

RELATIONSHIP BETWEEN SELF EFFICACY, JOB STRESS AND JOB SATISFACTION AMONG PRIMARY AND SECONDARY SCHOOL TEACHERS



by

Hamna Nadeem
Reg. No.BSP191008

A Research Thesis submitted to the
DEPARTMENT OF PSYCHOLOGY
in partial fulfillment of the requirements for the degree of
BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences
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DEDICATION

I would like to dedicate this thesis to my parents who always supported me and pushed me to work harder and who have always believed in me. I would also dedicate this to my supervisor who told me that I can do it and had faith in me.

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

Hamna Nadeem

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A handwritten signature in blue ink, appearing to read "Hamna", with a stylized flourish above the name.

(February, 2023)

CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled “Relationship between Self-Efficacy, Job Stress and Job Satisfaction among primary and secondary school teachers” carried out by Hamna Nadeem, Reg. No. BSP191008, under the supervision of Ms. Uzma Mushtaq, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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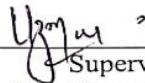
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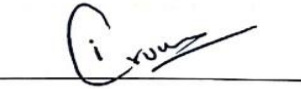

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ABSTRACT

Teachers are recognized as builders of nation and are considered as backbone of every society. The present study attempts to examine the relationship between self-efficacy, job stress and job satisfaction. The comparison between primary and secondary school teachers were also highlighted. Data was collected from (N=200) teachers from primary and secondary school teachers. A Correlational research design was used to test the research hypotheses. The study was conducted on participants with the age range of 23–60 years. The generalized self-efficacy scale (GSES), Job stress scale (JSS) and Job satisfaction scale (JSS) was used for data collection through convenience sampling technique. Data analysis was done by using SPSS. Correlational analysis revealed that there is a significant negative relationship between self-efficacy and job stress; a positive significant relationship between self-efficacy and job satisfaction; as well as a negative relationship between job stress and job satisfaction. The analysis also shows that female teachers experienced more stress as compared to the male teachers. Results were further demonstrated that both primary and secondary school teachers experienced same level of work stress. Limitations and implications are illustrated in discussion part. Findings of present study will be utilized in a way that by developing skills in teachers to supervise their stress levels teachers' job stress can be lowered.

Keywords: self-efficacy, job stress, job satisfaction, primary and secondary teachers.

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LIST OF ABBREVIATION

GSES	Generalized self-efficacy scale
JSS	Job stress scale
JSS	Job satisfaction survey
SPSS	Statistical Package for the Social Sciences

Chapter 1: Introduction

In today's world every individual whether a child, adult, men, women, employed, unemployed everybody is facing stress in his/her own way. Every day we came across situations which are either a source of inspiration for us or causing challenges (Mondal et al., 2011). As, we are surrounded by several challenges on daily basis. These challenges when not met causes stress. Since this stress is faced in almost all the professions however, it has been frequently linked to the helping professions, including teaching (Harlow, 2008).

In the past few years researches have proven that teaching profession is regarded as one of the most stressful and challenging work in the world (Johnson et al., 2005; Newberry & Allsop, 2017), and numerous countries report a great level of stress by teachers (Chaplain, 2008; Johnson & Birkeland, 2003; Skaalvik, 2015).

Albert Bandura (1977) defines self-efficacy as individual beliefs about his/her potential to manage responsibilities. According to Zimmerman and Cleary (2006) self-efficacy is a belief about what ability of a person is and how efficiently he or she can perform it. Self-efficacy is not only about an individual's talent but also about the abilities and beliefs of an individual affecting his or her performance (Okutan & Kahveci, 2012). In developing self-efficacy there are definite private and ecological features. This comprises of having faith in one's ability in completing a task, getting other's support and following successful people (Bandura, 1977). Self-efficacy beliefs are more common in professions related to special fields, such as teaching (Capri & Celikkaleli, 2008).

Teacher self-efficacy is defined as teacher's trust related to his or her ability to display important behaviors to execute teaching successfully (Atoco, 2000). More

precisely, teacher self-efficacy is about the required learning principles for a teacher for the sake of his or her student's improvement (Ruble et al., 2011). This includes three main dimensions which are as follows: efficacy for instructional planning, efficacy for academic administration and efficacy for student assurance (Tschannen-Moran & Hoy, 2001).

Teachers' content knowledge and information in their classes is also related to self-efficacy of teachers (Marri et al., 2012), "students' classroom regulation, sequence of teacher's behavior and classroom quality practices and aspects which are basics of teachers' psychological well-being which includes personal achievements, work pleasure and guarantee (zee et al., 2016), coping with behavioral problems (Egyed & Short, 2006). Furthermore, motivation is required for teachers in their workplaces. A teacher's motivation is improved by his or her self-efficacy beliefs (Tschannen-Moran et al., 1998), which have essential participation to school society (Coladarci, 1992).

Teacher's self-efficacy lies in their belief in how well they can perform and handle tasks (Tschannen-Moran & Woolfolk Hoy, 2001). Individuals having high self-efficacy beliefs do not run away from their problems, instead they actively struggle with them and are very determined to fulfill their tasks effectively (Bandura, 1997). In 2019 interesting evidences were found in researches which shows individuals with low self-efficacy beliefs experience more stress, anxiety, and dissatisfaction whereas individuals with high self-efficacy beliefs in terms of performing their tasks (Karabatak & Alanoglu, 2019).

Stress is a vast term which is used for different type of physiological and psychological pressures felt and faced by people during their different stages of life (Sheraz et al., 2014). According to Mohajan (2012) stress has defined as the physical

and emotional reaction of a human body that frightens, bothers, confuses, threaten, or excites the body and places demands on our bodies in these situations. Stress is a changing situation in which a person is resisted to a chance, demand, or facility related to person's desires for which the result is seen to be both essential and unclear (Robbins & Judge, 2004). In general terms stress is used for pressure that people face in their life (Jepson & Forrest, 2006).

There are several factors that are the source of workplace stress which includes mainly, toxic work environments, isolation, extensive hours worked, lack of autonomy, lack of motivation to advancement in one's skill level, difficulty in maintaining relationships with colleagues and management, negative workload, management bullying, threatening and lack of chances (Kumar et al., 2013). Many terms have been used for work-related stress such as occupational stress, job stress and work stress (Elizabeth Kendall, 2000). Stress can be characterized as an unpleasant emotional experience which arises when teacher perceives a threat to his or her self-esteem or well-being (Kyriacou, 2000).

Job stress for teachers is defined as unpleasant negative emotions which includes: anger, anxiety, nervousness and depression that a teacher experiences because of some aspects of their job (Kyriacou, 2001). Similarly, Teacher's job stress can be termed as the unpleasant negative emotions of teachers that can result in psychological tiredness, nervousness, dissatisfaction, or distress due to factors, such as uncontrolled working time, heavy and tough duties and misconduct of students (Roeser et al., 2013). Two types of stress are explored so far which include eustress and distress (Le Fevre et al., 2003). Normal and little stress levels are considered as eustress and the excessive level of stress faced by people is termed as distress.

