Examining the Relationship of Occupational Self-Efficacy, Job Stress, and Job Performance among University Teachers of Quetta

[1]Asmatullah, [2*]Muhammad Hussain, [3]Huda Afzal, [4]Saliha Naseer, [5]Rimsha Mobeen, [6]Rehmatullah

Abstract

Background: For teachers and other professionals, occupational self-efficacy is essential to controlling work-related stress and enhancing performance, underscoring the significance of confidence and self-belief.

Methods: The technique section intends to investigate the relationship and moderating of occupational self-efficacy in the link between job stress and job performance among university professors. 180 university professors with various levels of expertise are included in the study. The variables were measured using the Workplace Stress Scale, Job Performance Scale, and Occupational Self-Efficacy Scale. Before distributing questionnaires in teachers' during business hours, practical sampling was used and informed agreement was sought.

Result: The study's findings showed a negative link between workplace stress (WSSC) and job performance (JPSC) (r = -.51, p .01) as well as a negative correlation between workplace stress and occupational self-efficacy (OSESC). Job performance and occupational self-efficacy had a positive connection (r = -.44, p .01). The results of the l[1]inear regression analysis showed that, with a small effect size (R2 =.06), occupational self-efficacy (=.24, p .001) and job stress(= -.60, p .001) significantly predicted job performance. Job performance was significantly impacted by the interaction between occupational self-efficacy and job stress (=.04, p .001), demonstrating that occupational self-efficacy mediates the link between job stress and performance. Additional research revealed that lower levels of occupational stress have a more pronounced detrimental impact on job performance. Further analysis revealed that the detrimental impact of job stress on job performance was stronger at lower occupational self- efficacy levels (-1 SD) (b = -1.04, p .001), moderate at the mean level (b = -0.60, p .001), and

[1]Assistant Professor, (BUITEMS) Baluchistan University of Information Technology, Engineering and Management Sciences, Quetta, Pakistan.

[2]Lecturer Psychology Department, (BUITEMS) Baluchistan University of Information Technology, Engineering and Management Sciences Quetta, Pakistan. *Corresponding Author:

[3]Clinical Psychologist, Technoventures Software Company, Bahria University.

[4]Lecturer Bahria University, Lahore.

[5]Clinical Psychologist, Riphah International University.

[6]Lecturer Psychology Department, (BUITEMS) Baluchistan University of Information Technology, Engineering and Management Sciences Quetta.

lessened at higher levels (+1 SD) (b = -0.16, p = 0.21). According to these findings, the impactof job stress on an individual's ability to perform well at work depends on their level of occupational self-efficacy.

Discussion: *The moderating effect of occupational self-efficacy in the association between jobstress and job performance among university professors was examined in this study. The resultsshowed that occupational self-efficacy had a favorable impact on job performance and a negative impact on occupational stress, whereas job stress and job performance were negatively correlated. Additionally, the study found that people with 3 to 5 years of teaching experience had greater levels of workplace stress. These findings emphasise the significance of addressing workload, role conflict, rewards, training, and counselling in the context of university teaching to reduce workplace stress and enhance job performance.*

Introduction

Teachers play a critical role in society in helping to mould people and build a successful community. Their direction and instruction have a significant influence on people's lives, preparing them to be future leaders. According to Ashraf, Hussain, ul haq, Ullah, and Fatima (2024), work engagement, leads to greater performance related to task and contextual work performance. However, just like everyone else, teachers encounter issues and challenges that may have an impact on how well they perform their jobs and how well their students learn. Teachers frequently suffer stress, which can reduce their productivity. Self-efficacy, or confidence in one's abilities and ability to solve issues, is necessary for managing stress. Teachers can lessen the impacts of stress and perform better by having occupational self- efficacy, which is directly related to handling obligations. The need for stress management is highlighted by the fact that excessive stress can have long-term effects on one's job, family, and health.

Job stress

Job stress develops when demands on an employee's time and energy are more than their capacity to handle them (Rothmann, Van Der Cloff, & Rothmann, 2006). According to Kotteeswari and Sharief (2014), Success in work depends on the ability to manage stress. You can manage challenging jobs, enhance performance, and guard against the negative consequences of stress. While moderate stress improves performance, extreme stress has the opposite effect. While stress helps you concentrate, excessive amounts can harm your mental and physical health. Common workplace stressors include job discontent, hard workloads, longhours, hazardous circumstances, job uncertainty, and fear of termination. According to the study's findings, there is a substantial link between teacher self-efficacy and job stress/burnout,indicating that this factor may be mediated by teacher self-efficacy (Schwarzer & Hallum, 2008). The study discovered that self-efficacy, marital status, occupational stressors, personaland work-supports are significant predictors of anxiety and job performance, with a stronger relationship between job stress and trait anxiety observed in single women compared to married women, and lower self-efficacy and higher occupational stress negatively affecting job performance (Kahn, & Long, 2007). Stress can be either beneficial (Eustress) or negative (Distress), with Eustress serving as a motivator and boosting performance while Distress lowers performance, induces anxiety, and has a detrimental impact on mental and physical health (Mc Gowan, Gardner, & Fletcher, 2006).

