IMPACT OF WORKPLACE DIMENSIONS ON JOB STRESS AMONG TEACHERS IN RELATION TO THEIR PERSONALITY TRAIT OF EXTROVERSION

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ABSTRACT

This study seeks to better understand the relationship between teachers' extroversion and the specific aspects of their jobs that stress them out. This study relies heavily on a small number of publications and scholarly papers because more comprehensive data on the Pakistani educational system is not yet available. Surveys from a representative group were the backbone of this study. The purpose of this research is to shed light on the problems that still plague our educational system and put undue pressure on our educators.

The relationships between the few factors addressed in this study are also analysed. The primary objective of this research is to identify those aspects of teachers' extraversion that contribute to stress. This study also intends to fill in the gaps left by earlier research, especially those which focused on the Pakistani market. The most important aspects contributing to teachers' stress will be highlighted in this study.

The findings of this research might be used by school administration as a resource for brainstorming methods of inspiring their employees and identifying sources of stress relief. It would also aid in providing a more comprehensive picture of the state of Pakistan's educational system.

Keywords: Workplace dimensions, job stress, school teachers, high in extroversion (social, outgoing).

INTRODUCTION

Employees are a company's greatest asset (Muhammad Umair Manzoor, 2011). The purpose of this research is to quantify how various work-related factors affect teachers' stress levels. In addition, our research shows that teachers' extroversion is a moderating factor that affects their stress levels throughout Lahore's educational institutions.

You will feel the effects of the local atmosphere everywhere you go. The ecology of each location is unique. At home, for instance, you have the cultural norms of your family, the independence you enjoy, and so on. The same is true in the workplace setting; there are a variety of characteristics, such as teamwork, politics, and role, that may be seen. Workplace dimensions refer to the various variables and qualities that make up an organization's environment. Workplace dimensions range from one organisation to the next (Kokkinos, 2007).

The workplace has both positive and bad aspects. Workplace variables such as excessive working hours, not having enough holidays per year, not having enough rest breaks, harsh attitudes of consumers, and lack of acknowledgment from the public were identified in an Australian research (Smith, 2008). The stress levels of workers can be significantly impacted by a number of workplace factors. Workplace factors such as role ambiguity, role conflict, the physical environment, etc., vary widely among industries. (Warn 2003).

Given that every person is unique in terms of his or her personality, it stands to reason that every person's stress levels would also vary. These days, a person's employment is a significant part of who they are, and the worth of their life will suffer if they are unhappy at work. Therefore, a person's productivity may be negatively affected by job-related stress.

The prevalence of stress in modern life is another indicator of its pervasiveness. There are various causes of the stress that practically everyone feels nowadays. The stress associated with various aspects of the workplace is the sole subject of this investigation. Workplace stress can be caused by a variety of factors. The inability to manage one's own time, schedule one's own tasks, and minimise one's own exposure to danger all contribute to stress on the job (Anaesth 2002).

Employees are also under pressure from their interpersonal work responsibilities. Then there's the added pressure of group projects when your ideas aren't accepted. Panagiotis Trivellasa (2013) identifies the individual's participation in decision making as another source of stress.

Educators are vital to the success of any nation. They are the ones responsible for the prosperity of the nation and its people. We thus hypothesise that teachers' stress levels are affected by a number of different factors, with workplace dimension being one of these elements that we are examining in this study as an independent variable. When instructors are happy with their working conditions, student achievement rises. When teachers are unhappy with their working conditions, stress levels rise.

Numerous studies have demonstrated that teachers experience high levels of stress, and that this stress can result in burnout and job abandonment. (Fisher 2011) .

Being an excellent, highly competent, or highly accountable educator is often connected to stress-inducing factors or dimensions. But these aren't the only factors that put a strain on educators. Studies show that 32 percent of teachers leave their positions owing to unsatisfactory working circumstances. Thirty-seven percent of teachers who left the field did so because they no longer wanted to be educators. In addition to this, pupils' bad behaviour is another source of

tension in the classroom. Some people reported feeling overwhelmed because of a lack of administrative assistance or confusion over their roles (Fisher, 2011).

The purpose of this research is to examine the relationship between job stress and extroversion among Lahore school teachers. We provide the terms used to describe the concepts or variables in this study.

The terms for the various parts of this investigation are as follows:

In order to characterise the settings in which an individual or group of employees carries out their activities, we use the phrase "workplace dimensions," which encompasses amenities, physical surroundings, stress and noise levels, degree of safety or danger, and similar elements. According to the Business Dictionary.

According to research by psychiatrist Mehdi Behjati Ardakani (2013), "job stress can be defined as a psychological condition that results from an imbalance between job demands and the subject's ability to cope with those demands."

The characteristics of extraversion are optimism, friendliness, and activity." (Kokkinos 2007)

SCOPE OF RESEARCH

This study only focuses on educational institutions in Pakistan, more specifically those in Lahore. The Lahore school teachers with the most experience will be the primary participants in this study. This study identifies the reasons that cause stress among the school teachers keeping their personalities in view. Different schools of Lahore are going to be surveyed and permanent teachers are the main focus as they would have better experience with the particular workplace

dimension in which they are working. One dimension of personality (extroversion/introversion) would be tested in this research.

PROBLEM STATEMENT

The connection between extroversion/introversion and professional stress has received scant attention. In light of this, the problem statement and key impetus for this study are as follows:

The purpose of this study is to determine the relationship between teachers' extroversion and introversion and the stress they experience at work.*"*

PURPOSE OF STUDY

The primary motivation for focusing on this area is the paucity of research into the relationship between stress and personality traits. Although much study has been conducted on this subject in other nations, this research aims to better understand what causes stress for Pakistani teachers in Lahore and across the country, and how different aspects of the workplace affect the behaviour of these educators. It will also examine the correlation between extroversion levels and job stress. The purpose of this research is to determine the role that introversion and extroversion play in causing stress at work.