Teachers experiencing eustress will be able to get job requirements and demands. This can result in increased quality of work life. In comparison of this teachers experiencing distress will be unable to complete job demands which will result in low quality of work life (Newell, 2002; Fevre, et al, 2003; Cox, 2004; Millward, 2005). Causes of stress in teachers contains: strike, lack of infrastructural facilities, delay and irregular payment of wages, high price of living, workload (Ofoegbu & Nwadiani, 2006).

In the past few years, researches have proven that 40 percent of teachers suffer serious symptoms of stress as a result of teaching pressure, such as excessive working hour and workload. Surprisingly, it is proved that teachers are likely to experience emotionally, physically and psychologically due to work-related stress (Dean, 2000). Absence or lack of stress can lead teachers to get satisfaction from their work while its presence can result in dissatisfaction (Greenglass & Burke, 2003).

Job satisfaction is defined as the positive emotional experience of individuals regarding their job (Locke, 1976). Woods & Weasmer (2004) explained job satisfaction as a forecaster of teacher's retention. Furthermore, job satisfaction has been described as an emotional and perceptual reaction to a particular characteristic of a job by Spector (1985). Moreover, it is effective orientation of individuals towards their responsibilities feelings and attitudes towards their jobs (Green, 2000; Turcan, 2011). Hulin and Judge (2003) in their study of the concept of job satisfaction have noted that job satisfaction is multidimensional psychological reactions an individual displays during his job, and these reactions mainly includes cognitive, affective and behavioral components.

Job satisfaction an employee's physical and mental health, effectiveness of organization, leads to economic development, disposal and helps in dissipation of

society (Erdogan, 1994). Kumari, Joshi, and Pandey (2014) have identified factors that might affect employee's job satisfaction both in government and private sector and concluded that employees are more satisfied with their job, if they get the facilities that they think should be included while they are working.

Situational as well as personal factors influence job satisfaction. Situational factors involves job related conditions like salary, promotion opportunities, conditions of work, characteristics of task, significance of task, variety of skills, autonomy and evaluation (Heller et al., 2002). Moreover, personal factors comprise personality disposition, self-confidence, traits, emotions and motivation (Dormann & Zapt, 2001).

Schnieder (2003) suggested that teacher's job satisfaction is specifically related to school facilities, such as the size of a classroom and poor condition of air quality. According to Hu and Au (2006) teachers having low job satisfaction were experience somatic symptoms such as anxiety and depression. Unfortunately, teachers who are dissatisfied with their work show lower job commitment (Hatfield et al., 1993), do not fulfill their student's needs for competence and autonomy (Ryan & Deci, 2000; Klusmann et al., 2008), and are more likely to leave their profession (Ingersoll, 2001). General satisfaction and specific satisfaction are the two types of job satisfaction. General satisfaction is the overall thorough satisfaction and is described as a comprehensive appraisal of the individual's perception regarding his or her work whereas the appraisal/evaluation of various aspects of work is called as specific satisfaction (Castillo & Cano, 2004).

Literature Review

Studies have shown the correlation between self-efficacy, job stress and job satisfaction. One study was conducted on 250 secondary school teachers in which they

examined the stress factors related to work among teachers. Results showed that organizational, individual, social, economic and cultural factors have a significant relationship with work stress (Mohammadpour et al., 2014).

One study conducted by Akomolafe and Ogunmakin (2014), has demonstrated that there exists significant relationship between self-efficacy and job satisfaction. The results have revealed that self-efficacy suggests an individual on different domains like how he should behave, think and be motivated to perform a task. This is the reason, that individuals who have high level of self-efficacy tends to behave more positively and can think creatively and this can also occur because of motivation. Also the study has revealed that more satisfaction is seen by side of teachers with greater self-efficacy. Another explanation to this finding is that self-efficacy helps an individual to overcome obstacles, face challenges of life and difficulties related to their professional roles. Hence, it is generally assumed that self-efficacy is positively related to satisfaction with job.

Harish and Prabha (2018) conducted a study on occupational stress and job satisfaction among private and public sector teachers. The result shows that private school teachers have more work stress as compared to public sector teachers and there is a strong negative relation between the work stress and job satisfaction. In addition, female teachers experienced more work related stress as compared to male teachers. Furthermore, results of research study have predicted that satisfaction with job can also predict experienced stress that is teachers who are unsatisfied with their work will experience stress than teachers who are satisfied with their work (Harish & Probha, 2018)

A Comparative study was conducted in 2013 to find out job stress in Private and Public school teachers in Hyderabad. The sample consisted of 180 school teachers and their results indicate that teachers of public schools are facing more job-related stress as compared to private school teachers (Siddiqui, 2013). Another similar study was conducted to examine the level of work stress and disengagement in private and public school teachers. It was concluded that public sector teachers have higher level of work stress as compared to private sector teachers. Moreover, in comparison to private schools, public schools have more burnout (Doss et al., 2018).

A research study carried out in 2014 to explore the association between perceptions of teacher's self-efficacy and job satisfaction level. The short version of Minnesota satisfaction questionnaire (MSQ) and self-efficacy perception instrument was used for data collection. Results showed that there is a direct relation between perceptions of teachers' self-efficacy and level of job satisfaction (Karabiyik & Korumaz, 2014). A study published in 2017, this study was conducted on 489 school teachers and data was collected through questionnaire. It is concluded that job satisfaction was positively/directly correlated with self-efficacy. Moreover, results indicates that self-efficacy was significant predictor of job satisfaction (Emin Turkoglu et al., 2017).

A quantitative study was conducted on 268 school teachers in which they compare the stress level between primary and secondary teachers. The findings showed that secondary school teachers experienced more stress as compared to primary school teachers. Additionally, results revealed that there is significant differences in stress level among married and unmarried teachers (Kavita & Hassan, 2018). Another research study was conducted on 608 Indian secondary school teachers in which they investigate the association between work stress and work satisfaction. The researchers

concluded that there was a indirect correlation between work related stress and satisfaction with work (Aftab & khatoon, 2015).

Another study was done regarding investigation of job stress level in terms of marital status among early childhood school teachers in Karachi. The sample consists of 7 private school teachers. Study used the Job Stress Inventory (JSI). The results show a low level of job stress in early childhood school teachers. Additionally, both married and unmarried teachers experienced the same level of job-related stress (Shahid & Nauman, 2019).

A meta-analysis was also conducted of 102 studies covering 50 countries about the self-efficacy of teachers and their satisfaction with their job and hence it has been concluded that self-efficacy and job satisfaction are positively correlated. It has been suggested from the meta-analysis of studies that the perception of teachers regarding self-efficacy is that as it is increased job satisfaction will automatically be increased. Some comparison was made from studies taken from the official report of TALIS in 2008, 2013, and 2018 and the results of these studies were that the association among job satisfaction and self-efficacy with teachers is significantly higher in studies of 2008 than in the analysis of the findings of studies of 2018 (Kasalak & Dagyar, 2020).

