

**EFFECTS OF JOB STRESS ON JOB PERFORMANCE AMONG
UNIVERSITY TEACHERS OF QUETTA: MODERATING ROLE OF
OCCUPATIONAL SELF-EFFICACY**



By:

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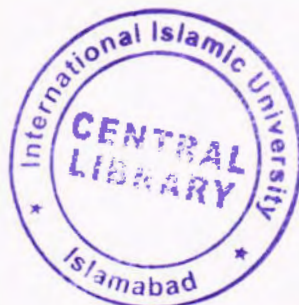
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IN IN THE NAME OF ALLAH



The Most Beneficent & Merciful

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TEACHERS OF QUETTA: MODERATING ROLE OF OCCUPATIONAL
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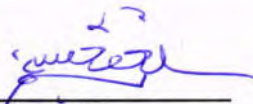
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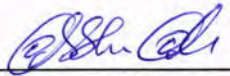
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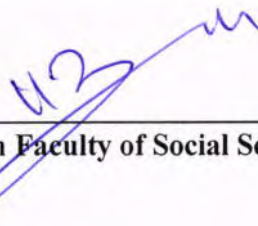
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Deceleration

I solemnly declare that the current research entitled "*Effects of Job Stress on Job Performance among University Teachers of Quetta: Moderating Role of Occupational Self-Efficacy*", is my personal work. It is not plagiarized nor copied from any other source, and that I have followed all the research and ethical protocols. I am submitting this research to Department of Psychology, Faculty of Social Sciences International Islamic University as a partial fulfillment for the award of the degree of MS in Psychology. I also declare that I will not use this research for any other degree award program in future.

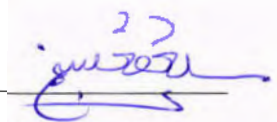
A handwritten signature in black ink, appearing to read 'Asmatullah', is written over a horizontal line. The signature is stylized and cursive.

Asmatullah

December 27th, 2017

CERTIFICATE

It is certified that MS research thesis entitled "*Effects of Job Stress on Job Performance among University Teachers of Quetta: Moderating Role of Occupational Self-Efficacy*", prepared by **Mr. Asmatullah**, MS Scholar registered with 225-FSS/MSCP/F15 in the department of Psychology, Faculty of Social Sciences, Islamic International University Islamabad, has completed all requirements of research under my supervision. It is certified that his work is according to rule and regulation which are suggested by American Psychological Association (APA).



Dr. Najam ul Hassan

Supervisor

Dedication

This piece of research work is dedicated to my honorable **Parents**, my best friend **Qaiser Khan Kakar** and my younger sister **Sidra Kakar**. The unconditional love, care, support and guidance I have got from them are of great importance in my life.

CONTENTS

List of Tables	I
List of Figures	II
List of Annexures	III
Acknowledgements	IV
Abstract	V
Chapter I: Introduction	1
Literature Review	17
Rationale of the Study	30
Conceptual framework	31
Chapter II: Method	32
Objectives	32
Hypotheses	32
Sample	32
Operational Definition	33
Instruments	33
The Workplace Stress Scale	34
Job Performance Scale	34
Occupational Self-Efficacy Scale	34
Procedure	34
Chapter III: Result	36
Data Analysis	36
Ethical Considerations	36
Results	37
Chapter IV: Discussion	43
Conclusion	49
Implications and Recommendations	50
Limitations	51
References	52
Appendix	62

LIST OF TABLES

Table No.	Title	Page No.
Table 1	Psychometric Properties of the Variables investigated	36
Table 2	Correlation among the explored variables	37
Table 3	Linear Regression using Occupational Self-Efficacy, Job Stress and their interaction as predictors	38
Table 4	Conditional effect of Job Stress on Job Performance at different values of Occupational Self-Efficacy	39

LIST OF FIGURES

Figure No.	Title	Page No.
Figure 1	Schematic representation of the effects of Job Stress on Job Performance and the moderating role of Occupational Self-Efficacy	31
Figure 2	Regression in simple slope equations of Job Stress on Job Performance at the level of Occupational Self-Efficacy	41

LIST OF ANNEXURES

Annexure-A	Informed Consent and Demographic Information
Annexure-B	The Workplace Stress Scale
Annexure-C	Job Performance Scale
Annexure-D	Occupational Self-Efficacy Scale

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27 December 2017

Abstract

Job stress affects the performance which further decreases the productivity of the organization. This research study aimed at exploring the moderating role of occupational self-efficacy in the relationship between job stress and job performance among the university teachers. The current study was based on a correlational research and the participants were 180 university teachers of Quetta, Pakistan. Using the convenient sampling method, teachers responded on the scales of workplace stress, job performance and occupational self-efficacy. The results indicated that job stress was negatively affecting the performance of the teachers and that the occupational self-efficacy as a moderator has a significant interaction in the relationship between the job stress and job performance. The results also suggested that there is a significant positive correlation between job performance and occupational self-efficacy, while there is a negative correlation between occupational self-efficacy and job stress. Further analysis suggested that the Job performance is negatively correlated to job stress among study participants. Therefore, the hypotheses of the research study were consistent to the results of the study. The findings of the research study can be used in the organizations and policy makers especially the Human Resource Development departments of the universities to conduct trainings for the improvement of occupational self-efficacy to enhance the job performance on one level and on the other hand reducing the effects of job stress among employees in order to get maximum productivity.

CHAPTER ONE
INTRODUCTION

Introduction

Teachers are the important community of the society owing to their contribution in building the characters of the people and the productive construction of society. Their guidance and teaching change the lives and the ways of living of people. Their contribution and work is of immense importance that is because they can make today's children the leaders of tomorrow through their inspirational guidance, motivation and hard work. But since they are also human beings they can encounter problems and difficulties in their lives which directly or indirectly can affect their job and especially their teaching. The same effects of their teaching and job will further affect the learning of the students. In such cases, their performance decreases and their contribution can be lessened by the problems that occur to them. Though teachers perform duties as people from other professions, the experience of stress is very common to all.

Thus, if they experience stress, they cannot perform in a way which is considered to be the best performance. Although lower levels of stress are required for performing better, excessive amount of stress can affect their performance. The way they think of their capabilities also matters owing to their perceptions of control over themselves. When they think they are in control of handling problems that they encounter, they can also manage stress. Similarly, their beliefs of doing a task well plays a vital role in their performance which gives confidence to them for making efforts and accomplishing their targets. These beliefs are termed as self-efficacy which can be divided into general and specific self-efficacy. Examining the performance of a person of overall dimensions can be considered as general self-efficacy but checking the performance for a specific purpose as the execution of the tasks in an organization can be termed as specific self-efficacy.

Therefore, the occupational self-efficacy which specifically is associated with the beliefs which people held for managing the responsibilities in a better way can diminish the effects of stress in this situation. The influence of this factor can help teachers manage stress and increase performance while they perform duties which are also supported by a large research literature.

The term stress used in the current research was introduced by Selye. He called it stress as he said that it is the body's reaction for making any modification owing to the demands from environment. Though stress can motivate people, if they don't get control on it, it can seriously affect their job, family life, and health in long term. We usually hear about the threat of terrorist attacks and climate change in the news, it can cause us to feel stressed, especially because we think we have no control over those events. Stress can also affect your job, such as being worried that you will not finish a project at work. While some workplace stress is normal, but excessive stress can disturb the productivity and performance of a person and it can also affect one's physical and emotional health. Usually, stress results from pressure and the greater the pressure the more a person will give up. As mentioned, if the external stimulus becomes too strong, internal damage will become unavoidable.

Job Stress

Job stress occurs when the demands of the job do not match the capabilities and resources of the incumbent. Job stress arises from job demands issues of employees and less management support (Rothmann, Van Der Cloff, & Rothmann, 2006). Job stress among employees is negatively related with job performance and thus, job stress diminishes performance of incumbents (Bashir & Ramay, 2010). Dealing with stress can determine the success and failure at work. You cannot control things in the work environment but it does not make you unable to do things. You can take steps to protect yourself from the damaging

effects of stress if your job demands difficult tasks and you can improve job performance. If the level of stress is low then it can create problem in achieving a high target but if it is in moderate level, you can expect a high performance.

If the stress is in excessive amount then it can seriously affect your performance. Stress is the thing that keeps you on track while you present something and makes you alert to keep yourself away from damages or mistakes at your work. Tight schedules, working long hours and increasing demands from your work can make you worried, uncertain, and burdened by stress. When stress level increases, it can start causing damage to both your mind and body. Usually, causes of job stress include such as being unhappy in your job, having a heavy workload or many responsibilities, working for long hours, working in dangerous conditions, job insecurity and fear of termination (Kottecswari & Sharief, 2014).

In a study on teachers divided into cross-sectional and longitudinal study in which the results of the study showed mediation among the variables of teacher self-efficacy, job stress and burnout. Teacher self-efficacy was significantly associated to job stress and burnout (Schwarzer & Hallum, 2008). Self-efficacy, marital status, job stressors, personal and work-supports are significant predictors of anxiety and job performance. This study concluded that relationship between job stress and trait anxiety was stronger for single women compared to married women. Performance was predicted by variables such as efficacy beliefs and occupational stress perception. The outcomes indicated that reduced self-fficacy and greater occupational stress negatively affect occupational performance (Kahn, & Long, 2007).

Stress arises in two forms and it is not always a bad thing. If the stress is positive, it is termed as Eustress and if the stress is negative, it is called as Distress. Eustress motivates you to perform an action, it focuses energy, it is short-term and relates to our coping abilities. In the presence of Eustress, you would feel excited and it can further improve your performance.

