The Impact of Job Related Anxiety on Teacher's Emotional Exhaustion and Negative Emotions: Case of Pakistan

Amna Yaqub

Final International University
March, 2023
Girne, TRNC

The Impact of Job Related Anxiety on Teacher's Emotional Exhaustion and Negative Emotions: Case of Pakistan

By

Amna Yaqub

A thesis submitted to the Institute of Graduate Studies in partial fulfillment of the requirements for the Degree of Master
of
Business Administration

Final International University
March, 2023
Girne, TRNC

FINAL INTERNATIONAL UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

APPROVAL

Title: The Impact of Job Related Anxiety on Teacher's Emotional Exhaustion and Negative Emotions: Case of Pakistan.

We certify that we approve this thesis submitted in partial fulfillment of requirements for the degree of Master of Business Administration.

Approval of the Examining Committee:

Asst. Prof. Dr. Farid IRANI (Chair)

Asst. Prof. Dr. Alexsandr ZABOLOTNOV

Assist. Prof. Dr. Taraneh FOROUTAN
(Supervisor)

Approval of the Institute of Graduate Studies

Prof. Dr. Nilgün SARP
Director

Amna Yaqub

amna.yaqub@final.edu.tr

ORCID iD: 0000-9911-0099-9009

ETHICAL DECLARATION

I, Amna Yaqub, hereby, declare that I am the sole author of this thesis and it is my original work. I declare that I have followed ethical standards in collecting and analyzing the data and accurately reported the findings in this thesis. I have also properly credited all the sources included in this work.

Amna Yaqub

ACKNOWLEDGMENTS

ABSTRACT

Concerns about interpersonal connections, work performance, or even public speaking might make someone feeling stressed, worried, uncomfortable, or tense at the office. There is a lot of anxiety at work; according to a survey by Anxiety Disorders Association of America, roughly 40% of workers in any firm report feeling stressed out at work that eventually result into emotional exhaustion and negative emotions.

Examining the connection between job-related anxiety, emotional exhaustion and negative emotions is the goal of this research review. We examined emotional exhaustion as a mediator between jobs related anxiety and negative emotions. We also looked into the relationship between emotional exhaustion and job related anxiety as it leads to negative emotions.

In this cross sectional study, data from 294 secondary school Pakistani teachers were gathered via convenience sampling through a survey questionnaire.

Using the SPSS software 23 for statistical analysis, the acquired data was examined. For achieving the goals of the research, a qualitative analysis was conducted. It was discovered that work related anxiety and emotional exhaustion were strongly associated to negative emotions. Additionally, the findings demonstrated that emotional exhaustion mediates the relationship between job related anxiety and negative emotions among teachers in Pakistan.

Keywords: Job related anxiety, Emotional exhaustion, Negative emotions, Teachers

ÖZ

Kişilerarası bağlantılar, iş performansı ve hatta topluluk önünde konuşma ile ilgili endişeler, kişinin ofiste stresli, endişeli, rahatsız veya gergin hissetmesine neden olabilir. İş yerinde çok fazla endişe var; Amerika Anksiyete Bozuklukları Derneği tarafından yapılan bir ankete göre, herhangi bir firmadaki çalışanların kabaca %40'ı, sonunda duygusal tükenme ve olumsuz duygularla sonuçlanan işte stresli hissettiğini bildiriyor.

İşle ilgili kaygı, duygusal tükenme ve olumsuz duygular arasındaki bağlantıyı incelemek bu araştırma incelemesinin amacıdır. İşle ilgili kaygı ve olumsuz duygular arasında aracı olarak duygusal tükenmeyi inceledik. Olumsuz duygulara yol açtığı için duygusal tükenme ile işle ilgili kaygı arasındaki ilişkiyi de inceledik.

Bu kesitsel çalışmada, 294 ortaokul Pakistanlı öğretmenden elde edilen veriler, bir anket anketi yoluyla uygun örnekleme yoluyla toplandı.

İstatistiksel analiz için SPSS yazılımı 23 kullanılarak elde edilen veriler incelenmiştir. Araştırmanın amaçlarına ulaşmak için nitel bir analiz yapılmıştır. İşle ilgili kaygı ve duygusal tükenmenin olumsuz duygularla güçlü bir şekilde ilişkili olduğu keşfedildi. Ek olarak, bulgular duygusal tükenmenin Pakistan'daki öğretmenler arasında işle ilgili kaygı ile olumsuz duygular arasındaki ilişkiye aracılık ettiğini göstermiştir.

Anahtar kelimeler: İşle ilgili kaygı, Duygusal tükenme, Olumsuz duygular, Öğretmenler

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIX

LIST OF ABBREVIATIONS

COR	Conservation of Resources Theory
EE	Emotional Exhaustion
EFA	Exploratory Factor Analysis
FIU	Final International University
JRA	Job Related Anxiety
KMO	Kaiser-Mayer-Olkin
NE	Negative Emotion
SPSS	Statistical Package for the Social Science
TRNC	Turkish Republic of Northern Cyprus
VIF	Variance Inflation Factor
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

When the demands of the job do not align with the employee's abilities, resources, or needs, it can result in work - related anxiety, which can be hazardous to one's health and even affect mental health (Rehman, 2008). Occupational anxiety is regarded as a risk-assessing sickness in Europe (Clarke & Cooper, 2000). Recent years have seen a rise in interest in work-related anxiety due to the use of new information and communications technologies, increasing workplace diversity, and an increase in emotional burden (Landsbergis, 2003).

The idea of anxiety has been anticipated and demonstrated with varied features according to various inquiries. Anxiety is defined as "the non-specific response of the body to any strain placed upon it" (Selye, 1987, p.17).

Managers, officials, and employees in the various businesses and sectors have been reported to be under a lot of anxiety. In addition, due to the requirement to operate under difficult conditions occasionally in the accomplishment of business excellence, employees face job related anxiety (Jestin & Gampel, 2002).

Similar to daily anxiety which triggers in personal life, workplace anxiety give employees daily motivation to complete their assigned tasks. (Srivastava & Sen, 1995). With each small or large project, employees continue to adjust and get through the nervousness while retaining their usual behaviour. However, when anxiety and trepidation brought on by work pressure is constant, employees confront challenges. Over-analyzing, annoyance, micromanaging, lack of delegating, mistrust, and the use of harsh language are some of the behaviours that cause anxiety. Along with negatively affecting the employee's performance, this also strains the working environment's interpersonal interactions (Srivastava & Sen, 1995). The person's imagined engagement in their situational surroundings frequently manifests as dread and emotional tension in their expressed actions. (Srivastava & Sen, 1995).

Workplace stress, anxiety, depression, and emotional exhaustion are all detrimental to employees' mental health and have a severe impact on both their physical and mental well-being as well as the productivity of their employer. (Harvey et al., 2017)

1

There are two main types of anxiety: state anxiety and general anxiety (trait anxiety). It can take many different forms, including worry, different reactions due to phobias, and panic attacks. A person's sensitivity to acute anxiety reactions depends on their level of trait anxiety. (Lazarus, 1991)

One type of state anxiety is job anxiety. Job anxiety is a type of sensory anxiety, which means that it is connected to and emerges at work or when one thinks about work (Muschallan, Linden, Olbrich, 2010).

When people are under the influence of unpleasant or negative emotions, they are unable to reason, act, or perceive events realistically. When this occurs, indiviuals frequently notice and remember the specific items they wish to notice. Simply said, this intensifies their anger or grief and prevents them from completely valuing life. These unfavourable emotional states might add to their physical and mental stress levels. In addition to being uncomfortable, if the stress persists or gets too great, it may also have negative health effects. (Fischer, 2018)

Emotional exhaustion can be one of the outcomes of job related anxiety. Emotional exhaustion includes feelings of physical or emotional tiredness, a sense of diminished accomplishment, and a loss of one's sense of self. (Mayo clinic staff, 2023) Indeed, social professions have long been thought to be particularly vulnerable to emotional exhaustion symptoms. This was one of the factors in our decision to concentrate on teachers in our study (Johnson et al., 2005)

Those who are emotionally exhausted may feel exhausted, overburdened, and emotionally drained. Despite the fact that people may miss the early warning signs, these feelings frequently develop over a long period of time. (Leonard, 2018)

Those who experience anxiety or uncertain in their interactions are prone to report more bad results and experience higher level of negative emotions. (Cassidy & Berlin, 1994)

The Conservation of Resources (CORs) Theory (Hobfoll, 1989, 2002) seems to be suitable to explain how job related anxiety affects employee's emotional exhaustion and negative emotions. According to COR theory, strain appears when a person experiences a real loss of material or psychological resources, faces the threat of

doing so, or when an imbalance results from resource investment without the proper resource gain.

The COR Theory also clarifies the significance of resources. People have finite resources, which they may perceive to be insufficient, especially under stress.

1.1 Problem Statement

As formally mentioned, few scholars have studied the impact of job related anxiety on emotional exhaustion and negative emotions among other occupations in Pakistan. However, to the best of our knowledge there has been no study investigating impact of job related anxiety on secondary school teachers' emotional exhaustion and negative emotions in Pakistan. Therefore, this study tries to fill the gap.

1.2 Purpose of the Study

Purpose of writing this study is to investigate the impact of job related anxiety and how it leads to emotional exhaustion and negative emotions among the teachers in Pakistan. Since the majority of people in the contemporary day suffer from anxiety at work, it is essential to bring up this subject in order for people to become aware of such issues and its consequences.

Several research in the context of education have focused on emotional exhaustion, which is frequently seen as the most important part of breakdown (Chang, 2009; Tsouloupas et al., 2010; Goetz et al., 2015; Arens & Morin, 2016; Taxer et al., 2019).