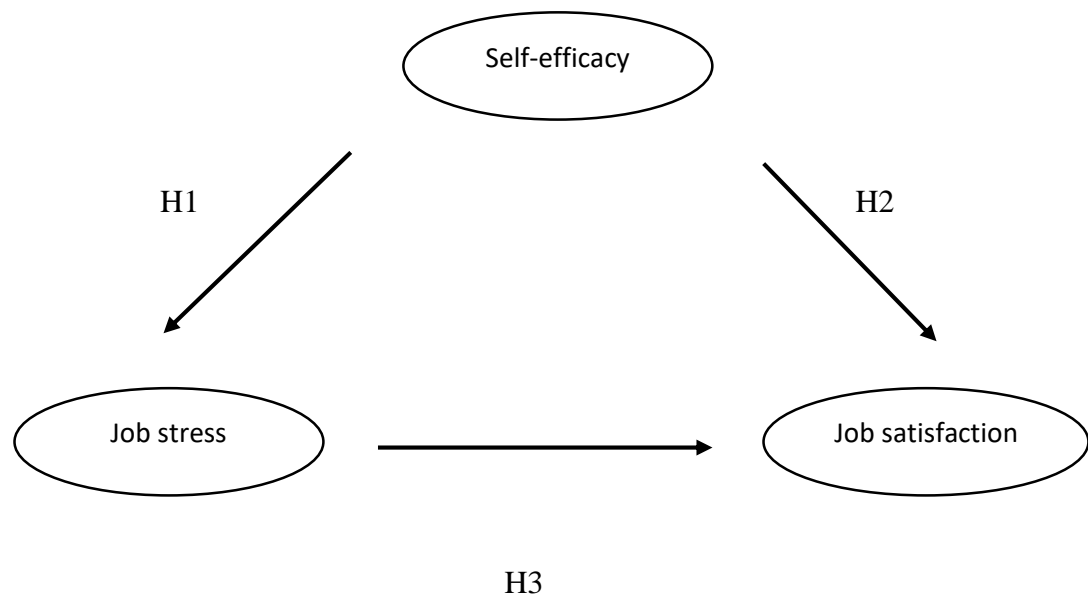
Karabatak & Alanoglu (2019) conduct a study to find out the role of stress as a mediator in the effect of teacher's self-efficacy on their job satisfaction. For data collection 310 teachers are selected. The findings of the study indicates that there is direct/positive relation among satisfaction with job and self-efficacy. While on other side stress and job satisfaction have inverse relationship among each other. Furthermore, stress is considered as conciliator of self-efficacy's variable of teachers.

A cross sectional survey was conducted on 658 k- 12 (pre- university) teachers in Romania. Data was collected through a questionnaire. Result of this study shows that self-efficacy, pay and working hours have significant effects on job satisfaction (Ortan et al., 2021). Another study was conducted on 203 teachers in Pakistan in which they studied the effect of self-efficacy on work stress. Study used the teacher's self-efficacy scale (TSS) and job stress scale (JSS). It was concluded that there is an indirect relation between work related stress and self-efficacy. In additionally, findings also shows that stress were high in unmarried teachers but self-efficacy level was not effected by marital status (Batool et al., 2021).

Theoretical Framework

Bandura's self-efficacy theory (1977) aimed to investigate the theoretical framework of this study. According to this theory, self-efficacy plays a major part affecting any behavior, thinking, and motivation of an individual. Individuals having self-efficacy are successful in fulfilling special tasks. Bandura (1997) proposed that having low self-esteem could lower personal success. Albert Bandura (1994), suggested four mechanisms of a person's self-efficacy that include, mastery experience, social persuasion, psychological and emotional arousal and vicarious experience. The experiences of mastery do exists when some people successfully perform their tasks. To model other people and their success are some of the vicarious experiences. Affirmative encouragement which can influence people's self-efficacy is included in social persuasion. Lastly, psychological and emotional arousal defined as how one reacting to situations like stress coping. Effective functioning of health and accomplishing something physically (Bandura, 1997). Self-efficacy can be enhanced with relieving stress which will ultimately results in job satisfaction. However it's true

to conclude that teaching job is considered one of the most challenging work in the world.



Rationale

Teachers are recognized as builders of nation and are considered as backbone of every society. Literature shows a stressful nature of teaching profession (Doss et al., 2018; Batool et al., 2021). As most of the researches conducted on teachers stress in relation with job satisfaction while there is little research conducted on teacher's self-efficacy in relation with job stress and job satisfaction in comparison to primary and secondary school teachers. Literature shows limited work on private sector. This study will look into self-efficacy, job stress and job satisfaction in comparison of primary school teachers and secondary school teachers.

This study is designed to collect information that would be useful in the determination of better working environment by the teacher's employer, awareness creation for those intending to choose and join the profession. The research will also serve the purpose of psycho educating the parents regarding stress faced by teachers of their children while dealing with them, and hence they also need to cooperate with

teachers and actively involved in taking care of their children as well as paying attention to their needs.

Objectives

- To study the relationship between self-efficacy, job stress and job satisfaction in primary and secondary school teachers.
- To compare the level of self-efficacy, job stress and job satisfaction in primary and secondary education teachers.
- To study the role of demographic variable (gender, age and job sector) among primary and secondary education teachers.

Hypotheses

H1: There will be negative relationship between self-efficacy and job stress.

H2: There will be positive relationship between self-efficacy and job satisfaction.

H3: There will be negative relationship between job stress and job satisfaction.

H4: There will be a difference in self-efficacy, job stress and job satisfaction among primary and secondary school teachers.

H5: There will be a significant difference between self-efficacy, job stress and job satisfaction among male and female school teachers.

H6: There will be a non-significant difference between self-efficacy, job stress and job satisfaction among private and public school teachers.

H7: There will be a significant difference between self-efficacy, job stress and job satisfaction with reference to age.

Chapter 2: Method

Research Design

A Correlational research design was used to test the research hypotheses.

Population and Sample

Sample of the current study consisted of (N=200). Sample was further divided into primary school teachers (n=87) and secondary school teachers (n=113). Participants were selected from primary and secondary schools of Islamabad/Rawalpindi. The participants selected were both male and female teachers. The age range of my sample was 23 to 60 years old.

Sampling Technique

Convenience sampling method was used in the study.

Inclusion Criteria

- Participants aged 23-60 years were included in the study.
- Both male and female teachers were included.

Exclusion Criteria

- Individuals who are unable to understand and respond to English language were excluded.

Operational Definitions

Self-Efficacy

Self-efficacy can be operationally defined as strength of an individual's beliefs in his or her ability to respond to difficult situation and to deal with any associated obstacle or setbacks (Schwarzer & Jerusalem, 1981).

Job Stress

Job stress can be operationally defined as not getting enough time for doing activities job-related work and job-related environmental characteristics which are perceived by workforces to impact their wellbeing and health (Parker & Decotiis, 1983).