Job Performance

Job performance refers to the acts taken while carrying out a task. According to Campbell (1990), job performance is essentially a strategy for achieving a target or set of goals while doing assigned activities, but it does not contain the actual outcomes of those actions.According to Campbell (1990), job performance is a multifaceted activity and behaviour that is distinct from the results of a job and involves various independent variables and factors, suchas mental phenomena, control, productivity, and utility.

Campbell (1990) identified eight criteria for job performance, including effort, personal discipline, helping behaviour, supervisory or leadership behaviour, and administrative performance. These elements includedtask-specific and non-task-specific behaviour, communication tasks According to Murphy (1994), job performance can be broken down into task-focused behaviours, interpersonally oriented behaviours, downtime behaviours, and hazardous behaviours. Task behaviours and contextual behaviours can also be used to describe job performance, effort, and administrativeperformance.

Factors Influencing Job Performance
Both internal and external elements can have an impact on how well a job is done, such as management and team support, personal enjoyment of tasks, and keeping focus and preparation.

Personal issues
Personal concerns, such as stress resulting from health, relationship, and financial challenges,can have a big impact on how well one does at work, which results in decreased productivity and an inability to perform at one's best (Bromberger & Mathews, 1996; Ivancevich & Donnelly, 1975).

Job Suitability
Suitability for a job considerably improves job performance because those who are qualified for the position exhibit excitement and a drive for excellence in their work.

Motivation to succeed
Stress at work has the potential to impair employee performance and sap their drive to achieve(Rose, 2003). However, an organisational culture that acknowledges and rewards accomplishments, whether through money incentives, promotions, or other benefits, motivatesindividuals to perform at their best and develops a sense of respect and importance, ultimately improving their performance.

Working Condition
Working conditions have a big impact on how well employees accomplish their jobs because in good working conditions, employees can produce high-quality work with enough time, the right tools, and the right assistance. On the other hand, poor working circumstances might provide subpar outcomes. As job performance is negatively correlated with job stress, management support is essential to lowering it (Stamper & Johlke, 2003). Performance is positively influenced by low levels of stress.

Job Tanning
According to Orpen (1999), self-efficacy serves as a mediator factor between perceived training received by employees and job performance. Employees must receive adequate initialtraining in order to learn and follow organisational procedures effectively, and experienced incumbents must participate in ongoing education programmes to stay current on industry standards and expectations.

Performance Feedback
As the supervisor's feedback helps to clarify if the work fulfils expectations, performance feedback is essential for directing employees by recognising good performance and highlighting areas for development. Declarative knowledge, procedural knowledge, skills, andmotivation are four performance determinants that, taken together, contribute to individual variances in performance, according to Campbell (1990).

Occupational self-efficacy
Performance is significantly influenced by a key cognitive element called occupational self-efficacy, which is the confidence in one's capacity to carry out particular behaviours successfully in the job. It determines whether people will act and carry out crucial behaviours, enhancing their intentions. Compared to task-specific self-efficacy, occupational self-efficacy is a larger concept that enables comparisons across occupational groupings to quantify self- beliefs in work environments. Strong occupational self-efficacy is a useful predictor since it is linked to better performance and commitment (Rigotti, Mohr, & Schyns, 2008).

Developing factors of Self efficacy
Many different elements have an impact on how people acquire their self-efficacy beliefs. Feelings of self-efficacy are strengthened by success and repeated experiences, whereas disappointments, particularly at the beginning, might weaken them (Bandura, 1982). According to Elias and MacDonald (2007), self-efficacy is linked to past performance, and modest successes might raise expectations and make disappointment more likely. Due to the fact that obstacles and challenges highlight the value of perseverance, developing a strong feeling of efficacy necessitates active participation in problem-solving through hard labour (Bandura, 1982). Another strategy to improve self-efficacy beliefs is to observe others, particularly role models. Self-efficacy is improved by imitating successful models, but self- efficacy is diminished by watching others struggle and fail (Bandura, 1982). A person's perception of their own characteristics and those of the models can have an impact on imitation beyond simple comparisons (Bandura, 1982). By displaying practical methods for overcoming obstacles and achieving objectives, role models with persuasive and motivating qualities encourage followers and boost self-efficacy beliefs.

Cognitive Process
Self-efficacy beliefs affect psychological processes and have an impact on a person's behaviour, objectives, and sense of responsibility (McDonal & Siegall, 2012). Technological self-efficacy has a negative correlation with withdrawing behaviours and a positive correlation with dedication, quality of work, reduced absenteeism, and work performance. Thinking, planning, and motivation are all influenced by efficacy beliefs. An increase in efficacy produces confidence and a pleasant mental image of accomplishments, whereas a drop in efficacy produces a focus on failure and disappointment. Gaining control over significant life events requires confidence in one's abilities, and depending on insight to forecast and evaluate activity results requires both.

Motivational Process

The motivational process incorporates people's perceptions of their own potential and ideas about what actions might be taken, which affects their confidence in their own talents and hopes for successful outcomes, which motivates them to plan and establish goals. Three different types of motivators, connected with the theories of attribution, expectancy-value, and goal theory, respectively, have an impact on this process: causal attributions, result anticipations, and cognized aims. Each motivator is influenced by self-efficacy beliefs, which have an effect on how people ascribe failures. Self-efficacy affects motivation and performance results because people with high self-efficacy ascribe failures to lack of effort, whereas people with low self-efficacy attribute failures to their talents (Bandura, 1991).