Receiving a promotion or raise at work can be Eustress. Whereas, distress causes anxiety, tension or excessive concern. In the presence of distress, you would feel unpleasant and it is not related to your coping abilities. It can be both short-term and long-term. Distress can cause mental and physical problems and can decrease performance. Distress is associated to threat appraisal and emotion based coping methods (Mc Gowan, Gardner, & Fletcher, 2006). At the workplace, distress can be caused by conflicts with supervisor, lack of training for performing a job, excessive workload, job insecurity and unproductive tasks and meetings. Sometimes distress is caused by repetitive thought patterns, unknown fears, worry about future events, unrealistic expectations and procrastination. Hans Selye says, it is not stress that kills us, it is our reaction to it. Stress is subjective and any situations which is stressful for you may be a normal situation for someone else.

Stress bases on physiological, cognitive, emotional and behavioural components. Physiological component relates to the sympathetic adrenal-medullary activity or pituitary-adrenal-cortical activity. Selye described what he called general adaptation syndrome in which physiological response progresses through three stages. In the first stage, body is alerted and acts with emergency. Second, automatic activity is increased as the body gets ready to confront stressor. Third, if stressor exists and goes beyond the ability of the body to respond, the internal system is damaged which is called exhaustion. Stress affects the cognitive functions of individual which may create problems of attention and some memory problems. The errors in response increase, speed of the response cannot be forecasted.

In the presence of chronic stress, a person can become hypervigilant. In the state of extreme stress, person may feel confused and thinking may become irrational. Many emotions are associated with the stress especially frustration, fear, anxiety, anger and irritability. Personalities of people may change as compared to previous appearance. Problems of worrying and hostility may aggravate. As a behavioural component, stress like

anxiety has the fight-or-flight responses. People who usually fight may constantly do a task which they think is difficult. People who flee may avoid difficult situations and cannot solve problems by this reaction. In such cases, the presence of stress can make people dependent on drugs and their eating habits may change. Hormonal changes also take place in the fight-or-flight responses to stress. A stressful event, like fear of losing your job when the boss yells at you, adrenaline and cortisol hormones release which increase heart beats and blood circulation, focus attention and finally prepare you for behavior.

Although stress can cause many health problems, the link of stress with cancer is not clearly evident. Stress indirectly has relationship with cancer such as people who are in stress develop some behavioural changes such as smoking, drinking alcohol and overeating. These behavioural changes may cause cancer. There are some disorders which are completely related to stress such as acute stress disorder and post-traumatic stress disorder. Acute stress disorder is caused by physical or psychological stress. It is related to an experience of incident or a sudden change in social circumstances. Whereas, post-traumatic stress disorder is purely related to a stressful event beyond the dealing capacity of the individual. However, this disorder does not relate to job stress but the stress itself is a broad term used for all these situations. Job conditions are related to depressive symptoms after employment and effects of working conditions are immediate on depressive complaints (Schonfeld, 1992).

Sometimes stress do not show any relationship between stress and work performance. A reason may be the interacting moderating variable in the study owing to that results do not appear consistent (Wu, 2011). Stress does not occur owing to the pressure of something but from the perception of that particular pressure. Thus, moderating variable especially which might relate to that perception ought to be given importance. Emotional intelligence positively affect performance and moderate the relationship between job stress and work performance. Wu (2011) states that the relationship between work-related stress and job

performance is low for people with high emotional intelligence. This research (Wu, 2011) thus confirms the impacts of stress on performance. Occupational stress and family issues have a positive significant relationship with each other (Nezhad, Goodarzi, Hasannejad, & Roshani, 2010).

According to the American Institute of Stress (AIS), increased job stress is linked with heart attack and hypertension. In the USA, the heart attack is considered to have a link with job-related problems. According to the American Institute of Stress, it is the individual that feels to be in control and perform many duties and it is not the job that makes a person stressed. It is a matter of person-environment fit. Some people feel stressed by many responsibilities assigned to them but some even enjoy the same tasks and perform well and also feel that performing such tasks are under their control. Stress level can vary in similar situations but reasons may be different.

A survey by American Institute of Stress showed that working on a paper than dangers related to pursuing criminals was stressful for many police officers. The level of job stress is associated with the magnitude of the job demands and the awareness of the employee for having control on the duties. Eighty percent of workers in America feel stress at work place and half of the workers feel the need for learning how to manage job stress. Forty percent of the workers felt that job was very or extremely stressful for them and twenty five percent feel their job as the biggest stressor for them. Efficiency and productivity increases by becoming empowered and stress decreases when an incumbent is not required to report to any supervisors regularly (Bushe, 1996).

Job Performance

Job performance is concerned with the actions of doing a job. Job performance is basically a means to get a target or set of goals within a job or assigned role or organisation

(Campbell, 1990) but it does not include actual results of the actions performed with in the assigned duties. Campbell (1990) states that job performance is not an action rather it is a complex activity. Performing a job is basically a behaviour and separate entity and results from a particular job which is further concerned to productivity and success. Campbell describes job performance as a variable which is related to individual or which is done by a single person.

Campbell's description differentiates job performance from the outcomes of a job. Job performance as a behaviour is different from the outcomes of the same performance and this outcome also results from some other factors. There are exceptions while describing performance as a behaviour. For example, Campbell states that performance is not always observable actions of a person. It can relate to mental phenomena such as decisions and answers. Performance should be under the control of the person. Productivity also relates to the performance. Productivity can be compared with high or low job performance depending on the effectiveness of the job performance. The value of the job performance also matters in terms of utility.

Job performance consists of many kinds of behaviours. Campbell (1990) proposed eight factors model for the performance of most of the jobs. The first factor he described is task specific behaviour which is taken as part of a job. The second he described is the non-task specific behaviour which includes actions which a person is not expected of such as training a new teacher at the university so as to make him aware of the specific rules of the university. communication tasks whether written or oral in which the employee is evaluated are also included in the dimensions of job performance.

Another factor is the effort which determines the commitment of the employee to the tasks of the job. Then the factor of personal discipline is also counted as an important aspect

in terms of job performance. Employees are expected of to obey the rules of the organisation and be good in moral duties. Another expected behaviour from the employee which is helping other employees is essential in job performance behaviour. Job performance is closely related to the behaviour of supervisory or leadership component. Administrative performance which is also the aspect of the job performance which is not directly connected to the supervision but is the part of the job performance in most of the jobs.

Murphy (1994) divides job performance in four categories. He described the first category as task oriented behaviours which include major assigned tasks in a job. Secondly, interpersonally oriented behaviours include the interaction of an employee with other employees which can be both task related or non-task related behaviours. These include the behaviours which are not affecting the organisational goals. Down-time behaviours are those in which employees get busy in their free time. The last category is the hazardous behaviours. Job performance is also viewed in terms of contextual behaviours and task behaviours. Task behaviours are concerned with obligatory actions and contextual behaviours are those actions which are not concerned with the required role in a job.

Factors Influencing Job Performance:

An incumbent's execution in the workplace is affected by various inward and outer components. A man needs to get a specific level of help from administration and friends to do his best work. He additionally should enjoy most of his activities and come to work each day concentrated on his assignments and prepared to do his best work.

Personal Issues:

Personal problems consist of stress that is experienced at home owing to personal and family health issues, problems in relations and financial issues (Bromberger & Mathews,

1996). Ivancevich and Donnelly (1975) explored that the performance of the incumbents decreases if the level of the stress increases and overall productivity of an organization is affected. If an incumbent is encountering problems at home, he will most likely be unable to accomplish ideal execution at work. Factors, for example, marital and other family problems, and money related issues can divert a man. Well-being concerns, including medical conditions or battles with substance abuse, can create problems for a person's concentration, so he doesn't have much energy to give at work.

Job Suitability:

At the point when a man is appropriate for an occupation, he will probably turn into a superior worker than somebody who isn't ready to have the role. A person with the required abilities and experience to perform duties is anxious to be outstanding at his activity, and his execution most of the time shows this excitement.

Motivation to Succeed:

Stress at workplace affects and diminishes the intentions of employees to have a good performance (Rose, 2003) But in situations if employees feel excessive stress their morale decreases and results in reduced performance. An organization culture that perceives and praises achievement inspires employees to work harder. At the point when successes are acknowledged, either with financial motivating forces, promotions or different prizes, a man is urged to perform to his most elevated standard. Admiration for a performance well done influences an employee to feel acknowledged and important, which typically reflects in his execution.

Working Conditions:

Occupational work depends profoundly on the working conditions under which the worker is relied upon to perform. At the point when an incumbent has a lot of time, suitable equipment and important help to finish a task, he's better ready to perform quality work. whereas, when he's given unsuitable conditions to work with, the outcomes cannot be satisfactory. The support from the management helps in minimizing stress (Stamper & Johlke, 2003). They report that job stress is negatively related to job performance and low stress increases performance and both variables are inversely proportional to each other.

Job Training:

Orpen (1999) reported that job performance improves by perceived amount of training among incumbents which is mediated by self-efficacy in which self-confidence is considered as an important element for achievement. A worker ought to get proper training skills before starting work at another position and on a progressing basis. When a person doesn't get initial training, he won't appropriately learn processes that are set up to finish work as indicated by organization guidelines. Likewise, offering proceeding education projects to an incumbent who has held a similar position for various years enables him to stay aware of new practices in the field, helping him to keep his work at or above organizational models and its expectations.

Performance Feedback:

An employee depends on his boss to let him know whether his work meets expectations. It's the supervisor's duty to applaud an employee for a performance well done or let him know when his work needs change. Without this significant verbal reward, he will probably be confused regardless of whether his work is at a satisfactory level.

Campbell (1990) suggested determinants of performance components and stated that individual differences on performance are a function of four main determinants which are, declarative knowledge, procedural knowledge, skills and motivation. Declarative knowledge is concerned about the rules and principles in a particular job that is knowing what to do. Then is the procedural knowledge which is related to how to perform a particular task and the skills which are essential for performing that particular task. Another predictor is the motivation which is concerned with the persistency of job performance in this case.

