

The effect of locus of control on sources of occupational stress To the professors of higher education at the University of Algiers

Mohammed Nadjib Anasseri

Prevention and Ergonomia Laboratory, University of Algiers 2 Abou El Kacem Saadallah (Algeria), E-mail:

Mohamednadjib.anasseri@univ-alger2.dz

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Abstract:

The current study aims to identify the sources of professional stress among higher education professors, and to identify the role played by some variables such as the control center in reducing the effects of stress. In order to achieve this goal, the study was conducted on a sample of 120 professors. They were chosen randomly, and the results showed that: Professors with external control experience more professional stress than professors with internal control.

Keywords: Sources of occupational stress, control center.

Introduction :

The topic of occupational stress has become a subject of interest for many researchers from different branches. This is due to the effects on the individual and the organization that negatively affect their performance and their sense of satisfaction with work, which leads to weak economic returns and a low level of productive efficiency among the employee or worker in the organization.

It is worth noting that work pressures and their harmful effects are no longer limited to a specific profession only, but have become common in many professions, including social professions such as nursing, education, etc., which require preparations and capabilities that are necessary for their practitioners. Taking into account professional and functional requirements, keeping pace with the progress of knowledge and technology leading to it, and using empathy. The specificity of the teaching profession is based on the activity of the teacher and professor and on the methods and methodology he uses to convey.

Useful information for students and pupils, and this is only done if the student is ready and willing to obtain new information.

Therefore, the professor is constantly subject to the students' requirements, which requires him to face the difficulties associated with the profession.

If we listen carefully to the demands of the teaching profession, it seems clear to us at first glance that it actually requires great effort and patience to achieve the goals of the job in the best possible way, which undoubtedly causes psychological and professional pressure.

In this regard, he points out: Farber 1991 found that most teachers, regardless of their specializations, feel job dissatisfaction and psychological pressure due to workload and burnout, which affects their ability to face the challenges of the profession, leading many of them to...think about leaving work.

Other studies have confirmed that professional pressures lead to a significant increase in the rates of emotional problems such as anxiety, emotional exhaustion, and low self-esteem and personal achievement. (Hodge.GM.jet Taylor.1994.litt et Turk 1985)

Given these considerations, some researchers believe that psychological pressure has become a feature of the modern era, while others have called it the silent killer (Al-Otaibi 1997).

As the study indicated Dauroa et fimian 1988...

Teachers are more exposed than others to psychological pressures due to the ambiguity of the role, the intensity of conflicting demands, and the teacher's continued exposure to stressful situations.(aissa 1996) confirmed thisin (1985.Litt et turk).

If it is considered that teachers face increasing levels of stress in their work, then 79% of the sample members admitted that the teaching profession is the main source of stress in their lives.

The university professor remains one of the main pillars of the educational system due to the main role he plays in this process, and for this reason he is exposed to professional pressures as a result of.

In addition to his experience of educational situations, previous studies on professional pressure among teachers did not choose the role of some important variables revealed by studies on professional pressure in the industrial environment and the psychological field.

The psychosocial field in general, including social support variables.

(laireiter,bauman,perkonig and himmerlauer.1997)

Control center as important variables that protect against the effects of occupational stress. (kirkcaldry and fumhan ,1995)

Given these theoretical and methodological considerations in the current study, a number of questions are raised about professional pressure and the variables associated with it among higher education professors, which are specified below :

Are there statistically significant differences between professors in the sources of professional stress according to gender ?

Are there statistically significant differences between professors in the sources of professional stress and the locus of control ?

Research hypotheses :

As initial answers to the research questions, we formulated the following hypotheses:

- We expect that there will be differences among professors in the sources of professional stress according to gender.
- We expect there to be statistically significant differences between university professors in the sources of stress according to the control center.

The aim and importance of the study :

The current study aims to expand knowledge about professional stress among higher education professors to identify the sources of stress among this group and to identify the role played by some variables in limiting the effects of stress. This study also lies in.

It deals with one of the most important topics in social psychology, which is professional pressure in a very important social field, which is the field of education and training. It also deals with a specific and targeted category for professional pressure.

I and she are a group of higher education professors, and the latter seek to attract interest in improving their financial and professional status so that they can perform their professions in the best possible way and achieve their life requirements, which in turn reduces pressures Psychological and professional

Terminology :

1 - the concept of pressure : We will discuss the concept of pressure in general and define its meaning by examining the various definitions of the theory proposed for this concept.

Meaning of stress Biologists see stress as a pattern of response to psychological, social, or natural factors that the individual cannot control within the normal limits of adaptation.

(Borrois 1988)

As it is known from a medical perspective, it is a process that occurs within the body, represented by the kidney's response to factors that require adaptation to influences, changes, and demands, as well as to the stresses that it may be exposed to in different situations.

(Levy 1984)

While researchers in pathological psychology see stress as the total mobilization of the body in order to give a response to attacks coming from the external environment, and this mobilization is not followed by effects, and therefore there is no adaptive response from.