Processes of Emotions

Motivation is influenced by beliefs in one's capacity for resiliency, which affect how unhappy and anxious one feels under pressure. In contrast to feeling that one can handle obstacles, thinking about one's abilities to control stress can make one feel uneasy. Anxiety levels rise as a result of a focus on inferiority and perceived threats brought on by a feeling that one is unable to handle situations. This kind of thinking increases anxiety and makes work more difficult. But such unfavourable thought patterns can be avoided with self-belief in one's ability to handle difficulties (Bandura, 1997).

Processes of Selection

A person's environment and behaviour are influenced by efficacy beliefs, which help them avoid difficult situations and make choices that strengthen their social networks and personal development (Rigotti, & Mohr, 2008). Self-efficacy comes in two flavours: general and specific. While specific self-efficacy is task-specific and attainable, general self-efficacy is constant. Although some research find no association, job performance is positively correlated with self-efficacy, and self-efficacy promotes behaviour results more than other personal factors (Judge & Bono, 2001; Mitchell & Gist, 1992). The accomplishment of training goals is facilitated by strong efficacy beliefs (Mourtay & Muldoon, 2007; Fisher, Weisburg, 2007).

Literature Review

Numerous research have looked at the connection between job stress, self-efficacy, and different outcomes in diverse professional contexts. In Qatar's banking industry, Alkubaisi (2015) discovered a negative relationship between job stress and performance, with workload and position ambiguity serving as mediators. Another study (Mahdizadeh, Daihimfar, & Kahouei, 2016) examined the relationship between job stress and self-efficacy among Iranian nurses and discovered that job stress had a detrimental effect on both self-efficacy and efficiency. The authors suggested strategies to lessen workplace stress. The relevance of self-efficacy in stress management and boosting job happiness was highlighted by Klassen and Chiu (2010) as they investigated the impacts of teacher gender, years of experience, and job stress on self-efficacy and job satisfaction. Other studies have shown that self-efficacy and control have moderating impacts on a variety of outcomes (Reddiyoor, Rajeswari, and Ajitha, 2017). Larissa and Catherine (2017) also found that instructors who selected teaching as a second profession reported greater job satisfaction and reduced job stress, and self-efficacy played a more important role among second career teachers. In an environment where English is a foreign language, Suleman (2012) discovered that teachers' self-efficacy predicted job happiness and that job satisfaction was inversely connected to job stress. In other studies (Muhamad, Norashikin, & Norazamimah, 2016; Sui et al., 2005), the links between job performance, locus of control, and self-efficacy were examined. The results showed that job performance and self-efficacy had positive relationships, while locus of control had a moderately good association. Additionally, Duysal, Hakki, and Olcay (2016) discovered that the association between turnover intentions and justice judgements was modulated by self-efficacy. Robert and Ming (2011) looked at the effects of job stress, self-efficacy, and the teaching environment on commitment to one's career and intentions to leave it among in-service and practising teachers. Teachers in the Yukon region of Canada were the subjects of Klassen, Foster, Rajani, and Bowman's (2009) investigation of the relationship between job stress, job satisfaction, and geographic and cultural characteristics. Finally, Yu et al. (2014) discovered that job burnout among school teachers was substantially correlated with work stress and self-efficacy. These studies shed important light on the intricate relationship that exists between job stress, self-efficacy, and various outcomes, emphasising the role of self-efficacy in stress management and improving job satisfaction and performance.

