stressors and time control by the Hong Kong kindergarten teachers are also significantly higher. The mean rating supplied through teachers operating in Indian places for work-associated stressors and time control respectively (Vance et al., 1989).

The current research findings also somewhat relate to the resources furnished by way of the Hong Kong kindergarten teachers stress sources provided through teachers operating in the Indian context. In this study, work-related stressors include the emotions of getting too little time to prepare, having an excessive amount of work. Moreover, it is associated with the pace of school life, which is too fast, a class size too massive, personal priorities being shortchanged, and having an excessive amount of administrative office work. On the other hand, time control includes emotions such as having to do more than one component at a time, being rushed in speech, and no longer having enough time to get matters solution. The stress can reduce a teacher's motivation and in the end affects the operation of the school and coaching (Brownell, 1997). The same kindergarten principals can help teachers in managing their stress by way of offering them a better resource guide and search for means to curtail administrative processes, which will permit teachers to process more prolific. The burnout results are dissimilar to Hong Kong as the fatigue, and emotional stress are the more common stress manifestations reported by kindergarten teachers.

Whereas emotional stress manifestations include emotions of insecurity, feelings of

vulnerability, depressions, and tension, fatigue consists of symptoms, which include physical exhaustion. Teachers harboring such feelings can either turn out to be withdrawn or aggressive toward college students and peers. When feelings of emotional strain and fatigue are left to persist, the individual may also increase new pathological severe signs that lead to self-adverse behavior together with suicide. As tolerance of stress varies across people, sensitivity to mood changes among fellow workers is critical. With early detection, appropriate counter-measures may be carried out to relieve the situation.

It shows that early childhood teachers in this sample have been experiencing some tiers of stress, but nothing that was consistently high. The best imply score for any objects in the stressors group turned into associated with the output variables. This discovering confirms consequences in other research that emotional demand is an area of stress for teachers, especially those teaching on the kindergarten level (Caulfield, Kataoka-Yahiro, 2001). The other resources of stress with higher suggest ratings covered position battle, and having to finish extra office work (workload). It too regulates with past studies for each primary and preschool teachers who have recognized disruptive behaviors in the classroom (Klassen & Chiu, 2010) and workload (McGrath & Huntington, 2007) as sources of strain.

Instructor's role-family struggle, which is frequently a problem in the early formative year's subject, was ranked from time to time annoying amongst this sample of teachers. It is also extremely unexpected that elements that include relationships with co-workers, mother, and father, and administrators were additionally rated as only hardly ever annoying. Universal, the mean scores for resources of stress endorse that those preschool teachers experienced slight to mild levels of stress from more than a few accumulations, however, that none of them had been experiencing excessive tiers of stress associated with any one aspect. A comparable sample of responses emerged from the teachers' submitted scores for the stress results items. It shows that teachers have been experiencing moderate to slight outcomes from the stressors. Interestingly, teachers suggested feeling depressed, aggravating, angry, or a choice to depart their jobs most effective not often or occasionally. This finding contradicts results in past studies with preschool and kindergarten teachers that recognized more severe degrees of strain associated with factors including turnover (Manlove & Guzell, 1997), melancholy (Gilliam & Shahar, 2006) and emotional exhaustion (Tsai et al., 2006).

On this study, the results items receiving the highest rating in the very often variety were statements associated with teacher reduced non-public accomplishment. For these items, teachers suggested that they might usually process they had been doing became substantial, felt assured of their ability as a teacher in addition to their capacity to address distress behaviors in the teaching room. It is contrary to past studies, which have proven that stress can negatively affect instructor self-efficacy (Klassen & Chiu, 2010). The mean scores for outcomes of tension in the shape of emotional exhaustion advise that the early childhood teachers skilled slight to patient outcomes from stress in a few personal and expert approaches, but that none of them have been experiencing excessive effects of stress related to someone factor. It is possibly not unexpected because teachers' ratings for the resources of strain gadgets contemplated a comparable slight to the usual pattern.

It is far uncertain why the teachers in this sample stated handiest mild-to-mild levels of strain in response to the survey devices, in comparison to findings in some of the previous studies. Seeing that a number of the earlier studies involved typical teachers, it is feasible that variations in resources and outcomes of stress are associated with mutations in traits of tutoring early childhood instead of the middle or high school. Because the researcher so far has compared teacher strain in the relationship with the burnout as a direct effect, there is no evident expertise of what antecedents of stressors are precise too, or more significant impactful, in preschool settings in preference to basic school rooms. The characteristics of the local correspondences covered in this analysis may also play a role in how teachers understand and enjoy an activity that is related to their stress and burnout.

### **7.2.2 The Mediation Effect of PsyCap on Early Childhood Teachers' Stress & Burnout**

It was the first study to confirm the mediation effect of PsyCap on the relation between job demand stress and depressive symptoms burnout among Chinese and Pakistani early childhood teachers. The results reveal that high extrinsic and intrinsic stress might reduce the level of PsyCap, thereby resulting in cheerless indicators, in turn, a higher level of positive psychology playing a crucial mediating role in both countries. As mentioned previously, PsyCap level could be developed through a variety of ways when its four constructs were combined into a higher-order construct. Therefore, my results have practical significance contributing as a mediator to early childhood teacher's life, especially the Chinese teachers. Based on the results of this study, those strategies developed previously should have been applied to kindergarten teachers for improving their PsyCap level and even relieving depressive symptoms.

A previous study by (Tsai et al., 2006) found that kindergarten teachers from kindergarten school in Hong Kong experienced more severe depressive symptoms in China. Same as research by (Hanif et al., 2011) representatively comprised of teachers from primary schools experience a large amount of stress in Pakistan. Therefore, the results of the current research proved that positive psychological capital best fits and inevitable mediator in the relationship of two variables as an intervening variable. However, it is not clear whether the mediation effect of PsyCap on the relation between occupational stress and depressive symptoms possibly stretched to other occupational groups. Therefore, given the study's limitation on the study population, the results should be indiscriminate with caution.

These findings are supported by way of research (Luthans et al., 2004; Hakanen et al., 2006; Luthans et al., 2008; Kong, 2009; ) which assert that PsyCap acts as a power in stressful occupations which include teaching because it promotes the festivity of beautiful feelings inclusive of engagement. Its miles crucial to note that even though teachers may also possess PsyCap, they have to constructively use it in their professional surroundings so that you can reap the benefits of great experiences (Luthans et al., 2004; Page & Donohue, 2004; Luthans et al., 2008). The results of PsyCap confirmed that an effective and statistically vast relationship among wellbeing and satisfaction of early childhood teachers. It can be said that mediating significant effects of positive psychology leads early childhood

teachers to enjoy the happiness and prosperity that resources more engaged with their job tasks. This locating coheres with studies (Pawan et al., 2003; Hakanen et al., 2006; Ros et al., 1999) which have discovered that teachers who adore pleasant feelings which embrace engagement and satisfaction in their profession.