Occupational self-efficacy

Occupational self-efficacy is the belief that one can execute a specific behavior successfully. Occupational self-efficacy is an important cognitive element for performance because it can determine performance of a person whether he will act or not. Occupational self-efficacy augments the intentions and then the same intentions are converted into action which helps in performing the behaviors which are important. Bandura (1982) defined it as judgment of how one can execute actions to deal with the situation. Occupational self-efficacy is a broad term than task-specific self-efficacy and on this basis performance of people therefore, comparison of the occupational groups is possible for measuring self-efficacy and that is the reason that occupational self-efficacy is suitable variable for finding the beliefs of people about their intentions in work settings (Collani & Schyns, 2002). It is related to performance. Strong beliefs of self-efficacy can help people in facing challenges for a long time. For variables, such as performance and commitment, occupational self-efficacy is used as a predictor (Rigotti, Mohr & Schyns, 2008).

Therefore, if the performance and commitment have relationship with the beliefs of self-efficacy, then organizations can take advantage of occupational self-efficacy which can help their employees to improve their performance and also can help in hiring new

employees. But according to Bandura (1997), beliefs of self-efficacy develop after some experience, learning through imitation and persuading subordinates verbally. Therefore, Bandura (1977) believed that experience in any profession is the pre-requisite for predicting occupational self-efficacy. Work experience is more important than any elements which develop self-efficacy beliefs.

Developing factors of Self efficacy:

The developments of beliefs about self-efficacy are affected by a few factors. The best method for making strong feelings of efficacy is through encountering something again and again. Achievements make a strong faith in one's capabilities. Disappointments can decrease it, particularly if disappointments happen before building strong feelings of efficacy.

Self-efficacy is associated with past performance which predicts future performance (Elias & MacDonald, 2007). If individuals encounter simple achievements, they generally expect fast outcomes and are disappointed easily. A strong feeling of efficacy requires involvement in decreasing problems through hard work. A few misfortunes and troubles in human interests fill a valuable need in showing that achievement as a rule requires maintained exertion. When people are persuaded that they have what it takes to succeed, they drive forward notwithstanding difficulty and rapidly bounce back from difficulties. When hard times come in their lives they become stronger by it.

Another way of increasing the beliefs of efficacy is to face different people whom the person sees as models. Watching others' fail in spite of struggle, brings down observer's judgments of their efficacy and makes their struggle weak. When people imitate the behaviors of others so their impacts on the beliefs of efficacy of people are affected by thinking that their actions are similar to the actions of the models. If people find themselves as if same to their models whom they are following so they are more persuaded by the

achievements of their models. Whereas, people who differentiate themselves from the models whom are followed by people, and think they do not have similarities, their beliefs of efficacy are not enhanced by the models' behaviors and consequences of the behaviors of the model.

The impacts of imitation go beyond the judgements of the observers in which a person compares his abilities to that of the standard behaviors displayed by the model. The persuasive and inspiring characteristics of the models are searched owing to that people get inspired. The models convince their followers by behaving in a way which people find suitable for acquiring skills and other methods to tackle difficulties and achieve targets. Therefore, the beliefs of self-efficacy are enhanced by the workable sources.

Social influence is a third method for enhancing the beliefs of the people that they have the capabilities which are required for achieving the targets. People who are convinced that they possess capabilities to get benefit from the given opportunities, excel more and keep trying than those people who do not exhibit their doubts and talk about the deficiencies of people when problems occur.

While evaluating the capabilities, people rely sometimes on their conditions of body and states of emotions. They regard their decreased performance as the result of poor resilience which they associate it with anxiety and other sources of strain. Sometimes, people attribute their pain of tiredness as weakness while they do exercises. The state of mind further affects the evaluation of the beliefs of efficacy of people. Constructive state of mind further enhances the beliefs of self-efficacy and if the state of mind is disturbed, the efficacy beliefs may decrease. Fourth method of enhancing the efficacy beliefs is the prevention of the uneasiness in a person's reactions and to change the instability in their emotions which represent their physical condition.

The interpretation and perception of the emotional and physical responses are of great value rather than their strength. Those people who seem to be highly efficacious, utilize their emotional strength and physical power as an energy for performing better, but people who do not consider themselves efficacious, think of their intensive emotional state as a disturbing element. Whereas, people who see themselves as physically efficacious for any physical activities, appear more influential and these efficacy beliefs help them in their physical activities. Athletes who practice for different competitions need such efficacy beliefs because it can increase their performance when they face the opponents.

Processes That Energize Efficacy:

Numerous studies are conducted about energizing the processes of the beliefs of efficacy that affect human behaviors.

Cognitive Process:

The impacts on the psychological processes by the beliefs of self-efficacy convert into a different form. Majority individual behavior being purposive, is directed by planned representation of important aims. Sense of responsibility of a person is related to his beliefs of self-efficacy which influence his aims that he sets for himself. McDonal and Siegall (2012) explored the association of the technology related self-efficacy with work performance and satisfaction, quality of work and commitment with the job. In addition, it was negatively correlated with absenteeism. It was also examined that technological self-efficacy was negatively associated with withdrawal behaviors.

Thinking becomes the cause of planning, making policies and methods to work on because their efficacy beliefs impact those events that people plan for and manage it. Increased efficacy gives confidence to people to create a mental picture of the achievements

which can help them motivate for their future actions. People with lessened beliefs of efficacy make a mental movie of the failures and related elements as things which will occur worse and will disappoint them. Despite thinking about the worse side of events, people should trust their capabilities so as to get control on the important events in their lives. People have got to rely on their insight in learning the principles of how to predict and judge the results of the activities they pursue.

Motivational Process:

Motivation of an individual first starts with the thinking of possibilities for an action and the beliefs that they can do a particular job. People use their thinking as a pre-requisite for making their actions possible. This is the cause behind their trust on their abilities that a task can be performed and that affects their thinking of the outcomes of actions in their favor. Therefore, activities are planned and the purpose behind it is set.

There are three unique types of intellectual motivators around which distinctive theories have been built. They incorporate causal attributions, result anticipations, and cognized objectives. The relating theories are attribution theory, expectancy-value theory and goal theory, respectively. Self-efficacy beliefs work in each of these sorts of psychological inspiration. Self-efficacy beliefs impact causal attributions. Individuals who see themselves as very effectual credit their disappointments to lacking efforts and people with weaker efficacy attribute the failures to their weaker abilities. The effects of this style of thinking leave bad impacts on their level of motivation and the reactions by self-efficacy which include performance.

Processes of Emotions:

Beliefs of resilient capabilities by people affect the extent of their experience of sadness and also anxiety in hard times which can affect their level of motivation too. When people think about their ability to control the stress arising elements, their uneasiness is aggravated. Whereas, those people that think they are able to handle such issues from the environment, do not face difficulties. When people do not feel capable of handling the problems they face, their anxiety level increases. These issues compel them to think of their inferior side and they may feel dangers around them. This problem creating style of thinking increases their fears which results in decreased performance too. If people believe on themselves that they can manage problem creating elements they can automatically prevent themselves from such disturbing thought patterns.

Processes of Selection:

As a whole people are the products of their environment. The beliefs of efficacy by people, help them to choose the kind of environment they are easy with and also the actions they choose to display. People prevent themselves from the problem containing situations about which they feel they cannot handle. Basically, decisions taken by people, help them increase their capabilities, network in the society which further can affect their lives. Those factors that influence the behavior of the people while they take decision can affect personal development.

Generally, there are two kinds of self-efficacy, general self-efficacy and specific self-efficacy. General self-efficacy is the general beliefs about one's qualities to perform some activities. Whereas, self-efficacy for some specific tasks refers to the abilities of a person who thinks that he can perform tasks which are specific. These specific beliefs can be changed or increased by learning a task but general self-efficacy remains the same. The relationship

exists among the variables of job insecurity, work performance and satisfaction and the role of the occupational self-efficacy in this relationship (Schyns, Rigoti, & Mohr, 2008). Styles of learning have a relationship with the beliefs of occupational efficacy (poel, Simon, Bering & Veldhoven, 2007).

Self-efficacy and job performance are positively correlated. People who have consistency in facing difficulties have higher self-efficacy (Bandura, 1997). Work-related performance is positively affected by self-efficacy (Stajkovic & Luthans, 1998). Whereas, some research studies explored that relationship does not exist between performance and work-related beliefs of efficacy (Berg & Fief, 2003). But Judge and Bono (2001) reported in a research study that job performance has a strong relationship with general beliefs of efficacy than other variables of their study.

Mitchell and gist (1992) also found that there is a relationship between self-efficacy and improving performance in organizations. Graham and weiner (1996) reported the results of their research study that self-efficacy affects the consequences of behavior more than other factors of personal influence. Several other studies showed that the objectives of the trainings can be easily achieved if the efficacy beliefs of the trainees are strong (Mourtay & Muldoon, 2007; Mathiew, Martineau & Tannanbaum, 1993; Fisher, Tziner, Senio & Weisburg, 2007).

Literature Review:

The previous researches that have been conducted are of great importance to this research and such researches help in finding a knowledge gap for conducting new studies. Stress is a very common phenomenon while considering it at workplace. Performance of workers and employees in an organization are affected by stress. This negative correlation is studied in the organizations where employees feel stressed owing to a heavy workload, their emotional instability, job insecurity, conflicts with supervisors or other reasons.

Similarly, self-efficacy is used as a predictor for job satisfaction, locus of control, motivation, job performance and relationship with job stress and job insecurity and many other factors. These variables which have relationship with each other influence the degree of their effects on a particular variable or variables. In such cases, the moderating or mediating effects of the variables are explored after conducting research. Though stress, performance, motivation, job insecurity, self-efficacy are the variables, which are related to every profession, can be explored by finding their relationship with each other or a variable's relationship with other variable or variables. Thus, this research focuses on the effects of a third variable which can affect job stress as well as work performance.