From the body, and if this mobilization is imposed unnecessarily, it will cause exhaustion and gradual manifestation of the main organs and specific functions, i.e. what is under the control of the autonomic nervous system ;Système neuro _Vegetatif

(crespy ,1984)

TWe agree that the phenomenon of pressure has led to differences in defining a unified concept of pressure. If we find that there are three different trends, there are those who define it as a stimulus, there are those who define it as a response, and another defines it as a stimulus and a response at the same time.

The first trend deals with pressure as one of the stimuli or stimuli that exist in the environment and have an effect on the individual, while the second trend views pressure as the individual's response to stimuli.

While the third trend deals with stress as the interaction that occurs between these two elements, (the causes of stress and the responses to it.)

There are those who have taken the first and second approaches, and the objection is regarding the first, except that the same stimulus can cause multiple and different responses depending on the individuals.

Knowing the circumstances of the stimuli does not necessarily mean predicting the psychological or psychosomatic responses because there is a difference in individual differences. As a result of the life experiences of individuals, their evaluations of determining resistance and defense methods differ.

for the second approach, the response can change significantly with the continuation and repetition of the same stimulating conditions after a period of time. Therefore, the third approach is to work more.

Masson1975

In his definition of stress, he focused on the relationship between the individual and the environment, which takes into account the characteristics of the individual on the one hand and the nature of the stressful situation on the other hand.

Psychological stress arises as a result of the individual's evaluation of the environment in which he lives as threatening, exceeding his ability, or harming his well-being.

2- The concept of occupational stress:

Researchers in the field of organizational behavior and industrial psychology in Western countries have given great importance to the subject of occupational stress during the last three decades.

However, they differ in their definitions of it, its nature, its sources, its effects, and how to control it, due to the different approaches and models they use, which has complicated and continues to complicate studies on this subject.

We find, as Cox 1986 mentions, researchers who use the stimulus-based approach, and other researchers such as Francis Kaylan 1974.

Marybeth shinn, 1984 kear ,1973 ; mars hall and cooper.1976 ; fransis kaplan,1986 ;kahn ,1974. They are based on the interaction between stimuli and responses.

3- The concept of the locus of control:

Julian Wrotter 1966 is considered the first to present the concept of the locus of control through the general framework of the main theory of this concept, which is that the individual may believe that his behavior, ability, and internal actions.

It is the one that determines the reinforcements that he receives. The causal concept between the action, the individual, and the result is a basic concept, and the strength of the relationship between them depends partly on the individual's sense of whether or not he has a causal relationship or a fixed relationship between his behavior and

The accident .

(Rotter1966)

According to Rotter, the type of control depends on the type of reinforcement and is related to the degree of the hypothesis' awareness of the results of the events of his life.(Al-Kanani 1991)

It appears that perceived control as a result of the individual's interaction with the stressful situation begins, and this is due to the way in which the individual estimates the degree of his influence on the environment.

when the phrase "the process of cognitive awareness is transitional and prepared to face a specific situation," we speak of "affiliation" (Rotter 1966).

4 Definition of the control locus :

Spector 1988 defined the control locus as a generalized expectation regarding rewards, reinforcements, and outcomes in life that are due to the individual himself internally or to external forces externally.

However, most researchers agreed on the following definition: The locus of control is the judgment expressed by the source of the reinforcements received by Spector 1988 The locus of control is defined from a modern behavioral perspective of social learning by the nature of psychological control.

(Quintard,paulhan ,1994)

We find two categories of individuals:

The first category :we believe can control some events.

The second category : believes that they cannot control the events that happen to them and that their cause is external.

The basis for distinguishing between insiders and outsiders is the belief in what is called the source of control. Some individuals believe that they are masters of their fate and that what happens to them is the result of their own hands and actions, and they are called insiders, while other individuals believe...

What they do and what happens to them is the result of forces outside their control, existing in circumstances and circumstances that they cannot control, and they are called external forces.

Study procedures :

1_ Research Methodology :

The current study relied on the descriptive method, which aims to describe the phenomenon and reality accurately and objectively, depending on the data that is analyzed quantitatively and qualitatively.

Depending on statistical methods to study the differences between variables and express them quantitatively (Malham 2000).

2- The sample:

The number of individuals in the final study sample was 120 professors from the University of Algeria, distributed according to gender, as the percentage of males was 44.2% of the sample individuals, while we find the percentage of females

55.8 females all answered the questionnaire prepared to measure the study variables. In forming this sample, we only took into account one condition, which is the equality of the number of individuals in the education level variable.

3 _ Study tools:

In our current study, we relied on a questionnaire consisting of three axes.

The first contains personal data, the second axis contains a scale of occupational stress, while the third part of the questionnaire contains a scale of concentration.