Rational

The goal of the study is to add to the body of knowledge already available about the connectionbetween job stress and job performance, particularly in the particular setting of Quetta. It focuses on university professors, a group that hasn't been the subject of much in-depth study inthis field. Policymakers will benefit from the research's insightful suggestions regarding the need for workshops, research, and improved stress management among university instructors.While taking into account the moderating effect of occupational self-efficacy, the study additionally evaluates the association between job stress and job performance. The research will help organisations and educators become more aware of these connections and help themmake improvements to their practises. In order to plan trainings and put effective plans into action, human resource development departments and governing bodies in universities can make use of the research's findings. The linkages that were looked at and the function of occupational self-efficacy can also be considered by organisational and educational psychologists. The results might also be used as a starting point for more study in the topic.
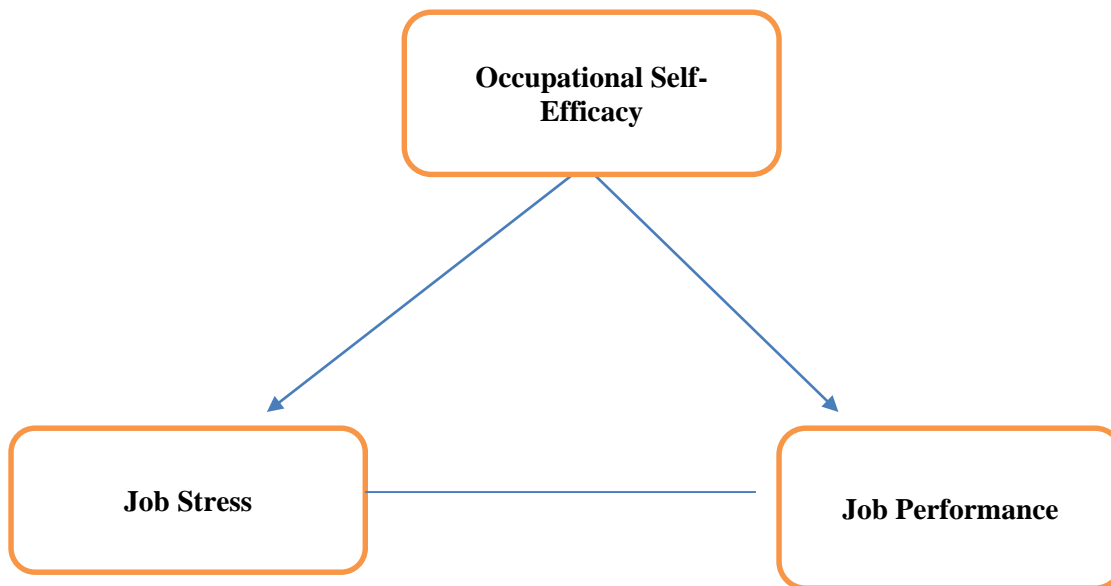
Theoretical Framework

```
                    ┌──────────────────────┐
                    │  Occupational Self-  │
                    │      Efficacy        │
                    └──────────────────────┘
                       /              \
                      /                \
         ┌──────────────┐        ┌──────────────────┐
         │  Job Stress  │────────│  Job Performance │
         └──────────────┘        └──────────────────┘
```

Figure No. 1. Job stress's effects on performance and the moderating effect of occupationalself-efficacy.

Method Objectives:
• To investigate the link between job stress and performance among university Professors.
• To ascertain how occupational self-efficacy influences the link between job stress and performance.
• The objective is to further knowledge of the connection between job stress and Performance while taking occupational self-efficacy into account.
• To examine how job stress affects various groups based on experience, age, and Employment position in terms of how well they perform at work.

Hypothesis
- There is a link between job stress and poor work performance.
- A high level of occupational self-efficacy enhances job performance.
- Stress at work is a result of low occupational self-efficacy.
- Teachers with less experience will face more stress than those with moreexperience..

Sample

There were 200 university instructors who were employed permanently and had at least one year of experience (of those, 180 returned the questionnaires). To see if there were any differences in their levels of occupational self-efficacy, job stress, and job performance, the sample was divided into three groups: group 1 included participants with 1-2 years of job experience (n=56), group 2 included participants with 3 to 5 years of experience (n=58), and group 3 included participants with 6 or more years of teaching experience (n=66). Data was gathered from both male (n=90) and female (n=90) teachers with these three distinct categoriesdepending on job experience, including lecturers (n=92), assistant professors (n=88), and university teachers. Teachers' degrees ranged from master's (n=83), master's (n=69), and doctoral (n=28) degrees. The survey includes professors from a variety of universities, including Sardar Bahadur Khan Women University (n=57), University of Balochistan (n=47),and Balochistan University of Information Technology, Engineering, and Management Sciences (n=76).

Inclusion Criteria. The inclusion criteria for the study required teachers to have at least a yearof experience. Three groups, ranging from group one from one year finished but within the second year, group two from three years to five years, and group three from six years and above, were developed to investigate the connection of factors depending on experience. Full-time teachers are included in the study.

Exclusion Criteria. Teachers employed on a temporary or contract basis were excluded fromthe study. The study did not include people with experience of less than a year.

Measurements

The relationship between them is investigated using scales of workplace stress, job performance, and occupational self-efficacy.

The Workplace Stress Scale. The American Institute of Stress created the Workplace Stress Scale, a questionnaire with eight statements and rating options to assess several aspects of working environment, the effects of stress on emotional health, meeting deadlines, and havingcontrol over one's workload.

The Job Performance Scale. Goodman and Svyantek, created job performance scale, It is a self-rating scale with 16 items and four rating points that is used to assess the contextual performance and task-related performance of university professors.

Occupational Self-Efficacy Scale. Contain 20 items of the Schyns and Von Collani-created, which has six self-rating alternatives, are used to assess a variety of self-efficacy traits, including goal-setting, problem-solving, self-reliance, and job readiness.

Procedure

Approval from universities taken, the correlational study used practical sampling to collect datafrom university lecturers during working hours. Before distributing questionnaires in the teachers' offices, informed consent was acquired and demographic data was gathered to maintain privacy.

Results

Table 1 The analysed variables' psychometric characteristics (N = 180)

Variables	M	Range Potential	Actual	Skew	Kurtosis
1. WSSC	22.06	1-5	10-39	-.05	-.68
2. JPSC	44.62	1-4	22-63	-.55	-.45
3. OSESC	56.42	1-6	37-87	.41	-.19s

Note. Workplace Stress Scale, Job Performance Scale, and Occupational Self-Efficacy Scaleare acronyms for the same scale.

As noted above, various mean, standard deviation, alpha reliability, skewness and kurtosis scores as well as minimum and maximum values have been determined.

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. Workplace stress scale, job performance scale, occupational self-efficacy scale ** = .01.