The second reason we're conducting this study is to learn what stresses out instructors the most, whether they're introverts or extroverts. That's why we're doing this study: to identify what causes stress in Lahore's classroom instructors.

SIGNIFICANCE OF STUDY

The findings of this study will add to the body of knowledge on the causes of stress in Pakistan, making it relevant for the education sector in particular. First, it will benefit the already-existing educational institutions. The second group of people who will benefit from this are the educators who want to open their doors shortly.

Immediate advantages of our research are numerous. To begin, it will update existing educational institutions on the causes of stress in the workplace. Existing educational institutions will benefit from this study because they will have a better understanding of the prevalent elements that can be used to address the issues that generate stress for instructors and to lessen those factors in order to encourage their staff.

Second, future schools who hope to open will benefit from this study. The findings of this study will help new educational institutions better understand the sources of stress experienced by educators and the elements that contribute to their development.

As the number of academic studies conducted in Pakistan has increased, we have decided to conduct our quantitative study in the education sector. Our chosen factors, however, require more study because no such studies have been conducted in Pakistan. It would shed light on the factors that contribute to teachers' stress in the classroom and the part that their personalities play in that stress. The findings of this research will inform school administrators about areas where they can reduce teachers' stress levels in the workplace.

LITERATURE REVIEW

Operational Definitions

The purpose of this research is to examine the relationship between stress and job characteristics among Lahore's public and private school educators, with an emphasis on the moderating role of extroversion and introversion. We begin by defining the concepts or variables that will be used in this study. Work has increased in significance in modern society, and dissatisfaction with one's employment may have a negative impact on one's well-being. Therefore, a person's productivity may be negatively affected by job-related stress.

According to research by psychiatrist Mehdi Behjati Ardakani (2013), "job stress can be defined as a psychological condition that results from an imbalance between job demands and the subject's ability to cope with those demands."

The workplace environment can be a major contributor to stress on the job.

The Business Dictionary 2015 defines "workplace dimensions" as "aspects of a workplace such as its amenities, physical setting, stress and noise levels, and degree of safety or danger."

The characteristics of extraversion are optimism, friendliness, and activity." (Kokkinos 2007)

View about the definitions

There are three factors at play in this investigation: the dependent, the independent, and the moderating. In light of these definitions, the dependent variable "job stress" can be thought of as the pressure that workers experience on the job. The workplace's setting and the many conditions workers face are the independent variables. A person's degree of stress, sociability, and other personality characteristics are all moderated by their level of extroversion.

Past Researches

Workplace Conditions

Factors such as management's role, work pressure, and role ambiguity are all mentioned by Manzoor (2009) as contributors to workplace stress. He has also elaborated on the ways in which factors like job happiness, organisational dedication, and so on might affect one's level of stress at work. Researchers found that private-sector educators were more satisfied and dedicated to their jobs than their public-sector counterparts in terms of remuneration, recognition, effort, salary, and advancement. The 'work stability' factor was more important to public school teachers, who were happier overall. Despite these relatively few criteria addressing contentment, a recent study of professional stress indicated that educators are among the most likely to feel overwhelmed by their workload. One of the leading causes of stress on the job is this. Pressure to do well on an annual review and the temptation to measure one's success against that of one's peers are two additional sources of stress for educators. Overload, job authority, role conflict, and a lack of senior level support are just a few of the stressors that are examined in this research, which looks at the causes of stress in both the commercial and public sectors. (Muhammad Umair Manzoor 2009).

Interpersonal demands, lack of professional recognition, classroom discipline issues, a wide variety of tasks, a lack of support from administration, a heavy workload, tight deadlines, a mountain of paperwork, a dearth of resources, and so on are just some of the stressors identified by Kokkinos (2007) in his study of teachers' work lives. Lack of social recognition, huge class sizes, lack of classroom management, job ambiguity, restricted professional prospects, etc. were all mentioned as contributing issues in this study. Extroversion and agreeableness predicted depersonalization (a negative, or detached attitude towards the people with whom one works), and agreeableness and extroversion predicted personal accomplishment (perseverance in the face

of adversity), while neuroticism predicted emotional exhaustion (feelings of being emotionally overextended and a strong reduction of one's emotional resources). The author uses these three measures to characterise burnout. When stress at work becomes overwhelming, it can lead to burnout. The author also suggests that extraversion and neuroticism (anxiety) are linked to one's psychological well-being right now. While extraversion protected people from having bad things happen to them, neuroticism put them at risk for the reverse. Similarly, the author argues that people who are low in extraversion tend to be shy or reserved, whereas those who are strong in extraversion tend to be upbeat, optimistic, and physically active—possibly because they participate in more activities to combat the negative effects of stress. Positive affectivity (one aspect of extraversion) is associated with lower rates of burnout in the workplace, and the reverse is also likely to be true. (Kokkinos 2007).

Managing student misbehaviour and time restrictions were the two most significant causes of stress that predicted subsequent characteristics of burnout, whereas role ambiguity and student evaluation of instructors had smaller but still significant contributions. According to the author, high levels of neuroticism in educators are associated with increased stress due to emotional weariness and depersonalization in the workplace. Of course, there are plenty of other stressful aspects of the workplace that contribute to the tense atmosphere (Kokkinos, 2007).

Physical, environmental, psychological, and general elements are what Yusoff (2013) highlights in his research on the causes of stress on the workplace. It also notes that instructors face tremendous stress from role conflict, workload, and student concerns. The results of this study show that working in the private sector is far more stressful for educators than working in the public sector. Workload stress, role uncertainty, management responsibilities, performance expectations, and interpersonal connections are all addressed. Therefore, role stress (role

ambiguity, role conflicts) is positively associated with job stress in university professors, and adversely associated with organisational commitment. The author lists low pay, a lack of physical resources, academic problems, ambiguity of job outcomes (like organisational commitment and job performance), role ambiguity (like not knowing exactly what you'll be doing every day), role conflicts with students, and the stress of having too much work to do. (Rosman Md. Yusoff 2013).