Job Satisfaction

Job satisfaction can be operationally defined as having satisfied with the job a person is doing and it includes affective components feeling pleasurable and cognitive components relating to some aspect of the job like working hours and pay (Spector, 1985).

Instruments

Demographic Sheet

Demographic sheet will include gender, age, marital status, sector of job, qualification and marital status will explored. Following instruments with demographic is used.

Generalized Self-Efficacy Scale (GSES)

GSES original English scale was developed by Schwarzer & Jerusalem in 1981. It was used to evaluate the strength of an individual's abilities, beliefs in how he or she responds to different situation. It was consist of 10 items and uses a Likert response format with a 1 (not at all true) and 4 (absolutely true). Its Cronbach's alpha reliability has been found to be 0.76 to 0.90 (Schwarzer, 2012).

Job Stress Scale (JSS)

JSS was developed by Parker and Decotiis in 1983. It was used to determine the amount of work stress in employees/workers. It was consist of 13 items and uses a

Likert response format and ranges were mentioned from strong agreement to significant disagreement. The Cronbach's alpha of the scale is 0.82 which shows good and acceptable internal consistency of the scale (Parker & Decotiis, 1983).

Job Satisfaction Survey (JSS)

JSS original English scale in 1985 was invented by Spector. It was used to assess employee point of view regarding job and other job aspects. It was a Likert type scale with ranging of 6 points and consisted of 32 items. The rangers were from strongly disagreement to strongly agreement. Higher scores on scale shows more satisfaction with job and low scores reflect dissatisfaction with job. Its Cronbach's alpha reliability has been found to be 0.62 to 0.91(Spector, 1985).

Procedures

Participants of the study were selected from primary and secondary schools of twin cities Islamabad/ Rawalpindi. Institutional approval was taken for data collection. All of the participants (N = 200) were introduced to the study topic, its purpose, and their part in the study. They were provided informed consent and after getting the consent signed, they were provided questionnaire protocol. This contained of demographic sheet, Generalized self-efficacy scale (GSES), Job stress scale (JSS) and Job satisfaction survey (JSS.) Participants were requested to share their actual information. After completion of the questionnaires, the collected data was kept in safe place for analysis.

Ethical considerations

Informed consent was taken before the study. There was no physical and emotional harm to the participants. Participants were given the right to decline their participation in the study. Participants were informed about the purpose of collecting

data and make them aware how their information was further unutilized. Data obtained was only be used for research purpose. The information of the participants was kept confidential.

Data analyses procedures

For statistical analysis of this correlational research Statistical Package for the social sciences version (SPSS-25) was used for quantitative analysis. The obtained data was firstly entered, cleaned and analyzed through SPSS.

For the distribution of data, descriptive statistics was used. Frequency and percentages were calculated for categorical variables. To check the normality of data, value of skewness, kurtosis, normality test and histogram were used.

To examine the reliability of generalized self-efficacy scale (GSES), job stress scale (JSS) and job satisfaction survey (JSS) by calculating Cronbach's Alpha (α) in inferential statistic. Pearson correlational analysis was used to investigate the association between self-efficacy job stress and job satisfaction. T test was used to examine the gender, school level taught and job sector differences between self-efficacy job stress and job satisfaction. One way ANOVA was apply to examine the age difference among self-efficacy, job stress and job satisfaction.

Chapter 3: Results

This research was conducted to measure self-efficacy, job stress, and job satisfaction among primary and secondary school teachers. The data of 200 school teachers have been collected for this research study. The results of the current research study are represented through descriptive statistics and correlations to explore the relationships that were hypothesized.

Demographic Characteristics of Sample

A sample of the study consists of 200 school teachers. The sample was further divided into primary and secondary school teachers. There were males and females from overall 200 participants. The participants of the study were selected from primary and secondary schools in Islamabad/ Rawalpindi. The demographic characteristics of the participants are shown below in table. 1.

Table 1

Descriptive statistics of demographic variables (N=200)

<i>Variables</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
Gender	Male	33	16.5
	Female	167	83.5
Age	23-30	62	31
	31-40	72	36
	41-50	60	30
	52-60	6	3
School level taught	Primary school teacher	87	43.5
	Secondary school teacher	113	56.5

Job sector	Private	130	65
	Public	70	35
Education level	Bachelors	66	33
	Masters	133	66.5
	Ph.D.	1	0.5
Teaching experience	0-3 years	64	32
	4-9 years	64	32
	10-20 years	57	28.5
	Over20 years	15	7.5
Marital Status	Single	58	29
	Married	134	67
	Divorced	4	2
	Widowed	4	2

Note: f= frequency of sample, % = percentage of sample, *no missing values

Table 1 exhibits the demographic variables of this research also their frequency and percentages. These variable includes age, gender, school level taught, job sector, education level, teaching experience and marital status. It shows that females have higher frequency (f = 167, % = 83.5) as compare to males (f = 33, % = 16.5).

There were 62 (31%) participants from age range (23 – 30), the highest number of participants 72 (36%) were from age range (31 – 40), 60 (30%) were from age range (41-50) and only 6 (3%) from age range (52-60). It shows secondary school teachers (f = 113, % 56.5) were higher in frequency than primary school teachers (f = 87, % 43.5). Table also shows private school teachers (f = 130, % 65) were higher in frequency as compare to public school teachers (f = 70, % 35). Regarding education level, 66 participants have bachelor's degree (33%), 133 participants have master's degree

(66.5%) and only 0.5% participants held doctorate degree. table also shows (0-3 years, 4-9 years) teaching experience have same frequency ($f = 64$, % 32) and higher in frequency than (10-20 years) teaching experience ($f = 57$, % 28.5), over 20 years ($f = 15$, % 7.5). it also shows higher frequency of married respondent's frequency (134) with 67%.

Reliability of Scales

The reliability of scales (Generalized Self-Efficacy Scale, Job Stress Scale, & Job Satisfaction Survey) was found through cronbach's alpha reliability test (α).

Table 2

Cronbach's alpha reliability (α) of Generalized Self-Efficacy Scale, Job Stress Scale, and Job Satisfaction Survey (N = 200)

Scales	Items	M	SD	A	Range		Skewness	Kurtosis
					Potential	Actual		
GSES	10	31.4	5.8	.88	10-40	13-40	-.77	-.048
JSS	13	36.8	.75	.75	13-65	16-58	.12	.51
JSS	36	141.3	.79	.79	36-216	86-199	.14	-.44

Note: M = Mean score, SD = Standard deviation, α = Cronbach's alpha reliability

Descriptive Statistics

This section of results is based on descriptive statistics of the scale used in the study for administration. The variables of the current study were tested by using skewness, kurtosis, and normality testing and analyzed whether the curve of the graph is normally distributed or not.