Teachers frequently report having lower mental health than those in other professions, indicating that teaching is a very demanding career (McLean et al, 2017). Because low teacher mental health has been associated with worse student learning outcomes, that is why research on educator mental health is crucial for guiding initiatives to help teachers (Beilock et al., 2010; Harding et al., 2019; McLean and Connor, 2015; Sandilos et al., 2015).

This study tries to explore the relationship between anxiety related to the job, emotional exhaustion and negative emotions. It demonstrates how the association between job-related anxiety and negative emotions is mediated by emotional exhaustion among the teachers of Pakistan.

3

Additionally, this study raises awareness how work related anxiety can be the cause of all negative emotions which off course can effect ones performance. People who are emotionally tired may feel defeated, overburdened, and emotionally drained. (Maslach & Jackson, 1988). Despite the fact that people may overlook the initial warning signs since these emotions usually take longer to emerge. The daily life, relationships, and conduct of an individual may be significantly impacted by job related anxiety. The signs, causes, and risk factors for emotional tiredness are covered in this study.

In order to achieve this, this study makes use of the conservation of resource (COR) theory (Hobfoll, 1989, 2002), which contends that people attempt to acquire and preserve centrally valued resources. When indiviual's valuable resources are threatened or lost by job related anxiety, they feel emotionally tired and exhausted. This emotional exhaustion will eventually cause a further loss of resources leaving negative emotions in return. Employees who are experiencing job related anxiety are more likely to have negative emotions because when people run out of resources and get exhausted, they go into a defensive mode to guard against future resource loss.

This study may paint a picture of the emotional exhaustion that teachers experience as a result of their work so that future cases of worry, stress, or exhaustion might be avoided.

1.3 Research Questions:

Q1: Does job related anxiety positively affect teacher's emotional exhaustion?

Q2: Does Job related anxiety positively affect teacher's negative emotions?

Q3: Does emotional exhaustion positively affect negative emotions?

Q4: Does emotional exhaustion mediates the relationship between job related anxiety and negative emotions?

1.4 Assumptions

The following assumptions are made regarding this study:

1. The questions are fully understood by all respondents.

2. The respondents will provide honest expressions of their knowledge

3. All results provided are clear regarding the impact of job related anxiety on teacher's emotional exhaustion and emotions.

CHAPTER 2

LITERATURE REVIEW

2.1 Job Related Anxiety and Negative Emotions

Along with depression, anxiety is the most prevalent mental health issue seen in primary care (Spitzer et al., 1994). Workplace anxiety has repercussions on employee productivity and happiness, as well as on their physical and mental health, absenteeism and its financial cost, the larger influence on family function, and eventually the possibility of company liability. The range of additional potential "psychological" issues includes, unexplained physical ailments, "absenteeism," chronic fatigue and accidents, sick building syndrome, and repetitive strain injury, while depression and emotional exhaustion is the most likely unfavourable psychological effects. (Reynolds, 1997) Employees with depression or anxiety have considerable absenteeism and perform poorly at work, according to Plaisier et al. (2010).

The relationship between anxious and depressed emotions is now more complicated than ever before. An increasing number of studies points to the possibility that anxiety may be a significant component to negative emotions (Barlow, Chorpita, & Turovsky, 1996; Brown, Chorpita, & Barlow, 1998; Chorpita, Albano, & Barlow, 1998; Gray & McNaughton, 1996). Anxiety and rage are two negative emotional states that frequently seem to influence our decision-making. According to these observations, several laboratory experiments have demonstrated that creating unfavourable mood states such as job related anxiety causes the executive functions to decline (Allen, Schaefer & Falcon, 2014; Kalanthroff, Cohen, & Henik, 2013; Padmala, Bauer, & Pessoa, 2011).

Several studies have discovered that work - related anxiety affects both employees' job happiness and overall effectiveness because most businesses are increasingly more demanding for greater job results. In fact, the modern era has been dubbed the "period of stress and anxiety" (Coleman, 1976). Many stresses will have an impact on the stress itself. Nonetheless, Beehr and Newman (1978) defined anxiety as a circumstance that compels a person to deviate from normal functioning because of a

change (i.e., disruption or enhancement) in his or her psychological and/or physiological condition.

Job frustration is a negative emotion, according to Spector (1978) that can manifest itself at work in a variety of contexts and to varying degrees (Farr & Ford, 1990). When workers encounter barriers or disturbances in their individual work environment, it is a negative reaction to workplace events developing anxiety (Spector, 1978).

Workload overloads, high stakes testing, demanding administrators, angry coworkers, and irate parents are constant sources of anxiety for teachers. They need to finish duties and stay error-free (Sorenson, 2007). In addition to guiding in one or more subject areas, teachers are expected to manage problems, resolve conflicts, set goals, manage time, make moral judgements, and deal with organizational politics (Bradley, 2014). Overworked teachers are more likely to experience anxiety at work (Cokluk, 2014; Hock, 1988). According to Simsek and Celik (2012), anxiety is also linked to negative emotions as anxiousness, burnout, despair, loneliness, fear, boredom, and tension. Several research have looked into the detrimental impacts of workplace anxiety. Anxiety results in bad consequences and negative work experiences for people as a result of these effects (Bradley, 2014; Cokluk, 2014)

We use the notion of resource conservation (COR) to support our theoretical hypotheses. According to this theory, when employees experience resource depletion, it leads to unfavourable work attitudes or behaviours and ultimately motivates them to preserve resources in their efforts at work (Hobfoll, 1989, 2001; McCarthy et al., 2016).

Since 1988, the Conservation of Resources (COR) Theory (Hobfoll, 1988; 1989) has offered a framework for comprehending the procedures involved in experiencing, managing, and building resilience in response to acute and chronic stress. Empirical study has always supported its core principles related to anxiety and stress at work (see, for example, Blaze & Shwalb, 2009; Gorgievski & Hobfoll, 2008). The COR Theory recognizes few situations are objectively stressful, specifically those that threaten or exhaust resources.

The COR Theory states that stress occurs when a person really loses material or psychological resources, confronts the threat of doing so, or when an imbalance happens as a result of resource investment without the corresponding resource gain.

The COR theory makes clear the importance of resources as well. Humans have limited resources, which they can feel are insufficient when under stress in particular.

Some professions are more likely than others to suffer mental health difficulties. A survey undertaken in the Netherlands plotted skill levels against the rate of work in order to determine the threat for levels of stress and mental illness for various professions. Levels of stress were linked to a higher incidence of psychological disease. (Houtman & Kompier, 1995)

According to COR Theory, stress and anxiety result from the subjective impression of events as being more demanding than one's capacity to cope with them or as being excessively burdensome. Anxiety is the excessive use of one's psychological resources. Resources must be made available to reduce stress-inducing elements like change and increased effort, or else the threat of loss will prompt the defence of assets. Defense of assets necessitates a reduction in job effort or a disengagement from social interactions. (Alvaro et al, 2010.)

Therefore in line with the literature review and COR Theory we propose,

H1: Job related anxiety has positive significant impact on negative emotions.

2.2 Job Related Anxiety and Emotional Exhaustion

Anxiety and anxiety-related to work have a significant impact on both the mental health and productivity of workers (Hendriks, Spijker, Licht, Hardeveld, Graaf, Batelaan, Penninx & Beekman, 2015)

Emotional exhaustion in reaction to workplace pressures is a problem that gradually affects school teachers. Teachers identify various sources of occupational anxiety, similar to the nursing studies. The top stressors among German teachers were described as having huge class sizes and having aggressive students (Bauer et al., 2006). Emotional exhaustion can be understood in the context of workplace anxiety, which many of us encounter occasionally. We can all experience work-related

anxiety, especially if we are working longer hours than normal, there are impending deadlines, or we are dealing with personal problems. According to research conducted by Mental Health America and Flex Jobs, 76% of respondents felt that workplace anxiety had a negative impact on their mental health and has led to emotional exhaustion. (American Institute of Stress, 2021)

There are various ways to conceptualize emotional exhaustion syndrome. It is viewed as a limitation to handle the emotional strain while working and is more likely to occur under chronic stress than under brief stressful situations (Felton, 1998). When the mechanisms of copying used to deal with exterior pressure falling short, emotional exhaustion results. This causes emotional exhaustion, which fuels a vicious cycle of depersonalization, diminished personal accomplishment, and growing emotional exhaustion. (Maslach, Schaufeli & Leiter, 2001).

It is well acknowledged that workplace anxiety can lead to a variety of physical disorders, including coronary heart disease, diabetes, and hypertension, and that an employee's mental health has a substantial influence on their general health. Emotional exhaustion is another effect of poor mental health, and it limits their ability to make valuable contributions in both their work and personal life (WHO 2005). Several things can lead to emotional exhaustion at work. Changes in an employee's physiology, psychological, social, professional environment and Job related anxiety can result in exhaustion, specifically when they are constant. (Cassitto, 2003).

The frequency of stress among employees has increased globally, where expectations related to work, poor imitating skills, and attributional behaviours of the staff were linked to elevated levels of melancholy and anxiety, as well as low satisfaction in job, among teaching staff (Mark & Smith, 2012).

Emotional exhaustion is one of the most prevalent psychological symptoms that are more inclined to experience as a result of long-term anxiety at work. (Melamed et al., 2006). The historical record contains accounts of emotional exhaustion, which seems to be present in all eras and cultures. (Kaschka et al., 2011). However, scientists did not begin studying emotional exhaustion sensations until the middle of the 1970s. The first researchers to start looking on emotional exhaustion were two independent researchers, social psychologist Christina Maslach and psychiatrist Herbert Freudenberger.