These resources serve critical, excellent studies among early childhood teachers and are unlikely to interact with involuntary turnover. It is much vibrant to note that the above finding is concurrent with the valuable tenet of increase and build principle as positive emotions feelings are said to broaden and construct a character's sense of overall well-being. As a result, this result found the firm and mild mediating effects of stressors to burnout relationship. The results are vivid as the dimensions of PsyCap played a partial role in Pakistani samples in the sub-variables of job demand stress to burnout relationship. Explicitly emotional demand was higher in China, which caused emotional exhaustion among early childhood teachers of China. Besides, the results showed PsyCap as a partial mediator in the association between emotional demands and emotional exhaustion in Pakistani early childhood teachers. It is because of the positive relationship between the independent and dependent variable. In other words, high-quality positive emotions experienced the more in all likelihood the individual is capable of revel in more fabulous delightful outlooks, in the long run, building their enduring individual strengths.

Ultimately, the effects showed that a practical and statistically widespread sycophantic enhanced PsyCap mitigate into the remedial situation between stressors and burnout. As a lower presence of PsyCap among early childhood teachers, much more likely, they are to interact in psychological exhaustion. There are small available research finished on PsyCap in teachers however Jex (1998) and Cheung et al. (2011) assert that PsyCap is an essential psychological power because it enables personnel to construct strengths needed in these days' disturbing administrative center and that the three critical factors to coping with job-demand stress are hope, optimism, and self-efficacy (i.e., PsyCap). It may be said that PsyCap promotes favorable tiers in demanding professional early childhood environments. For this reason, the rehearsal of PsyCap has the potential to exacerbate the experience of burnout among ECE teachers in China and Pakistan.

### **7.2.3 The Moderation Effect of PsyCap on Early Childhood Teachers Stress & Burnout**

The current debate is consistent with the hypothesis that positive psychological resource moderates the relationship between sources of stress and burnout. The high PsyCap scores are indicative of higher self-esteem rather than mental exhaustion and job demand stress. Thus, the high PsyCap scores indicated a decreased job-demand stress and burnout (although not significantly in Chinese samples), which is harmonious for a history of early childhood teachers such that more significant endorsement of the items indicated in PsyCap a higher potential to deal with negative emotions. The present discussion aims were threefold; it aimed to determine if a relationship exists between job-demand stress, psychological capital, and burnout amid early childhood teachers. Secondly, the study aimed to understand if psychological capital moderates the relationship between Job-demand Stress and burnout amongst ECE teachers. Lastly, it aimed to look and determine

if psychological capital is a predictor of wellbeing among early childhood teachers in two countries.

All necessary statistical tests were taken to provide an explanation for and deal with the hypothesis, research inquiries to find the factors that best represent the statistics on all three employed variables in this research. The outcomes of the characteristics of research variables were assessed to determine the affecting factors of job-demand stress scale on burnout, and positive mental capital as moderating buffering effects on the relationship between the anterior and well along with variables. The first thing was to assess the degree and sort of involvement to see the role of the moderator that the teachers experience in the current research. Early childhood teachers were experiencing stress with detrimental workload, role ambiguity, position own family conflict, and emotional demand which were associated with the emotional exhaustion, depersonalization, and reduced personal accomplishment; that's a discounted degree of task satisfaction. These aspects were found outstanding job associated stress where the role of a buffer (PsyCap) becomes inevitable. The above finding was concurrent with studies (Cole, 2009; Wilson, 2002) which assert that the teaching profession is characterized through position ambiguity and reduced process satisfaction which contribute drastically to the level in of work-related demand stressors.

The second issue observed were the occupational strain that teachers in the present discern reported that they revel in considerable project burnout. This locating is supported by studies (Gray, 1998; Wilson, 2002) which have established that every day recurring tasks in the teaching profession act as a sizable contributor to the degree of stress amongst teachers. The results of the aspect evaluation discovered one component on the PCQ-24, which indicated that teachers in the research suggested that feeling of resilience, self-efficacy, hope, and optimism, and this factor becomes named psychological capital played moderating role in Chinese samples. It has been mentioned at the outset that due to the negative relationship between emotional demands, the workload to emotional exhaustion and depersonalization the moderating role of PsyCap were eminent in this research among Chinese early childhood teachers. As the findings suggest, the Pakistani ECE teachers were mainly associated with the blessings of PsyCap among the teaching profession, so they had a secondary level of negative, destructive emotions, so the role of positive psychological capital was modest as compared with their counterparts.

Granting there is support for the findings of the present research, studies (Luthans et al., 2008; Jex, 1998; Luthans et al., 2004; Page & Donohue, 2004) have determined that PsyCap is an essential psychological strength as it enables staffs to construct the critical advantages needed in these days' tension related place of work. The four crucial factors while dealing with occupational strain include a path of affirmative action to restrict and incorporate stress (hope). Then to preserve a positive attitude (Optimism), consider that you have manipulated or at least affected strain-inducing occasion (self-efficacy). Finally, in the presence of occupational stress, the prosperous mental capital can act as a power that promotes advantageous mental states (resilience).

Therefore, the development of PsyCap is undoubtedly an essential psychological strength in any profession. The outcomes of the interaction effects consideration observed

two factors that were in the prevailing in kindergarten teachers experiencing commitment and delight in the teaching profession, especially in Pakistani samples. The first element is that the teachers in Pakistan pronounced high positive psychological resource. This locating is concurrent with studies (Ros et al., 1999; Larrivee, 2000) which have observed that advantageous feelings consisting of delight are beneficial to the stress-stuffed teaching profession. Broadly the findings are also concurrent with studies by (Martin, 2006; Diener & Biswas-Diener, 2002; Van Katwyk Et al., 2000) has discovered that happy feelings in oneself cause extended familiarity and the fostering of happiness in teachers and that they're much less likely to have involuntary interaction turnover.

Hence, it can be seen that PsyCap played its role as a moderator in two cultures high emotions inclusive of rendezvous and delight that fostered superb levels of wellbeing in early childhood teachers in two cultures. Thing analysis conducted on as it collects information on one thing that positive psychology bring about well-being and diminishes the effects of feeling psychological burnout (Fimian, 1983; Schutz & Lengthy, 1988). Besides, the study aimed to look at the relationship between the occupational strain, PsyCap, and burnout. Consequently, the study had observed the above factors (trendy workload, emotional demand strain, PsyCap, satisfaction and which means, less engagement and burnout) as the dialogue proceeds.