According to Kaur's (2011) research, workers experience occupational stress when there is a mismatch between their skills and the requirements of their jobs. Overwork, he said, is a key contributor to stress in the workplace. One possible cause of work overload is an increase in the amount of work that has to be done but not enough new employees to handle it. The body's defences might be weakened, energy stores depleted, etc., all because of stress. If not handled correctly, occupational stress can have negative effects on a person's physical and mental health. Beyond just imparting the knowledge contained in a textbook to a student, the profession of teaching has evolved into one that places significant demands on its practitioners in recent years (Kaur, 2011).

Teachers in the modern day are seen not just as lecturers but also as administrators of information. They are constantly threatened with accountability for all of his acts, as well as those of his pupils, and they operate in a complicated workplace with a wide range of perspectives. Anxiety, tension, conflicts with superiors or peers, job overload, sudden shifts in priorities, a lack of self-assurance, worries about public performance, and marital and family issues are all listed as major sources of stress in this research. (Kaur 2011).

Stress

The role of teachers in society has changed dramatically during the last decade. Teachers are showing symptoms of heightened stress as a consequence of the new classroom responsibilities. According to Franklin Stein (2002), "stress is an unavoidable part of life that everyone has to deal with" (Stress is a "total response to one's environmental demands and pressures").

"Teacher stress" is described as "a teacher's experience of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, as a result of aspects of his work as a teacher" (Kyriacou 1978).

According to Jain (2014), everyone experiences stress, but everyone responds to stress in their own unique manner. The influence of personality type, gender, age, education level, and years of experience in work-related stress among teacher educators was investigated. According to the findings, female educators are more likely than male educators to experience stress, and both younger and older educators report feeling anxious. Stress is also more prevalent among less trained and experienced educators than among their more qualified and experienced peers. Introverted educators are more stressed than their extroverted colleagues. Geetika Jain (2015).

Stress, according to Sathasivam, may stem from a variety of sources, including the acts of people, groups, and whole organisations. The origins of these characteristics have been traced back to both internal and external sources, including the groups with whom workers interact and the employees themselves. An person may experience stress if they believe they must execute their job aggressively owing to organisational elements such as their work schedule, work environment, or work orientation (V. Sathasivam, 2015).

When it comes to stress, researchers have shown that teachers have it worse than those in other jobs (Saul Neves de Jesus, 2001).

According to Singh (2004), greater stressful work results in more negative effects, such as people leaving their jobs and decreasing productivity. Teachers' mental health has long been a source of worry. However, during the previous two decades, teaching has become more demanding for both students and teachers (Singh, 2004).

Working circumstances, workload, position ambiguity, job features, responsibility, interactions with superiors, and connections with variables (such as with subordinates, colleagues, and job security) may all contribute to workplace stress.

According to Fontana's (2012) study of teachers' stress levels, gender, and personality factors, 76.2% had experienced some stress and 23.2% had experienced substantial stress. The study's emphasis on personality over demographic variables such as age and gender provided additional support for the hypothesis that stress and neuroticism are significantly correlated (Fontana 2013).

Furthermore, research was undertaken on the diagnosis of psychosomatic disorders and the causes of stress among Hong Kong teachers (Jin 2008). It sought to discover the link between psychosomatic symbols and causes of stress in teachers. The findings of this study revealed a substantial association between critical aspects in instructors' working stress, such as student concerns, the involvement of others, non-school authorities' tasks schedule, a large amount of work, and a lack of vital information. However, all of the instances analysed exhibited a connection with psychosomatic symbols (Jin 2008).

Occhionero (2010) conducted a study on work stress and burnout in teachers, and his findings revealed that there is a substantial association between job stress and burnout in both female and male teachers (Ferrari Occhionero 2010).

Extroversion
According to Abbas Sadeghi (2016), a person's personality is more complex than a basic model, consisting of a wide range of ingrained psychological traits that are virtually impossible to change.

The big five theory of personality is a widely used framework in modern psychological research. Extroversion, agreeableness, conscientiousness, openness, and neuroticism are the five pillars of the big five personality paradigm (Nayyar Raza Zaidi, 2013).

Positivity and a desire for other people's company are hallmarks of extroversion. It stands for the disposition to interact with others and make conversation easily. People who are more extroverted tend to have good emotions and reactions to social situations, such as enthusiasm and a desire to be involved. (Costa 1992).

Persons high in agreeableness are more likely to be trustworthy, cooperative, compassionate, considerate, giving, and mild-mannered. Conscious people have goals in life and stick to them. They have a disposition towards duty, self-discipline, and goal-directed behaviour in relation to objective standards and criteria. People who demonstrate symptoms of neuroticism include those who are easily frightened, anxious, tense, angry, or guilty. Both healthy emotional regulation and dysfunctional regulation are associated with neuroticism (Costa 1992).

Creative, emotionally responsive, intellectually curious, engaged in the arts, and sensitive to beauty are all traits of persons who are wide open. They display uncommon criteria of merit as well as a receptivity to opposing viewpoints (Costa 1992).

In a research of university professors working in the public sector in Lahore, it was discovered that extroversion, agreeableness, conscientiousness, and openness to experience were all positively correlated with job engagement (Nayyar Raza Zaidi, 2013).

According to Machin's (2013) research, both teachers' and students' satisfaction was influenced by a variety of factors related to the school and teaching environment. It made notice of the important connections between neuroticism and employment demands on the one hand, and extroversion and the educational setting on the other (Machin 2013).