Employees' mental and physical resources can get depleted due to emotional exhaustion, it could ultimately lead to mental health issues including despair and anxiety (Schaufeli, 2017). Previous investigations have shown that emotional exhaustion mediates the development of health decline. A study by (Santa et al, 2018) for instance, revealed that job demands predicted greater levels of anxiety through emotional exhaustion (Santa Maria, Wörfel, Wolter, Gusy, Rotter, Stark, Kleiber, Renneberg, 2018). Workers' job related anxiety issues are linked to high absenteeism, employee turnover, and early retirement, according a report by the Health and Safety Executive (Kerr, McHugh & McCrory, 2009).

According to conventional wisdom, teachers' emotional exhaustion is caused by long-term work - related stress (Maslach, Jackson & Leiter, 1996) and the unpleasant and negative emotions that come from a variety of factors of the teaching profession (Kyriacou, 2001). The primary factor and the most obvious sign of emotional exhaustion is connected to job is emotional tiredness (Koeske & Koeske, 1993). Extreme exhaustion or a loss of energy brought on by an excessive use of emotional resources, a lack of excitement for work, and a lack of interest in external stimuli are all symptoms (Maslach, Schaufeli & Leiter, 2001).

According to (Melchior et al., 2007) workers who experienced high levels of work-related stress had an almost two fold increased chance of developing mental diseases such major depressive disorder or anxiety disorder. Emotional exhaustion is a severe or advanced form of stress that is increasingly being investigated in industries classified as "human service" (Wessely, 1997)

Numerous research on the improvement of employees' mental health have recently been undertaken, however the majority have concentrated on major depressive disorder and job-related anxiety.

Emotional exhaustion at work can result from persistently high stress and anxiety. Feelings of "too much" are indicators of anxiety. When under anxiety, you could believe that by exerting a little more effort, you can manage the situation, you will experience the feeling that "it's never enough". When you are emotionally exhausted, you start to experience hopelessness or emotional numbness. Emotional exhaustion is the result of ongoing anxiety, and it may sneak up on you before you realize it. The

number of hours that college lecturers work is currently rising steadily (Yin, Han, Lu, 2017).

Work-related anxiety is one of the key characteristics of the teaching profession (Han, Yin, Wang & Zhang, 2019, 2020) which has increased strain on college professors (Lai, 2010) and made them more susceptible to emotional exhaustion (Lackritz, 2004) Due to work overload, college teachers frequently have emotional exhaustion (García-Arroyo & Segovia, 2019) According to certain studies on Chinese college teachers, individuals who are under a lot of work pressure exhibit higher emotional exhaustion (Li, 2018).

The Conservation of Resources Theory (COR), put forth by Hobfoll (1989), offers an effective framework for comprehending anxiety and its connection to the supply and demand of resources for people and society. Resources, which are valuable but limited, are used up in daily activities and exchanges. Stressful situations involve loss and a lack of resources. According to the COR Theory, exhaustion at work results from a perceived or actual lack of energy caused by the severe demands of the job. The additional workload brought on by the new teaching delivery modality is exhausting for teachers. Their steadfast efforts will eventually result in emotional exhaustion if there is no assistance or relief.

COR Theory's core principle is that people are motivated to gather, protect, and advance the gathering of the resources they value (Hobfoll, 1988, 1998). Any set of conditions that results in the actual or potential depletion of natural resources cause anxiety. Because of this, the anxiety response includes an effort to decrease losses and increase gains, with the loss part of the equation predominating greatly. In result, behaviours exhibited under pressure may differ greatly in form while yet accomplishing the same goal of resource conservation.

According to the literature discussed above and COR Theory we propose:

H2: Job related anxiety has positive significant relationship to emotional exhaustion.

2.3 Emotional Exhaustion and Negative Emotions

Emotional exhaustion is described as "emotional weariness, depersonalization, and lower personal accomplishment that can occur among those who interact with people in some way" by Maslach and Jackson (1984). Emotional tiredness has been found to be the best sign of exhaustion.

Emotions are the emotive response to important events that are connected to people's behavioural patterns (Barsade & Gibson, 2007; Frijda, 2006). Since emotions are by definition intra-individual, dynamic phenomena that are comparatively fleeting in nature, they are dynamic by nature (Ashkanasy, 2003). (E.g. Barsade & Gibson, 2007; Frijda, 2006). Although the importance of emotions in organizational context has long been overlooked, recent years have seen an increase in study on emotion dynamics at work, emphasizing the need of understanding the predictors and effects of changes in emotional states (e.g. Clark et al., 2018; Dalal et al., 2009; Judge et al., 2006; Miner & Glomb, 2010; Rothbard & Wilk, 2011).

In reality, numerous research have highlighted the need of examining if and how feelings fluctuate in order to more accurately assess and comprehend people's psychological state (Houben et al., 2015). There is evidence linking negative emotion experienced at work with weariness from the few research that have looked at both conditions. Hillhouse and Adler's (1997) study was the first to show a statistical connection between negative emotions and emotional exhaustion. A cross-sectional study of 260 hospitals found that the nurses with the highest levels of emotional exhaustion also reported the most anger and unhappiness at work. Younger nurses (those under 30 years old) who displayed greater fury and aggravation at work reported higher rates of emotional exhaustion, according to a cross-sectional study done on 829 nurses by Erickson and Grove in 2007. Similar conclusions were reached by Ersoy-Kart (2009), who examined 100 nurses (of whom 47 worked in the private sector and 53 in the public sector) and discovered a high correlation between workplace rage expression and emotional exhaustion ratings.

Employee's behaviour is driven by members' emotional reactions to things happening around them; in fact, emotions have quite big role in how individuals conduct generally (Ashkanasy et al., 2017).

COR Theory says, stress happens whenever someone really loses physical or psychological resources, faces the threat of doing so, or when there is an imbalance as a result of resource investment without a commensurate resource gain. The COR theory also demonstrates the significance of resources. While under stress, especially, humans may feel as though their limited resources are insufficient.

According to COR Theory, employees may suffer negative emotional reactions as a result of adverse job events, such as being the subject of aggressive behaviour or witnessing unpleasant interpersonal interactions.(Weiss & Cropanzano, 1996).

First, these unfortunate occurrences will make workers fearful of losing resources. Employees may create negative feelings in this situation because they worry that they lack the resources to deal with unfavourable situations. On the one hand, humans may go through a sequence of emergency reactions, such as emotional reactions, to safeguard and recover their resources (Wang & Shi, 2020). Second, these unjust interpersonal interactions give employees the perception that their expenditure of resources will not be reimbursed, making them unhappy. (Wang et al., 2022).

Hence, based on the above mentioned literature and COR Theory we propose;

H3: Emotional exhaustion has positive significant relationship to negative emotions.

2.4 Job Related Anxiety, Emotional Exhaustion and Negative Emotions

Anxiety is defined as "a psychological and physiological state characterized by cognitive, physical, emotional, and behavioural components" by Ahmed et al., (2009). Few of the research workers contend that anxiety symptoms may actually be correlated with job stress. (DiGiacomo & Adamson, 2001; Sun et al., 2012)

For instance, in Vasilopoulos' (2012) study, participants who had high levels of social anxiety also had emotional exhaustion. Furthermore, Mark and Smith (2012) discovered that higher anxiety levels were linked to occupational demands, extrinsic effort, and over-commitment. Similarly, Ding et al., (2014). Discovered that professional efficiency was adversely connected to anxiety symptoms, while

emotional exhaustion and cynicism were favourably related to anxiety symptoms. That instance, a person will feel more nervous if they are feeling emotionally spent out, cynical, and less effective at their jobs.

Turnipseed (1998) also discovered a significant correlation between exhaustion and anxiety symptoms, with anxiety and emotional tiredness showing the highest association. Turnipseed (1998) asserts that this before mentioned interplay between people's personalities and their work environments leads to a state of anxiety and, thus, accelerates the onset of exhaustion.

As a sign of psychological pressure, emotional exhaustion entails the sensation of being overwhelmed and depleted of one's emotional and physical resources. (Maslach & Leiter, 2008).

Emotional exhaustion, when compared to the other burnout categories, reveals a particular strain brought on by working pressures (Shirom, 1989).

For people who work in interpersonally demanding professions like healthcare and education, exhaustion is viewed as an anxiety issue (Maslach & Leiter, 2016). Shukla et al., (2008) claims that excessive demands on a professional's time, energy, or resources, such as a teacher, can lead to exhaustion.

One of the most demanding and stressful occupations has been defined is teaching (Zurlo et al., 2007; 2016)

Over 30% of German teachers (Unterbrink, Zimmermann, Pfeifer, Wirsching, Brähler, Bauer, 2008) and over 20% of Malaysian secondary school employees (Moy, Hoe, Hairi, Buckley, Wark, Koh, Bueno-de-Mesquita & Bulgiba, 2014) have reported having indications of serious mental health issues. The reality in Poland likewise reflects this issue. 20% of teachers exhibit full emotional exhaustion syndrome symptoms, and up to 86% of teachers perceive that their workload is greater than that of other professions (Pyzalski, 2010; Tucholska, 2003)

In order to conduct a thorough analysis of the function that emotional exhaustion plays as a mediator between anxiety and unpleasant feelings in situations where stress is experienced, we invoke the conservation of resources (COR) theory (Hobfoll, 1989, 2001).

According to the COR Theory, stress comes when someone really loses physical or psychological resources, faces the threat of doing so, or when there is an imbalance as a result of resource investment without a commensurate resource gain. The significance of resources is also made obvious by the COR theory. People have finite resources, which, especially under stress, they may believe are insufficient.