The outcomes confirmed that a realistic and statistically extensive combination turned into sound positive interaction effects between widespread work stress and positive psychological capital across cultures. This current finding was also supported utilizing studies (Steyn & Kamper 2006) in the South African context that has observed that multiple stressors within the place of business increase the overall merriment of teaching as stressful. Although, no adequate and statistically tremendous relationships were discovered between Job-demand stress and burnout a wealth of literature (Gray, 1998; Hart & Cooper, 2001) suggests that occupational strain is a primary contributor of burnout among teachers. Hence, the current projected research had uplifted this gap (an area in the literature that also requires examination) by developing a unanimity that personal human resources are very useful in dealing with the destructive emotions.

Second, the consequences confirmed that a practical and statistically experience of positive psychology among early childhood educators promote constructive feelings, delight, and well-being that means better academic and social output among early childhood teachers. As the more PsyCap teachers have the much more likely, they are to experiencing satisfaction at work. The present finding are consistent with numerous research (Jex, 1998; Ros et al., 1999; Larrivee, 2000; Luthans et al., 2004; Page & Donohue, 2004; Martin, 2006; Luthans, Avey & Patera, 2008) observed that positive psychology is an acute mental power. Because it helps employees to build the crucial strengths required in the days' stress-filled place of job and that, the three critical elements to dealing with job demand stressors with hope, optimism, and self-efficacy. The consequences showed that practical and statistically colossal high PsyCap teachers have, the more likely, they experience wellbeing.

### **7.3 Discussion on PsyCap and ECE teacher's Well-Being across Culture**

#### **7.3.1 Chinese Culture and Teacher's Well-Being**

The culture offers some new guidelines for the wellbeing of Chinese early childhood teachers in organizations in formulating their human resource policies and strategies, especially the importance of developing ethics and positive psychology in the early childhood educational setup. In addition, to enhance employees' hope, resilience, self-confidence, and optimism, managers need to promote Chinese work values ethics in their educational system. Confucius thoughts guide Chinese work values and believe; thus, it has moderating effects on workers well-being. In empirical studies, Huang, Eveleth, and Huo (1998) had been the first to delineate systematically Chinese work values (CWV) as embedded in the Confucian culture, and they found that collectivism, patience, hard work, and guanxi, as described above, ought to indeed are expecting work overall performance of employees in Taiwan and Hong Kong.

Later, (Siu, Lu & Cheng 2003) additionally determined that among personnel in Hong Kong and Mainland China, those who scored better on (CWV) said better activity satisfaction, however, no moderating results were found. Collectively, limited empirical proof helps the direct beneficial outcomes of (CWV) for Chinese workers, but moderating effects have now not yet been supported. Consequently in the workers' research attempted to check similarly the possible moderating results of (CWV) including people drawn from all the essential sub regions of China. The results also show the positive relationship of personal psychological resources with the Chinese work ethics and values in promoting the teacher's well-being.

#### **7.3.2 Pakistani Culture and Teacher's Well-Being**

In the case of Pakistan, the conclusion can be taken from the previous research that Islamic work ethics has an insignificant relation with job stress and turnover intention and meaningful connection with employee well-being. The nature of this research formulates it obvious without any ambiguity that the critical relationship between Islamic work ethics and employee well-being has the power to transform a personal and organizational life collaboratively and productively. Another research conducted by (Darwish et al., 2000) in Islamic settings found that Islamic work ethics work as a mediator in the relationship among locus control, role conflict, and ambiguity among professionals

The increasing level of Islamic work ethics can connect and attach employees to the organization and enhance job satisfaction and employees' commitment (Marri et al., 2012). Many pieces of research had been piloted to check out the impact of IWE on superb psychological capital and its dimensions (hope, optimism, resilience, and efficacy). The research of practical ways find out indicates that Islamic work ethics has direct practical consequences on superb mental capital and its dimensions. Those are in keeping with the earlier research (Uysal, 1996; Yousef, 2001), which demonstrated the positive effect of Islamic work ethic on work inclination and organizational dedication. As Uysal (1996) noted in his article, faith eases one's pains and sorrows and consoles him. You will discover peace by getting over his hopelessness with the assist of his religion. Religion also protects

humans from hopelessness as energy, which eases their pains by strengthening the emotions of generosity, self-sacrifice, endurance, battle, and desire. Faith gives human beings facts, believe, and self-assurance about existence and after dying.

It also situates a feeling of safety, which is not always transient in human being's spirits. Consequently, Islamic work ethics supply for getting over the crises of hopelessness, loss of self-belief, low first-rate of fast recovering from disappointment or failure, and pessimistic as research in Tehran (Sehhat et al., 2015) which indicated Islamic Work Ethics had a positive effect on Positive Psychological Capital. These findings provide evidence to the importance of including Islamic Work Ethics that prevents unfaithful humans frequently fall into, with the help of ones believes in Allah and his last Prophet Muhammad (Peace Be upon Him). The consideration of ethics, especially Islamic work ethics, is profitable as people' perceive and react to the environment suffering from ethics, which may additionally lead to unique experiences of psychological health. Dr. Lee and Professor Harold Koenig (Koenig et al., 2001) align the results of the current research with the research on the importance of being religious and spirituality. The practical implications of this finding may also help organizations by way of heartening ethics in work environments. The fact that ethics maybe affect the individual's concept and behavior continually.

## **Chapter 8: Conclusion, Recommendation & Research Prospects**

### **8.1 Conclusion**

#### **8.1.1 Teachers Stress affected by Demographic Characteristics**

In the current scenario, this has been found the close association with the effect of the demographic variables (Religion, gender, Age, education level, Marital status, Qualification level, teaching experience, Teaching class level, class size, and school types) on the stress degree of ECE teachers in Pakistan and China. It has been found through the statistical analysis that rankings for emotional exhaustion, depersonalization, and personal accomplishment have been observed to the excessive level in association with own biographical and school-related characteristics that are related to stress significantly in two cultures. Besides, it has become evident that these two elements did not have an impact on the burnout level of the teachers, significantly. However, in phrases of schooling degree, the consequences showed that there was a significant distinction amongst instructors with particular tiers of schooling and their burnout levels; Excessive well-versed mentors were located to be at higher degrees of burnout than low knowledgeable ones.