The association between personality characteristics and occupational stress was the focus of Kumari's (2006) study of female high school teachers in Haryana. The high burnout group of female teachers had greater levels of psychoticism, neuroticism, the lying scale, and type A behaviour, while extroversion was lower. It was unexpected to see that teachers with high burnout levels had low levels of occupational stress. The study has limitations since demographics and other potential contextual variables weren't taken into consideration (Kumari, 2006).

Because they are more inclined to build connections with others and put themselves out there, managers who have extroverted personalities were shown to have lower levels of work stress (V. Sathasivam, 2015).

According to study done by Kenney (2003) among primary school teachers in Ireland, teachers with high levels of stress and neuroticism were also demonstrated to have lower levels of job satisfaction. Stress levels and other personality qualities, such as conscientiousness, agreeableness, or openness to experience, were not shown to be correlated by Kenney (2003).

Grant (2007) looked at the role of each of the five traits in the stressor-strain relationship in a sample of male and female managers. They discovered that when it comes to a person's health and pleasure at work, extroversion, neuroticism, and conscientiousness are more important than agreeableness and openness. The findings indicated that neuroticism was linked to lower levels of job satisfaction and higher levels of workplace stress. (Grant 2007).

Female teachers in elementary and secondary schools in Osun State were studied for a link between their self-concept, extroversion, locus of control, and success drive and their levels of stress. 80.3% of female teachers in the Osun State Teaching Service reported low levels of stress, and none of the four personality traits (extraversion, locus of control, self-concept, and success drive) were significantly correlated with stress. There was no correlation between the stress levels of female teachers and extraversion, introversion, or any other personality feature. This study demonstrates that female instructors experience far less stress than their male counterparts. According to researchers, the low stress levels may be explained by government initiatives to enhance learning conditions and lower class sizes (Popoola 2010).

LITERATURE REVIEW SUMMARY

There is no such thing as a stress-free workplace. Certain circumstances and symptoms, however, might increase stress levels and vice versa. In a similar vein, there are a number of factors that might contribute to stress for educators, such as difficult working circumstances,

time constraints, etc. Previous studies have provided convincing explanations for the connection between working circumstances and stress on the job. According to research by Muhammad Umair Manzoor (2009), teachers are more prone to suffer from stress than the general population. Workload, time pressure, bureaucracy, a lack of support, and other concerns were all cited by Kokkinos (2007) as sources of stress for educators. Teacher stress in the classroom is exacerbated by all of these variables.

Evidence from the past has also shown that low levels of extroversion contribute to elevated levels of stress in the general population. This is because extroverts are more likely to expand their social networks and introduce you to new individuals. Managers that score lower on the extroversion scale report lower levels of stress on the work, according to research (V. Sathasivam, 2015). Therefore, one's personality also affects how much stress he or she feels while working.

RESEARCH QUESTIONS

This study aims to address the following questions based on the results of the literature review and the primary research:

1. Does stress arise for educators in the classroom because of the many demands of their jobs?

2. Do highly extroverted instructors feel pressure from a variety of sources in the classroom?

3. Is there a correlation between teachers' high levels of extroversion and their experience of stress in the workplace?

CONCEPTUAL FRAMEWORK

High Extroversion (Social & Outgoing)

Workplace dimensions	Job stress
• Clarity of work role • Team work • School Environment • Leadership by immediate boss	
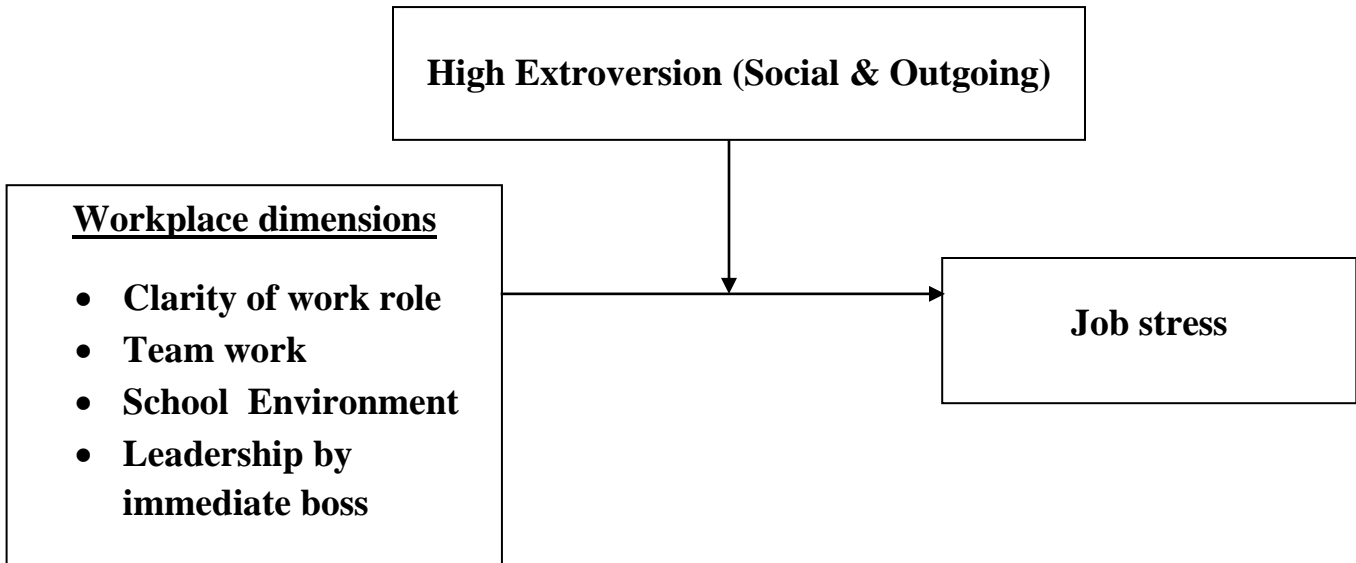
Workplace factors such as job description clarity, teamwork, and leadership from an immediate supervisor are independent variables. The independent variable of workplace dimensions is affected by the moderating variable of high/low extroversion. Job stress is the dependent variable.