Table 3

Mean, median, mode, standard deviation, skewness kurtosis, for measures of General Self-Efficacy Scale, Job Stress Scale, and Job Satisfaction Survey (N = 200)

Scales	<i>M</i>	<i>Mdn</i>	Mode	SD	Skewness	Kurtosis
GSES	31.4	33	34	5.8	-.77	-.048
JSS	36.8	36.5	33	9.0	.12	.51
JSS	141.3	140	153	21.6	.14	-.44

Note: *M*= Mean score, *Mdn* = Median score, *SD* = Standard Deviation, *GSES* = *Generalized Self-Efficacy*

Scale, *JSS*= Job Stress Scale, *JSS* = Job Satisfaction Survey.

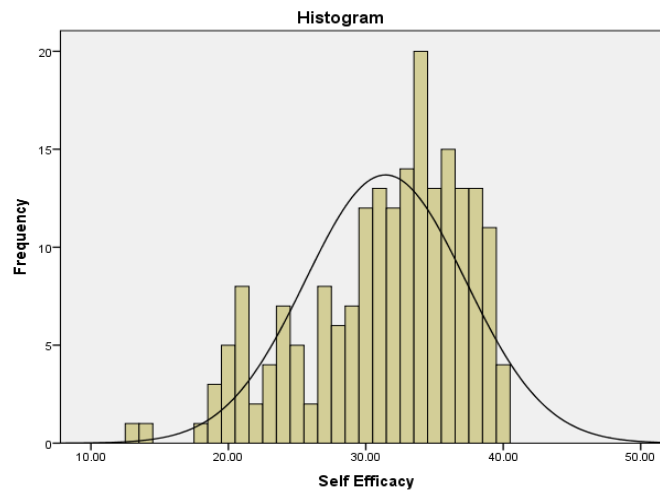
Figure 1**Distribution of self-efficacy measured by (GSES)**

Figure 1 shows the curve of self-efficacy scale which indicates that data is normally distributed

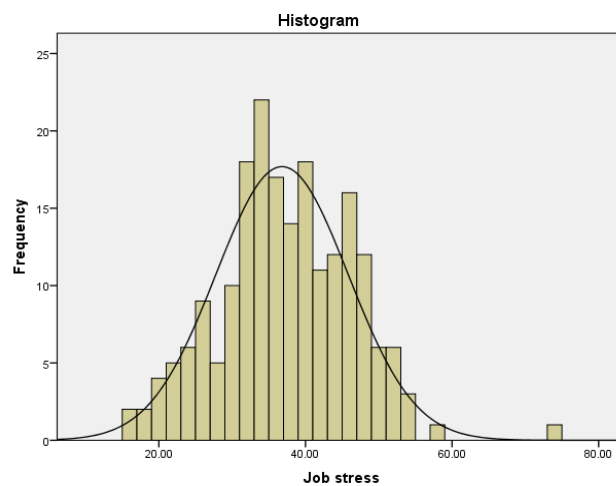
Figure 2**Distribution of job stress which are measured by (JSS)**

Figure 2 shows the curve of job stress scale which indicates that data is normally distributed.

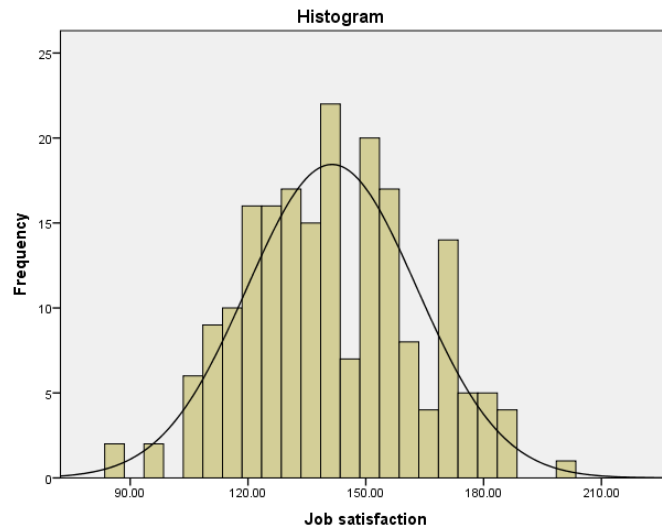
Figure 3**Distribution of satisfaction with job through (JSS)**

Figure 3 shows the curve of job satisfaction survey, which indicates that data is normally distributed.

Table 4 Correlation Table

Variables	<i>N</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. Self-efficacy	200	-	-.42***	.43***
2. Job stress	200		-	-.67***
3. Job satisfaction	200			-

Correlation is significant at the 0.01 level (1-tailed)

Table 4 shows the association between the self-efficacy, job stress and job satisfaction on all the study variables. Significant negative relation was observed between self-efficacy and job stress ($r = -.42^{***}$, $p < .05$). As the level of self-efficacy increases, there will be decline in job stress. Likeness, self-efficacy has significant positive relation with job satisfaction ($r = .43^{***}$, $p < .05$). Furthermore, job stress has significant negative relation with job satisfaction ($r = -.67^{***}$, $p < .05$).

Table 5

Comparison of study variables with school level taught (N = 200)

Measures	Primary		Secondary		<i>t</i> (198)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
GSES	32.3	5.24	30.7	6.17	1.96	.05	-.008	3.24	0.28
JSS	36.5	8.83	36.9	9.19	-.278	.78	-2.90	2.18	0.04
JSS	142.8	20.7	140.2	22.2	.859	.39	-3.43	8.73	0.12

Note. GSES = Generalized Self-Efficacy Scale, JSS= Job Stress Scale, JSS = Job Satisfaction Survey, CI= "Confidence Interval", LL= "Lower limit," UL= "Upper limit" ** $p < 0.5$, *** $p < 0.1$, **** $p < .001$

The independent samples t-test results presented in table 5 indicates that mean differences across school level taught on all the study variable. It is found that there is significant difference on level of self-efficacy in primary school teachers ($M = 32.3$) and secondary school teachers ($M = 30.7$) which shows ($p < .05$). Cohen's *d* value for these

scales are 0.28, 0.04, and 0.12 respectively. Moreover, there is a slight differences between the groups in terms of the participants job stress and job satisfaction, these differences is not statistically significant ($p > 0.05$)

Table 6

Comparison of study variables with Gender (N = 200)

Measures	Male		Female		<i>t</i> (198)	<i>P</i>	95% CI		<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
GSES	33.4	5.05	31.02	5.90	2.20	.02	.256	4.59	.44
JSS	29.4	9.26	38.25	8.24	-5.50	.00	-11.9	-5.66	1.00
JSS	154.4	22.58	138.7	20.53	3.93	.00	7.82	23.5	.72

Note. GSES = Generalized Self-Efficacy Scale, JSS= Job Stress Scale, JSS = Job Satisfaction Survey, CI= "Confidence Interval", LL= "Lower limit," UL= "Upper limit" ** $p < 0.5$, ** $p < 0.1$, *** $p < .001$

Table 6 revealed that mean differences across gender on all the study variables. It is found that there is a significant difference on self-efficacy, job stress and job satisfaction in females as compare to the male teachers. Cohen's *d* value for these scales are 0.44, 1 and 0.72 respectively. It shows that female teachers experienced more job stress ($M = 38.25$) as compare to the male teachers ($M = 29.4$).