Moreover, as Pakistan is an Islamic country whereas China is communist estate both have diversified results in terms of background characteristics, in the first part, Pakistani early childhood teachers are less stressed and had low burnout but high PsyCap as compared with their equivalent Chinese Teachers. Corresponding with gender, Female teachers are not as much of exhausted than male teachers are. Alike entirely PsyCap among female teachers is slightly higher than male teachers in both countries. Whereas young age teachers level of stress, burnout, and PsyCap is higher as compared with the old age teachers. The former age teachers and government teachers stress and burnout level is low as compared with young teachers in both countries, so hypothesis  $H_1$  was supported.

#### **8.1.2 Teachers Stress Directly Effect Psychological Burnout in Pakistan and China**

In short, the demands of teaching may be mean as a profession that always entail some levels of stress. For those teaching young children, researchers have found out the direct effect of stress on burnout varied in both cultures. In Pakistan, the factors, which lead to emotional exhaustion or reduced personal accomplishment and depersonalization are low as compared with China. Same as results in this study suggest that preschool teachers face emotional exhaustion due to sensitive demand, which is higher in China as compared with Pakistan. These findings also create both personal and professional impacts. It is inspiring that, in this study, those stresses and effects appear to be mild to moderate, and seem to have minimal impact on early childhood teachers in both cultures.

Despite these results, teachers' responses suggest that even moderate to slight stresses can create adverse effects for teachers like burnout that ask for responsiveness to deal with this problem because it causes damaging health effects. Furthermore increased

exhaustion leads to cynicism and less control over oneself leading to teachers less performance. Moreover, sources of stress for teachers are related to burnout factors, which help determine the low quality of education. For example, besides causing teacher stress, higher-class ratios lower program quality are the antecedents of the weight. Beyond causing exhaustion, teacher stress can lead to a turnover, another factor that affects quality.

In conclusion, it has to be talked about that even though this study is a success in figuring out some essential everyday stress means and stress manifestations of male and female kindergarten teachers, the pattern from which the statistics are obtained is rather small, and cautionary needs to be exercised in making sturdy generalizations. In the second part, the direct effect of stress on Chinese teacher's burnout is more and less in some dimensions of the scales as Chinese teachers have more workload, emotional demand and less role conflict, the role-family conflict which effects emotional exhaustion and reduced personal accomplishment. However, Pakistani teachers had less workload and sensitive demand and had fewer effects on emotional exhaustion and depersonalization. Similarly, Pakistani teachers have more role conflict, role family conflict that effects their reduced personal accomplishment. So hypothesis H<sub>2</sub> was supported.

### **8.1.3 PsyCap Contributions mediated Teacher Stress and Burnout**

Summing up, the mediating effects of PsyCap in China and Pakistan are somewhat different according to the levels of stress and burnout. Moreover, it is also because of the cultural aspects as Islamic culture have a positive relationship with construction emotions and negative correlation between destructive emotions. The positive psychological resource has more mediating effects in Chinese early childhood teachers as compared with Pakistani early childhood teachers. The results conclude that hope, optimism and self-efficacy and resilience mediate partially in Chinese early childhood teachers in the relationship between emotional demand and emotional exhaustion. Whereas in case of Pakistan it is more significant in all the dimensions of PsyCap as it mediates slightly, as there were less sensitive demand and reduced emotional exhaustion. The findings highlight the need for officialdoms to understand the mechanisms underlying employees' ethics because this understanding leads to consistent well-being in the workforce and improved organizational outcomes like being optimistic, hopeful, resilient, and self-efficient.

The finding of this study has some theoretical implications. The Chinese culture is more realistic and based on different work values that mediating effects of PsyCap are employing mildly. So teachers stress and burnout were partially and fully mediated by PsyCap contributions in both cultures. In the third part, The PsyCap plays its partial mediating role in the Pakistani samples because the degree of stress to burnout was shallow, so the intervening variable did not work effectively instead in some dimensions the beta value was negative in the relationship of stress to burnout. However, in Chinese samples, some aspects of the PsyCap had played a mediating role in the relation of influence to burnout because the beta values were more significant than Pakistani samples. So H<sub>3</sub> was partially supported in this study.

#### **8.1.4 PsyCap Contributions moderated Teacher Stress and Burnout**

In short, decreasing or meddling teacher stress not only helps teachers carry out their jobs more effectively. Ultimately, eliminating teacher stress creates a better classroom environment for children and contributes to program quality. As the present study aimed to apprehend what aspects of psychological capital contributes to teacher's well-being in the challenging professional field of early childhood education. The study examined the relationships between job-demand stresses, psychological capital, and burnout implications amongst teachers. This study found that the majority of teachers reported the experience of positive mental resource which has moderation effects in the relationship between general work stress (emotional demand, role ambiguity, role-family conflict, and workload), and burnout (emotional exhaustion, reduced personal accomplishment, and depersonalization. PsyCap (hope, optimism, resilience, and self-efficacy) pleasure, importance, and commitment vary in both cultures aligned with the early childhood teacher's wellbeing.

Most importantly, the present study found that PsyCap stimulates the experience of positive emotions (leads to satisfaction and wellbeing) amongst teachers although teachers reported less stressful occupation in Pakistan. However, in the case of China, it has effects that are more significant because of the higher levels of emotional demand and emotional exhaustion. The dimensions of predictor and criterion are affected by real natural resource simultaneously in both cultures. Suggesting, that PsyCap, if developed in teachers, can promote positive emotions and ultimately may have the potential to alleviate negative emotions stress and burnout among early childhood teachers. In the fourth part, the PsyCap works as a hammer in the relationship of stress to Burnout relationship and significant moderation effect in the Chinese samples. However, the Chinese teacher's self-efficacy had substantial values. In Pakistani samples, again PsyCap worked as a mediator but not more explicitly as compared with China the relationship between the predictor and criterion was positive. So overall Hypothesis H<sub>4</sub> was supported.

#### **8.1.5 Teachers PsyCap and Well-being affected by Cultural Aspects**

Summing up, as the culture has the capacity to change, Pakistani and Chinese cultures have a strong influence on teacher's well-being. Chinese early childhood teachers are inclined by work ethics, which promote the welfare of the teacher and reduce their stress levels and burnout. It also has a strong correlation with positive psychological resources. As Pakistan is an Islamic country, it also has a positive relationship with constructive and cheerful emotions and harms the destructive emotions due to Islamic work ethics. The brightest thing is that the diversity had been found in the results of all dimensions of positive psychological resources, burnout and stress relationship in both cultures. The findings of this research show the strong relationship between teachers PsyCap and well-being. Commonsensically, when the positive emotions are high as (self-efficacy, hope, optimism, and resilience) the early childhood teachers life is less affected by stressful situations or stressors (emotional demand, role conflict, role-family conflict, and workload), Burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment).