HYPOTHESES

Here is a rundown of the hypotheses being investigated in this study, along with some background information on the relevant variable(s).

H1: School teachers experience stress due to different workplace dimensions

Educators' stress can have several causes, one of which being the complexity of their duties.

H2: School teachers experience stress due to different workplace dimensions when they are high in extroversion

Educators' personalities, and their strong extroversion attribute in particular, might have a significant influence on their stress levels in the classroom.

H3: There is an association between high extroversion level and job stress among teachers.

This hypothesis postulates that teachers' extroversion is related to their exposure to job stress.

RESEARCH METHODOLOGY

Since there is already published information on the subject, this study may be classified as an explanatory study. This study is an example of explanatory research that explains the causal effect link among distinct variables by identifying the causes and effects of those relationships (Mark Saunders 2011, 138-140).

Due of the short duration (less than a year) of this investigation, a cross-sectional design is more appropriate. This study takes a deductive method, meaning that first we gather background knowledge by reviewing existing literature on the subject, and then we formulate hypotheses based on that material to test.

Through the use of statistical methods, the hypotheses were examined for reliability. This method involved analysing survey data that had been transformed to numeric codes using questionnaires. Nearly 300 surveys were collected from Lahore, Pakistan, educators. Regression analysis was used for statistical analysis. Cronbach's alpha reliability analysis and the P-test with and without a moderating variable are two further examples of practical applications.

QUANTITATIVE DATA COLLECTION & ANALYSIS

A questionnaire was used as the method of collecting quantitative data for this study. Since we were able to collect data from a wide variety of Lahore schools thanks to our convenience sampling strategy, we asked only teachers to participate in our survey. Aitchison College, Ibn-e-Sina school, The Lahore Grammar School, KIPS school, The Punjab school, etc. provided 300 replies for a sufficient sample size.

The variety of tools at our disposal for analysing the data is determined by the variety of measures at our disposal. We tailored our survey to four work-related factors that we felt adequately represented the workplace as a whole. The teachers used phrases from the study "Workplace dimensions, job stress and job satisfaction" (Warn 2003) to probe students' perceptions of each variable. We settled on a five-point scale from "strongly disagree" to "strongly agree." We also used the Myers-Briggs to collect data on stress and extraversion. It went all the way from vehemently disagreeing to wholeheartedly agreeing.

DATA ANALYSIS

Reliability test

Reliability is a criterion for determining a measure's "goodness" (Cavana, Delahaye, & Sekaran, 2001) since it reflects the steadiness and uniformity with which the instrument assesses the idea.

Cronbach's Alpha was used to check the dependability of all variables and their associated items. Data stability and consistency is often indicated by a value between 0.3 and 0.7 (Mark Saunders 2011, 156). Cronbach's Alpha was calculated, and it was determined to be 0.718, indicating that the instrument's measurement scales were reliable and valid (Table 1).

Table 1: Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.718	.718	16

Respondents demographic profile

Approximately 25-30 days were used for the collecting. Three hundred valid replies were gathered in total.

There were 41% male responders and 59% female respondents in total. (Table 2).

Table 2. Gender distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	176	58.7	58.7	58.7
	M	124	41.3	41.3	100.0
	Total	300	100.0	100.0	

Twenty-seven percent of the respondents were in their twenties, fifty percent were in their thirties, twenty percent were in their forties, and the remaining seven percent were in their fifties. (Table 3).

Table 3. Age distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
20 - 30	81	27.0	27.0	27.0
31 - 40	151	50.3	50.3	77.3
41 - 50	61	20.3	20.3	97.7
51 - 60	7	2.3	2.3	100.0
Total	300	100.0	100.0	

The schools, within Lahore, from which the surveys were collected includes Allied school, Aitchison College, KIPS school, The Punjab school, Beacon House, Lahore Grammar, etc.

Table 4. Schools' Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Aitchison College	15	5.0	5.0	5.0
Allied School	15	5.0	5.0	10.0
Beacon House School	26	8.7	8.7	18.7
Heritage School	22	7.3	7.3	26.0
Ibn-e-Sina College	22	7.3	7.3	33.3
KIPS School	50	16.7	16.7	50.0
Lahore Grammar	15	5.0	5.0	55.0
Pride School	10	3.3	3.3	58.3
Smart School	24	8.0	8.0	66.3
Spirit School	20	6.7	6.7	73.0
ST. Anthony' s high School	15	5.0	5.0	78.0
The Educators	15	5.0	5.0	83.0
The Punjab School	36	12.0	12.0	95.0
Unique high School	15	5.0	5.0	100.0
Total	300	100.0	100.0	

Respondents general behavior regarding workplace dimensions

Responses to survey questions aimed at measuring workplace behaviour, stress, and individuality

yielded the following observations. There were 300 responders, and 37% were unsure if they had

enough time to do their assignment, while 38% were in agreement. (Table 5)

Table 5: Enough time to complete work

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	3.3	3.3	3.3
Disagree	66	22.0	22.0	25.3
Neutral	112	37.3	37.3	62.7
Agree	86	28.7	28.7	91.3
Strongly Agree	26	8.7	8.7	100.0
Total	300	100.0	100.0	

Fifty-two percent of those polled said they were accountable for the work they did in their career.

(teaching) (Table 6).

Table 6: Responsible for the tasks

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	27	9.0	9.0	9.0
Disagree	38	12.7	12.7	21.7
Neutral	49	16.3	16.3	38.0
Agree	105	35.0	35.0	73.0
Strongly Agree	81	27.0	27.0	100.0
Total	300	100.0	100.0	

Out of 300 respondents, 39% agreed that their school was high in morale

(motivating others) (Table 7).

