

Impact of Work Life Balance and Perfectionism on Organisational Role Stress among School Teachers

¹Pooja Bhatia,

¹ Research Scholar,

Department of Psychology,

Manipal University Jaipur, Jaipur, Rajasthan, India

²Dr. Prashasti Jain*

²Assistant Professor,

Department of Psychology,

Manipal University Jaipur, Jaipur, Rajasthan, India

ABSTRACT:

Teachers frequently experience job stress as a result of the challenging juggling act needed to reconcile their demanding work obligations with personal commitments. The ever-growing workload, which includes administrative, grading, and lesson planning duties, may result in longer working hours that interfere with personal time. Additionally, the ongoing quest for perfection in their instructional methods and the stress of upholding academic standards can be emotionally draining. The persistent quest of excellence may overwhelm educators, which may have a negative effect on their general well-being and job happiness. The effect of maintaining a balance between work and personal life (WLB) and perfectionism (PRFN) on organisational role stress (ORS) was measured. Data was collected from school teachers from private schools from all levels ranging from Primary School to Senior Secondary. Results indicated that WLB and perfectionism contribute to ORS among the school teachers.

Keywords Work life balance, role stress, teacher, perfectionism

1. Introduction

Modern work life can be traced back to the start of the Industrial Revolution. The Industrial Revolution stands as a pivotal moment in human history that dramatically transformed various facets of society, with work life experiencing unprecedented changes. The concept of modern work life, as we understand it today, is intricately tied to the transformative impacts of the Industrial Revolution.

Prior to the Industrial Revolution, work was largely characterized by agrarian economies, where most people were engaged in agricultural pursuits. This form of work was closely tied to nature's rhythms, with labour often dictated by seasonal cycles. The emergence of the Industrial Revolution brought about a seismic shift as mechanization and technological advancements catalysed the rise of factories and mass production. Consequently, work ceased to be primarily associated with the rhythms of nature and became governed by the clock and the assembly line. The concept of the traditional workday was established, dividing the day into set hours of labour, distinct from personal time. Further, from this, it became important to have a well-known distinction between one's work and home life.

There is not a single, universal definition of WLB that is accepted everywhere. Work life balance (WLB) is defined in individual terms by work-family interface scholars. Others focus specifically on work-family balance. For example, Work-family balance was described by Grzywacz and Carlson (2007) as the achievement of role-related expectations that are discussed and agreed upon by an individual and his or her role-related partners in the context of work and family. Alternatively, certain definitions interpret the idea of balance as indicating an even dedication to and contentment with responsibilities both in one's professional and personal spheres. Other perspectives suggest that balance embodies either (1) the absence of discord between work and personal life, (2) a unique and individualistic concept, or (3) a societal notion that emerges through the interactions between an individual and the various facets of their work and personal life (Bulger, 2014). There are certain components and typologies which are considered an integral part of WLB. A study by Da Silva and Fischer (2020) acknowledged three distinct typologies of daily life. The duty-duty typology was defined initially. This typology represents a sense of duty that is not offset by feelings of pleasure or other forms of fulfilment, such as leisure and relaxation. This type is marked by a nearly unacceptable amount of unending obligations that bring no joy, or in the worst cases, even resentment. Second, there is the duty-need typology, which falls between the duty-duty typology and the ideal duty-pleasure balance typology. It merges the sense of completing tasks with addressing personal needs. The participants in this typology emphasize that their needs are addressed, yet they nevertheless feel pressured to fulfil their teaching obligations. They enjoy