Alkubaisi (2015) worked on the relationship between work stress and work performance in the banking sector of Qatar and explored that work stress has relation with work performance. Alkubaisi (2015) described that work stress demands extra efforts from employees to perform which is not consistent with their abilities. This further increase job stress and more pressure but the level of stress and pressure may be different for different individual abilities. According to Alkubaisi (2015) that the ambiguous role given to the employees and the workload have direct relationship with job stress. Thus, he concludes that job stress has a negative correlation with employees' job performance. The employees' perception about job stress is affected by the title of their job. Alkubaisi found that poor working conditions, workload, role ambiguity and family problems act as mediating variables between the relationship of stress and job performance. This finding is consistent with the occupational stress literature which reflects the western countries.

The above-mentioned variables at workplace are to be considered important factors of occupational stress. The respondents of the study suggested some steps for improving the performance such as increasing salaries and wages, reduce working hours, giving more vacations and increasing opportunities for promotion.

In a research titled, occupational self-efficacy, work locus of control and communication as moderators of the job insecurity-job performance relationship showed that employees' performance is moderately prevented by job insecurity. The study on the basis of resources theory showed that three possible resources (variables) negatively influence the relationship of performance with job insecurity. The results of the research study showed that when job insecurity increases, perceived communication and the variable of work locus of control affect the relationship of job performance with job insecurity.

Whereas, when job insecurity is low, perceived communication, work locus of control may work as productive elements in the overall performance. The study found that negative relationship of work performance with job insecurity can be diminished by occupational self-efficacy, perceived communication and the work locus of control. The results showed that performance was improved by the relationship with perceived communication and work locus of control when the insecurity factor was low. The regressions revealed actual no relationship between insecurity and performance and self-efficacy. While working on the same variables a weak relationship was found between the performance which was rated by supervisor and insecurity of job. Suggestions were made that if job insecurity gets low, then perceived communication and locus of control can be beneficial. When the job insecurity becomes higher, the difference becomes smaller in self rated performance between people with different levels of work locus of control and perceived communication. This suggests that the role that work locus of control and perceived communication play in the job insecurity performance relationship gets smaller as job insecurity increases. The results can be viewed that job insecurity affected the positive relationship of self-rated performance with perceived communication and locus of control.

The results did not declare significant relationship of performance on self-rated task with job insecurity and occupational self-efficacy. Therefore, self-efficacy is not a resource

with the potential to compensate for job insecurity. In the presence of job insecurity, self-efficacy as a potential resource seems to act a minor role. The results of this research showed that there was no relationship between job insecurity and the ratings of performance in a situation in which predictor variables are controlled.

There is a relationship between job stress and self-efficacy among nurses working in hospitals (Mahdizadeh, Daihimfar, & Kahouei, 2016). This research was conducted to identify the relationship of job stress with self-efficacy among nurses working in hospitals of Semnan University of Medical Sciences, Iran. The sample of the study was from the nursing staff of the Semnan University of Medical Sciences and affiliated hospitals of Iran. Among the participants, self-efficacy was very low in sixty two percent of the staff but level of stress was examined and the relationship was significant between the two variables. Unclear roles, extra duties and responsibility were negatively associated with efficacy beliefs of the participants of the study. Results indicated that participants' efficiency was affected by job stress which can diminish the productivity. The study showed that stress was the factor which was responsible for affecting the capabilities of the participants of the study and it examined that self-efficacy was being affected by the levels of job stress. Their self-efficacy was lessened by the increased responsibilities. Furthermore, this situation indicated the absenteeism of the employees and their decreased commitment and performance. The study recommended working for decreasing workplace stress and promoting the health of the employees to prevent low productivity.

A study was conducted to explore the relationship between the effects of teacher gender, years of experience and job stress on teachers' self-efficacy and job satisfaction by Klassen and Chiu (2010). The examination was led to analyze the connections among the variables, for example, teachers' years of experience, teachers' qualities, for example, gender and teaching calibre, the aspects of self-efficacy, for example, classroom administration,

instructional procedures, and understudy engagement, of occupation stress of workload and classroom, and employment satisfaction. The research study also revealed that the stress about workload for female was high which resulted in more stress for classroom management and the beliefs of self-efficacy were low.

Instructors with more prominent workload stress had more noteworthy classroom management self-efficacy, while teachers with more noteworthy classroom stress had lower self-efficacy and lower job satisfaction. Teachers who are teaching young students (elementary classes and kindergarten) had more elevated amounts of self-efficacy for classroom management and student engagement. Ultimately, teachers with more noteworthy classroom management self-efficacy or more prominent instructional methodologies self-efficacy had higher job satisfaction.

Negative consequences of stress are moderated by efficacy beliefs and beliefs of collective efficacy and perception of control (Reddiyoor, Rajeswari, & Ajitha, 2017). Rise of new callings and novel ways to deal with work add to more current reasons for occupational stress. This investigation concentrated on people from the field of software development. Efforts were made to explore the moderation effects of having control over the things and beliefs of efficacy in the levels of occupational stress. 156 participants from the field of software development were investigated. The results of the research study indicated those moderation effects of efficacy beliefs and the perception of having control over themselves on the stress affecting fatigue felt at workplace, commitment for organization and thinking about turnover but did not moderate job satisfaction. Results of the research study showed that for diminishing negative consequences of stress, beliefs of efficacy either general or collective should be enhanced. On the other hand, getting trainings on stress management and learning about the causes of stress can be helpful for diminishing the impacts of stress.

People, who adapt teaching as a second career, are more satisfied than those who choose teaching as their first career which is affected by self-efficacy (Larissa, & Catherine, 2017). The research explored job satisfaction and stress in second profession teachers contrasted with first profession teachers and the role of self-efficacy in this specific circumstance. Investigations depend on 297 participant teachers which include thirty five percent second career teachers. Second career teachers revealed being highly satisfied from their job and having low levels of job stress. In addition, t-tests showed that Second career teachers are happier with their job than first career teachers. As the important interaction self-efficacy and career path appears, self-efficacy highly affects job stress in second career teachers than in first career teachers. These findings also aim at professional development of second career teachers.

Job satisfaction was predicted by the beliefs of teachers' efficacy in the setup in which English is taught as a foreign language and job satisfaction was negatively related to job stress (Suleman, 2012). The research study investigated impacts on job satisfaction by efficacy beliefs of teachers and job stress. The participants who took part in the research study were teachers who were teaching English subject as a foreign language subject and responded on the questionnaires of job satisfaction and stress and teachers' beliefs about their efficacy. Results of the research study were consistent with the hypotheses of the research in which teachers' beliefs of efficacy predicted satisfaction of job in English as a foreign language setting and job satisfaction had a negative relationship with job stress for teachers who were teaching English as a foreign language. The outcomes of this study proved that both efficacy beliefs of teachers and job stress affected satisfaction of a job in teachers who teach English as a foreign language. The study increased the importance of teachers' collective beliefs of efficacy for teachers for considering the satisfaction of the teachers in a job.

Job performance is less positively associated with locus of control whereas, moderately positively associated with self-efficacy beliefs (Muhamad, Norashikin & Norazamimah 2016). The long-term business success of any organization depends on the performance of its employees who work for the satisfaction of the customers who use their services. The workers of the organization get upset while dealing with the number of demands from the customers which compels the workers to stabilize their emotional states or channel their upsetting emotions.

The research study thus explored that job performance is affected by the overloaded role, beliefs of efficacy and locus of control. A total number of 67 workers from an organization of small level in Malaysia took part in the research study. Results of the research study showed that job performance was positively related to the beliefs of efficacy and it was showing a moderate positive association with locus of control. The research contributes to the literature consistent with the current research study in which job performance is associated with both efficacy beliefs and locus of control. The professionals can get benefit from this research to appropriately deal with the performance of their workers.

Self-efficacy is a stress moderator and has a positive relationship with job satisfaction (sui, Oi-ling, Spector, Paul, Cooper, Lu, 2005). In this research, which was conducted in both Hong Kong and Beijing, the authors checked the immediate and moderating impacts of self-efficacy and Chinese work values on connections between work stressors and work well-being among employees in Hong Kong and Beijing. A self-rating questionnaire study was directed to gather information from 105 and 129 employees in Hong Kong and Beijing, respectively. The outcomes showed that self-efficacy had a positive relationship with job satisfaction. they found that self-efficacy played the role of a stress moderator in some of the stressor-work well-being connections for both samples. The immediate impact of Chinese

work values on work well-being was less, and its moderating impacts were in part exhibited in some of the stressor-job satisfaction connections.

Self-efficacy moderate in the relationship between perceptions of justice and turnover intentions (Duysal, Hakki, & Olcay, 2016). In this research, authors have found that self-efficacy plays an important role as a moderator in the relationship between justice perceptions and turnover intentions. Nine-hundred employees from privately owned businesses of Istanbul and Ankara, in Turkey, took part in the research. For the analyses of the outcomes, authors have utilized confirmatory factor analyses and the analyses of regression. Results of this study drew important conclusions in relations to the moderating impacts of various self-efficacy domains. Negative relationship was explored by the authors between perception of justice and turnover intentions. For self-efficacy measurements, numerous interaction effects were expected, with the exception for those who are willing to try in accomplishing the action. The researchers of the study examined the outcomes considering certain hypothetical presumptions and offered related recommendations for organizational use to get benefit of it and also for future research.

Variables such as job stress, self-efficacy and teaching context have great impact on occupational commitment and quitting intention of pre-service teachers and on service teachers (Robert & Ming, 2011). The exploration of occupational commitment and quitting intention in those teachers who are practicing and teachers before service was the aim of this research. The cross-sectional study design was used to explore the effects of job stress, teachers' self-efficacy and contextual factors on quitting intentions and occupational commitment. The participants included 434 teachers who were practicing and 379 pre-service teachers. The results from the data showed that factors such as job stress, self-efficacy and teaching context affect quitting intention and occupational commitment of teachers who were

efficacy. The findings stretched out earlier investigates and gave profitable proof on the best way to advance psychological wellness of instructors at the workplace.