Table 7: High Morale school

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	51	17.0	17.0	17.0
Disagree	47	15.7	15.7	32.7
Neutral	85	28.3	28.3	61.0
Agree	90	30.0	30.0	91.0
Strongly Agree	27	9.0	9.0	100.0
Total	300	100.0	100.0	

From all the respondents, 54% of the teachers said that their colleagues have positive

attitude towards helping people to learn (Table 8).

Table 8: Positive attitude of colleagues

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	46	15.3	15.3	15.3
Disagree	24	8.0	8.0	23.3
Neutral	67	22.3	22.3	45.7
Agree	97	32.3	32.3	78.0
Strongly Agree	66	22.0	22.0	100.0
Total	300	100.0	100.0	

From 300 respondents, 57% agreed that their immediate boss/controller respected them.

(Table 9)

Table 9: Respect from immediate boss/controller

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	28	9.3	9.3	9.3
Disagree	55	18.3	18.3	27.7
Neutral	46	15.3	15.3	43.0
Agree	150	50.0	50.0	93.0
Strongly Agree	21	7.0	7.0	100.0
Total	300	100.0	100.0	

Sixty-one percent of those surveyed expressed agreement with the statement that direct supervisors should provide frequent feedback on performance. (Table 10)

Table 10: Immediate boss provides regular feedback about performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	5.3	5.3	5.3
Disagree	41	13.7	13.7	19.0
Neutral	60	20.0	20.0	39.0
Agree	140	46.7	46.7	85.7
Strongly Agree	43	14.3	14.3	100.0
Total	300	100.0	100.0	

Respondents general behavior regarding job stress

When asked about whether respondents get stressed easily, almost 55% of the respondents

said that they get stressed out easily. (Table 11)

Table 11: I get stressed out easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	39	13.0	13.0	13.0
Disagree	40	13.3	13.3	26.3
Neutral	54	18.0	18.0	44.3
Agree	113	37.7	37.7	82.0
Strongly Agree	54	18.0	18.0	100.0
Total	300	100.0	100.0	

Out of 300 respondents, 50% said that they worry about things a lot. (Table 12)

Table 12: I worry about things

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	12.7	12.7	12.7
Disagree	51	17.0	17.0	29.7
Neutral	60	20.0	20.0	49.7
Agree	85	28.3	28.3	78.0
Strongly Agree	66	22.0	22.0	100.0
Total	300	100.0	100.0	

From all the respondents, about 54% of them said that they get upset quite easily.

 (Table 13)

Table 13: I get upset easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	35	11.7	11.7	11.7
Disagree	38	12.7	12.7	24.3
Neutral	64	21.3	21.3	45.7
Agree	135	45.0	45.0	90.7
Strongly Agree	28	9.3	9.3	100.0
Total	300	100.0	100.0	

52% of the respondents said that they get irritated easily (Table 14)

Table 14: I get irritated easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	12.7	12.7	12.7
Disagree	33	11.0	11.0	23.7
Neutral	71	23.7	23.7	47.3
Agree	113	37.7	37.7	85.0
Strongly Agree	45	15.0	15.0	100.0
Total	300	100.0	100.0	

From 300 respondents, almost 47% of them said that they get easily disturbed (Table 15)

Table 15: I am easily disturbed

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	4.3	4.3	4.3
Disagree	69	23.0	23.0	27.3
Neutral	76	25.3	25.3	52.7
Agree	114	38.0	38.0	90.7
Strongly Agree	28	9.3	9.3	100.0
Total	300	100.0	100.0	

From all the respondents, almost 59% said that they are not relaxed most of the time whether it is

related to their job or any other task. (Table 16)

Table 16: I am not relaxed most of the times

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	30	10.0	10.0	10.0
Disagree	49	16.3	16.3	26.3
Neutral	45	15.0	15.0	41.3
Agree	90	30.0	30.0	71.3
Strongly Agree	86	28.7	28.7	100.0
Total	300	100.0	100.0	

44% of the respondents said that most of the times they cannot handle stress properly (Table 17)

Table 17: I don't know how to handle stress, mostly

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	12.7	12.7	12.7
Disagree	66	22.0	22.0	34.7
Neutral	63	21.0	21.0	55.7
Agree	87	29.0	29.0	84.7
Strongly Agree	46	15.3	15.3	100.0
Total	300	100.0	100.0	

From all the respondents, about 53% of the respondents said that they have frequent mood

swings. (Table 18)

Table 18: I have frequent mood swings

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	2.3	2.3	2.3
Disagree	50	16.7	16.7	19.0
Neutral	83	27.7	27.7	46.7
Agree	101	33.7	33.7	80.3
Strongly Agree	59	19.7	19.7	100.0
Total	300	100.0	100.0	

Respondents general behavior regarding their personality trait of extroversion (moderator)

When asked about their personality, almost 44% of the respondents said that they are outgoing & social and feel comfortable around people. (Table 19)

Table 19: I feel comfortable around people and is outgoing & social

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	29	9.7	9.7	9.7
Disagree	59	19.7	19.7	29.3
Neutral	78	26.0	26.0	55.3
Agree	104	34.7	34.7	90.0
Strongly Agree	30	10.0	10.0	100.0
Total	300	100.0	100.0	

When asked about being assertive from 300 respondents, almost 48% said that they have an assertive personality. (Table 20)

Table 20: I have an assertive personality

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	33	11.0	11.0	11.0

Disagree	40	13.3	13.3	24.3
Neutral	82	27.3	27.3	51.7
Agree	113	37.7	37.7	89.3
Strongly Agree	32	10.7	10.7	100.0
Total	300	100.0	100.0	

Regression Analysis

The function of each variable in the theoretical structure was analysed using regression with moderation. This test was used to identify moderator effects and establish connections between the dependent and independent variables. The level of assumption needed in the exam for moderators was low. It is necessary to establish a linear relationship between the dependent variable and the independent moderator variable. When two or more independent variables are significantly associated with one another, a phenomenon known as multicollinearity arises. However, there is just one independent variable in this case. Third, there should be no very important or leveraged points or outliers (irregular data points) in the data. The fourth step is to use graphs or plots to verify that the residuals (errors) follow a normal distribution. Finally, the Durbin-Watson statistic is used to ensure that the observations are independent of one another (i.e., that the residuals are independent).