benefits, thus their duties are not viewed as a heavy burden. Last but not least, the duty-pleasure typology, which depicts a steady balance between obligations and pleasure, was found to be the least common among the sample of instructors tested. Only four out of the twenty-nine study teachers fit this "balanced" profile, and only two of them had stable financial situations. According to Stoeber (2011), perfectionism (PRFN) is a personality trait characterized by an excessively critical evaluation tendency combined with a desire for perfection and extremely high performance standards. According to Hollender (1965), PRFN is the habit of expecting oneself or other people to perform better than what is necessary given the circumstances. He believed it essential either to more precisely establish a standard of performance that exceeds the demands of the situation requires or to limit the focus to situations where most observers would agree that the individual consistently demands more than necessary, due to the potential for significant disagreement over the exact definition. He stated that PRFN is defined as existing when the individual in question describes his performance style as such and when, most likely, psychiatrists would concur with this assessment. It just needs to be stated that the perfectionist not only expects high standards from himself, but that he will not tolerate anything less than perfection. While some academics refer to this normal striving for perfection as healthy PRFN, others (Barrow and Moore, 1983; Pacht, 1984) prefer to view all PRFN as problematic and use terms like "healthy excellence" to describe healthy achievement motivation. Pacht (1984) states that Perfection itself, in his opinion, does not exist in reality; yet, the pursuit of this unattainable perfection is what puts individuals in turmoil and is linked to a considerable number of psychiatric issues.

Barrow and Moore (1983) specified the following elements of perfectionist thinking: 1. "all-or-none" thinking. 2. Goals rigidized. "I want" changes to "I need" or "I must" in the individual's thoughts. 3. Wants become needs, "I would like" becomes "I should—must—ought." 4. The "hurdle effect," occurs when one is so preoccupied with the obstacles ahead that they fail to recognize the ones they have previously overcome. 5. "Telescoping," which happens when unmet needs or ambitions are exaggerated out of proportion, is another distortion of time perception, among others.

Selye (1976) described stress as the body's generalized response to any demands made upon it. The concept of stress first emerged in the field of physiology, and from there it expanded to the fields of psychology and social sciences. A person's position as established by the expectations of the other is referred to as their role.

A system of roles can be used to define an organisation. Understanding a person's part in any system requires knowledge of the idea of "role." An individual interacts and is integrated into a system through his or her position. Occupational stress is no longer regarded as an infrequent, isolated issue that can be ignored. It is a widespread phenomenon that affects all industries and nations equally. Role stress is the conflict and strain that arise from the roles that a person is playing at any particular time. It is described as environmental circumstances that place an undue amount of strain or pressure on an individual and can be caused by a range of factors at home or at work. (Suresh & Kairanna, 2013)

Chadha et al., (2012) examined the potential effects of organisational stress on teachers' quality of life. An analysis of the data showed a substantial and highly significant difference in self-role distance between elementary and secondary school instructors. The physical domain was significantly correlated with overload in role; thus, it was also correlated with stagnation in role, conflict in role expectations, overload in role, and inadequacy of resources. The social domain and organisational stress showed a significant correlation. Teachers are often disregarded and devalued when it comes to the risks and consequences of their work.

Rizqi and Qamari, (2022) conducted a study examining the influence of WLB and organizational climate on employee performance, with workplace happiness serving as a mediating variable. The sample included 105 employees, chosen using simple random sampling, and data collected through a questionnaire. The study found that organisational climate considerably influences employee performance, but it is not statistically significant. WLB also positively influences employee performance and happiness at work. The organizational atmosphere positively impacts happiness at work, and employee performance is significantly improved as a result.

Shauran and Jain, (2022) took up research to investigate the effects of career and psychosocial mentoring on employees' ORS and role efficacy. The sample was chosen at random from among the IT professionals in Delhi and the Indian National Capital Region (NCR). 220 complete replies were obtained, of which 131 employees had mentors, and 89 employees had none. To create reliable survey items and assess their internal consistency and reliability, pilot research was conducted. The results show that, in comparison to employees without mentoring, mentoring significantly improves role efficacy and lowers ORS in the case of employees with mentoring.

Samfira and Palos, (2021) conducted a study to explore the personal attributes that influence teachers' ability to cope with

stress effectively. They investigated personality traits, PRFN, and self-efficacy as key factors. The study identified eight dimensions of PRFN. The research involved 284 pre-service teachers aged 18 to 34. The findings indicated that conscientiousness and openness were key predictors of all four coping strategies. Conversely, extraversion and neuroticism were specifically linked to proactive coping, while agreeableness was not a predictor of any coping strategies. Striving for excellence was linked to proactive and reflective coping, especially in an organized manner, while planfulness predicted strategic planning, reflective, and proactive coping. Self-efficacy was linked to the first three proactive coping strategies but showed no association with preventive coping.