Occupational stress of a high level is associated with decreased levels of beliefs of efficacy (Grau, Salanova, & Piero, 2001). The purpose of the authors in this research was to analyse that how specific self-efficacy will moderate stress-strain relationship than general self-efficacy. The data for the research was collected from workers who were using new technologies in their work setting. The authors explored that generally self-efficacy works as a moderator in stress and strain association with increased occupational stress levels. Authors explored that interacting impacts of self-efficacy are high. The research study indicated that emotional tiredness is strongly associated with the weaker self-efficacy in situations where the higher autonomy is experienced by the workers.

On the other hand, beliefs of selfishness were strongly related to the lessened occupational self-efficacy in situations where routine activities and conflict of the different roles were observed. Similarly, the conflict among the roles increased in those situations where the commitment with organization decreased. Strong beliefs of efficacy diminished the impact of the stressors to become a strain for the workers. The research study thus provided information among the mentioned variable in which general beliefs of efficacy and occupational efficacy beliefs played moderators role.

The total stressors are negatively related to job satisfaction, physical strain and psychological strain and self-efficacy is significantly related to these strains (Lu, Sui, & Cooper, 2003). This research found a relationship among stressors, managerial self-efficacy and work-related strains such as physical strain, psychological strain and job satisfaction. Managers from eight cities of China filled various related questionnaires. The results from the data revealed that total stressors had a negative relationship with physical strain,

psychological strain and job satisfaction. On the other hand, managerial self-efficacy was significantly associated to strain such as participants with high managerial self-efficacy had high job satisfaction but low levels of physical and psychological strain. For the moderating role of managerial self-efficacy on stress-strain relationship, significant moderating effect was found only in predicting physical strain.

There is a negative correlation between job stress and job performance (Ahmed & Ramzan, 2013). This study was conducted to explore the relationship between job stress and job performance among the employees of banking sector in Pakistan. In this research, purpose model was studied in relation to job stress and its effect on job performance by using a sample which comprised of customer service officers and managers of banking sector of Pakistan. The results revealed a significant negative correlation between job stress and job performance. Moreover, the study confirmed that job stress diminishes job performance of an employee.

The support from the colleagues increases job performance and as a result decreases occupational stress (AbuAIRub, 2004). The nurses were the participants of the study which showed that stress was experienced in a moderate level and which further moderately affected performance and this result was different from the experience of stress on high levels or low levels.

Job stress causes personal impacts as unfair treatment at workplace, role confusion, the conflict of work and home activities, job insecurity, feelings of being avoided, problematic events at work and financial problems which further create problems of concentration, mental block and taking initiatives (Dar, Akmal, Naseem & Khan, 2011). The research scholar recommended organizations to decrease role confusion, workload by redesign methods. The outcomes of the research appeared that job stress was negatively

associated with work performance and that male incumbents suffer more from stress than female incumbents. Many research studies show the relationship between the variables. Occupational stress and family issues have positive significant relationship with each other (Nezhad, Goodarzi, Hasannejad, & Roshani, 2010). Bad working conditions and ineffective administration are common reasons of work stress (Bhui, Dinos, Miecznikowska, Jongh, & Stansfeld, 2016).

There exists a knowledge gap in the researches on which the study was conducted on the variables such as effects of job stress on job performance among the university teachers. Especially, the study was proposed for the university teachers of Quetta. The contextual gap and the moderating effect of occupational self-efficacy was the focus of the study in this research. Many of the researchers have found the relationship between these variables as having a direct relationship or in some other form. Alkubaisi (2015) working on the banking sector employees, reported that job stress has a relationship with job performance. A positive relationship was found in which work-related performance was influenced by self-efficacy beliefs (Stajkovic & Luthans, 1998). For variables, such as commitment and job performance, occupational self-efficacy is used as a predictor (Rigotti, Schyns & Mohr, 2008). Comparison of the people from different occupations can be made owing to the importance of occupational self-efficacy and its validity (Schyns & Collani, 2002).

Another relationship was explored among the variables of job performance and satisfaction, job insecurity and especially the role of the efficacy beliefs in the relationship (Rigotti, Schyns & Mohr, 2008). These are the relationships found but a knowledge gap of moderating effect of Occupational self-efficacy between the relationship of job stress and job performance among university teachers is not yet filled. It proves the study's knowledge gap which need to be filled by conducting such research.

The purpose of the study does not only relate to working on the knowledge gap but also the need to be filled by conducting this study. In the contextual relation, this study aims at finding the relationship of the job stress on job performance among the teachers of university and then how the moderating effect of occupational self-efficacy strengthens or weakens the relationship between job stress and job performance. The main purpose is making the teachers community aware of such relationship and finding the ways to overcome the problems if the teachers feel it to be overcome. The university teachers participated in this research and they all belonged to universities of Quetta city, which is the provincial capital of Balochistan province.

Teachers were chosen on the basis of convenience method of sampling. It is evident from the research that job stress is a common phenomenon which negatively affects job performance but on the basis of the need for reducing the relationship between job stress and job performance, trainings of occupational self-efficacy will be arranged for the teachers especially those who scored low in occupational self-efficacy and others. The research will help especially the university teachers and the universities in general to understand this relationship of such variables so that they can improve performance of their teaching staff and get benefit of it.

It is important to work on the knowledge gap found because it relates to the conditions of the teachers. There are many factors that compel us to work on improving human conditions. Many factors are responsible that arise the need for such studies for improving organizations. The study aims at helping the teachers work better by decreasing stress and enhancing their beliefs of occupational self-efficacy. The study is significant in its nature because this study will contribute in the knowledge of the current literature of the moderation of occupational self-efficacy and job stress and job performance variables and it will also contribute in the area of organizational psychology and educational psychology.

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Teachers will get benefit of this research and they will improve their performance and manage stress through strengthening occupational self-efficacy which will increase performance and decrease stress. The same study will help the administrators and policy makers to work on the inclusion of such trainings of occupational self-efficacy, awareness programs for stress management and enhancing the performance of their employees in their rules and policies to get maximum performance. Trainings of various kinds are arranged for the teachers at universities so as to prepare the teachers for better performance. Policy makers can incorporate trainings of occupational self-efficacy in training programs for teachers which will help teachers in managing stress and performing well. Researchers will use the information of this research to analyze the relationship of such variables by getting help from this research and working on some other types of relationship among variables.

Rationale

The rationale of the study is aimed at contributing knowledge to the current literature in the relationship between job stress and job performance. The purpose of this research is to find out how these variables interact and correlate particularly in the context of Quetta where circumstances are different than rest of the capitals of other provinces. It is unique in nature because no researches have been carried out on the same variables together and that too on the university teachers. This study will provide the knowledge for the policy makers to think about organizing workshops and conducting research and also help in managing job stress among university teachers. It also aims at exploring the relationship of the job stress with job performance and the effect of the moderating variable of occupational self-efficacy.

The study also aimed at making the organizations and teachers aware about the relationships between job stress on job performance and the moderating role of the occupational self-efficacy in this relationship. For the policy makers, human resource development department and the regulating department of the universities can get help from

this research because they can organize trainings and can manage affairs in a way which can prove to be helpful for the university teachers. If the need arises in the universities of the area in which the research was conducted, occupational self-efficacy trainings can be expected. This research can help both educational psychologists and organizational psychologist to keep in mind the relationship explored in this research and the moderation of occupational self-efficacy in the relationship. Moreover, research scholars can get help from this research and the findings explored for conducting research in the future.

Conceptual Framework

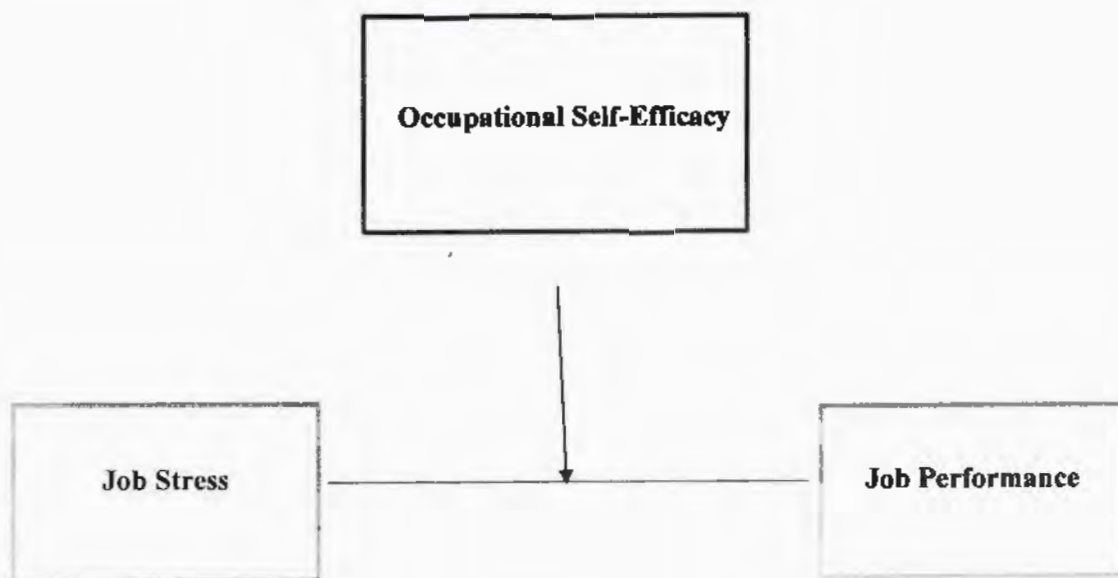


Figure No. 1. Effects of Job Stress on Job Performance and the moderating role of Occupational Self-Efficacy

CHAPTER TWO

METHODS

Method

Objectives:

- To explore the relationship of job stress with job performance among university teachers.
- To find out the moderating role of occupational self-efficacy in the relationship between job stress and job performance.
- The aim is to contribute the knowledge of the relationship about job stress and job performance in consideration with occupational self-efficacy.
- To study the effects of job stress on job performance among the different groups on the basis of experience, age and job status.