Using Pearson correlation, the research's variables were compared for correlation. According to the findings, as shown in table 2, OSESC shows a favourable association with JPSC (r=-.44,p.01) and a negative correlation with WSSC (r=-.23, p.01). JPSC and WSSC have a r=-.51 (p.01) negative association.

Table 3 Employing occupational self-efficacy, job stress, and their relationship as variables ina linear regression

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

Note. R^2 = .06

According to Table 3's substantial interaction effect (b = 0.04, 95% CI [0.02, 0.05], t = 6.04, p0.001) Occupational self-efficacy moderates the connection between job stress and job performance.

Table 4 Job stress's conditional impact on job performance depends on the level of occupational self-efficacy.

Values of Occupational Self-efficacy	Effects of Job Stress on Job Performance (*b*)	*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

Through straightforward slope analyses, as shown in Table 4, the researcher investigated the occupational self-efficacy moderating effect.

The outcomes revealed three possibilities: (1) There is a substantial inverse connectionbetween job stress and job performance when occupational self-efficacy is poor (b = -1.04, 95% CI [-1.23, -0.84], t = -10.51, p 0.001). (2) A negative correlation between job stress and job performance was found at the mean occupational self-efficacy level (b = -0.60, 95% CI [- 0.77, -0.42], t = -6.90, p 0.001). (3) The connection between job stress and job performance isweakened if occupational self-efficacy is high (b = -0.16, 95% CI [-0.40, 0.09], t = -1.25, p = 0.21). These data imply that at low and mean levels of occupational stress, the effects of job stress on job performance are more pronounced.
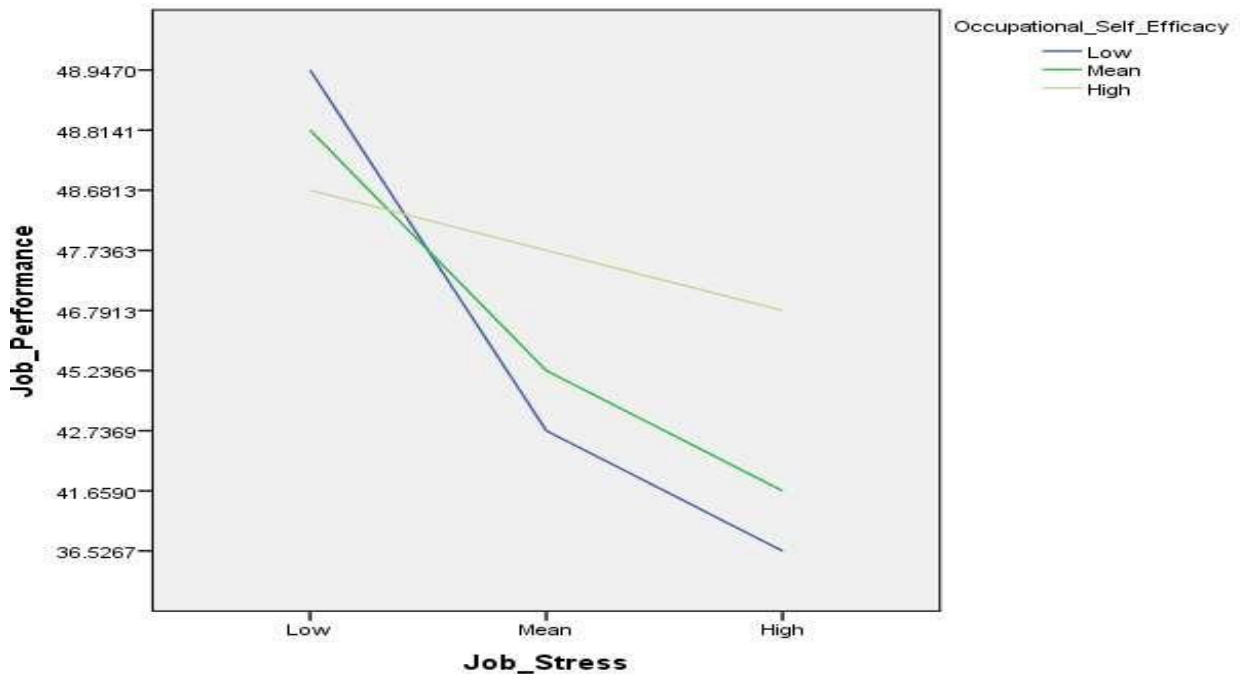

Figure 2: Regression of job stress on job performance at the level of occupational self-efficacyusing basic slop equation. The graph shows that there is a significant negative correlation between job stress andjob performance at the mean level of occupational self-efficacy (green line), but that relationship weakens as occupational self-efficacy increases (orange line). Job stress is negatively correlated with job performance when occupational self-efficacy is low (blue line).