The concept of resource conservation (COR) provides a useful foundation for comprehending how people react to long-term workplace anxiety. Emotional exhaustion is one reaction in particular that is described as a syndrome with three components: emotional exhaustion, cynicism, and inefficacy (Maslach et al., 2001). Despite this, because to the emotional exhaustion dimension's consistency in relation to the organizational outcome variables, research has generally concentrated on it (Halbesleben & Bowler, 2007; Maslach et al., 2001). Due to constant anxiety and severe job expectations, those who feel emotionally exhausted also face resource depletion (Shirom, 2003).

This means that, teachers in Pakistan when experience job related anxiety will lose their resources and feel emotionally exhausted. This emotional exhaustion can eventually cause them to feel negative emotions.

As discussed above we see that many of the literature studies mentioned that emotional exhaustion plays a mediator role between anxiety and negative emotions, therefore we propose;

H4: Emotional exhaustion mediates the relationship between job related anxiety and negative emotions.

Figure 1 *(Proposed Conceptual Model)*
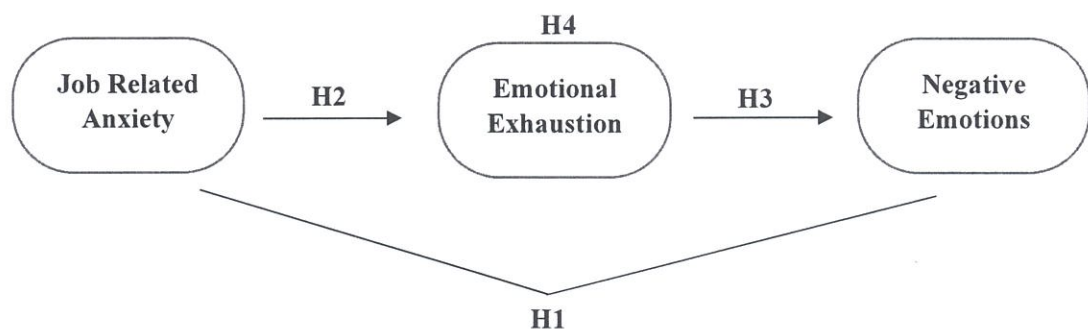
CHAPTER 3

METHODS

In order to collect and analyze data for the current study thesis, a quantitative research approach was employed by the researcher. The research process is discussed in detail in the following sections.

3.1 Research Design and Proposed Model

The current research attempts to examine the relationship between job related anxiety, and negative emotion through the mediation effect of emotional exhaustion. A quantitative research approach was conducted among school teachers in Pakistan to test the proposed hypotheses. The data collected for this research was between June and August 2022.

3.2 Population and Sampling

This quantitative study was conducted in schools in Sialkot Pakistan. The study was conducted online (Google Docs). Survey questionnaires were distributed among teachers for data collection. Prior to the main data collection, twenty teachers were selected for a pilot study to confirm the understandability the questionnaires and to minimize errors which can happen in the data collection process. Based on the feedback gathered, few items were fixed.

The researcher provided a cover letter at the beginning of the questionnaire. The cover page of each questionnaire included such information to reduce the risk of common method bias (Podsakoff et al., 2003).

The cover letter was assuring the respondents about the anonymity and confidentiality of their responses. More precisely, statements such as "There are no right or wrong answers in this questionnaire", "Any sort of information collected during our research will be kept confidential" and "Participation is voluntary" were included in the cover letter.

In this study, 294 teachers accepted to participate. Although, due to the restrictions regarding COVID-19, from the 314 administered questionnaires, 20 were removed as being incomplete, leaving 294 to be further analyzed and providing response rate of 63.9%. Table 1 provides information about the respondents.

As it can be clearly seen in Table 1 approximately the majority of the respondents, 170 out of 294 survey participants are female, making up 57.8% of the study sample. As presented in Table 1, the majority of the respondents 51.0% are between the ages of 30 to 40.

The vast majority of respondents have Master or PhD degree (78.6 %), 17.7% had Bachelor degree and the rest had High school degree.

37.1 % of the respondents have tenures of five years or below. The rest have tenure above five years.

Table 1

Respondents' Profile

Frequency

Age:

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.3	.3	.3
20 to 30	92	31.3	31.3	31.6
30 to 40	150	51.0	51.0	82.7
40 to 50	37	12.6	12.6	95.2
50 above	14	4.8	4.8	100.0
Total	294	100.0	100.0	

Gender:

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.3	.3	.3
male	123	41.8	41.8	42.2
female	170	57.8	57.8	100.0
Total	294	100.0	100.0	

Education level:

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.3	.3	.3
High School	4	1.4	1.4	1.7
Bachelor	52	17.7	17.7	19.4
Master, Ph.D.	231	78.6	78.6	98.0
Others	6	2.0	2.0	100.0
Total	294	100.0	100.0	

Organization Tenure:

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.3	.3	.3
1 - 5 Years	109	37.1	37.1	37.4
6 - 10 Years	127	43.2	43.2	80.6
11 - 15 Years	38	12.9	12.9	93.5
more than 15 years	19	6.5	6.5	100.0
Total	294	100.0	100.0	

3.3 Instruments and Procedures of Data Collection

This study is based on a quantitative survey using a self-administered questionnaire. All measurement items were adopted from existing literature and former empirical studies. Job-related anxiety was adapted from the study of Warr. (1990). The measurement of well-being and other aspects of mental health. Journal of occupational Psychology, 63(3), 193-210 with 5-point Likert-type scale (1 = strongly disagree; 5 = strongly agree). Negative emotions scale was adapted from the study of (Van Katwyk et al., 2000) having 5- point Likert type scale (1=Never; 5 = frequently.) Finally, emotional exhaustion scale was taken from the Maslach, C., Jackson, S.E., 1981. Maslach Burnout Inventory. Consulting Psychologists Press, Palo Alto, CA. Measurement items have a 7 point Likert-type scale (1= Few times a year; 7=Everyday). Table 2 shows the constructs and scale items.

Table 2

Constructs and scale items

Constructs	Items
Job Related Anxiety	After I leave my work, I keep worrying about job problems
	I find it difficult to unwind at the end of a work-day
	I feel used up at the end of the work-day
	My job makes me feel quite exhausted by the end of a work-day
Negative Emotion	How often do you feel the following emotions? 1. Never 2. Rarely 3. Sometimes 4. Often 5. Frequently
	Furious
	Gloomy

Table 2(Continued)

Constructs and scale items

	Anger
	Anxious
	Bored
	Depressed
	Discouraged
	Disgusted
	Fatigued
	Frightened
Emotional Exhaustion	I feel emotionally drained from my work.
	I feel used up at the end of the workday.
	I feel fatigued when I get up in the morning and have to face another day on the job.
	Working with people all day is really a strain for me.
	I feel burned out from my work.
	I feel frustrated by my job.
	I feel I am working too hard on my job.
	Working with people directly puts too much stress on me.
	I feel like I am at the end of my rope.

CHAPTER 4

DATA ANALYSIS RESULTS

4.1 Preliminary Data Analysis

Statistical Package for Social Sciences software (SPSS) were used for data analysis. Exploratory factor analysis was employed using principal components analysis, with Varimax rotation to determine if they represent the distinct concepts of interests. Reliability analysis was used to check whether the measurement scales are reliable. Finally, regression analysis was used to test the proposed hypotheses and to investigate the impact of job related anxiety on teacher emotional exhaustion and negative emotions.

Preliminary data analysis is conveyed to designate number of respondents.

4.2 Exploratory Factor Analysis (EFA)

The table 3 shows that the KMO value is 0.930, exceeding the suggested cut-off value of .60 (Kaiser, 1974). Additionally, Bartlett's Test of Sphericity 8803.175 (Bartlett, 1954) reached statistical significance ($p < 0.00$). Thus, the data is considered appropriate for factor analysis.

Table 3

KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.840
Bartlett's Test of Sphericity	Approx. Chi-Square	2477.855
	df	351
	Sig.	.000

All measures were subjected to exploratory factor analysis. Exploratory factor analysis (EFA) was conducted for establishing the relationship between measured variables in a data set and the latent factors that explain the covariation between these measured variables (Allen, 2017).

21

The initial results demonstrated that 3 items from negative emotion measures produced a distinct dimension. Therefore, they were removed from the measurement items. Additionally, 1 item from emotional exhaustion produced a distinct dimension and thus removed from the measurement items. The final results indicated that all items loaded on their underlying dimensions. Table 4 represents the factor loading of each of the variables in this study. Table 4 also represents that all items were loaded beneath their underlying variables with magnitudes of loadings ranged from 0.759 to 0.510. According to the data, 7 items loaded under negative emotions, 8 items loaded under emotional exhaustion and 4 items loaded under job-related anxiety. All Eigenvalues were greater than 1.0. In short, there was evidence of convergent validity.