Hypothesis:

- There is a negative relationship between job stress and job performance.
- The high occupational self-efficacy positively affects job performance.
- Low occupational self-efficacy results in job stress.
- Less experienced teachers will have more stress than highly experienced teachers.

Sample:

The sample consisted of 200 university teachers (among them 180 teachers returned the questionnaires), working on permanent basis with at least 1 year experience. Sample was divided into three groups, Participants in group 1 had the teachers with 1-2 years job experience (n=56), group 2 consisted of teachers who had 3 to 5 year experience (n=58) and group three consisted of the teachers who had 6 or more years of teaching experience (n=66) to check if they differ on occupational self-efficacy, job stress and job performance. Teachers with these three diverse groups based on job experience were included in the study and the data was collected from both male (n=90) and female (n=90) having different designations such as lecturers (n=92), Assistant Professors

(n=88) university teachers of Quetta city. Teachers had qualification from Masters (n=83), MS (n=69) to Ph.D (n=28). Teachers from different universities were included in the study such as Balochistan University of Information Technology, Engineering and Management Sciences (n=76), University of Balochistan (n=47) and Sardar Bahadur Khan Women University (n=57).

Inclusion criteria: Teachers who had 1 year or more experience were included in the study. Three groups were made on the basis of experience (ranging from group one from 1 year completed but within second year, three years to five years and the last group was six years and above) were included in the study to measure the relationship of variables on the basis of experience. Teachers working on permanent basis were included in the study.

Exclusion criteria: Teachers working on temporary or contract basis were not included in the study. Those who had less than one year experience were not included in the study.

Operational definition:

Job stress: Job stress arises when demands exceed abilities, while job-related strains are reactions or outcomes resulting from the experience of stress. Job stress occurs when work demands and abilities or resources does not match.

Occupational Self-Efficacy: The belief in one's ability to execute a specific behavior successfully. This refers to the occupational settings in which a person believe that he can perform an official task.

Job performance: The work-related activities expected of an employee and how well those activities are executed.

Instruments:

Scales of workplace stress, job performance and occupational self-efficacy are used as instruments for exploring the relationship among them.

The Workplace Stress Scale:

Which consists of eight statements (from never to very often 5 rating options) measuring the work conditions, effects of stress on emotional well-being, working on deadlines, control over work duties etc. The English version of the scale was used in the research developed by the American Institute of Stress.

Job Performance Scale:

The job performance scale was used to measure the performance of the university teachers developed by Goodman and Svyantek (1999). This scale has 16 items and is a self-rating scale with four rating points (from 1 strongly disagree to 4 strongly agree), which measures the contextual performance and task related performance. The English version of the scale was used in the research.

Occupational Self-Efficacy Scale:

The English version of Occupational Self-Efficacy scale was used for identifying the self-efficacy aspects which has 20 items developed by Schyns and Von Collani (2002). The scale basically consists of six self-rating options (from completely true= 1 to not true at all=6). The scale measures various aspects such as your plan, setting goals and achieving them, your trust on your expertise, handling problems, capability to solve problems, self-reliance, and feeling prepared for the demands of the job etc.

Procedure:

The current research is a correlational study. For data collection, the researcher approached university teachers during working hours. Different universities teachers were approached by the prior permission from concerned universities. Both male and female teachers were included in the study and informed consent was taken from the participants and the purpose of the study was explained to the participants. Participants were made ensured about the confidentiality of the research data that the data would only be used for the research

purposes. Demographic information was taken such as gender, age and designation. Data was collected from three universities of Quetta city which are public sector universities. Convenient sampling method was used for data collection which was easy and suitable for the research study conducted. The research scholar took informed consent from the teachers in their offices and the data was collected from the teachers in their offices by getting the questionnaires filled by them.

CHAPTER THREE

RESULTS

Data Analysis

SPSS-22 was used for data analysis. Correlation tests, regression analysis and t-test were employed using SPSS to find relationship and effect size among the variables.

Ethical Considerations

It was ensured that all ethical principles were followed. The ethical issues which were followed are: Informed consent for the confidentiality/privacy, no hazards to participants and deception was signed after making sure that it was read and understood by the participants. All the participants of study were briefed with the aims of the research and no hazard and deception to participants was given. Privacy of the participants kept in mind and information taken from them only used for academic purposes.

It was ensured that all ethical principles would be followed and no one could be violated. The ethical issues which are followed are: Informed consent confidentiality/privacy, no hazards to participants and deception. All the participants of study were briefed with the aims of the research and no hazard and deception to participants was given. Privacy of the participants kept in mind and information taken from them only used for academic purposes.

Results

Table 1

Psychometric Properties of the Variables investigated (N = 180)

Variables	M	SD	α	Range		Skew	Kurtosis
				Potential	Actual		
1. WSSC	22.07	5.95	.72	1-5	10-38	-.05	-.68
2. JPSC	44.63	8.87	.90	1-4	22-64	-.55	-.45
3. OSESC	56.41	10.28	.71	1-6	37-88	.41	-.19s

Note. WSSC=Workplace Stress Scale, JPSC=Job Performance Scale, OSESC=Occupational Self-Efficacy Scale.

Different scores of mean, standard deviation, alpha reliability, skewness and kurtosis, minimum and maximum values are calculated and mentioned above.

Table 2*Correlation among the explored Variables (N = 180)*

Measures	1	2	3
1. OSESC	1	.44**	-.23**
2. JPSC	-	1	-.51**
3. WSSC	-	-	1

Note. OSESC=Occupational Self-Efficacy Scale, JPSC=Job Performance Scale, WSSC=Workplace Stress Scale, ** = $p < .01$.

Pearson correlation was used to examine correlation among the variables in this research. As in table 2 the result showed that OSESC is positively correlated with JPSC, $r = .44$ ($p < .01$) and is negatively correlated to WSSC, $r = -.23$ ($p < .01$). JPSC has a negative relationship with WSSC, $r = -.51$ ($p < .01$).

Table 3

Linear Regression using Occupational Self-Efficacy, Job Stress and their interaction as predictors

	β	SE β	t	p
Constant	45.23	.53	85.22	$p < .001$
	[44.18, 46.28]			
Occupational Self-Efficacy	.24	.05	5.25	$p < .001$
	[.15, .33]			
Job Stress	-.60	.09	-6.90	$p < .001$
	[-.77, -.42]			
Occupational Self-Efficacy \times Job Stress	.04	.01	6.04	$p < .001$
	[.02, .05]			

Note. $R^2 = .06$

Table 3 indicates that moderation exists owing to highly significant interaction effect, $\beta = .04$, 95% CI [.02, .05], $t=6.04$, $p < .001$, indicating that occupational self-efficacy moderates the relationship of job stress with job performance.

Table 4

Conditional effect of Job Stress on Job Performance at different values of Occupational Self-efficacy

Values of Occupational Self-efficacy	Effects of Job Stress on Job Performance β	S.E	t	p
-10.29 (-1 SD)	-1.04 [-1.23, -.84]	.10	-10.51	$p < .001$
.00 (M)	-.60 [-.77, -.42]	.09	-6.90	$p < .001$
10.29 (+1 SD)	-.16 [-.40, .09]	.13	-1.25	.21

For the moderating effect of occupational self-efficacy, the researcher explored the simple slopes showed in table no. 4. The regression analysis for job stress as a predictor of job performance shows (1) when occupational self-efficacy is low (as its value is -10.29); (2) on the mean value of occupational self- (as the mean value of the occupational self-efficacy is zero which is indicated in the table no. 4); (3) and the high value of occupational self-efficacy (i.e. 10.29). The interpretation of these analyses can be done on account of our interest in the value and significance of b (that is known as the effect showed in no. 4 table). The interpretation of these models can be made as;

- (1) if the moderating effect of occupational self-efficacy is low, there is a significant negative relationship between job stress and job performance, $\beta = -1.04$, 95% CI [-1.23, -.84], $t = -10.51$, $p < .001$.
- (2) At the mean value of occupational self-efficacy, negative relationship was found between job stress and job performance, $\beta = -.60$, 95% CI [-.77, -.42], $t = -6.90$, $p < .001$.

(3) If occupational self-efficacy gets high as a moderator, it will negatively affect the relationship of job stress with job performance, $\beta=-.16$, 95% CI [-.40, .09], $t=-1.25$, $p=.21$

Basically, the results indicated increased association of job stress with job performance at different levels (that is high, low and mean) of occupational self-efficacy.