Table No. 1 shows that sources of pressure are not affected by gender, and therefore it can be said that there are no statistically significant differences between males and females in sources of pressure.

dimension	Source of variance	Somme des carrés	ddl	Moyenne des carrés	F	Signification
Role conflit	bentwengroupes	0.06	1	0.06	0.001	Not signicated
	wthin-groupes	7614.92	118	64.53		
regaletaryconstraints	bentwengroupes	0.086	1	0.08	0.026	Not signicated
	wthin-groupes	383.50	1	3.25		
Timesconsputions	bentwengroupes	5.12	1	5.12	0.538	Not signicated
	wthin-groupes	1123.87	118	9.52		
interpersonelrelationships	bentwengroupes	1.80	1	1.80	0.12	Not signicated
	wthin-groupes	1715.18	118	14.58		
Organisational responsabilites	bentwengroupes	8.99	1	8.99	0.91	Not signicated
	wthin-groupes	1131.37	118	9.58		
Role ambeguety	bentwengroupes	2.13	1	2.13	0.43	Not signicated
	wthin-groupes	581.86	118	4.93		
Role density	bentwengroupes	0.0030	1	0.0030	0.001	Not signicated
	wthin-groupes	6	118	5.25		
		20.36				

Table No. 2 shows the results of the pressure variance analysis according to the control center.

Modèle	Sum squares	ddl	Mean sequares	F	Sig.
1 Sources of stress	485.69	1	485.69	.3.54	0.06
selfcontrelcenter	2.59	1	2.59	0.18	0.18
Total	1728,661	266			

While we recorded a statistically significant difference in pressure according to the variable of the center of control, $F = 3.54$, $P = 0.06$, $DF = 1$, and the difference was in favor of teachers with an external center of control who were more stressed, as the arithmetic mean reached
For this category, the mean was 98.42 with a standard deviation of 11.49, while the mean for the category of teachers with a lower internal locus of control was 94.37 with a standard deviation of 11.93.

III Discussion of results :

The current study reached important results related to professional stress and its sources among higher education professors, and they are mostly consistent with the results of other Arab and international studies. The current study will be analyzed and discussed in light (Shaman 2000) study, as these studies have direct relations to the topic of our research.

The current study revealed no significant differences in the sources of stress between males and females. This result is consistent with that reached by (Faramawy ,1990), which revealed no differences between males and females in the level of stress.

However, the researchers' results contradict those reached by the study.
(Kyriacou et .pratt1985)

It revealed that the pressure level among females is higher than among males, which is the same result reached by the Fahman study in 1987.

This result also differs partially from the results of the 1993 study by Cooper E. Kelly, which revealed no differences between males and females in psychological stress in the primary stage.

While female teachers in higher educational levels showed a higher level of pressure than their colleagues. The reason for the lack of difference between males and females in the level of stress may be due to the fact that the teaching profession, especially university teaching, is one of the few professions in Arab societies in which the sexes are equal in professional rights and duties.

This is in addition to the high level of education that puts both sexes on the same level in terms of their ability to deal with pressure and their equality in family and social rights and duties.

The difference is clear between the results of the Arab and Western studies, especially at this level of education, and what is meant, in our opinion, is the high position occupied by working women in higher education.

Which puts her in the same class as a working man with the same level of education.

The current study revealed that there are significant differences in the intensity of stress between teachers with an internal locus of control and teachers with external locus of control.

The difference is in favor of the latter, as teachers with an external locus of control suffer more pressure. The reason may be that individuals with internal control are more tolerant of frustration and are more capable of stressful situations and psychological shocks.

From individuals with external control

This result confirms the variable protective role of the control center, which was confirmed by a number of previous studies.

Rahim et psenicka 1996

The conclusion :

This study is an attempt to add to the efforts that preceded us in order to cover a topic that is considered one of the most important topics at the present time. We also reached important results about the professional pressure among higher education professors.

It was found that there were no differences between males and females in the sources of occupational stress, and the results of our study were consistent with the results of Linda Moussaoui's study in 2001 and the results of Bouafia Nabila's study in 2002.

Which did not find a relationship between personal characteristics and sources of professional stress among managers, and this was also confirmed by Muqaddam Abdul Hafeez 1993.

It was also found that those with external control were more vulnerable to stress than their colleagues with internal control.

Thus, the results of the study that were reached are consistent with many studies that were conducted in this field, which support their results, especially when it comes to professional factors, especially individual ones. Which is affected by living, social and cultural conditions, including the study of Aitour Dalila 1997 and Meziani Fatiha 1998.

By presenting the results of the current study and discussing them in light of previous Arab and international studies, we can offer the following suggestions:

_Improving the status of the university professor and considering him an investment that must be preserved. This in turn reduces his professional pressure and helps him perform his mission in the best possible way.

_Preparing training programs and courses on how to deal with pressure and providing them with insight into the methods, techniques, and strategies to overcome it.

_Conducting other studies on professional stress among university professors aims to determine the role of some psychological variables such as the locus of control and personality effectiveness, and psychosocial variables such as socialism support to reduce the negative effects of stress

Professional.

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