Table 7*Comparison of study variables with job sector (N = 200)*

Measures	Private		Public		<i>t</i> (198)	<i>P</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
GSES	30.8	6.24	32.5	4.79	-2.07	.03	-3.46	-.08	0.30
JSS	37.2	8.33	36.0	10.1	.88	.37	-1.45	3.82	0.12
JSS	141	22.4	142	20.2	-.31	.75	-7.34	5.33	0.04

Note. GSES= Generalized Self-Efficacy Scale, JSS= Job Stress Scale, JSS = Job Satisfaction Survey, CI= "Confidence Interval", LL= "Lower limit," UL= "Upper limit" ** $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The independent samples t-test results presented in table 6 indicates that mean differences across job sector on all the study variable. It is found that there is significant difference on level of self-efficacy in public school teachers ($M = 32.5$) as compared to the primary school teachers ($M = 30.8$). Cohen's *d* value for these scales are 0.30, 0.12, and 0.04 respectively. The comparison of the job sector revealed that, there is a non-significant difference among the sector of job with reference to the job stress and job satisfaction, ($p > 0.05$)

Table 8

One way analysis of variance for age on variables (N=200)

Measures	23-30		31-40		41-50		52-60		F(3,196)	p	n ²
	M	SD	M	SD	M	SD	M	SD			
GSES	31.2	5.48	31.8	5.92	30.8	6.16	34.5	4.50	.90	.44	.01
JSS	35.6	8.17	36.0	9.31	38.0	9.21	33.6	8.73	2.35	.07	.03
JSS	143.0	21.3	142.1	23.6	138.2	20.2	146.0	11.6	.64	.58	.00

Note. GSES = Generalized Self-Efficacy Scale, JSS= Job Stress Scale, JSS = Job Satisfaction Survey
 p* <0.5 , **p <0.1 , ***p $<.001$

Table 7 indicates one way ANOVA of mean differences on study variables across different categories of age. Non-significant differences were found among different age categories across level of self-efficacy, job stress and job satisfaction (p >0.05). Although there are slight differences among the groups on self-efficacy, job stress and job satisfaction scores but these differences is not statistically significant (p > 0.05).

Chapter 4: Discussion

The chapter is regarding the discussion on the reliabilities of the scales used in current study, demographic characteristics of participants, and relationship between Self-Efficacy, Job Stress and Job Satisfaction among primary and secondary school teachers by using three measuring scales, which include General Self-Efficacy Scale (GSES), Job Stress Scale (JSS), and Job Satisfaction Survey (JSS).

Demographic Characteristics

A sample of 200 school teachers were taken for this research study. The purpose of the current study was to find the relationship between Self-Efficacy, Job Stress and Job Satisfaction among primary and secondary school teachers. Sample consisted of 167 female teachers and 33 male teachers. The disparity noticed between male and female participants is because of the convenient sampling technique through which sample was collected for the study.

Age range for the sample was 23-60. Sample size was 200 out of which 62 participants from age range (23-30), 72 were from age range (31-40), 60 were from age range (41-50) and only 6 from age range (52-60) participated in the study. In comparison of school level 87 were primary school teachers while 113 were secondary school teachers

Considering the job sector, there were 130 respondents from private sector and 70 from public sector. As per education, majority were having master degree while 66 respondent were with bachelor's degree and the remaining were of doctorate degree.

The teaching experience of the sample varies as it lies in the percentage differences such as 64 teachers have 0 to 3 years experience same as 64 of teachers have 4 to 9 years experience, 57 teachers have 10 to 20 years experience and only 15

teachers have over 20 years experience. In relation to marital status, finding shows that there were 50 single females, 8 single males, 109 married females, 25 married males, 4 divorced females and 4 widowed females.

Reliability of Scales

The questionnaires used in this research study includes General Self-Efficacy Scale (GSE), Job Stress Scale (JSS) and Job Satisfaction Survey (JSS). Reliability is extent to which measurement tool gives compatible and firm results.

The GSE (General Self-Efficacy Scale) is used to measure the strength of an individual's abilities, beliefs in how he or she responds to different situation. In this research study, Cronbach's alpha reliability for GSE was 0.88 which indicates good internal consistency of the scale. According to a study by (Yusuf, 2019) the reliability of GSE was 0.82.

The job related stress were evaluated through job stress scale. In this research study, Cronbach's alpha reliability for JSS was 0.75. Previous research studies reported that the job stress scale (JSS) has acceptable reliability (0.74) to measure job related stress and ensured that JSS are culturally free instrument and appropriate for Pakistani population(Batool et al., 2021).

When calculated the reliability for Job Satisfaction survey (JSS) in our current research cronbach's alpha reliability for JSS was 0.79. In original study the Cronbach's alpha reliability for JSS was 0.80 (Nadaf, 2017). JSS is an ideal measuring tool because different researchers have reported its reliability and validity in their research studies (Demirdag, 2015)

Relationship of self-efficacy-job stress

It was hypothesized that there is a negative relationship between self-efficacy and job stress. In the present study, result of the correlation shows that there is a negative relationship between self-efficacy and job stress. Which means that one variable increases the other decreases. Thus, our hypothesis was accepted. In research by Batool et al., (2021) result shows that there is a negative relationship between self-efficacy and job related stress. Results of their study were consistent as are in present research study. Moreover, similar findings were found from researches of Schwarzer and Hallum (2008), they explore the impact of self-efficacy on work related stress among teachers. Abraham (2012) proved that self-efficacy negatively correlate with occupational stress. Many studies proved this relationship as high level of self-efficacy increase level of confidence in an individual's (Schwarzer et al., 2008; Zajacova et al.' 2005). All these findings were consistent and support result of current research to prove that self-efficacy and job stress are negatively correlated.

Relationship of self-efficacy-job satisfaction

In the present research, Pearson correlation were calculated to study the relationship between self-efficacy and job satisfaction. It was hypothesized that there is a positive relationship between self-efficacy and job satisfaction. Results of the current study show that that there is a positive relationship between self-efficacy and job satisfaction. These findings are similar with the results of the study carried out by Akomolafe & Ogunmakin (2014). According to him, self-efficacy suggests an individual on different domains like how he should behave, think and be motivated to perform a task. This is the reason, that individuals who have high level of self-efficacy tends to behave more positively and can think creatively and this can also occur because of motivation. Furthermore, Karabiyik and Korumaz (2014) found that there is a

positive/direct relationship between perceptions of teachers' self-efficacy and level of job satisfaction. Likewise, Emin Turkoglu et al., (2017) found that self-efficacy was positively correlated with job satisfaction. All these findings support result of current research to prove that self-efficacy and satisfaction with job are positively correlated. Thus, current hypothesis was supported.