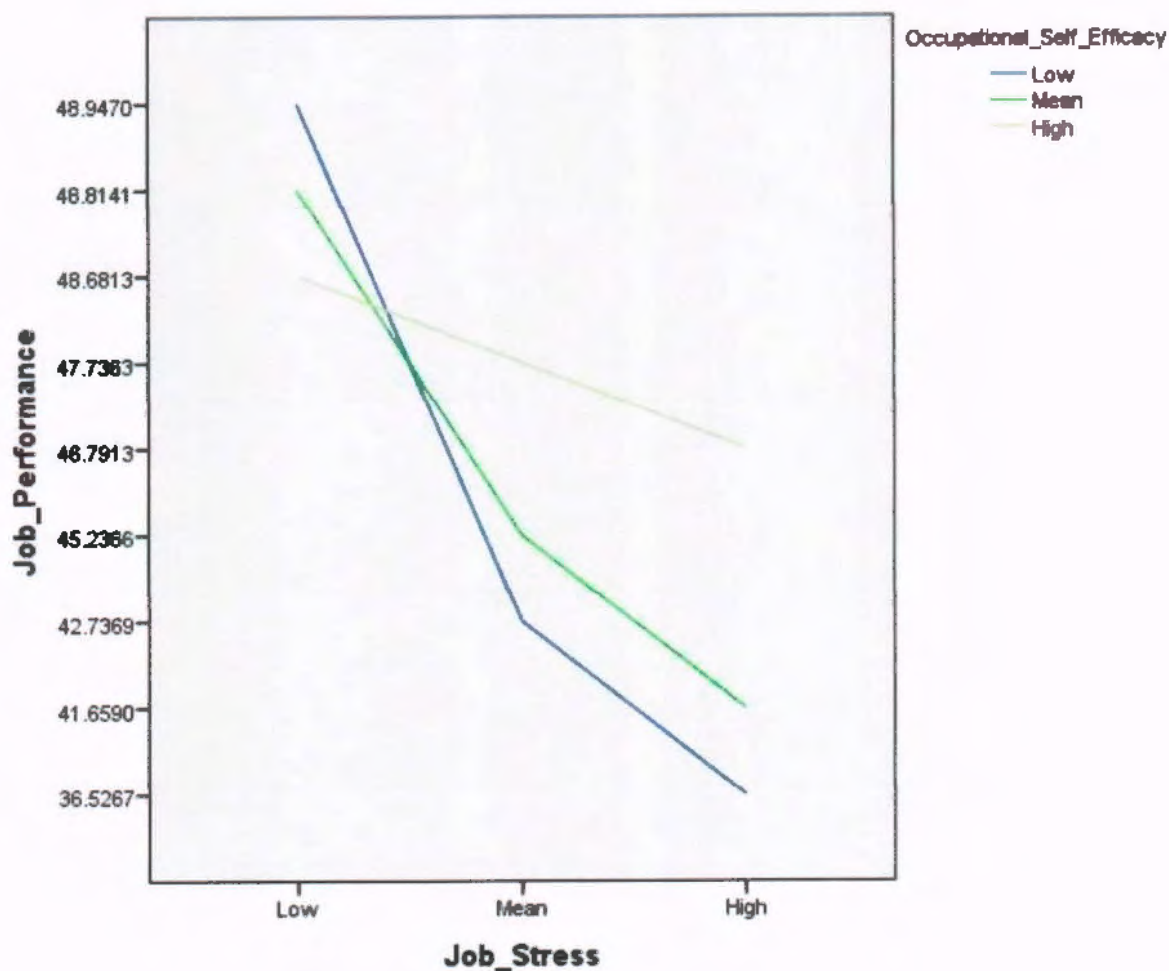


Figure 2

Regression in simple slop equations of job stress on job performance at the level of Occupational self-efficacy

The graph represents that if occupational self-efficacy gets low (showed in the blue color line), job stress will be negatively related to job performance. At the mean value of occupational self-efficacy (showed in the green color line) there would be significant negative relationship between job stress and job performance. The relationship between job stress and job performance gets low if occupational self-efficacy gets high (showed in the binge color line).

CHAPTER FOUR
DISCUSSION

This section gives some input on the contents about the results of the present study and their link with the studies conducted before it. Some results are supported by the previous literature showing that current research has extended the findings of the previous studies. But some results have proved contrary to previous literature. Present study has some limitations but their recommendations are also proposed and these are valuable for consideration for future studies so that future studies can avoid the problems confronted during this study.

Discussion

This study aimed at exploring the effects of job stress on job performance of university teachers. The impacts of the occupational self-efficacy moderation in the relationship between the variables of job stress and job performance was explored in the research study. Job stress effects on job performance have abundant of literature which states that negative relationship between the two variables exist. This research also contributed in supporting the literature about the job stress and job performance relationship. Whereas, the moderating role of occupational self-efficacy also affects the relationship between job stress and job performance which is explored in this research.

The first hypothesis of the research study is that there is a negative relationship between job stress and job performance and the results of the study are consistent with the hypothesis. A negative relationship between job stress and job performance was found among the employees of government sector organizations (Yozgat, Yertkoru & Bilginoglu, 2013). Similarly, in the current study, which comprises the sample of 180 university teachers, a significant negative relationship between job stress and job performance was found. It was found that when job stress increases, it decreases job performance of the teachers and when job stress gets low, job performance increases. The results of the study on academic staff showed negative relationship between the two variables (Gharib, Jamil, Ahmed & Ghouse,

2013). Stress affects the way people perform and thus stress can affect the efficiency of performance in employees (Ali, Raheem, Nawaz & Imamuddin, 2014). Apart from the significant negative relationship between the two variables, workload, role-conflict and insufficient rewards were found to be the reasons for job stress which decreases performance. Dealing with such issues, may reduce the amount of stress felt by the employees. Therefore, suggestions were made for reducing employees stress by reducing workload and role-conflict, sufficient salaries should be paid to employees and proper training and counselling should be provided to the employees so that they can perform better.

Research studies on the controversy between the variables of work-related stress and job performance supported literature on this relationship. Job stress arises from different factors therefore the results of the current study showed that factors such as unpleasant work conditions, physical illnesses, unreasonable deadlines, interference of the job in family or personal life and lack of rewards and admiration play a vital role in the experience of stress and these factors further affect job performance. Assessing the relationship between the two variables considering job stressors such as role ambiguity, role overload, role conflict and insufficient resources, negative relationship was explored between job stress and job performance (Jamal, 1984). The above studies conducted on the variables confirm the consistency among themselves.

The second hypothesis of the current research study is that high occupational self-efficacy positively affects job performance and the results of the research study proved the hypothesis and positive relationship was explored between occupational self-efficacy and job performance. The literature exists on the positive relationship between self-efficacy and performance in different occupations. Because self-efficacy affects the intentions of the employees, therefore it influences their performance. Self-efficacy affects the tasks employees choose to learn and the targets they set for themselves and states that positive

relationship between self-efficacy and performance exists (Lunenburg, 2011). When self-efficacy increases, job performance also increases and when occupational self-efficacy decreases, job performance also decreases.

Different meta-analyses consistently proved that the beliefs of the efficacy by organization members significantly affect their performance and motivation (Bandura & Locke, 2003). Self-efficacy predicted performance in jobs or tasks with less complexity and performance for tasks (Judge, Jackson, Shaw, Scott, & Rich, 2007). Meta-analysis study was conducted and in most of the cases self-efficacy affected work-related performance. Self-efficacy beliefs are developed by past achievements therefore it affects the performance of the employees owing to their efficacy beliefs that they can do. Because their past experience also plays a role in developing their efficacy beliefs therefore it further positively affects their performance. Studies have showed that past performance is related to developing self-efficacy (Kozlowski, Gully, Brown, Salas, Smith, & Nason, 2001) and self-efficacy is related to future performance (Sitzmann & Ely, 2011).

Sitzmann, Denver and Yeo (2013) explored that self-efficacy is more related to past performance in its development and is less associated to future performance. Sitzmann and Yeo (2013) reviewed literature through meta-analysis and checked the results of 38 different research articles in which most of the participants were students. The results of their meta-analysis are consistent with the current research study that self-efficacy leads to improved job performance. As mentioned above the results of the current study also showed significant results due to the association between the two variables. As mentioned above, self-efficacy beliefs influence intentions which further affect performance. Similarly, a moderate level of positive relationship was explored in which performance was affected by self-efficacy in a meta-analysis of 114 studies (Luthans, & Stajkovic, 1998). Another study by Randhawa (2004) examining the role of self-efficacy in performance and the results showed a significant

positive relationship between job specific self-efficacy and the work performance among the scientists of a national institute.

The results indicated that the higher the self-efficacy, the higher will be the work performance and vice versa. The results of the current study showed that self-efficacy affected performance owing to factors such as achieving the targets set, self-reliance, managing problems, resourcefulness, thinking of alternative solutions, efficiency, and being prepared for job demands. Managers of human resources should increase the performance of the employees taking into consideration the factors of self-efficacy and employee engagement (Carter, Nesbit, Badham, Parker, & Sung, 2016). Self-efficacy and employee engagement positively affect job performance. In a review of literature of Bandura's social cognition theory, the results showed a positive relationship between self-efficacy and work performance. Therefore, theory was considered important in relation with work and performance in organizations (Iroegbu, 2015).

Third hypothesis of this study was that less experienced teachers will have more stress than highly experienced teachers which was inconsistent with the results of the research study. It was hypothesized that less experienced employees will experience higher levels of stress but the results indicated was that the second category group was high on job stress. We divided experience groups into three groups (1 year completed but within 2 year, 3 to 5 year, 6 years and above). The results showed that the second group of experience was experiencing more stress than the first group but it was a very slight difference among the experience groups. There was no significant difference on job stress between employees of 5 year experience and above 5 year experience and the results of the study showed no significant difference between the two groups (Rana, 2014).

The results of the current research showed that employees having job experience of 3 to 5 year were experiencing more stress than 1 to 2 year and 6 year and above. There is a slight difference in their means and which shows that 3 to 5 year experience group shows more stress than other two groups. Because they work continuously after they get appointments, so a time comes when they might need a break but they cannot take any breaks so they feel stress. For the teachers such as university teachers of Quetta, one of the reasons might be that every teacher does not have a doctorate degree so they struggle a lot and that is most of universities allow them for higher studies after 5 years of job experience therefore this phase becomes a learning and struggle phase for them which may increase their stress.

The newly appointed employees are always energetic and it might be the reason that energy helps them perform better. The employees who have many years of experience (between 6 years and above) handle stress owing to their past experience which may help them manage activities better. Whereas, the experience group who scored high on stress, work for making their career brighter. Among them, some incumbents may try to get higher positions or promotions which as a result become a burden of work for them and they experience stress. They might struggle for getting scholarships for higher studies abroad or in the country. Some may be planning to switch to some other jobs as teaching might not be their first choice of career because unemployment is among the major social problems of our country so people need jobs without any choices in it.