Table 4

Factor loadings

Items	1	2	3
NE8	.759		
NE6	.753		
NE9	.744		
NE10	.728		
NE7	.670		
NE5	.657		
NE4	.591		
EEX3		.686	
EEX9		.675	
EEX5		.668	
EEX4		.636	
EEX7		.593	
EEX8		.580	
EEX6		.570	
EEX1		.510	
JRA1			.747
JRA3			.725
JRA2			.715
JRA4			.689

Table 5

Exploratory Factor Analysis

| Factors | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1.	5.058	26.623	26.623	5.058	26.623	26.623
2.	2.118	11.146	37.769	2.118	11.146	37.769
3.	1.958	10.308	48.077	1.958	10.308	48.077
4.	.946	4.980	53.056			
5.	.902	4.748	57.804			
6.	.856	4.507	62.312			
7.	.825	4.340	66.651			
8.	.713	3.754	70.405			
9.	.661	3.480	73.885			
10.	.658	3.465	77.350			
11.	.644	3.388	80.738			
12.	.592	3.115	83.854			
13.	.564	2.971	86.824			
14.	.512	2.693	89.517			
15.	.433	2.280	94.377			

Table 5 (Continued)

Exploratory Factor Analysis

16.	.394	2.074	96.450			
17.	.360	1.894	98.344			
18.	.315	1.656	100.000			

4.3 Reliability

Reliability is used to evaluate the quality of research. It indicates how well a method, technique or test measure something. Reliability is about the consistency of a measure (Middleton, 2020). In an attempt to have internal consistency, the relative Cronbach's alpha level of measurement scales should be over .70 (Cronbach, 1951). Ranged from 0.844 to 0.714 all measures proved to be reliable, since all coefficient alphas were above the commonly accepted cut-off values of 0.70 (Bagozzi & Yi, 1988). Table 6 shows that the scales used in the study have good internal consistency, with Cronbach's alpha values reported as follows: negative emotions (0.844), emotional exhaustion (0.784) and job-related anxiety (0.714).

Table 6

Reliability

Dimensions	Cronbach's Alpha	N of Items
Negative Emotions	.844	7
Emotional Exhaustion	.784	8
Job-related Anxiety	.714	4

4.4 Correlation

The table 7 represents means, standard deviation and correlation of study variables. Since all correlations among study variables are significant the first three conditions for a mediation analysis as outlined by Baron and Kenny (1986) are met. Job-related anxiety is positively related to emotional exhaustion (r=0.221**). This shows that the first condition is met. The second condition is also met because emotional exhaustion is positively related to negative emotions (r = 0.384**). Since Job-related anxiety is positively related to negative emotions (r = 0.233**) the third condition is likewise met.

Table 7

Mean and Standard deviation and correlation

Variables	1	2	3
1. Job-related Anxiety	1.000		
2. Emotional Exhaustion	0.221**	1.000	
3. Negative emotions	0.233**	0.384**	1.000
Mean	3.46	3.07	4.49
Standard deviation	0.72	0.704	0.86

Note: composite scores for each variable were computed. All correlations are significant at p < 0.01 ** and p < 0.05 * except role ambiguity and work-family conflict (one –tailed test)

4.5 Regression

Regression analysis allows researchers to analyze relationships between one independent and one dependent variable (Mooi, 2014). Hierarchical regression analysis was executed to investigate the proposed model and to test the hypotheses for significant relationship between job-related anxiety, emotional exhaustion and negative emotions. Regression analysis is also used to check the mediation effect of emotional exhaustion in the relationship between job-related anxiety and negative emotions.

Multicollinearity happens when independent variables in the regression model are highly correlated to each other (Wu, 2020). Through linear regression, it can be recognized by checking the Tolerance values and Variance Inflation Factor (VIF). All variables had a Tolerance value higher than .10 and VIF value below 10. The results did not reveal any issues with multicollinearity.

The results concerning direct and mediation effect are demonstrated in Table 8.

The results indicate that job-related anxiety has a significant positive effect on negative emotions (β= 0.221, p< 0.000, t= 3.860). Therefore, hypothesis H1 is supported. Job-related anxiety has a significant positive effect on emotional exhaustion (β= 0.233, p< 0.000, t= 4.093). Therefore, hypothesis H2 is supported. The results indicate that emotional exhaustion has a significant positive effect on negative emotions (β = 0.384, p < 0.000, t= 7.087). Therefore, hypothesis H3 is supported.

As demonstrated in Table 8 the inclusion of emotional exhaustion in step 2, increases the explained variance by 11.6 %. The positive effect of job-related anxiety on negative emotions is still significant despite the inclusion of negative emotion in the model. In this case, emotional exhaustion partially mediates the relationship between job-related anxiety and negative emotion. This effect is significant based on Sobel Test (*sobel test: t= 44*, P< 0.000*). Therefore, hypothesis H4 is supported.

Table 8

Hierarchical Multiple Regression Analysis direct and Mediating Effect

Independent variables	Standardized regression weight	
	Negative Emotions	
	Step 1	Step 2
Job-related anxiety	.233*	.156*
Emotional exhaustion		.349*
F	16.7	40.5
R² at each step	.044	.170
Δ R²		.116

Job-related anxiety $\longrightarrow$ Emotional exhaustion $\longrightarrow$ Negative emotions
1

Note: The variance inflation factors (VIF) did not show any problems of multi-collinearity. The results are significant at p < .10.

Table 9

Results of the proposed hypotheses

Hypotheses	Results
H1: Job related anxiety has positive significant relationship to negative emotions.	Accepted
H2: Job related anxiety has positive significant relationship to emotional exhaustion.	Accepted
H3: Emotional exhaustion has positive significant relationship to negative emotions	Accepted
H4: Emotional exhaustion mediates the relationship between job related anxiety and negative emotions	Accepted

CHAPTER 5

RESULT AND IMPLICATIONS

5.1 Discussion

While doing our survey we found that, the primary factor in the research of teacher burnout is emotional exhaustion, which has a substantial impact on teachers' professional lives.

Using information gathered from Pakistani teachers and above discussed literature, we discovered that job-related anxiety has a very significant positive impact on negative emotions which means that when teachers in Pakistan experience anxiety at work, they will feel higher level of negative emotions such as start despair, gloomy, frustrated, demotivated, anger etc.

Researchers Howard Weiss and Russell Cropanzano looked at how anger, fear, joy, love, sadness, and surprise affected people's performance at work (Weiss & Cropanzano, 1996). According to their theory, different types of people experience various emotions in response to particular workplace occurrences such as anxiety and stress. Similar to this, we discovered in our research that employees are more prone to exhibit stronger negative emotions as a result of their anxiety at work.

Our research also revealed a significant positive relationship between job-related anxiety and emotional exhaustion, which indicates that teachers in Pakistan suffer high levels of emotional exhaustion when they encounter anxiety at work.

The teaching profession has a high possibility for anxiety, which may result in decreased job satisfaction, emotional exhaustion, and poor work output. Anxiety and stress is a natural reaction to distressing or threatening situation, but when it persists, it can become severe (Seo et al., 2017).

Employees that are emotionally exhausted are less satisfied with their jobs, take more breaks, and are missing more frequently. (Maslach & Jackson, 1981; Barad, 1979)

There can be many reasons that are the causes of job related anxiety. Hurlock (1978) and Freud (1933) both emphasized that the pressure of social context changes at

work is one of the reasons that intensifies anxiety that eventually leads to emotional exhaustion.

Hence, in our studies we clearly found out that job related anxiety causes high level of emotional exhaustion which is not a favourable emotion.

Furthermore. Our research has demostrated that Emotional Exhaustion has a significant postive relationship with Negative Emotions which indicates that when teachers in Pakistan feel emotionally exhausted, they are more likely to show negative emotions such as anger, demotivation, frustration, lack of interest and so on. According to research, long-term anxiety and negative emotions make teachers less satisfied with their jobs and weaken the stability of teaching teams because about 30% of teachers quit the field within five years due to severe anxiety at workplace (Boreen et al., 2003). Irrespective of its consequences and the prevailing scientific debates, the unfortunate truth is that emotional exhaustion experiences often lead to negative emotions such as negative affect, despair, fatigue, lack of motivation and guilt.

The emotional exhaustion of kindergarten teachers is increased by the continued consumption of the negative emotions (Frenzel, et al., 2021). Our study also shows that emotional exhaustion and negative emotions are strongly positively associate each other.

Additionally, it was discovered that emotional exhaustion mediates the interaction between job related anxiety and negative emotions, allowing us to comprehend how work anxiety can culminate in emotional exhaustion, which causes a wide range of unfavourable negative emotions.

Maslach and Jackson created a scale in 1981 to quantify how personally accomplished, emotionally exhausted, and depersonalized employees experienced. By using this metric, they were able to show that employees who are experiencing emotional exhaustion see their work as draining and feel anxiety and are more inclined to express negative emotions and opinions towards their clients. (Maslach & Jackson, 1981) This is very similar to our findings that job related anxiety makes employee emotionally exhausted which eventually develops negative emotions.

Emotional Exhaustion, a persistently bad emotional state brought on by disappointment, can come from thoughts that are strong in negative emotions (Lee & Ashforth, 1996; Maslach, 1982; Maslach & Jackson, 1981). Frustration and exhaustion can both lead to depression, anxiety, hostility, physical sickness, excessive medication, and insomnia, with frustration being somewhat more active and exhaustion more quiet. Coworkers, clients, and consumers may be affected by either condition as a result of one's outbursts of anger in their contacts with them (Lewandowski, 2003).

Therefore, based on the data gathered, it is apparent that teachers in Pakistan are experiencing problems at work that are making them emotionally exhaust, which in turn causes them to experience negative feelings.

Finally, the results of this study show that the mechanism by which emotional exhaustion results in negative emotions, is job-related anxiety. According to our research, Pakistani school teachers who experience anxiety at work feel emotionally exhausted and are eventually more likely to experience negative emotions.

The Conservation of Resource Theory (Hobfoll, 2001) also provides a solid framework for comprehending the procedures involved in experiencing, managing, and overcoming severe and traumatic job related anxiety (Hobfoll et al., 2001). It says that anxiety arises when a person's resources are threatened, diminished, or when investments in new resources do not sufficiently compound (Hobfoll, 1991; Hobfoll, 2001). Therefore, in line with COR theory (1989), we assume that teachers will experience higher level of negative emotions and emotional exhaustion when they experience anxiety due to loss of resources at work. It implies that teachers will be emotionally exhausted.