Apart from this, the characteristics of positive psychology have its implications that

were related to the antecedents and precedents of early childhood teacher's professional and social life. Furthermore, a high level of wellbeing was reinforced by constructive emotional characterized in the relationship of cultural, moral values and related aspects. It is profoundly true to say that culture is the mother of positive and negative resources of early childhood teacher's life. Culture is like an informal education that has long-lasting effects on society members. In this regard, the conclusion from this research had proved that teacher's positive psychology and well-being is the optimal harvest of cultural beliefs, ethics, standards, moral values and religion in both countries. So hypothesis H<sub>5</sub> was supported.

## **8.2 Scope of the Research**

This study has contributed to an understanding of the research constructs in the following manners:

Firstly, this research study contributes to the existing literature in positive psychology as an increased understanding of how teachers use positively in demanding industrial environment that is plagued by big burnout problems. Besides, this study has examined psychological capital amongst a teaching study sample, which addresses the gap in the literature. As there is a significant gap in the research that examines the psychological capital amongst early childhood teachers.

Second, this study is valuable within the Chinese and Pakistani context, as it draws attention to the delinquent of stress and burnout among early childhood teachers and examines how positive emotions may help alleviate the problem. Hence, it helps form a better understanding of stressors and its physiological and psychological manifestations within a stressful occupation such as teaching and acts as a point of departure for research on a larger scale from a positive psychological standpoint.

Lastly, the study has practical value as it has found that psychological capital (hope, self-efficacy, resilience, and optimism) as positive emotions can act as frameworks to develop medications that help teachers utilize these strengths to the full capacity and possibly promote positive psychology, which will ultimately lead to an alleviation of psychological burnout.

The current research provides a unique and in-depth understanding and explanation of the ECE teachers' stress, burnout, and positive emotions. Furthermore, it will help the ECE teachers to spend more productive and meaningful life. The present research on the positive psychological capital shall help the teachers to realize the full potential exists in early childhood educators. Likewise, it will provide the technical guidance to the development of policies concerning ECT's stress and development of substantive and innovative theory in ECE teachers stress area.

## **8.3 Limitations of the study**

Since the data in this study was collected through self-report surveys, respondents could have responded in a way they thought the researcher would have liked. It is also possible that the nature of the questions regarding sources and effects of stress could have made

respondents uncomfortable, which possibly could have molded their replies to the survey questions. Because the scholar did not conduct separate interviews with the teachers or observations in teachers' classrooms, it is unmanageable to further expound or confirm teachers' emotions and behaviors about stress through these different resources. Additional limitations have been noted, and prominent among them were the generalizability of the results. The study population was chosen from, China and Pakistan and by no means generalizable to the rest of the world. The researcher did not adjust the data or results and low correlations among some items may relate to the complex nature of the constructs measured in all the variables. Paradoxically speaking it is the beauty of this research while presenting the results in original form.

I recommend that further research in different cultural contexts are necessary to cope with the stress related issues and promote positive psychology. Because the teachers' scores of both effects and outcomes of stress were collected through self-record questions, it may not be possible to acquire an unbiased evaluation of any real results of strain, burnout, and PsyCap. The focus of this study was limited to identifying sources and adverse outcomes of stress for ECE teachers. The research did not include an examination of possible strategies for alleviating teacher stress, nor did the scholarship collect data related to the effects of teacher stress on children. Besides, the nature of the data in this study did not permit a full understanding of how or why these demographic characteristics may mitigate stress or contribute to anxiety.

## **8.4 Suggestions**

### **8.4.1 Recommendations to Researchers**

The experience and expertise of the researcher while spending a long time as a Ph.D. student on this topic lead to some core, refined and humble suggestions for further research. As stress, burnout and PsyCap are all based on psychological factors and perceptions. I highly recommend doing real qualitative and mixed method research by selecting a specific group and conduct open-ended interviews; the method can be a narrative inquiry or case studies. The advantages include that the participants will be able to express their experiences, emotions, and intellect freely. As in this study, teachers with higher years of experience were less likely to be stressed about their wage or their class ratios. Future studies might include more in-depth interviews with teachers especially in Pakistani settings where PsyCap have a positive relationship with the Islamic culture. By conduction interviews the primary goal of the research should investigate on teachers' perceptions of their job-related stress; there information gathering about whether and how teacher stress impacts their life and how do they do coping and levels of their positive psychology.

Further study is essential to understand teacher stress in the early childhood setting, as well as the long-term impacts of that stress and PsyCap on teachers and child interaction stimulating high-quality education. Consequently, its miles advised that additional studies, possibly incorporating qualitative techniques to become aware of strain assets and physiological strategies to acquire a dimension of strain and positive psychology levels, wishes to be performed so that teachers' stressors and PsyCap symptoms can be better

understood. Furthermore, it needs to be investigated with the team level or individual level predictors, and criterions, and intervening variable as a person's level of PsyCap related to personality. It is going to offer better expertise as applicable with various techniques aimed toward PsyCap development, and their subsequent impact on work effects.

#### **8.4.2 Recommendations to Teachers**

Aside from relying on help from colleagues, teachers must additionally learn to control their stress leading towards emotional stability, regulation and emotional control. Strategies consisting of taking direct actions to resolve problems and using rest techniques might also be useful. Besides, the practice of controlling harmful and emotional rumination might also be beneficial alternatives. The recommendation for teachers to alleviate stress and improve their well-being include an exercise to enhance their positive psychological capital:

- Write down a particular objective you need to perform
- Rewrite this purpose as a suited "method-purpose." that you need in preference to what you do not need
- Do not say you need much or less stress, say; you want fabulous rest time, self-assurance, etc.
- Brainstorm about all the forms of movements you could take to perform your goals.
- Ask others to brainstorm with you.
- Those actions may be whatever– it is about quantity, now not exquisite.
- Pick out your excellent three ideas and write down all their aptitude limitations.
- For every impediment, write down what you may do to triumph over it.
- Ask for help, attempt a unique technique, sacrifice, and persevere and so on.
- Now it is time to execute step one closer to the goal.

#### **8.4.3 Recommendations to Policymakers**

Firstly, early childhood policymakers should focus on the quality, not quantity by managing the syllabus and rest of the school environment. They should make some policies in which teacher learn how to maintain emotional stability, regulation, and control while dealing with the stressors and unexpected situation. The policymakers should assist teachers in controlling stressors employing fostering a collegial relationship. However, collegiality in faculties occurs most effective if it is valued and decisive actions are taken to overcome the obstacles to its development by group discussions. Well-cared cautioned principals should play a pivotal function in developing highly producible qualitative environment by fostering therapeutic techniques in the school system by face-to-face dialogues to perceive their problems.