Therefore, their struggle may increase and their track for career choices and building may change owing to such problems and which might result in their increased level of stress. At this stage, they might be having familial issues also owing to be in the part of age in which most of the people get married looking at the practice of society and some of them might have children. Increased family responsibilities and issues in the family might increase stress and thus affect performance. These extraneous variables might be affecting their job and

increasing their job stress. Apart from these problems, those incumbents who have doctorate degrees they may be having some new tasks at hand such as the supervision of students for research activities along with their other academic activities and responsibilities which may be increasing their workload and thus increasing their job stress.

Fourth hypothesis of the research study is that low self-efficacy results in job stress and the results of the study indicated a negative relationship between the two variables that is when self-efficacy gets low, job stress increases and when self-efficacy gets high, job stress decreases. Vaezi and Fallah (2011) found that self-efficacy and job stress are negatively related to each other. Self-efficacy domains such as classroom and other efficacies as a whole or as a factor can predict stress among the teachers. Self-efficacy beliefs and job stress are negatively associated with each other (Janjhua, Chaudhary, & Chauhan. 2017).

The researchers explored that efficacy beliefs of the employees were high which decreased their job stress and which indicated a negative relationship between the two variables. Role erosion was found to be the main stressor. The research scholars also found that efficacy beliefs and dimensions of role stress are negatively correlated. It has been suggested that as both variables are negatively related to each other so verbal persuasion and modelling should be focused. While checking the research articles of previous ten years, most of the studies conducted on teachers were related to job stress and self-efficacy (Raveendran, & Manikandan, 2012). Therefore, in this meta-analysis study research scholars evaluated the research articles related to job stress and self-efficacy and concluded that stress is the main factor behind burnout of teachers and teachers with high self-efficacy can minimize stress. The authors concluded that if teachers are empowered by different tactics of self-efficacy, they will surely decrease stress and their psychological health will not be affected.

The current research also focused beliefs of occupational self-efficacy which worked as a moderator and it made a positive relationship with the performance of job but was negatively associated with job stress. The results of the current study showed that factors of occupational self-efficacy such as meeting the goals, previous exposure, handling problems with expertise, relying on one's own abilities etc are the factors that played an important role in decreasing stress. Similar research articles support the statement such as that of Law & Guo (2016) in which they found a negative correlation between job stress and self-efficacy. The results of the current research show that if self-efficacy gets low, job performance will be low and because job stress gets high due to low self-efficacy so it will affect performance. Diminished self-efficacy and high work stress has a negative impact on work performance (Kahn, & Long, 2007).

Self-efficacy and work stress proved to be predictors of anxiety and work performance. Low self-efficacy is associated with high stress (Zaki, 2016a). A significant relationship was found among the variables, stress, self-efficacy and socio-demographic data. Because self-efficacy beliefs are strongly related to job stress which further affects the performance of incumbents, so It was recommended to establish psychological education programmes for teaching coping strategies and trainings should be organized for developing beliefs of efficacy which can lessen stress and improve performance (Zaki, 2016b).

Conclusion:

The study was conducted to explore the possible relationship of the variable of job stress with job performance and the effect of the beliefs of occupational self-efficacy in this relationship. Research study examined that job stress had a negative relationship with job performance and occupational self-efficacy moderated this relationship between the two variables. The research study concluded a negative relationship of job stress with

occupational self-efficacy and a positive relationship of job performance with occupational self-efficacy. The research study shows consistency with conceptual framework and contributed in the field of educational psychology.

Implications and Recommendations:

The research was conducted on university teachers and the implications of the research can be both literary and practical. The study contributed to the current literature of the relationship among such variables as used in the study and can help research scholars for future research studies in the field. Secondly, on the bases of the study conducted, if the need arises for enhancing the occupational self-efficacy of the teachers, trainings can be organised for boosting their self-efficacy. The Human Resource Development (HRD) departments of the universities can take initiatives to enhance occupational self-efficacy of the university teachers which if enhances, can increase performance and lessen stress.

The research scholars in the future should keep in mind that they can face difficulties in including university teachers as participants owing to their tight schedule and sometimes misplacing the questionnaires by teachers and collecting them back in the absence of teachers in their offices. Therefore, they should plan for such data collection in a way that they collect it in the given time. The research scholars can also think of some other variables apart from occupational self-efficacy as a moderator in the relationship between stress and performance in their research studies. On account of the abundant of research articles on this relationship of stress and performance, they can think of some other possible moderating variables which can make them able to conduct research on such variables.

Limitations:

Despite the highly qualified sample in the research, which were university teachers the research scholar faced difficulties in collecting data from the faculty members. Owing to the tight schedule of teachers, it was very time consuming to include teachers in the study. Secondly, the participants would misplace the research questionnaires in their offices which resulted in time consuming. The time period available for research was very limited that was 6 month and which created pressure to accomplish it in the given period of time.

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ANNEXURES

Annexure A**Informed Consent**

Current research entitled: "Effects of job stress on job performance among the university teachers of Quetta: moderating role of Occupational Self-Efficacy" is being conducted as a partial requirement to complete my MS Degree in Psychology. For this purpose, you are requested to complete the following questionnaires. I assure you that it will only be used for Research purposes. It is for your information that this is a completely non-funded research and your participation will be voluntary, you can agree or deny filling in the questionnaires at any point in time.

Your cooperation is highly valuable and will assist to advance scientific knowledge.

Thank you!

MS Scholar

Note: Teachers with Less than one year experience and on contract cannot fill the questionnaire. Only teachers working on permanent/regular basis can fill this questionnaire.

Consent

I understand the requirement and I am willing to participate in this study and I have no objection to above mentioned process of publication of information obtained from me.

Signature _____

Name (Optional): _____

Age: _____

Gender:

- Male
 Female

Job experience: (tick the relevant box)

- 1 year completed but within 2 year
 3 to 5 year
 More than 6 year

Designation and Department: _____

Qualification: _____ **University:** _____

Contact no. (Optional): _____

Email ID: _____

Annexure B**The Workplace Stress Scale**

Directions: Thinking about your current job, how often does each of the following statements describe how you feel?

	Never	Rarely	Sometimes	Often	Very Often
A. Conditions at work are unpleasant or sometimes even unsafe.	1	2	3	4	5
B. I feel that my job is negatively affecting my physical or emotional wellbeing.	1	2	3	4	5
C. I have too much work to do and/or too many unreasonable deadlines.	1	2	3	4	5
D. I find it difficult to express my opinions or feelings about my job conditions to my superiors.	1	2	3	4	5
E. I feel that job pressures interfere with my family or personal life.	1	2	3	4	5
F. I have adequate control or input over my work duties.	5	4	3	2	1
G. I receive appropriate recognition or rewards for good performance.	5	4	3	2	1
H. I am able to utilize my skills and talents to the fullest extent at work.	5	4	3	2	1

Annexure C**Job Performance Scale**

Select any options from the options given below that suit your response.

	1	2	3	4
	Strongly disagree	Disagree	Agree	Strongly agree
1	You help others employers with their work when they have been absent.		1	2 3 4
2	You achieve the objectives of your job.		1	2 3 4
3	You volunteer to do things not formally required by the job.		1	2 3 4
4	You meet the criteria for performance.		1	2 3 4
5	You take initiatives to orient new employees to the department even though not part of your job description.		1	2 3 4
6	You demonstrate expertise in all job-related tasks.		1	2 3 4
7	You help others when their work load increases (assists others until they get over the hurdles).		1	2 3 4
8	You fulfill all the requirements of the job.		1	2 3 4
9	You assist your colleagues with their duties.		1	2 3 4
10	You can manage more responsibility than typically assigned.		1	2 3 4
11	You make innovative suggestions to improve the overall quality of the department.		1	2 3 4
12	You appear suitable for a higher level role.		1	2 3 4
13	You willingly attend functions not required by the organization, but helps in its overall image.		1	2 3 4
14	You are competent in all areas of the job, handle tasks with proficiency.		1	2 3 4
15	You perform well in the overall job by carrying out tasks as expected.		1	2 3 4
16	You plan and organize to achieve objectives of the job and meet deadlines.		1	2 3 4

Annexure D

Occupational Self Efficacy Scale

Choose the numbers related to your responses ranging from '1 completely true' to '6 not at all true'.

Completely true						Not true at all	
1	2	3	4	5	6	6	
1	When I make plans concerning my occupational future, I can make them work.	1	2	3	4	5	6
2	One of my problems is that I cannot get down to work when I should.	1	2	3	4	5	6
3	When I set goals for myself in my job I rarely achieve them.	1	2	3	4	5	6
4	When unexpected problems occur in my work, I don't handle them very well.	1	2	3	4	5	6
5	I avoid trying to learn new things in my job when they look too difficult for me.	1	2	3	4	5	6
6	When something doesn't work in my job immediately, I just try harder.	1	2	3	4	5	6
7	I feel insecure about my professional abilities.	1	2	3	4	5	6
8	As far as my job is concerned I am a rather self-reliant person.	1	2	3	4	5	6
9	When something doesn't work well in my job, I give up easily.	1	2	3	4	5	6
10	I do not seem capable of dealing with most problems that come up in my job.	1	2	3	4	5	6
11	I can always manage to solve difficult problems in my job if I try hard enough.	1	2	3	4	5	6
12	Thanks to my resourcefulness, I know how to handle unforeseen situations in my job.	1	2	3	4	5	6
13	If I am in trouble at my work, I can usually think of something to do.	1	2	3	4	5	6
14	I can remain calm when facing difficulties in my job because I can rely on my abilities.	1	2	3	4	5	6
15	When I am confronted with a problem in my job, I can usually find several solutions.	1	2	3	4	5	6
16	I am confident that I could deal efficiently with unexpected events in my job.	1	2	3	4	5	6
17	No matter what comes my way in my job, I'm usually able to handle it.	1	2	3	4	5	6
18	My past experiences in my job have prepared me well for my occupational future.	1	2	3	4	5	6
19	I meet the goals that I set for myself in my job.	1	2	3	4	5	6
20	I feel prepared to meet most of the demands in my job.	1	2	3	4	5	6