Shirazizadeh and Karimpour, (2019) began a study to examine the correlations between PRFN, reflection, and burnout among Iranian EFL teachers. A total of 156 Iranian EFL teachers participated by completing a series of questionnaires. The findings indicated that teachers' levels of reflection were a major predictor of burnout, with less reflective teachers reporting higher levels of burnout. The results, however, suggested that there was no connection between the three components of PRFN and teacher burnout. The multilateral relationships between PRFN, reflection, and burnout were more clearly seen after further examination. Two path models were developed and proposed based on the initial data. The initial model made the supposition that teachers' reflection may act as a bridge between burnout and self-centered PRFN. The second model assumed that elements of PRFN favourably influence reflection and that reflection, in turn, had a detrimental impact on instructors' burnout. Path analysis findings demonstrated that each of the suggested models had respectable goodness of fit including the English Language Teaching Reflection Inventory, the Maslach Burnout Inventory-Educators Survey, and the Multidimensional PRFN Scale.

Domocus and Damian, (2018), conducted a longitudinal investigation, the first of its kind, to examine parents and teachers as both risk and protective factors in PRFN change. The findings demonstrated that experienced parental coercion and perceived nervous upbringing predicted increases in the socially imposed PRFN throughout time. Additionally, teacher support indicated that self-oriented PRFN and perfectionistic worries would decline with time. These findings have implications for both research and practise, which are examined.

Sarikaya and Kurtaslan, (2018) conducted research to explore the performance anxiety levels of music student teachers, which negatively impact the learning process. These anxiety levels were anticipated based on the relationships between the student teachers' degrees of PRFN and self-efficacy beliefs. The information was gathered using scales that were administered to 541 undergraduate student instructors enrolled in eight music education programmes spread across several Turkish regions. The study's conclusions showed a strong relationship between student instructors' attitudes about self-efficacy and PRFN, as well as their degrees of anxiety during musical performances. Like earlier studies, it was determined that PRFN could have a good or negative impact on students' performance anxiety and that having a high level of self-efficacy is crucial for preventing musical performance anxiety.

Harmsen et al., (2018) researched to explore how various factors—such as perceived stress causes, stress responses, observed teaching behaviour, and attrition are interconnected within the context of beginning teachers. (BTs), using structural equation modelling (SEM). The study identified several key relationships: reported tension, dissatisfaction, and negative emotions were positively linked to stress responses, while unpleasant emotions were negatively associated with observed teaching behaviour. Moreover, dissatisfaction demonstrated a strong positive correlation with attrition. These findings provide valuable insights into factors contributing to teacher attrition and underscore the importance of developing professional assistance programmes to address the stress and emotional challenges faced by BTs.

Filippello et al., (2017) examined whether maladaptive PRFN (Perfectionism-Related Factors Network) serves as a mediator in the relationship between perceived psychological control by parents and teachers and learned helplessness (LH). The study also aimed to assess whether perceived parental psychological control is a positive predictor of LH. The sample included 433 participants, aged 13 to 19, with 268 females (61.9%) and 165 males (38.1%). The findings revealed that teacher psychological control had a stronger influence on predicting LH compared to parental psychological control. Additionally, maladaptive PRFN was found to play a significant mediating role between teacher psychological control and LH. This study highlighted a previously unexplored connection between teacher psychological control and LH, offering new insights into the role of PRFN in this dynamic. The results suggest that maladaptive PRFN is a critical factor explaining how teacher psychological control leads to learned helplessness.