Using a regression analysis test, the following were found:

The outcomes without the inclusion of moderating factors are shown in Tables 21 and 22. Significant results (p 0.05) were seen for the independent variable workplace dimensions. According to Table 20, workplace dimensions (IV) account for 29% of the model's total explanatory power, whereas stress (DV) accounts for 36%.

High or low extroversion was the sole moderating factor considered, and it was determined to be inconsequential. (p >0.05).

Table 21: Variables without moderating variable effect

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.542	.294	.292	.50391	.294	124.203	1	298	.000	
2	.603	.364	.360	.47921	.070	32.503	1	297	.000	1.848

Table 22: Variables without moderating variable effect

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	31.538	1	31.538	124.203	.000
1	Residual	75.669	298	.254		
	Total	107.207	299			
	Regression	39.002	2	19.501	84.918	.000
2	Residual	68.205	297	.230		
	Total	107.207	299			

Table 23 tells about the multicollinearity of the data (VIF values). As the VIF values are greater than 0.1, these values are valid and this shows that there is no multicollinearity in the data.

Table 23: Multicollinearity test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.650	.153		10.752	.000		
	Work Place	.506	.045	.542	11.145	.000	1.000	1.000
2	(Constant)	1.198	.166		7.210	.000		
	Work Place	.441	.045	.473	9.877	.000	.935	1.070
	Personality	.209	.037	.273	5.701	.000	.935	1.070

Table 24 shows the regression results with the effect of moderating variable.

Table 24: Variables with moderating variable effect

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.542	.294	.292	.50391	.294	124.203	1
2	.603	.364	.360	.47921	.070	32.503	1
3	.608	.370	.363	.47773	.006	2.848	1

Table 25 shows us clearly that the moderating variable is not significant as it has the value of 0.093 (p>0.05)

Table 25: Variables with moderating variable effect

Model	Change Statistics	
	df2	Sig. F Change
1	298	.000
2	297	.000
3	296	.093

As can be seen clearly in Table 26, the collinearity statistic is very low (less than 0.1) when the moderator (extroversion) is included. The collinearity statistic is low because the link is weak before the moderator is introduced.

Table 26: Collinearity with moderator

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Personality	.273	5.701	.000	.314	.935
	interaction	.402	5.941	.000	.326	.465
2	interaction	.606	1.688	.093	.098	.016

Table 27 indicates that the test and sample carried out in this study is significant, relevant and also stable.

Table 27: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.679
Bartlett's Test of Sphericity	Approx. Chi-Square	822.784
	Df	120
	Sig.	.000

RESEARCH FINDINGS

The majority of respondents experience stress on the job due to workplace factors, regardless of their extroversion. The regression findings support the rejection of one of the three hypotheses tested in this study, while accepting the other two.

H1: School teachers experience stress due to different workplace dimensions

A regression model was used to examine workplace variables and job stress. The study's results are summarised in the table below, which demonstrates a substantial correlation between job stress and workplace variables (p = 0.00, p 0.05). In a nutshell, H1 is OK.

H2: Teachers who are high in extroversion endure stress from several working factors.

The purpose of the regression study was to ascertain if highly extroverted individuals mitigate the relationship between job stress and workplace environmental characteristics. The study's findings are summarised in Table 24, which demonstrates that there is no significant correlation between job stress and workplace characteristics when extroversion serves as a moderating variable (p = 0.093, p > 0.05). As a result, we must disregard H2.

H3: higher extroverted teachers often suffer higher stress at work.

The significance of the association between high extroversion and occupational stress was investigated using regression analysis. As presented in Table 25, the research found a substantial relationship between work stress and extroversion as a personality characteristic (p = 0.000, p > 0.05). Therefore, we may now go on to H3.

DISCUSSION

Using a questionnaire, researchers examined the factors that contribute to job stress among educators. Three hundred educators from Lahore's various schools were included. Both the p-value for Hypothesis 1 (a correlation between job stress and workplace circumstances) and the p-value for Hypothesis 3 (a correlation between job stress and extroversion) are more than 0.05. However, when extroversion is considered as a moderator, a p-value of less than 0.05 indicates that there is either no or a weak association between working circumstances and teacher stress.

The vast majority of instructors in this study reported feeling stressed at work owing to a variety of factors, however the study also found that the association between extroversion and stress was weak or nonexistent. Statements on job stress, workplace characteristics, and high extroversion were rated as follows: 1 (strongly disagree), 2 (somewhat disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) on a 5-point scale."

It was established that teachers' stress levels are affected by factors such as role clarity, teamwork, the school climate, and leadership. One or more of the aforementioned may contribute to stress. Previous research has shown that teachers' stress levels are significantly impacted by factors such as the evaluation of their performance by their immediate supervisor, comparisons with colleagues, work load pressures, etc. (Muhammad Umair Manzoor, 2009).

These results suggest a connection between job stress and factors like lack of role clarity (not knowing what to do or who is responsible for what), a supportive school climate, an effective leader, and a team environment where everyone works well together. However, not all contributors to stress are created equal. Teachers, whether they are more introverted or outgoing, will experience stress if these conditions are not met. However, there is no correlation between extroversion and stress in the classroom teacher's profession. Furthermore, it has been shown that there is a considerable association between job stress and extroversion, therefore if a person is low in extroversion, he may suffer job stress regardless of the conditions. These are the primary results of the study.