5.2 Limitations

It is noteworthy to recognize the limitation of the current study, which highlights the need for further studies. Even though our research provides meaningful results for understanding the impact of workplace anxiety on teachers' emotional exhaustion and negative emotions, still like other studies our research also has some limitations that need to be considered.

First, the measures used in this study were self-reported, which can give rise to questions concerning common method variance (Podsakoff et al., 2003). Yet, endeavors were taken place to reduce the impact of this bias by making sure the confidentiality of responses, which is supposed to lessen social desirability biases.

Online surveys were the ideal choice for the study because they are often the most economical methods of research and can easily collect a big amount of data with a wide reach.

Second, the lack of a longitudinal research model limits the causal conclusions that can be obtained from the findings.

Third, the results of the study cannot be generalizable to other cultural settings with more efficient resources and regulatory regimes that may restrict workplace anxiety reasons. The key goal of the research, is to conduct and investigate the impact of job related anxiety on teachers's emotional exhaustion and negative emotions in pakistan to prevent it and also to provide useful information that might be of help to recognize and somewhat prevent workplace anxiety from happening or reduce it at least.

This study solely focused on the teaching profession which is a limitation as well, other occupations may also have similar anxiety and emotional exhaustion problems.

5.3 Future Studies

The present study encourages researchers to carry out comparable investigations in different cultural contexts and with a bigger sample size due to the limitations of our study. The current finding may also be supported by a longitudinal research approach. Future research can also examine other variables as mediators in the relationship between job related anxiety and negative emotions and how it effects their job performance. Future studies may also examine the moderating impact of

demographic factors on mental health, such as gender, generational groupings, and personality.

Future studies should use a longitudinal approach to investigate the temporal influences of emotional tiredness on other important factors, like depression, despair etc. For instance, is there a direct correlation between depression and emotional tiredness or does one precede the other? Additional measures should be used in further studies on emotional tiredness to more amply illustrate discriminant validity. It would also be advantageous to apply this to clinical populations in order to support stronger clinical utility and external validity.

The high incidence of emotional tiredness among health providers highlights the need for more research on the topic in the industry. Researchers have urged attention to the impact of emotional weariness on job outcomes and the identification of strategies that may lessen its adverse effects, even if a large portion of the literature has focused on antecedents.

Finding a model of explanation for the findings in the current work is another crucial area for future research because there are good grounds for further investigation of the interaction effects. Finding a model that can explain the effects of utilizing healthy or unhealthy emotion regulation techniques on workplace -related anxiety is more important since it could lead to more effective interventions before chronic stress levels lead to more severe anxiety-related issues.

demographic factors on mental health, such as gender, generational groupings, and personality.

Future studies should use a longitudinal approach to investigate the temporal influences of emotional tiredness on other important factors, like depression, despair etc. For instance, is there a direct correlation between depression and emotional tiredness or does one precede the other? Additional measures should be used in further studies on emotional tiredness to more amply illustrate discriminant validity. It would also be advantageous to apply this to clinical populations in order to support stronger clinical utility and external validity.

The high incidence of emotional tiredness among health providers highlights the need for more research on the topic in the industry. Researchers have urged attention to the impact of emotional weariness on job outcomes and the identification of strategies that may lessen its adverse effects, even if a large portion of the literature has focused on antecedents.

Finding a model of explanation for the findings in the current work is another crucial area for future research because there are good grounds for further investigation of the interaction effects. Finding a model that can explain the effects of utilizing healthy or unhealthy emotion regulation techniques on workplace -related anxiety is more important since it could lead to more effective interventions before chronic stress levels lead to more severe anxiety-related issues.

REFRENCES

Ahmed, I., Banu, H., Al-Fageer, R., and Al-Suwaidi, R. (2009). Cognitive emotions: depression and anxiety in medical students and staff. *Journal of Critical Care*, 24, 1 - 7. doi: 10.1016/j.jcrc.2009.06.003

Allen RJ, Schaefer A, Falcon T. (2014). Recollecting positive and negative autobiographical memories disrupts working memory. *Acta Psychologica*, 151:237–243. doi: 10.1016/j.actpsy.2014.07.003.

Alvaro, C., Lyons, R. F., Warner, G., Hobfoll, S. E., Martens, P. J., Labonté, R., & Brown, R. E. (2010). Conservation of resources theory and research use in health systems. *Implement Science*, 5, 79. doi: 10.1186/1748-5908-5-79

Ashkanasy N. M., Humphrey R. H., Huy Q. N. (2017). Integrating emotions and affect in theories of management. *Academy of Management Review*, 42 175–189. 10.5465/amr.2016.0474

Ashkanasy, N. M., Troth, A. C., Lawrence, S. A., & Jordan, P. J. (2017). Emotions and emotional regulation in HRM. In M. R. Buckley, J. R. B. Halbesleben, & A. R. Wheeler (Eds.), *Research in personnel and human resources management* (pp. 1– 52). Bingley.

Barlow, D. H., Chorpita, B. R, & lurovsky, J. (1996). Fear, panic, anxiety, and the disorders of emotion. In D. A. Hope (Ed.), *Nebraska Symposium on Motivation: Perspectives on anxiety, panic, and fear* (Vol. 43, pp. 251-328). Lincoln: University of Nebraska Press.

Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36– 59. doi:10.5465/amp.2007.24286163

Bauer, J., Stamm, A., Virnich, K., Wissing, K., Muller, U., Wir shing, M., & Schaarschmidt, U. (2006). Correlation between burnout syndrome and psychological and psychosomatic symptoms among teachers. *International Archives of Occupational and Environmental Health*, 79, 199–204. doi: 10.1007/s00420-005-0050-y

Beehr, T.A. & Newman, J.E. (1978). Job stress, employee health and organizational effectiveness: A facet analysis, model and literature review, *Personnel Psychology*, 31, 665-669.

Beilock et al., (2009). Female teachers' math anxiety affects girls' math achievement. *Psychological and Cognitive Sciences*

Boreen, J.; Niday, D.; Johnson, M.K. (2003). Mentoring Across Boundaries: Helping Beginning Teachers Succeed in Challenging Situations; *Stenhouse Publishers:* Portsmouth, NH, USA, 43.

Bradley, K. (2014). Educator's positive stress responses: *Eustress and psychological capital. (Unpublished doctoral dissertation)*. DePaul University, Chicago, United States.

Cassidy, J., & Berlin, L.J. (1994). The insecure/ambivalent pattern of attachment: Theory and research. *Child Development*, 65, 971-981

Cassitto, M. G. (2003). Raising awareness of Psychological Harassment at Work. *Organização Mundial De Saúde*

Chang, M. L. (2009). An appraisal perspective of teacher burnout: examining the emotional work of teachers. *Educational Psychological Review*. 21, 193–218. doi: 10.1007/s10648-009-9106-y

Clark, M. A., Robertson, M. M., & Carter, N. T. (2018). You spin me right round: A within-person examination of affect spin and voluntary work behaviour. *Journal of Management*, 44(8), 3176– 3199.

Clarke, S.G. and Cooper, C.L. (2000). The Risk Management of Occupational Stress, *Health, Risk and Society*, 2(2): 173-187.

Cokluk, O. (2014). Orgutlerde tukenmislik. Icinde C. Elma ve K. Demir (Ed.) [Burnout in organizations]. In C. Elma & K. Demir (Ed.), Yonetimde cagdas yaklasimlar uygulamalar ve sorunlar [Modern approachments practises and problems in administration] (pp. 117-143). *Ankara: Ani Yayincilik*.

Coleman J.C. (1976). Abnormal Psychology and Modern Life (Indian reprint), *Taraporewalla, Bombay*

Cote, S.; Morgan, L.M. (2002). A longitudinal analysis of the association between emotion regulation, job satisfaction, and intentions to quit. *Journal of Occupational, Organizational and Psychological Behaviour* 2002, 23, 947–962.

DiGiacomo, M., and Adamson, B. (2001). Coping with stress in the workplace: Implications for new health professionals. *Journal of Allied Health* 30, 106–111.

Ding, Y., Qu, J., Yu, X., and Wang, S. (2014). The mediating effects of burnout on the relationship between anxiety symptoms and occupational stress among community healthcare workers in China: a cross-sectional study. *Public Library of Science ONE* 9:e107130. doi: 10.1371/journal.pone.0107130

Ersoy-Kart, M. (2009). Relations among social support, burnout, and experiences of anger: an investigation among emergency nurses. *Nursing Forum* 44, 165–174. doi: 10.1111/j.1744-6198.2009.00139.x

Farr, J.L. and Ford, C.M. (1990). "Individual innovation", in West, M.A. and Farr, J.L. (Eds), Innovation and Creativity at Work: Psychological and Organizational Strategies, *John Wiley and Sons,* pp. 63-80

Felton, J. S. (1998). Burnout as a clinical entity - its importance in health care workers. *Occupational Medicine.* doi: 10.1093/occmed/48.4.237

Fischer AH. (2018). Comment: The emotional basis of toxic affect. *Emotion Review* ;10(1):57-58. doi:10.1177/1754073917719327

Frenzel, A.C.; Daniels, L.; Buri'c, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychology.* 2021, 56, 250–264.

García-Arroyo, J.A.; Segovia, A.O. (2019). Work overload and emotional exhaustion in university teachers: Moderating effects of coping styles. *University of Psychology,* 18, 1–12.