Sadoughi, (2017) explored the relationship between personality traits and job burnout among high school teachers. The study sample included 205 high school teachers chosen through random multi-stage sampling. The findings showed that

neuroticism and job burnout are directly correlated, while extroversion, agreeableness, openness, and conscientiousness are inversely correlated. Negative PRFN and job fatigue also have a statistically significant association. Additionally, the highest predictor for job burnout among teachers was neuroticism, along with conscientiousness, negative PRFN, and agreeableness. These characteristics could therefore serve as good indicators of job satisfaction by helping to forecast job burnout. However, because they are more likely to doubt and criticise themselves, those with greater levels of negative PRFN are more likely to experience job burnout. Therefore, it is important to focus further on how these characteristics contribute to teacher burnout. De Simone et al., (2016) took up research to investigate the potential mediating function of job satisfaction between workplace stressors and their impact on teachers' physical health. Likewise, research the direct consequences of workplace pressures on the fictitious results (physical symptoms). An Italian survey was used to gather information from a sample of 565 upper secondary school teachers. The findings demonstrated that specific reported occupational obstacles of the Italian teachers who participated in the research included work burden, perceptions of the work environment, teachers' evaluations of senior management, and their attitudes toward change. In instance, physical symptoms are significantly affected directly by work burden and attitude towards change, as well as indirectly by job satisfaction. Additionally, feeling happy at work lessens bodily problems.

Fredrick et al., (2016) took up a study to examine the relationships among PRFN, social assistance, and internalizing issues among middle school students. A total of 169 students made up the sample. Researchers have found that PRFN has both adaptive and harmful aspects. Regression analyses revealed that maladaptive PRFN was positively correlated with anxiety, while adaptive PRFN demonstrated a negative correlation with sorrow. High levels of peer and teacher support were reported by adaptive perfectionists, in contrast to non-perfectionists and maladaptive perfectionists. Furthermore, peer and teacher support for both boys and girls in the classroom was found to be effective in mitigating the link between anxiety and depression and maladaptive PRFN.

Flett et al., (2016) carried out a thorough and detailed evaluation of previous studies regarding the impact of PRFN on language learning anxiety and performance challenges. Their examination focused on how PRFN, with its cognitive aspects, social pressures, and self-presentation concerns, can intensify the anxiety experienced by language learners, affecting their emotional self-regulation. They introduced a holistic framework for understanding PRFN, encompassing trait PRFN, perfectionistic thoughts, self-presentation driven by PRFN, and variations in self-efficacy. Their findings challenge the traditional belief that personality primarily acts as a distant factor in language acquisition-related anxiety. Instead, they proposed that PRFN can have immediate effects by magnifying contemporary fears about making errors in language learning, particularly in situations where errors are highly conspicuous. This suggests that PRFN's influence on language learners is more immediate and significant than previously thought, impacting their ability to cope with language learning anxiety.

Jones, (2016) conducted a study that delved into the impact of PRFN on teacher occupational commitment and retention. The research involved 118 competitive teacher training program graduates as the study's sample. Participants were assessed on three aspects of PRFN: standards (the inclination to set high personal standards), order (an emphasis on orderliness and discipline) and discipline (the perception of a gap between aspirations and actual abilities). Additionally, participants provided details about their personal life and work histories.

The study's results showcased a notable correlation between the order dimension of PRFN and long-term commitment to challenging urban schools, in contrast to more prosperous suburban schools. However, none of the perfectionist characteristics within the sample were found to explain teacher commitment. These results suggest that teachers with long-term tenures in urban areas may possess the ability to cope with demanding and potentially chaotic work environments to maintain their employment.

Buyukbayraktar and Temiz, (2015) conducted research with the aim of investigating whether there is a relationship between preschool teachers' PRFN and burn-out or not. The sample for the study included 82 preschool teachers who were working in primary education schools. The "Multidimensional PRFN Scale" and the "Maslach Burnout Inventory" were employed in the research. The data were analysed using Frequency Analysis and the Pearson Correlation Significance Test. The study's findings indicated that while preschool instructors' PRFN was at a high level, their burnout was at an above-medium high level. In terms of total scores and the sub dimension of burnout depersonalization, there was a substantial correlation between the PRFN of the preschool teachers and their levels of burnout.

Naghieh et al., (2015) conducted research with the aim of evaluating the efficacy of organisational interventions for enhancing well-being and alleviating work-related pressure among teachers. Random Controlled Trials (RCTs), cluster RCTs, and controlled before-and-after studies investigating organisational-level interventions for teachers' well-being were conducted.