Discussion

The role of occupational self-efficacy in mediating the relationship between job stress and job performance among university professors was investigated in this study. The findings supported earlier studies by demonstrating a negative relationship between job stress and job performance. Additionally, it has been discovered that occupational self-efficacy has a negative impact on job stress and a favourable impact on job performance. The study also looked at how much teaching experience affected job stress, and it found that those with 3 to 5 years of experience felt more stress on the job. The findings imply that reducing workload, addressing role conflict, supplying suitable rewards, giving training and counselling, and improving job performance can all help reduce workplace stress. The study advances our knowledge of how job stress, occupational self-efficacy, and job performance interact when applied to university teaching. (Ali, I., 2014)

Implications and Recommendations:

The research study's implications for university teachers are twofold: first, it adds to the body of knowledge regarding the connection between job stress, job performance, and occupational self-efficacy; second, it offers helpful suggestions for raising teachers' occupational self- efficacy. The results can serve as a guide for further study in this area, and human resource development offices can set up training sessions to increase instructors' self-efficacy, which can enhance performance and lessen stress. Researchers should explore additional characteristics as modifiers in the stress-performance link and be aware of potential difficulties when collecting data from busy teachers.

Limitation:

Due to the university lecturers' hectic schedules, the research study had trouble gathering data, necessitating time-consuming efforts to enlist them as participants. The research questionnaires were also periodically lost by the participants, which added to the delay in data gathering. The short six-month research timeframe added to the strain to finish the study before the deadline. Despite these challenges, the study with a highly qualified sample of university professors was carried out successfully.

References

AbuAlRub, F. A. (2004). Job stress, job performance and social support among hospital nurses. Journal of Nursing Scholarship: An Official Publication of Sigma Theta Tau Honor Society of Nursing, 36 (1), 73-78.

Ashraf, R., Hussain, M., ul haq, A., Ullah, A., & Fatima, I. (2024). Investigating the Mediating Role of Work Engagement in the Relationship between Personality and Work Performance among Freelancers. Migration Letters, 21(S7), 1732-1745. https://migrationletters.com/index.php/ml/article/view/9136/5943

Ahmed, A., & Ramzan, M. (2013). Effects of job stress on employee job performance: a study on banking sector of Pakistan. IOSR Journal of Business and Management, 11(6), 61-68.

Alkubaisi, M. (2015). How can stress affect your performance? quantitative field study on Qatari banking sector. Business and Management Research, 4 (1), 99-109.

Azizollah, A., Zaman, A., Khaled, O., & Razieh, J. (2013). The relationship between job stress and performance among the hospitals nurses. World of Science Journals, 2013,(2), 181-187.

Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. Journal of Applied Psychology, 88(1), 87-99.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behaviour (Vol.4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).

Bandura, A. (1997). Self-Efficacy and Health Behaviour. In A. Baum, S. Newman, J. Wienman, R. West, & C. McManus (Eds.), Cambridge handbook of psychology, health and medicine (pp. 160- 162). Cambridge: Cambridge University Press.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. Psychological Review, 84 (2), 191-215.

Bandura, A. (1977). Social learning theory. Englewood Cliffs, N.J.: Prentice Hall.

Bashir, U., & Ramay, M. I. (2010). Impact of stress on employees' job performance: a study on banking sector of Pakistan. International Journal of Marketing Studies, 2 (1), 122-126.

Berg, P. T. V. D., & Feij, J. A. (2003). Complex relationships among personality traits, job characteristics, and work behaviours. International Journal of Selection and Assessment, 11 (4)326-339.

Berings, M. G. M. C., Poell, R. F., Simons, P. R. J. & Van Veldhoven. M. J. P. M. (2007). The development and validation of the On-the-job learning styles questionnaire for the nursing profession. Journal of Advanced Nursing, 58, 480492.

Bhui, K., Dinos, S., Galant-Miecznikowska, M., de Jongh, B., & Stansfeld, S. (2016). Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organisations: a qualitative study. BJPsych Bulletin, 40(6), 318–325. http://doi.org/10.1192/pb.bp.115.050823

Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman (Eds.), Personnel Selection in Organizations (pp. 71-98). San Francisco: Jossey-Bass.

Bromberger, J. T., & Mathews, K. A. (1996). A longitudinal study of the effects of pessimism, trait anxiety and life stress on depressive symptoms in middle-agedwomen. Psychology and Aging, 11, 207-213.

Bushe, G.R. (1998). Power and the impowered organization: the design of power in highlyadaptive organizations. Organization Development Practitioner. 30 (4), 31-43.

Butler, G. (1993). Definitions of stress. Occasional Paper (Royal College of General Practitioners), (61),1–5.

Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of Industrial and Organizational Psychology (pp. 687-732). Palo Alto, CA: Consulting Psychologists Press, Inc. Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance: In N.Schmitt & W. C. Borman (Eds.), Personnel Selection in Organizations (pp. 35-70). San Francisco: Jossey-Bass.

Campbell, J.P., Dunnette, M.D., Lawler, E.E., & Weick, K.E. (1970). Managerial behavior, performanceand effectiveness. New York: McGraw-Hill.

Campbell, J.P., & Campbell, R.J. (1988). Productivity in Organizations: New perspectives from industrial and organizational psychology. San Francisco: Jossy-Bass.

Carter, W. R., Nesbit, P. L., Badham, R. J., Parker, S. K., & Sung, Li-K. (2016). The effectsof employee engagement and self-efficacy on job performance: a longitudinal fieldstudy. The International Journal of Human Resources Management.