Halbesleben, J. R. B., & Bowler, W. M. (2007). Emotional exhaustion and job performance: The mediating role of motivation. *Journal of Applied Psychology,* 92, 93–106

Han, J.; Yin, H.; Wang, J.; Zhang, J. (2019). Job demands and resources as antecedents of university teachers' exhaustion, engagement and job satisfaction. *Educational Psychology.* 40, 318–335.

Harvey S.B., Modini M., Joyce S., Milligan-Saville J.S., Tan L., Mykletun A., Bryant R.A., Christensen H., Mitchell P.B. (2017). Can work make you mentally ill? A systematic meta-review of work-related risk factors for common mental health problems. *Occupational Environment*

Hendriks S.M., Spijker J., Licht C.M., Hardeveld F., de Graaf R., Batelaan N.M., Penninx B.W., Beekman A.T. (2015). Long-term work disability and absenteeism in anxiety and depressive disorders. *Journal of Affective Disorders,* 178:121–130. doi: 10.1016/j.jad.2015.03.004.

Hillhouse, J. J., and Adler, C. M. (1997). Investigating stress effect patterns in hospital staff nurses: results of a cluster analysis. *Social Science and Medicine* 45, 1781–1788. doi: 10.1016/S0277-9536(97)00109-3

Hobfoll, S. E. (1988). The Ecology of Stress. *Washington, DC: Hemisphere.*

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress, *American Psychologist*, 44(3), 513-524.

Hobfoll, S. E. (1998). Stress, Culture, and Community: The Psychology and Physiology of Stress. *New York: Plenum Press.*

Hobfoll, S.E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist,* 44, 513–524.

Hotopf M., Wessely S. (1997). Stress in the workplace: Unfinished business. *Journal of Psychosomatic Research* 43, 1–6. doi: 10.1016/S0022-3999(97)00115-3.

Houben, M., Van Den Noortgate, W., & Kuppens, P. (2015). The relation between short-term emotion dynamics and psychological well-being: A meta-analysis. *Psychological Bulletin,* 141(4), 901– 930. doi: 10.1037/a0038822

Houtman IL, Kompier MA. (1995). Risk factors and occupational risk groups for work stress in the Netherlands. In: Sauter SL, Murphy LR, editors. Organizational Risk Factors for Job Stress. *Washington DC:* APA Press.

Jestin, W. and Gampel, A. (2002). The Big Valley, Global Outlook, Toronto, McGraw Hill.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P.& Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178187.doi: 10.1108 /02683940510579803

Kaschka W. P Korczak D. Broich K. (2011). Burnout: a fashionable diagnosis. *Deutsches Ärzteblatt International* 108, 781. 10.3238/arztebl.2011.0781

Kerr R., McHugh M., McCrory M. (2009). HSE management standards and stress-related work outcomes. *Occupational Medicine*, 59, 574–579. doi: 10.1093/occmed/kqp146.

Koeske, G.F.; Koeske, R.D. (1993). A preliminary test of a stress-strain-outcome model for reconceptualizing the burnout phenomenon. *Journal of Social Service Research*, 17, 107–135.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53, 27–35.

Lackritz, J.R. (2004). Exploring burnout among university faculty: Incidence, performance, and demographic issues. *Teaching and Teacher Education*, 20, 713–729.

Lai, M. (2010). Challenges to the work life of academics: The experience of a renowned university in the Chinese mainland. *Higher Education Quaterly*, 64, 89–111

Landsbergis, P.A. (2003). The Changing Organisation of Work and the Safety and Health of Working People: A Commentary, *Journal of Occupational Environmental Medicine*, 45(1), 61-72.

Lazarus (1991). *RS Emotion and Adaptation London Oxford University Press*

Lazarus, R. S., and Folkman, S. (1984). Stress, Appraisal, and Coping. *New York: Springer.*

Li, J.J. (2018). A study on university teachers' job stress-from the aspect of job involvement. *Journal of Interdisciplinary Mathametics,* 21, 341–349.

Mark, G. & Smith, A. P. (2012). Effects of occupational stress, job characteristics, coping, and attributional style on the mental health and job satisfaction of university employees. *Anxiety, Stress and Coping.* doi:10.1080/10615806.2010.548088

Mark, G. and Smith, A. P. (2012). Occupational stress, job characteristics, coping, and the mental health of nurses. *British Jouranl of Health Psychology,* 17, 505–521. doi: 10.1111/j.2044-8287.2011.02051.x

Maslach C. and Jackson S.E (1981). Measurement of experienced burnout. *Journal of Occupational Behaviour,* 2, 99-113.

Maslach C. and Jackson S.E (1981). The Maslach Burnout Inventory. Consulting Psychologists Inc: Palo Alto, Californa

Maslach, C., & Jackson, S.E. (1984). Burnout in organizational settings. In S. Oskamp (Ed.), *Applied Social Psychology Annual* (Vol. 5, pp. 133–153). Beverly Hills, CA: Sage

Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology,* 93, 498–512.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annual Review of Psychology.* doi: 10.1146/annurev.psych.52.1.397

Maslach, C.; Jackson, S.E.; Leiter, M.P. (1996). *MBI: Maslach Burnout Inventory; CPP, Incorporated.* Sunnyvale, CA, USA

Maslach, C.; Leiter, M.P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry,* 15, 103–111.

Maslach, C.; Schaufeli, W.B.; Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology,* 52, 397–422.

L McLean , T Abry, M Taylor, M Jimenez, K Granger (2017). Teachers' mental health and perceptions of school climate across the transition from training to teaching. *Teaching and Teacher Education.* 65, 230-240

Melamed S., Shirom A., Toker S., Berliner S., Shapira I. (2006). Burnout and risk of cardiovascular disease: evidence, possible causal paths, and promising research directions. *Psychological Bulletin,* 132,327. doi:10.1037/0033-2909.132.3.327

Melchior, M., Caspi, A., Milne, B. J., Danese, A., Poulton, R., & Moffitt, T. E. (2007). Work stress precipitates depression and anxiety in young, working women and men. *Psychological medicine, 37*(8), 1119-1129.

Moy, F.M.; Hoe, V.C.W.; Hairi, N.N.; Buckley, B.; Wark, P.A.; Koh, D.; Bueno-de-Mesquita, H.B.; Bulgiba, A.M. (2014). Cohort study on clustering of lifestyle risk factors and understanding its association with stress on health and wellbeing among school teachers in Malaysia (CLUSTer)—*A study protocol. BMC Public Health* 14, 611.

Muschallan B., Linden M. and Olbrich D. (2010). The relationship between job-anxiety and trait-anxiety—a differential diagnostic investigation with the Job-Anxiety-Scale and the State-Trait-Anxiety-Inventory. *Journal of Anxiety Disorders,* 24, 366 -371.

Plaisier, I, TF, Beekman, R. De Graaf, JH, Van Dyck, R & Penninx, BWJH (2010). Work Functioning in person with depressive and anxiety disorders: the role of specific psychopathological characteristics, *Journal of Affective Disorders,* 125(1), 198-206.

Pechony, O., & Shindell, D. T. (2010). Driving forces of global wildfires over the past millennium and the forthcoming century. *Proceedings of the National Academy of Sciences,* 107(45), 19167-19170.

Pyzalski, J. (2003). Stressors in the teacher's work environment. In ˙ Psychosocial Working Conditions of Polish Teachers between Burnout and Commitment; Pyzalski, J., Merecz, D., Eds.; Impuls: Kraków, Poland, 53–74.

Rehman, H. (2008). Occupational Stress and a Functional Area of an Organization, *International Review of Business Research Papers,* 4(4), 163-173.

S Reynolds (1997). Psychological well-being at work: is prevention better than cure? *Journal of Psychosomatic Research.* 43(1), 93–102.

Santa Maria A, Wörfel F, Wolter C, Gusy B, Rotter M, Stark S, Kleiber D, Renneberg B. (2018). The role of job demands and job resources in the development of emotional exhaustion, depression, and anxiety among police officers. *Police Quarterly*, 21(1),109–34.

Schaufeli W.(2017). The job demands-resources model: a 'how to'guide to increase work engagement and prevent burnout. *Organizational Dynamics*, 46, 120–32.

Selye, H. (1987). Stress without distress. *London: Transworld.*

Seo J.S., Wei J., Qin L., Kim Y., Yan Z., Greengard P. (2016). Cellular and molecular basis for stress-induced depression. *Molecular Psychiatry.* 22:1440–1447. doi: 10.1038/mp.2016.118.

Shirom, A. (2003). Job-related burnout. In J. C. Quick, & L. E. Tetrick (Eds.). *Handbook of occupational health psychology* (pp. 245–265). Washington, DC: American Psychological Association.

Shirom, A. (1989). Burnout in work organizations. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology:* 25–48. New York: Wiley.

Shukla, A.; Trivedi, T. (2008). Burnout in Indian teachers. *Asia Pacific Education Review*, 9, 320–334

Simsek, M., & Celik, A. (2012). Yonetim ve organizasyon (Management and organization). *Konya: Egitim Akademi.*

Sorenson, R. D. (2007). Stress management in education: Warning signs and coping mechanisms. *Management in Education*, 21(3), 10-13.

Spector, R. (1978). "Organizational frustration: a model and review of the literature", *Personnel Psychology.* 31(4), 815-829.

Spielberger, C. D. (1983). State-trait anxiety inventory for adults. *American Psychological Association; Psychological Test* 57(1):15-8. https://doi.org/10.1037/t06496-000

Spitzer R.L., Williams J.B., Kroenke K., Linzer M., de Gruy F.V., 3rd, Hahn S.R.,Brody D., Johnson J.G. (1994). Utility of a new procedure for diagnosing mental disorders in primary care. *The PRIME-MD 1000 Study*. JAMA. 272,1749–1756. doi: 10.1001/jama.1994.03520220043029.