IMPLICATIONS

Current educational institutions can benefit from the findings of this study by receiving advice and recommendations on how to improve their facilities and lessen the effects of stress in the

workplace. Many of these observations were made by active educators, but they may prove valuable to those planning to open new schools in the near future. Important ramifications include:

• Teachers experience stress for a variety of reasons, some of which are inherent to the job and others of which are situational. Similarly, a teacher has to know how to deal with stress or the consequences might be harmful. One must constantly be aware of the expectations of one's chosen field. Teachers, too, should anticipate a substantial increase in their workload and take steps to reduce stress rather than avoid it. Therefore, educators should work to mitigate these sources of tension (Kaur, 2011).

• Managers should conduct frequent checks on the aforementioned issues, with a focus on those that might potentially cause stress for teachers, and set up opportunities for instructors to provide feedback and participate in professional development programmes. Teachers need not spend all of their time in the classroom or doing school-related activities; administrators may set up field trips and other fun outings for them.

• It's important for educators to have interests outside of the classroom. This might be anything from engaging in a favourite pastime to doing nothing at all. Taking breaks and focusing on one's own needs in this way is beneficial and healthy. Teachers may feel less pressure if they are able to take a mental vacation from their work in this way (Kokkinos, 2007).

These are just a few of the consequences for educators and administrators that have been shown to lower teacher stress.

LIMITATIONS

There are bounds to any subject that must be respected. Some restrictions on the scope of this study include:

Due to a lack of data specific to the Pakistani education system, this study only investigated a subset of the many potential sources of stress for Pakistan's teaching staff. The primary limitation of this study is that it only focused on high extroverts (those who are outgoing and sociable) and not the entire spectrum of extroversion. The research did not have the resources to survey all of Pakistan's population, especially its public schools, so this may be one of its shortcomings. Although we did our best to include as many public schools as possible in Lahore with our surveys, some were left out. Qualitative information loses its versatility and richness when reduced to numbers. This is another potential drawback of the study.

Another shortcoming is that the ratio of males to females was not even in this study. The majority of Pakistan's school instructors are women. The lack of time to investigate additional personality characteristics as potential modifiers of the association between workplace dimensions and stress is one of the limitations.

RECOMMENDATIONS FOR FUTURE RESEARCH

This analysis only touches on a subset of the potential factors. With the advent of new technologies comes the opportunity for academics to investigate additional elements that function as obstacles for customers towards online buying. In the long run, this research may be broken down into separate sections focusing on rural and urban settings. This allows for simple comparisons to be done and every place to be covered. Future iterations of this study will be able to narrow their focus to a single institution, allowing for in-depth, sector-specific research on that institution. Since both sexes are underrepresented here, more studies can be conducted focused

on a specific group; for example, the effects of different aspects of the workplace on the stress experienced by female educators. In addition, future studies might look at emotional intelligence rather than extroversion as a moderator for the link between workplace variables and teachers' stress levels.

In addition, the model may be subjected to mediation analyses to determine the extent to which stress, workplace aspects, and extroversion are related to one another. The results showed that extroversion had a negligible effect on the model, therefore this is feasible. Therefore, mediation may cause a moderate to strong connection between all these factors. The focus of this study was on private institutions. To learn more, researchers can compare public and private school outcomes to see whether there is a difference. This would allow us to provide for public schools as well.

This research can help existing school administrators and supervisors identify the conditions that contribute to teacher stress and work to alleviate those problems.

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APPENDIX

I.   Survey Questionnaire

Impact of workplace dimensions on job stress among teachers in relation to their personality trait of extroversion

❖ The objective of this survey is to gather information about the current situation of stress causing factors among school teachers. As it is clear, with the passage of time, job stress is becoming common in almost every sector. This survey is being conducted to study the impact of workplace dimensions and personality on stress among teachers. We will appreciate your cooperation.

❖ This survey is solely for the purpose of our final year project. Personal information of all the respondents will be kept confidential.

❖ Kindly, fill in the following survey form after careful reading and tick mark your suitable answer.

QUESTIONS	RESPONSE

School: _____

Age: _____   *Gender*: _____

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
WORK DIMENSIONS:					
1. I am bit unsure of what is expected of me.					
2. I have enough time to compete my work.					
3. I have to work under vague directives or orders					
4. I work on unnecessary things					
5. My work is assessed fairly					
6. I am responsible for the tasks I am carrying out					
7. My school is high in morale (motivating others)					
8. The attitude of others colleagues is positive towards helping people to learn					
9. Teaching demands reduced my personal life					
10. I was a member of a close-knit group					
11. I receive assignments that are within my capability and training					
12. I receive support for my personal goals					
13. My immediate controller/boss respected me					
14. I am told how well I am doing my job					
15. My immediate controller/boss provides me with proper policies and guidelines to help me					
16. My immediate controller/boss provides regular feedback on my performance					
17. My immediate controller/administrator has a discriminatory attitude					

EXTROVERSION & STRESS:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I don't talk a lot					
2. I feel comfortable around people and is outgoing and sociable					
3. I prefer to start conversations					
4. I don't mind being the center of attention					
5. Most of the times I have little to say					
6. I love to talk to a lot of different people					
7. I don't like to draw attention to myself					
8. I am quiet around strangers					
9. I get stressed out easily					
10. I worry about things					
11. I am not relaxed most of the time					
12. I am easily disturbed					
13. I get upset easily					
14. I change my mood a lot					
15. I get irritated easily					
16. I am full of energy and generates a lot of enthusiasm					
17. I am sometimes shy and inhibited					
18. Most of the times, I don't know how to handle stress well					
19. I have an assertive personality					