The small class size always tending towards high-quality education so there should be efforts to reduce the class size can also be beneficial in lowering different styles of stress. Numerous teachers referred to the growing time spent even in preschool applications on non-coaching obligations, mainly paperwork and assessment. At the same time as applications might not be capable of put off those tasks, efforts can be made to provide

teachers with additional time or different guide with a purpose to hold their coaching duties while attending to these other obligations. The school development officers and the subject inspectors of the Education

The early childhood education department should also build up their professional expertise through further study to detect the learning from every school practices. If they find teachers' and program-related problems, the authorities including principal, headmasters, deputy executive officers (DEOs) and school development officers should be proactive in finding feasible solutions for them, and they should follow up the case until it is entirely resolved.

## 8.5 Final Words

**I want to end up this dissertation with the theoretical words based on my motivations:**

“The psychological experience of stress and burnout in some contexts could be worthy, painful, and ruthless all depends on its usage whereas positive psychology is highly associated with overall human wellbeing in different cultures although culture is an addiction.”

“The children are like flowers, and these flowery offspring are our prospect; that future is in the hands of those who take care and raise them (i.e., parents, early childhood teachers, caregivers, etc.). You are what you love and believe; a good teacher always cultivates and harvests worthy students by formal or informal education. Abandon the deconstructive emotions and fly far away from the artificial concocted boundaries because these are the hindrances on the way of interaction with nature leading to Felicity.”

“If the aim is to help let us start from the very beginning (ECE) by spreading the message of integrity, respect for diversity, professionalism, attitude of gratitude, love, peace, harmony, brotherhood, prosperity, care, honesty, truthfulness, loyalty, appreciation, forbearance, discipline, justice, virtue and wellbeing in the children, teachers and whole humanity so that this world become an earthly paradise. In other words, the recompense of righteousness is nothing except goodness.” (Abdul Qayyum)

Thank you very much!

## 最后的话

“基于我的动机，我想用专业理论术语来结束这篇学位论文：倦怠性心理压力，在某些情况下是值得的、痛苦的、无情的，这些都取决于如何运用。当积极心理学与人类福祉紧密联系，即使在不同的文化环境下都会形成良性循环。”

“这些如花朵一般的孩子是我们的未来，这些孩子的未来又掌握在他们的关心和教养者手上。（例如：父母、幼儿教师、家庭护理员等）你爱什么你就能成为怎么样的人，一个好的老师总能通过正式或者非正式的教育来培养出好学生。抛弃解构主义的情感和社交屏障，因为这是通往幸福与自然交互道路上的障碍。”

“如果我们从孩子的幼年时期就向孩子、幼儿教师、全社会（比如：父母、家庭护理员）传播正直、尊重多样化、专业主义、感激之情、爱、和平、和谐、手足情谊、繁荣富强、关心、诚实、真诚、忠诚、欣赏、自制力、规则意识、美德、健康等观念，就能使这个世界成为人间天堂。换句话说，正义的报偿除了善良之外什么都不是。”

非常感谢你！



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## Appendices

### Appendix 1: Copyrights Page of Positive Psychological Capital from Mind garden

**ABDUL QAYYUM**



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Authors: *Fred Luthans, Bruce J. Avolio & James B. Avey.*

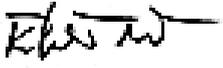
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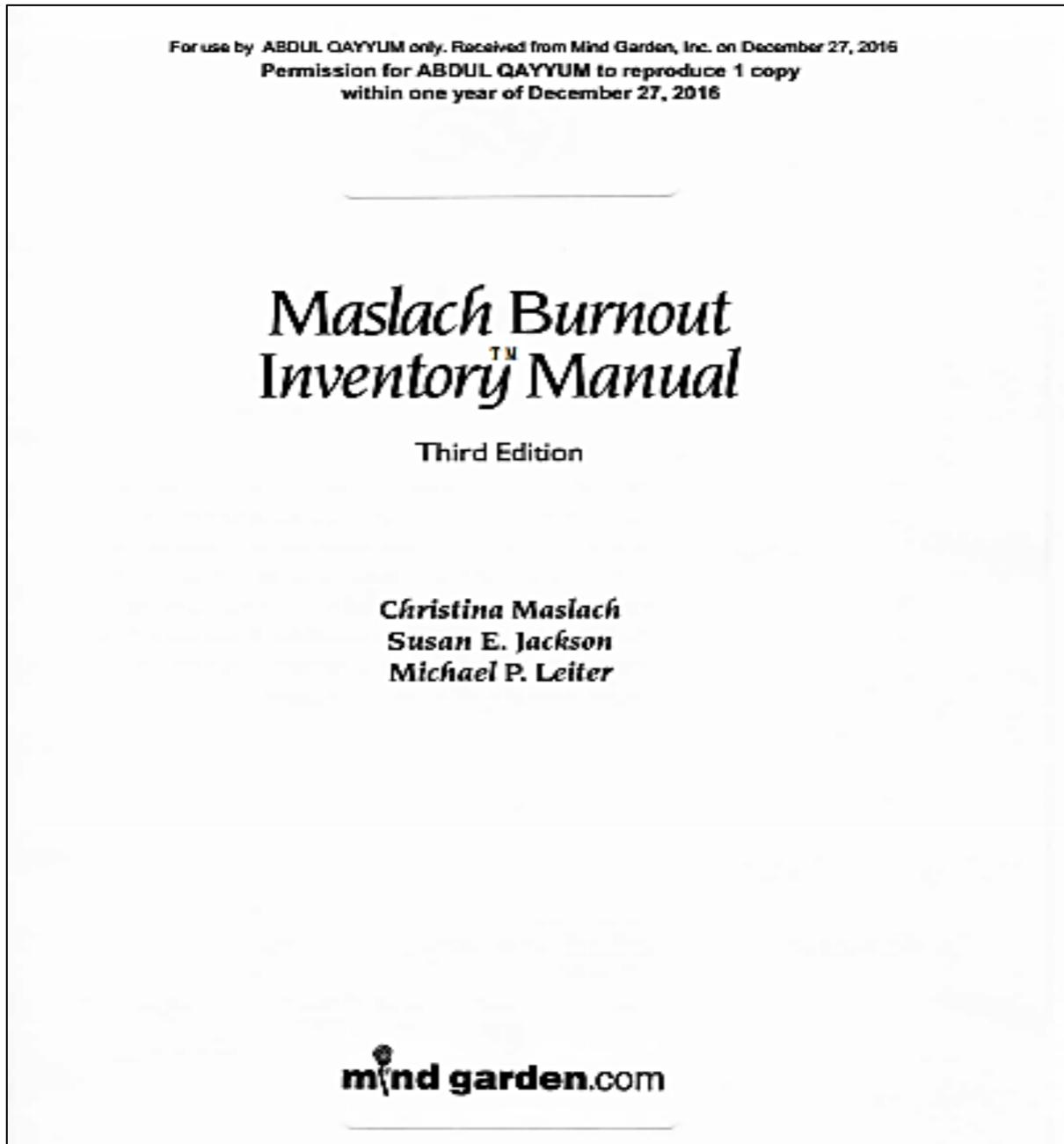