Relationship of job stress-job satisfaction

The third hypothesis proposed in the current study was there is a negative relationship between job stress and job satisfaction. The analysis of the present research shows that there is a negative relationship between job stress and job satisfaction. According to the past researches it had been found that job stress was negatively correlated with job satisfaction (Aftab and khaton, 2015). Our results are compatible with Harish & Probha (2018) who found a negative relationship between job satisfaction and work stress. According to him when teachers are not satisfied with their jobs they will definitely feel the stress of the occupation. In another research study factor related to work stress among teacher has been explore. Finding showed that organizational, individual, social, economic and cultural factors have a significant relationship with work stress (Mohammadpour et al., 2014).

After that the independent sample t test was carried out to compare the level of self-efficacy, job stress and job satisfaction in primary and secondary education teachers. The finding showed the mean differences across school level taught on all the study variable. Finding of our current study show that primary and secondary school teachers experienced same level of job stress and there is a non-significant difference on job stress and job satisfaction among primary and secondary school teachers. However this finding does not support the findings by Kavita and Hassan (2018) who

found that secondary school teachers experienced more stress as compared to primary school teachers, so the fourth hypothesis of this study was not proved.

To find difference in self-efficacy, job stress and job satisfaction among private and public school teacher's independent sample t test was applied. It was hypothesized that there will be a non-significant difference between self-efficacy, job stress and job satisfaction among private and public school teachers. Results of our current study show that there is a non-significant difference on job stress and job satisfaction except self-efficacy. This is parallel to the findings in previous studies (Bano & Malik 2018) which shows that job stress in private and public school teachers is to some extent similar. Furthermore, they found a non-significant difference in job stress and job satisfaction among private and public school teachers. Thus, our current hypothesis was supported.

Independent sample t test was carried out to find difference in self-efficacy, job stress and job satisfaction among male and female school teachers. It was hypothesized that there will be a significant difference between self-efficacy, job stress and job satisfaction among male and female school teachers. Findings of the current study indicates that there is a significant difference on the self-efficacy level, job stress and job satisfaction in male and female school teachers. These outcomes are compatible with previous literature (Bano & Malik, 2014). The Reason that occupational stress differ in terms of gender is due to that females teachers have responsibilities of home beside their job as well, which puts them under too much burden. While males do not feel burdenized by the responsibilities of home and are not pensive regarding their class, hence they are more satisfied with their job as well as personal life.

One- way ANOVA was applied to check the mean difference between four age groups. In the present research, it was hypothesized that there will be a significant difference between self-efficacy, job stress and job satisfaction with reference to age.

Surprisingly, Results of the current study show that there is a non-significant difference between self-efficacy, job stress and job satisfaction with reference to age. Thus, our current hypothesis was rejected. Age of a teacher cannot affect job stress. Similarly, Bharathi (2013) found that level of work stress did not correlate with the age of teachers.

Conclusion

The aim of this research is to study the relationship between Self-Efficacy, Job Stress and Job Satisfaction among primary and secondary school teachers. According to the findings of current study, self-efficacy have a negative relationship with job stress. Whereas also there exist a positive relationship between self-efficacy and job satisfaction. As well as, significant negative relation was observed between job stress and job satisfaction. However, it is proved that teachers with high self-efficacy are more satisfied with their jobs and have less job stress. Results revealed that Primary and secondary school teachers experienced same level of job stress. Moreover, job stress in private and public school teachers is to some extent similar. Additionally, age of a teacher cannot affect job stress.

Limitations of the study

In almost every research, no matter how well it is organized, had some limitations. The present research has certain limitations that should be taken into account.

The sample was relatively small. It is suggested that for future research, the sample size should be increased to increase the generalizability of the sample. Moreover only the teachers of twin cities have taken as a sample due to the time constrain which can be increased in new researches. There might be a difference in level of self-efficacy, exposure, stress related to work and facilities among teachers working in Islamabad and

other remote areas. Only Self-reporting measures were the basis of present study. For the measurement of objective performance, it is suggested that multimethod approach should be used.

Future Implications

Future researches will be conducted to highlight the factors which participate in the rising of job satisfaction in teachers on a large sample. Also, it will help in understanding that there is a need to pay attention to the working conditions of school teachers which could result in stress and dissatisfaction from work. The research will also serve the purpose of psycho educating the parents regarding stress faced by teachers of their children while dealing with them, and hence they also need to cooperate with teachers and actively involved in taking care of their children as well as paying attention to their needs. Existing study's findings can be utilized in a way that by developing skills in teachers to supervise their stress levels teachers' job stress can be lowered.

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Appendices

Appendix A

Approval letter for data collection

		<p>Islamabad Expressway, Kahuta Road, Zone - V, Islamabad, Pakistan Telephone : +92-51-111-555-666 : +92-51-4486700 Fax : +92-51-4486705 Email : info@cust.edu.pk Website : www.cust.edu.pk</p>
<p>Capital University of Science & Technology Islamabad</p>		
		<p>Ref. CUST/IBD/PSY/Thesis-166 October 18, 2022</p>
<p>TO WHOM IT MAY CONCERN</p>		
<p>Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.</p>		
<p>Ms. Hamna Nadeem, registration number BSP191008 is a bona fide student in BS Psychology program at this University from Spring 2019 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between self-efficacy, job stress and job satisfaction among primary and secondary school teachers". She is required to collect data from your institute.</p>		
<p>Your cooperation is highly appreciated. Please feel free to contact undersigned, if you have any query in this regard.</p>		
<p>Best Wishes,</p>		
		
<p>Dr. Sabahat Haqqani Head, Department of Psychology Ph no. 111-555-666 Ext: 178 sabahat.haqqani@cust.edu.pk</p>		

Appendix B

Informed Consent

You are asked to participate in a research study conducted by Ms. Hamna Nadeem under the supervision of Ms. Uzma Mushtaq from the Psychology Department at Capital University of Science and Technology. This research will focus on the relationship between self-efficacy, job stress, and job satisfaction among primary and secondary school teachers.

In order to participate in this research, you have to fill out the questionnaires given. Confidentiality will be maintained throughout the study. Your participation in this study is entirely voluntary. If you want to withdraw your participation in this study it will be your choice and no questions will be asked but it will be a great contribution if you participate and give your honest responses.