Srivastava, S., Hagtvet, K.A., & Sen, A.K. (1994). A study of role stress and job anxiety among three groups of employees in a private sector organization. *Social Science International*, 10, 25-30.

Turnipseed, D. L. (1998). Anxiety and burnout in the health care work environment. *Psychological Reports*, 82, 627–642. doi: 10.2466/pr0.1998.82.2.627

Unterbrink, T.; Zimmermann, L.; Pfeifer, R.; Wirsching, M.; Brähler, E.; Bauer, J. (2008). Parameters influencing health variables in a sample of 949 German teachers. *International Archives of Occupational and Environmental Health*, 82, 117–123

Vasilopoulos, S. (2012). Job burnout and its relation tosocial anxiety in primary school teachers. *Journal of Psychology*, 9, 18–44.

Wang F., Shi W. (2020). The effect of work-leisure conflict on front-line employees' work engagement: a cross-level study from the emotional perspective. *Asia Pacific Journal of Management*, 39 225–247. doi:10.1007/s10490-020-09722-0

Wang Z., Qiu X., Jin Y., Zhang X. (2022). How work–family conflict and work–family facilitation affect employee innovation: a moderated mediation model of emotions and work flexibility. *Frontiers in Psychology*, 12, doi:796201. 10.3389/fpsyg.2021.796201

Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior*, 18, 1–74.

Yin, H.; Han, J.; Lu, G. (2017). Chinese tertiary teachers' goal orientations for teaching and teaching approaches: The mediation of teacher engagement. *Teaching in Higher Education*, 22, 766–784.

Zurlo, M.C.; Pes, D.; Cooper, C.L. (2007). Stress in teaching: A study of occupational stress and its determinants among Italian schoolteachers. *Stress Health,* 23, 231–241.

Zurlo, M.C.; Pes, D.; Capasso, R. (2016). Personality Characteristics, Job Stressors, and Job Satisfaction: Main and Interaction Effects on Psychological and Physical Health Conditions of Italian Schoolteachers. *Psychological Reports,* 119, 27–38.

APPENDIX: SURVEY QUESTIONNAIRE

You are invited to participate in a survey which investigates the antecedents of mental wellbeing among high school teachers in Pakistan. This survey is intended for people [18 years or older] is investigating the impacts workplace misbehaviors on employees work outcomes.

This research composed by Amna YAQUB, MBA student of Final International University and supervised by Assist. Prof. Dr. Taraneh FOROUTAN.

Your survey responses will be strictly confidential and data from this research will be used only for academic purposes.

The survey duration is approximately 7 minutes, and participation is voluntary. By starting the survey, you are accepting to give consent for evaluation of your responses. If you feel any concern or discomfort, you are free to withdraw from the survey at any time. In such a case, the use of the information you provide will only be possible with your consent.

Your sincere, thoughtful answers are kindly requested.

Thank you in advance for your participation.

Amna YAQUB

Do you accept to participate in the study: ☐Yes   ☐No?

    Age: ☐20-30 years. ☐30-40 years   ☐40-50 years ☐ Above 50

    Gender: ☐Male   ☐Female

    Education level: ☐High school ☐Bachelor ☐Master Ph.D.   ☐ Others

    Organization tenure: ☐1-5 years   ☐6-10 years   ☐11-15 years ☐more than 15 years

    Nationality:

Please indicate the degree of your agreement or disagreement with each statement

1) Strongly disagree; 2) moderately disagree 3) slightly disagree 4) neither disagree nor agree 5) slightly agree; 6) moderately agree; 7) strongly agree.

Items	1	2	3	4	5	6	7
1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.							
2. I talk up this organization to my friends as a great organization to work for.							
3. I feel very little loyalty to this organization. (R)							
4. I find that my values and the organization's values are very similar.							
5. I am proud to tell others that I am part of this organization.							
6. I could just as well be working for a different organization as long as the type of work were similar.							
7. This organization really inspires the very best in me in the way of job performance.							
8. It would take very little change in my present circumstances to cause me to							

leave this organization.							
9. 1 am extremely glad that I chose this organization to work for, over others I was considering at the time I joined.							
10. There's not too much to be gained by sticking with this organization indefinitely.							
11. Often, I find it difficult to agree with this organization's policies • on important matters relating to its employees.							
12. I really care about the fate of this organization.							
13. For me this is the best of all possible organizations for which to work.							
14. Deciding to work for this organization was a definite mistake on my Part.							

Please indicate the degree of your agreement or disagreement with each statement

1) Strongly disagree; 2) moderately disagree 3) slightly disagree 4) neither disagree nor agree 5) slightly agree; 6) moderately agree; 7) strongly agree.

Items	1	2	3	4	5	6	7
15. My co-workers and I do not have any difficulty expressing our feelings to each other.							

16. We are not afraid to express unpleasant feelings at work.							
17. Whenever anyone at work expresses an unpleasant feeling, she/he always does so in a constructive manner.							
18. If someone gets upset with other co-workers, she/he knows they will try to understand her/him.							
19. I am able to express my frustrations without offending anyone.							
20. We cope well with the conflicts we experience at work.							
21. We cope well with the tensions we experience at work.							
22. We cope well with the pressures experienced at work.							
23. Even during times of stress and pressure, we always manage to find effective solutions.							
24. We are always open to listening to our co-workers' new ideas.							
25. We are very open to diverse influences, even if they come from unconventional sources, such as new employees, customers, etc.							
26. We are attentive to new opportunities that can make our system more efficient and effective.							

27. We know how to accept people who are different.							
28. I feel that my co-workers like me.							
29. I feel that my co-workers and I try to develop meaningful relationships with one another.							
30. I feel that my co-workers understand me.							
31. The relationship between my co-workers and myself is based on mutuality.							
32. We are committed to one another at work.							
33. There is a sense of empathy among my co-workers and myself.							
34. I feel that my co-workers and I do things for one another.							

Please indicate the degree of your agreement or disagreement with each statement.

1) Strongly disagree; 2) moderately disagree 3) slightly disagree 4) neither disagree nor agree 5) slightly agree; 6) moderately agree; 7) strongly agree.

Items	1	2	3	4	5	6	7
35. If you make a mistake on this organization, it is often held against you.							

36. Members of this organization are able to bring up problems and tough issues.							
37. People on this organization sometimes reject others for being different.							
38. It is safe to take a risk on this organization.							
39. It is difficult to ask other members of this organization for help							
40. No one on this organization would deliberately act in a way that undermines my efforts.							
41. Working with members of this organization, my unique skills and talents are valued and utilized							

Please indicate how often you experience the following statements.

1) never 2) a few times a year 3) monthly 4) a few times a month 5) every week 6) a few times a week 7) every day

Items	1	2	3	4	5	6	7
42. I feel emotionally drained from my work.							
43. I feel used up at the end of the workday.							
44. I feel fatigued when I get up in the morning and have to face							

another day on the job.							
45. Working with people all day is really a strain for me.							
46. I feel burned out from my work.							
47. I feel frustrated by my job.							
48. I feel I am working too hard on my job.							
49. Working with people directly puts too much stress on me.							
50. I feel like I am at the end of my rope.							

Please tick the box that best describes your experience of each over the last 2 weeks

1) **None of the time**   2) **Rarely**   3) **Some of the time**   4) **Often**   5) **All of the time**

Items	1	2	3	4	5
51. I have been feeling optimistic about the future.					
52. I have been feeling useful.					
53. I have been feeling relaxed.					
54. I have been feeling interested in other people.					
55. I have had energy to spare.					
56. I have been dealing with problems well.					

57. I have been thinking clearly.					
58. I have been feeling good about myself.					
59. I have been feeling close to other people.					
60. I have been feeling confident.					
61. I have been able to make up my own mind about things.					
62. I have been feeling loved.					
63. I have been interested in new things.					
64. I have been feeling cheerful.					

Please indicate the degree of your agreement or disagreement with each statement

1) Strongly disagree; 2) moderately disagree 3) slightly disagree 4) neither disagree nor agree 5) slightly agree; 6) moderately agree; 7) strongly agree.

Items	1	2	3	4	5	6	7
65. I have to do things that should be done differently.							
66. I receive an assignment without the manpower to complete it.							
67. I have to buck a rule or policy in order to carry out an assignment.							
68. I work with two or more groups who operate quite differently.							
69. I receive incompatible requests from two or more people.							

70. I do things that are apt to be accepted by one person and not accepted by others.						
71. I receive an assignment without adequate resources and materials to execute it.						
72. I work on unnecessary things.						
73. I feel certain about how much authority I have.						
74. I have clear, planned goals and objectives for my job.						
75. I know that I have divided my time properly.						
76. I know what my responsibilities are.						
77. I know exactly what is expected of me.						
78. Explanation is clear of what has to be done.						

Please indicate the degree of your agreement or disagreement with each statement

(1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

Items	1	2	3	4	5
79. After I leave my work, I keep worrying about job problems.					

80. I find it difficult to unwind at the end of a work-day.					
81. I feel used up at the end of the work-day.					
82. My job makes me feel quite exhausted by the end of a work-day.					

Please indicate how often you feel each of the following emotions.

1. Never   2. Rarely   3. Sometimes   4. Often   5. Frequently

Items	1	2	3	4	5
83. Furious					
84. Gloomy					
85. Angry					
86. Anxious					
87. Bored					
88. Depressed					
89. Discouraged					
90. Disgusted					
91. Fatigued					
92. Frightened					

Thanks!!!