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**Appendix 2:** Copyrights Pages of Maslach Burnout Inventory Education Scale by Mind garden



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## Sample Item Letter



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### Appendix 3: Research Instruments Description

**Teacher's Stress Research Series of Questionnaires** Made by Hangzhou College of Early Childhood Teachers Education Zhejiang Normal University, China.

#### **Informed Consent**

Dear teachers, Welcome to participate in our teacher's occupational health research! This study is carried out by Zhejiang Normal University, China. It aims to probe into how to improve well-being of teachers.

In this study, you will fill in a set of questionnaires, including work stressors and occupational health. Filling in these questionnaires shall take about 20 minutes. There are no rights or wrongs answers in the questionnaires; you just have to choose the proper answer according your own experience. So please answer these questionnaires **as you really feel now not as you want to be in the future. I highly appreciate your honest and sincere responses.**

The collected information will not be shared with anyone else for other purposes. Finally please **do not feel shy** and ask **as many questions as you need** while answering these questionnaires. We also need a lock of hair from your vortex as the biomarker of your health. We promise that the tools are for safety of people, keep secret for all the information and just use the data for research.

Thanks for your support!

Contact: Abdul Qayyum Khan (A.Q. Khan)

Teachers' life situation research group, Zhejiang Normal University

Email: [dr.aqkhan@hotmail.com](mailto:dr.aqkhan@hotmail.com), +8618405896244, +923008800968

If you agree, please sign your name.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 1: Demographic Information**

1. Religion: Christian <input type="checkbox"/> Muslim <input type="checkbox"/> Atheism <input type="checkbox"/> Others <input type="checkbox"/>
2. Ethnicity: _____
3. Gender : Male <input type="checkbox"/> Female <input type="checkbox"/>
4. Age: _____ years old
5. Height: _____
6. Weight: _____ kg
7. B.P: _____,
8. Pulse: _____
9. Educational Status: Junior High School <input type="checkbox"/> High School or Technical School College/University <input type="checkbox"/> Master or above <input type="checkbox"/>
10. Marital Status: Married <input type="checkbox"/> Single, Never Married <input type="checkbox"/> Single, Divorced <input type="checkbox"/> Single, Widowed <input type="checkbox"/>
11. How many children do you have? _____
12. If you have children, how old are they
13. <b>Job Information:</b>
14. Working Age: _____ years
15. Job Title: _____

16. Personal income from your job per year: _____
17. How many days do you work in a week? _____
18. How many hours do you work in a day? _____
19. How many classes do you have in a week? _____
20. Name of your school: _____
21. Type of School: Public <input type="checkbox"/> Private <input type="checkbox"/>
22. Class Size: ≤15 pupils <input type="checkbox"/> 16-25 pupils <input type="checkbox"/> 26-35 23. pupils <input type="checkbox"/> ≥36 pupils <input type="checkbox"/>
24. What is your prime task content? Child Caring <input type="checkbox"/> Child Teaching <input type="checkbox"/> Combination of Caring and Teaching <input type="checkbox"/>
25. What level of class do you teach (by children's age)? Nursery Class (below 3) <input type="checkbox"/> Preschoolers (5-6) <input type="checkbox"/> First to Third Grade (6-8) <input type="checkbox"/> Above Third Grade (9 or over 9) <input type="checkbox"/>

Please mark as (√) in the blank if you experienced these life events in the last 3 months.

26. Death of a spouse <input type="checkbox"/>
27. Divorce <input type="checkbox"/>
28. Marital Separation <input type="checkbox"/>
29. Jail term <input type="checkbox"/>
30. Death of a close family member <input type="checkbox"/>
31. Personal injury or illness <input type="checkbox"/>
32. Marriage <input type="checkbox"/>
33. Fired at work <input type="checkbox"/>
34. Marital reconciliation <input type="checkbox"/>
35. Retirement <input type="checkbox"/>
36. Change in health of family member <input type="checkbox"/>
37. Pregnancy <input type="checkbox"/>
38. Sex difficulties <input type="checkbox"/>

39. Gain of a new family member <input type="checkbox"/>
40. Business readjustments <input type="checkbox"/>
41. Change in financial state <input type="checkbox"/>
42. Death of a close friend <input type="checkbox"/>
43. Change to different line of work <input type="checkbox"/>
44. Change in arguments with spouse <input type="checkbox"/>
45. Loan over \$ 50,000 <input type="checkbox"/>
46. Foreclosure of mortgage <input type="checkbox"/>
47. Change in responsibilities at work <input type="checkbox"/>
48. Son or daughter leaving home <input type="checkbox"/>
49. Trouble with in-laws <input type="checkbox"/>
50. Outstanding personal achievements <input type="checkbox"/>
51. Spouse begins or stops work <input type="checkbox"/>

- |                                       |                          |
|---------------------------------------|--------------------------|
| 52. Begin or end school               | <input type="checkbox"/> |
| 53. Change in living conditions       | <input type="checkbox"/> |
| 54. Revision of personal habits       | <input type="checkbox"/> |
| 55. Trouble with boss                 | <input type="checkbox"/> |
| 56. Change in work hours or condition | <input type="checkbox"/> |
| 57. Change in residence               | <input type="checkbox"/> |
| 58. Change in school                  | <input type="checkbox"/> |
| 59. Change in recreation              | <input type="checkbox"/> |
| 60. Change in religious activities    | <input type="checkbox"/> |
| 61. Change in social activities       | <input type="checkbox"/> |
| 62. Loan less than \$ 50,000          | <input type="checkbox"/> |
| 63. Change in sleeping habits         | <input type="checkbox"/> |
| 64. Change in family get- together    | <input type="checkbox"/> |
| 65. Change in eating habits           | <input type="checkbox"/> |
| 66. Single person living alone        | <input type="checkbox"/> |
| 67. Vacation                          | <input type="checkbox"/> |
| 68. Holidays                          | <input type="checkbox"/> |
| 69. Minor violation of laws           | <input type="checkbox"/> |

**Part 2: Job-Demand Stress Scale**

Please answer the following questions according to the frequency of the appearing of the situation in recent 1 month.