The results were indicative of low-quality evidence that organisational changes increase teacher retention and wellbeing.

Anastasiou and Papakonstantinou, (2014) conducted research to evaluate job satisfaction and stress levels among teachers at the secondary education level in NW Greece. The study involved a survey research, issued to 413 teachers. The results revealed that women and younger teachers were likelier to experience stress. Teachers reported higher job satisfaction related to the characteristics of their job, and their capacity to collaborate with, and support students, compared to their satisfaction with working conditions. Additionally, the study found that teachers' work performance was positively influenced by factors such as ethical incentives, favourable working conditions, motivation from the school principal, and administration, and involvement in decision-making.

Wang et al., (2014) researched to explore whether factors such as PRFN (Perfectionism-Related Factors Network), individualism, and racial color-blindness could predict the level of cultural diversity awareness among future teachers. A total of 239 White undergraduate students enrolled in a teacher education course focused on diversity and were considered as sample. The findings, based on regression analysis, revealed that certain dispositional traits, including PRFN, vertical individualism, and racial color-blindness, were linked to reduced cultural diversity knowledge among the participants. Additionally, the results suggested a potential mediation effect, where racial color-blindness appeared to influence the connection between vertical individualism and cultural diversity awareness.

Reilly et al., (2014) researched to investigate the factors influencing job satisfaction among 21 primary school teachers in Ireland. They analyzed predictors, including demographic variables such as age, gender, education, and teaching experience duration, along with teaching self-efficacy, self-esteem, and perceived stress. The study found that these predictors explained 22% of the variance in job satisfaction. Importantly, the findings indicated that increased levels of occupational stress were associated with lower job satisfaction. However, it was perceived stress that specifically explained the variation in teachers' job satisfaction.

Ghorbandordinejad and Nasab, (2013) conducted a study to explore the association between PRFN, English language achievement, and foreign language classroom anxiety among third-grade high school students. They assessed 239 students (110 males and 129 females) using the Almost Perfect Scale-Revised to measure PRFN and the Foreign Language Classroom Anxiety Scale to evaluate anxiety related to foreign language learning. The participants' final English test scores were also used to measure their English language proficiency. The study's findings showed no strong correlation between PRFN and English language proficiency. However, students displaying maladaptive PRFN traits had lower mean English scores. Moreover, a significant negative correlation was found between foreign language classroom anxiety and English achievement, suggesting that increased anxiety levels were associated with lower proficiency in English. An analysis of variance showed a significant positive relationship between PRFN and foreign language anxiety, with maladaptive perfectionists experiencing increased levels of anxiety compared to adaptive perfectionists and non-perfectionists. Notably, the data did not support the hypothesis that foreign language learning anxiety mediates the relationship between PRFN and English achievement.

2. Materials and Methods

2.1 Study Design

The aim of the study is to assess the Impact of WLB and PRFN on ORS among School Teachers. Hence, Correlational research design was used. Additionally, because our findings are based on a sample taken from the Delhi-NCR population, they can generalize for the same.

2.2 Sampling

The target of the population was a community of teachers from Delhi-NCR. Hence, sample of teachers was obtained from Delhi-NCR using purposive and snowball sampling. The teachers were from all educational levels and institutions including Pre-Primary, Primary, Secondary and Higher education. The participants were included or excluded based on the following criteria:

Inclusion Criteria

- The teachers who consented to participate in the study.
- The teachers from private institutions.
- The teachers from Delhi-NCR region.

Exclusion Criteria

- The teachers who were not interested or not consented to participate in the study.
- The teachers from outside the Delhi-NCR region.
- The teachers from governmental institutions.

2.3 Sampling Method

The sampling method utilized for the goal of this study was snowball and purposive sampling. The goal was to gather a broad range of responses from different regions of Delhi-NCR in the most time efficient way.

2.4 Data Collection Methods

Data were gathered using self-administered questionnaires, which were distributed in online survey forms to the participants through online communication platforms. Participants received clear instructions on how to complete the surveys. Their consent was also obtained to ensure ethical collection of data.