For any query about the study, please contact at:

Hamna1281@gmail.com

Signature of participant

Thank you

Appendix C

Demographic Sheet

Please provide the given information

1. Gender:

a. Male

b. Female

2. Age:

a. 23-30

b. 31-40

c. 41-50

d. 52-60

3. Are you a

a. Primary school teacher

b. Secondary school teacher

4. Sector of job:

a. Private

b. public

5. Level of education attained:

a. Bachelors

b. Master'

c. PhD Degree

Other please specify _____

6. Teaching experience:

a. 0-3 years

b. 4-9 years

c. 10-20 years

d. Over 20 years

7. Marital Status :

a. Single

b. Married

c. Divorced

d. Widowed

Appendix D

Generalized Self-Efficacy Scale (GSES)

Please respond to the following statements. The numbers indicate as given below the following

Not at all true= 1, Hardly true=2, Moderately true=3, Exactly true=4

Items	Not at all true	Hardly True	Moderately True	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	1	2	3	4
2. If someone opposes me, I can find the means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4. I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6. I can solve most problems if I invest the necessary effort.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. If I am in trouble, I can usually think of a solution	1	2	3	4
10. I can usually handle whatever comes my way.	1	2	3	4

Appendix E

Job Stress Scale

Directions: Please, circle the number that best describes your agreement with the following statement about your job.

Sr.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have felt fidgety or nervous as a result of my job	1	2	3	4	5
2	Working here makes it hard to spend enough time with my family	1	2	3	4	5
3	My job gets to me more than it should	1	2	3	4	5
4	I spend so much time at work, I can't see the forest for the trees	1	2	3	4	5
5	There are lots of times when my job drives me right up the wall	1	2	3	4	5
6	Working here leaves little time for other activities	1	2	3	4	5
7	Sometimes when I think about my job I get a tight feeling in my chest	1	2	3	4	5
8	I frequently get the feeling I am married to the company	1	2	3	4	5
9	I have too much work and too little time to do it in	1	2	3	4	5
10	I feel guilty when I take time off from job	1	2	3	4	5
11	I sometimes dread the telephone ringing at home because the call might be job-related	1	2	3	4	5
12	I feel like I never have a day off	1	2	3	4	5
13	Too many people at my level in the company get burned out by job demands	1	2	3	4	5

Appendix F
Job Satisfaction Survey (JSS)

Please circle the one number for each question that comes closest to reflecting your opinion about it.

Disagree very much= 1, Disagree moderately=2, Disagree slightly=3, Agree slightly=4, Agree moderately=5, Agree very much=6

Sr.	Items	(1)	(2)	(3)	(4)	(5)	(6)
1	I feel I am being paid a fair amount for the work I do.						
2	There is really too little chance for promotion on my job.						
3	My supervisor is quite competent in doing his/her job.						
4	I am not satisfied with the benefits I receive.						
5	When I do a good job, I receive the recognition for it that I should receive.						
6	Many of our rules and procedures make doing a good job difficult.						
7	I like the people I work with.						
8	I sometimes feel my job is meaningless.						
9	Communications seem good within this organization.						
10	Raises are too few and far between.						
11	Those who do well on the job stand a fair chance of being promoted.						
12	My supervisor is unfair to me.						
13	The benefits we receive are as good as most other organizations offer.						
14	I do not feel that the work I do is appreciated.						

15	My efforts to do a good job are seldom blocked by red tape						
16	I find I have to work harder at my job because of the incompetence of people I work with.						
17	I like doing the things I do at work.						
18	The goals of this organization are not clear to me.						
19	I feel unappreciated by the organization when I think about what they pay me.						
20	People get ahead as fast here as they do in other places.						
21	My supervisor shows too little interest in the feelings of subordinates.						
22	The benefit package we have is equitable.						
23	There are few rewards for those who work here.						
24	I have too much to do at work.						
25	I enjoy my coworkers.						
26	I often feel that I do not know what is going on with the organization.						
27	I feel a sense of pride in doing my job.						
28	I feel satisfied with my chances for salary increases.						
29	There are benefits we do not have which we should have.						
30	I like my supervisor.						
31	I have too much paperwork.						
32	I don't feel my efforts are rewarded the way they should be.						
33	I am satisfied with my chances for promotion.						
34	There is too much bickering and fighting at work.						

35	My job is enjoyable.						
36	Work assignments are not fully explained.						

Appendix G

Permission to use the GSES



Hamna Nadeem

Dear Dr. Ralf Schwarzer! hope this email finds you well! I am a student of Capital University of Science and Technology Islamabad Pakistan, majoring in Psycholo

Thu, 14 Apr 2022, 15:37



Schwarzer, Ralf <ralf.schwarzer@fu-berlin.de>

to me ▾

14 Apr 2022, 16:28



<http://www.psyc.de/WORDPRESS/wordpress/requests/>

Prof. Dr. Ralf Schwarzer

Freie Universität Berlin, Psychology

Habelschwerdter Allee 45

14195 Berlin, Germany

Email | ralf.schwarzer@fu-berlin.de

WEB | <http://my.psyc.de>

ORCID | <http://orcid.org/0000-0002-0069-3826>

Twitter | <https://twitter.com/schwarzer1>

Google Scholar | <https://scholar.google.de/citations?user=w2M4eLUAAAAJ&hl=en>

From: Hamna Nadeem <hamna1281@gmail.com>

Sent: Thursday, April 14, 2022 12:37:52 PM

To: Schwarzer, Ralf

Subject: A request for permission grant



Activate Windows

Go to Settings to activate Windows.

Appendix H

Permission to use the JSS

A request for permission grant Inbox x



Hamna Nadeem

Sun, 3 Jul 2022, 20:07

Dear Paul e spector, I hope this email finds you well! I am a student of Capital University of Science and Technology Islamabad Pakistan, majoring in Psychology

Paul Spector <pspector@usf.edu>

Sun, 3 Jul 2022, 20:19

to me ▾

Dear Hamna:

You have my permission to use the original JSS in your research. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms, in the [Paul's No Cost Assessments section](https://paulspector.com) of my website: <https://paulspector.com>. I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.

The JSS-2 is an improved commercial version for which there is a fee as explained here: <https://paulspector.com/assessments/job-satisfaction-survey-2/>.

For additional assessment resources including an archive of measures developed by others, check out the assessment section of my website for organizational measures <https://paulspector.com/assessments/> and my companion site for general and mental health measures: <https://www.stevenericspector.com/mental-health-assessment-archive/>

Thank you for your interest in the JSS, and good luck with your research.

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Appendix I

Permission to use the JSS

Related to the job stress scale by parker and decotiis Inbox x



Hamna Nadeem <hamna1281@gmail.com>

Wed, 19 Oct 2022, 11:00



to innocent.kwame.bedi ▾

I am currently working on my research that requires use of the job stress scale by parker and decotiis (1983), but cannot find the originator or any institution that has the interpretation manual, etc. Any information would be helpful to get access. Kindly share the author email so i can take permission to use that scale in my study.

Looking forward for valuable response.

Yours sincerely,

Hamna Nadeem



Innocent Kwame Bedi <innocent.kwame.bedi@ut.ee>

Fri, 21 Oct 2022, 13:24



to me ▾

Dear Haman,

I hope you find the attached file useful.

All the best.

Innocent Bedi

From: Hamna Nadeem <hamna1281@gmail.com>

Sent: Wednesday, October 19, 2022 9:00 AM

To: Innocent Kwame Bedi <innocent.kwame.bedi@ut.ee>

Subject: Related to the job stress scale by parker and decotiis

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