Christopher Orpen, (1999) "The impact of self- efficacy on the effectiveness of employee training", Journal of Workplace Learning, Vol. 11 Issue: 4, pp.119 122, https://doi.org/10.1108/13665629910276034

Dar, L., Akmal, A., Naseem, M. A., & Khan, K. U. D. (2011). Impact of stress on employeesjob performance in business sector of Pakistan. Global Journal of Management and Business Research, 11 (6), 1-4.

Duysal, A. C., Hakki, O. Y., & Olcay, B. Yildirim. (2016). The moderating role of self-efficacy on the perceptions of justice and turnover intentions. Procedia- Social and Behavioral Sciences, 235, 392-402.

Elias, S. M., & MacDonald, S. (2007). Using past performance, proxy efficacy, and academic self- efficacy to predict college performance. Journal of Applied Social Psychology, 37 (11), 2518-2531.

Gharib, M., Jamil, S. A., Ahmad, M., & Ghouse, S. M. (2016). The impact of job stress on job performance: a case study on academic staff at Dhofar university. Inetrnational Journal of Economic Research, 13 (1), 21-33.

Gist, M. E., & Mitchell, T. R. (1992). Self-Efficacy: A theoretical analysis of its determinants and malleability. The Academy of Management Review, 17 (2), 183-211.

Graham, S., & Weiner, B. (1996). Theories and Principles of Motivation. In D. C. Berliner, & R. Calfee(Eds.), Handbook of Educational Psychology (pp. 63-84). New York: Macmillan.

Gran, R., Salanova, M., & Piero, J. M. (2001). Moderator effects of self-efficacy on occupational stress. Psychology in Spain, 5 (1), 63-74.

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: positive behaviour in uncertain and interdependent context. Academy of ManagementJournal, 50 (2), 327-347.

Iroegbu, M. N. (2015). Self-efficacy and work performance: A theoretical framework of Albert Bandura's model, review of findings, implications and directions for future research. Psychology and Behavioral Sciences. Vol. 4, No. 4, 2015, pp. 170-173. doi: 10.11648/j.pbs.20150404.15

Ivancevich, M. J., & Donnelly, H. J. (1975). Relation of organizational structure to job satisfaction, anxiety-stress, and performance. Administrative Science Quarterly, 20(2), 272-280.

Jamal, M. (1984). Job stress and job performance controversy: an empirical assessment. Organizational Behaviour and Human Performance, 33 (1), 1-21.

Janjhua, Y., Chaudhary, R., & Chauhan, M. (2014). Relationship between employees' self-efficacy belief and role stress: A study. Journal of Psychology, 5 (2), 169-173.

Judge, T. A. & Bono, J. E. (2001). Relationship of core self-evaluations traits – self-esteem,generalized self-efficacy, locus of control, and emotional stability with job satisfaction and job performance: A meta-analysis. Journal of Applied Psychology, 86 (1), 80-92.

Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-efficacy andwork-related performance: the integral role of individual difference. Journal of Applied Psychology, 92 (1), 107-127.

Kahn, S. E., & Long, B. C. (2007). Work-related stress, self-efficacy, and well-being offemale clerical workers. Counselling Psychology Quarterly, 1 (2-3), 145-153.

Kevin, R. M., & Sandra, L. L. (1994) Does conscientiousness explain the relationship between integrityand job performance?. International Journal of Selection and Assessment 2 (4), 226-233.

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: teacher gender, years of experience, and Job stress. Journal of Educational Psychology, 102(3), 741- 756. DOI: 10.1037/a0019237

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicingand pre-service teachers: Influence of self-efficacy, job stress and teaching context. Contemporary Educational Psychology, 36 (2), 114-129.

Klassen, R. M., Foster, R. Y., Rajani, S., & Bowman, C. (2009). Teaching in the Yukon: exploring teachers' efficacy beliefs, stress and job satisfaction in a remote setting. International Journal of Educational Research, 48 (6), 381-394.

Kotteeswari, M., & Sharief, S. M. (2014). Job stress and its impact on employees' performance: A studywith reference to employees working in BPOS. International Journal of Business and Administration Research Review, 2 (4), 18-25.

König, C. J., Debus, M. E., Häusler, S., Lendenmann, N., & Kleinmann, M. (2010). Examining occupational self-efficacy, work locus of control and communication as moderators of the job insecurity-job performance relationship. Economic and Industrial Democracy, 31, 231-247.

Larissa, M. T., & Catherine, E. B. (2017). Second career teachers: job satisfaction, job stress and the roleof self-efficacy. Teaching and Teacher Education, 67, 389-398.

Law, F. M., & Guo, G. J. (2016). Correlation of hope and self-efficacy with job satisfaction,job stress and organizational commitment for correlational officers in the Taiwan prison system. International Journal of Offender Therapy and Comparative Criminology, 60 (11), 1257-77.

Lu, C.-q., Siu, O.-l., & Cooper, C. L. (2003). Managers' occupational stress in China: The role of self- efficacy (CPPS Working Papers Series no.141). Retrieved from Lingnan University website: http://commons.ln.edu.hk/cppswp/99

Lunengburg, F. C. (2011). Self-efficacy in the workplace: implications for motivation and performance. International Journal of Management, Business and Administration, 14(1), 1-6.