<b>1. Items Workload</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>
1. Do you have to perform your work tasks quickly?	1	2	3	4
2. Do you have to work intensely? (produce a lot in little time)	1	2	3	4
3. Does your work require too much from you?	1	2	3	4
4. Do you have enough time to perform all the tasks of job?	1	2	3	4
5. Does your work usually involve discordant requirements?	1	2	3	4
<b>2. Items Emotional Demand</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1. Does your work demand a lot from you emotionally?	1	2	3	4
2. Are you confronted with things that affect you personally in work?	1	2	3	4
3. Do others call on you personally in your work?	1	2	3	4
4. Do you feel personally attacked or threatened in your work?	1	2	3	4
5. Do you have contact with difficult clients in your work?	1	2	3	4
6. In your work, have to convince or persuade people?	1	2	3	4
7. Does your work put you in emotionally upsetting situations?	1	2	3	4
<b>3. Items Role Conflict</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I have to do things that should be done differently.	1	2	3	4
2. I receive an assignment without the manpower to complete.	1	2	3	4
3. I work with two or more groups who operate quite differently.	1	2	3	4
4. I have to buck a rule or policy to carry out an assignment.	1	2	3	4
5. I receive incompatible requests from two or more people.	1	2	3	4
6. I do things that are apt to be accepted by one person and not accepted by others.	1	2	3	4
7. I receive an assignment without adequate resources and materials to execute it.	1	2	3	4
8. I work on unnecessary things.	1	2	3	4

<b>4. Items Role-Family Conflict</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
1. After work, I come home too tired to do things I'd like.	1	2	3	4	5
2. I have so much work that it takes my personal interests.	1	2	3	4	5
3. My family or friends dislike Often I am preoccupied with my work while I am at home.	1	2	3	4	5
4. My work takes up time that I'd like to spend with family or friend.	1	2	3	4	5
5. My job keeps me from spending the amount of	1	2	3	4	5

time I would like to spend with my family or friends.					
---	--	--	--	--	--

**Part 4: Positive Psychology Factors (PsyCap)**

**Instructions:** Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

Items PsyCap	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. I feel confident analyzing a long term Problem to find a solution.	1	2	3	4	5	6
2. I feel confident in representing my work area in meeting with management.	1	2	3	4	5	6
3. I feel confident contributing to discussions about the organizations strategy.	1	2	3	4	5	6
4. I feel confident helping to set targets/goals in my work area.	1	2	3	4	5	6
5. I feel confident while contacting people outside the school to discuss problems.	1	2	3	4	5	6
6. I feel confident presenting information to a group of colleagues.	1	2	3	4	5	6
7. If I should find myself in a jam at work I could think of many ways to get out of it.	1	2	3	4	5	6
8. At the present time, I am energetically pursuing my work goals.	1	2	3	4	5	6
9. There are many ways around any problem.	1	2	3	4	5	6
10. Right now I see myself as being successful at work.	1	2	3	4	5	6
11. I can think of many ways to reach my current work goals.	1	2	3	4	5	6
12. At this time, I am meeting with the work goals I have set for myself.	1	2	3	4	5	6
13. When I have setback at work, I have trouble recovering from it, moving on.	1	2	3	4	5	6
14. I usually manage difficulties one way or another at work.	1	2	3	4	5	6
15. I can be "on my own" so to speak, at work if I have to.	1	2	3	4	5	6
16. I usually take stressful things at work in stride.	1	2	3	4	5	6
17. I can get through difficult times at work because I have had trouble before.	1	2	3	4	5	6
18. I feel I can handle many things at	1	2	3	4	5	6

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a time in this job.						
19. When the things are uncertain for me at work I usually expect the best.	1	2	3	4	5	6
20. If something can go wrong for me workwise, it will.	1	2	3	4	5	6
21. I always look on the bright side of things regarding my job.	1	2	3	4	5	6
22. I am optimistic about what will happen to me in the future as it pertains to work.	1	2	3	4	5	6
23. In this job, things never work out the way, as I want them to.	1	2	3	4	5	6
24. I approached this job as if "every cloud has a silver lining".	1	2	3	4	5	6

**Part 5: What are you feeling in working days? (MBI-ES)**

Items MBI-ES	Never	A few times a year or less	Once a month or less	A few times a Month	Once a week	A few times a week	Everyday
1. I feel emotionally drained from my work.	1	2	3	4	5	6	7
2. I feel used up at the end of the workday.	1	2	3	4	5	6	7
3. I feel fatigued when I get up in the morning and have to face another day on the job.	1	2	3	4	5	6	7
4. I can easily understand how my students feel about things.	1	2	3	4	5	6	7
5. I feel I treat some students as if they were impersonal object.	1	2	3	4	5	6	7
6. Working with people all day is really a strain for me.	1	2	3	4	5	6	7
7. I deal very effectively with the problems of my students.	1	2	3	4	5	6	7
8. I feel burned out from my work.	1	2	3	4	5	6	7
9. I feel I am positively influencing other people live through my work.	1	2	3	4	5	6	7
10. I have become more callous towards people since I took this job.	1	2	3	4	5	6	7
11. I worry that this job is hardening me emotionally.	1	2	3	4	5	6	7
12. I feel very energetic.	1	2	3	4	5	6	7
13. I feel frustrated by my job.	1	2	3	4	5	6	7
14. I feel I am working too hard on my job.	1	2	3	4	5	6	7

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15. I do not really care what happens to some students.	1	2	3	4	5	6	7
16. Working with people directly puts too much stress on me.	1	2	3	4	5	6	7
17. I can easily create a relaxed atmosphere with my students.	1	2	3	4	5	6	7
18. I feel exhilarated after working closely with my students.	1	2	3	4	5	6	7
19. I have accomplished many worthwhile things in this job.	1	2	3	4	5	6	7
20. I feel like I am at the end of my rope.	1	2	3	4	5	6	7
21. In my work, I deal with emotional problems very calmly.	1	2	3	4	5	6	7
22. I feel students blame me for their problems.	1	2	3	4	5	6	7

Please be sure you have answered all items. Thank you.

Appendix 4: Research Journey Pictures



**Appendix 5: Research Journey Pictures**



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