2.5 Data Collection Procedure

The information was gathered via a web-based survey in Google Forms.

The survey consisted of 6 sections:

Opening Section: An adequate explanation of the need for and value of this study was provided in the survey's opening section. Along with this, a consent form was also provided in this section, without filling which one could not proceed to further sections.

Demographic Details: It consisted of 12 items which were focused on collecting the demographic details of the participant such as Name, E-mail ID (optional), Gender, Age, etc.

Section 1: It consisted of 25 items aimed at measuring the level of teacher effectiveness for the participant. A Likert scale of 0 to 10 was utilized for obtaining answers.

Section 2: It consisted of 50 items which were aimed at measuring the ORS of the participants. The Likert scale of "Never or scarcely ever see things this way" to "Very frequently or always see things this way" was used.

Section 3: It consisted of 15 items which were a set of statements reflecting potential feelings individuals may have toward the company or organization they work for. Items were scored on a scale of "Strongly Disagree" to "Strongly Agree".

Section 4: It consisted of 16 items which measured the level of perfectionism in the participant. The choices ranged from "Disagree Strongly" to "Agree Strongly"

Section 5: It consisted of 36 items which measured the work-life balance of the participant.

2.5 Data Analysis

Data was coded, inputted, and assessed using SPSS 25 (Statistical Package for Social Sciences). A suitable statistical analysis will be performed on the gathered data. Pearson correlation coefficients will be computed to determine the connections between perfectionism, ORS, and WLB. We will use multiple regression analysis to assess the influence of perfectionism and WLB on ORS.

2.6. Ethical Consideration

All participants in this study provided their informed consent. Participants received comprehensive information regarding the research, its goal, the procedures involved, and the voluntary nature of their involvement prior to data collection. They were assured of the privacy and anonymity of their responses, along with the option to withdraw from the study at any time without facing any consequences. Participants' information was managed with the utmost confidentiality. To preserve participant anonymity, personal identifiers were taken out of the dataset. Any information that would potentially expose the identity of participants was securely maintained and not made available to anybody outside the study team, and data was accessible only to the research team. To reduce any potential harm or suffering that could result from the research process, we took safeguards. This included employing non-intrusive self-report measures and making sure that participants weren't asked to divulge sensitive or private information that was not necessary for the study.

3. Result and Discussion

This study aimed to explore the intricate interrelationships between three crucial variables: WLB, PRFN, and ORS. Results have shown that these variables have notable correlations, as shown by our examination of Pearson correlation coefficients, which clarified their interdependencies and workplace consequences.

Table 1: Pearson correlation of the variables along with the level of significance.

		ORS	PRFN	WLB
	Pearson Correlation	1	.297**	-.604**
ORS	Sig. (2-tailed)		.000	.000
	N	200	200	200
	Pearson Correlation	.297**	1	-.221**
PRFN	Sig. (2-tailed)	.000		.002
	N	200	200	200
	Pearson Correlation	-.604**	-.221**	1
WLB	Sig. (2-tailed)	.000		.002
	N	200	200	200

Firstly, with a correlation coefficient of 0.297 ($p < 0.01$), we established a strong and positive relationship between ORS and PRFN. Accordingly, our research shows that those who express greater levels of ORS also tend to frequently display higher degrees of PRFN in their work-related behaviours. The observed positive association highlights the possible impact of ORS on people's motivation to achieve excellence in their professional endeavours.

On the other hand, there was a clear inverse relationship (correlation coefficient of -0.604, $p < 0.01$) between WLB and ORS. In other words, this means that WLB tends to decline when ORS rises. Our research suggests that there may be a link between the decreased ability of the employee to maintain a balance between personal and professional life when one experiences high stress within their role at their job, and vice versa.

Furthermore, a correlation value of -0.221 ($p < 0.01$) indicated a negative relationship between PRFN and WLB). This implies that people who exhibit higher degrees of PRFN may find it difficult to maintain a positive WLB. The quest for perfection in the workplace may be linked to potential compromises in the balance of one's personal life, underscoring the significance of employee support techniques in juggling these conflicting demands.

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