Mathiew, J. E., Martineau, M. W., & Tannenbaum, S. I. (1993). Individual and situational influences onthe development of self-efficacy: implications for training effectiveness. Personnel Psychology, 46 (1), 125-147.

McDonald, T., & Siegall, M. (2012). The effects of technological self-efficacy and job focus on job performance, attitudes and withdrawal behaviors. The Journal of Psychology:Interdisciplinary and Applied, 126 (5), 465-475.

McGowan, J., Gardner, D., & Fletcher, R. (2006). Positive and negative affective outcomes ofoccupational stress. New Zealand Journal of Psychology Vol.35, No. 2. 92-98.

McLaughlin, K., Moutray, M. and Muldoon, O. T. (2008). The role of personality and self-efficacy in the selection and retention of successful nursing students: a longitudinal study. Journal of Advanced Nursing, 61: 211–221. doi:10.1111/j.1365-2648.2007.04492.x

Mehdizadeh, J., Daihimfar, F., & Kahouei, M. (2016). The relationship of job stress with self-efficacy among nurses working in hospitals of semnan university of medical sciences. Bioscience Biotechnology Research Communications, 9 (3), 435-438.

Muhamad, K. O., Norashikin, H., & Norazamimah, A. (2016). Role Overload, self-efficacy, locus of control and job performance among employees of a printing company in Malaysia. InformationManagement and Business Review, 8 (5), 61-69.

Nezhad, M. Z., Goodarzi, A. M., Hasannejad, L., & Roshani, K. (2010). Occupational stress and family difficulties of working women. Current Research in Psychology, 1 (2), 7581.

Rana, R. M. (2014). A comparative study of job stress of government and private employees.International Journal of Research in Humanities and Social Sciences, 2 (2), 51-53.s

Randhawa, G. (2004). Self-efficacy and work performance: an empirical study. IndianJournal of Industrial Relations, 39 (3), 336-346.

Raveendran, R. B., & Manikandan, K. (2012). Self-efficacy and job stress among teachers: A meta-analysis. International Journal of Physical and Social Sciences, 2 (10), 241-257.

Reddiyoor, N. A., Rajeswari, K. S., & Ajitha, A. (2017). Role of self-efficacy and collective efficacy as moderators of occupational stress among software development professionals. International Journal of Human Capital and Information Technology Professionals, 8 (2), 45-58.

Rigotti, T., Schyns, B. & Mohr, G. (2008). A short version of the occupational self efficacy scale. structural and construct validity across five countries. Journal ofCareer Assessment, 16, 238-255.

Rose, M. (2003). Good deal, bad deal? job satisfaction in occupations. Work Employment Society, 17, 503.

Rothmann, S., Cloff, V. D., & Rothmann, J. C. (2006). Occupational stress of nurses in SouthAfrica. Curationis, 29, 24-25.

Schonfeld, I. S. (1992). A longitudinal study of occupational stressors and depressive symptoms in first year teachers. Teaching and Teacher Education, 8 (2), 151-158.

Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: mediation analyses. Applied Psychology: An International Review, 57, 152-171. doi:10.1111/j.1464-0597.2008. 00359.x

Schyns, B. & Collani, G. v. (2002). A new occupational self-efficacy scale and its relation to personality constructs and organisational variables. European Journalof Work and Organizational Psychology, 11, 219-241.

Selye, H. (1950). Stress and the general adaptation syndrome. British Medical Journal, 1(4667), 1383–1392.

Sitzmann, T., & Yeo, G. (2013). A meta-analytic investigation of the within person self-efficacy domain:is self-efficacy a product of past performance or a driver of future performance? Personnel Psychology, 66 (3), 531-568.

Sitzmann, T., & Ely, K. (2011). A meta-analysis of self-regulated learning in work-relatedtraining and educational attainment: what we know and where we need to go.
Psychological Bulletin, 137 (3), 421-42.

Siu, O.-l., Spector, P. E., Cooper, C. L., & Lu, C.-q. (2005). Work stress, self-efficacy, Chinese work values, and work well-being in Hong Kong and Beijing. International Journal of Stress Management, 12(3), 274-288

Stajkovic, A. D. & Luthans, F. (1998). Self-efficacy and work-related performance: Ameta-analysis.
Psychological Bulletin, 124, 240-261.

Stamper, L. C., & Johlke, C. M. (2003). The impact of perceived organizational support on the relationship between boundary spanner role stress and work outcomes. Journal ofManagement, 29, 569.

Suleman, D. G. (2012). Impact of EFL teachers' collective efficacy and job stress on job satisfaction.

Vancouver, J. B., Thompson, C. M., Tischner, E. C & Putka, D. J. (2002). Two studies examining the negative effect of self-efficacy on performance. Journalof Applied Psychology, 87, 506-516.

Vancouver, J. B. & Kendall, L. N. (2006). When self-efficacy negatively relates tomotivation and performance in a learning context. Journal of Applied Psychology, 91, 1146-1153.

Wu, Y. (2011). Job stress and job performance among employees in the Taiwanese financesector: The role of emotional intelligence. Social Behavior and Personality: An International Journal, 39 (1), 21-32.

Warraich, U. A., Ahmed, R. R., Ahmad, N., & Khoso, I. (2014). Impact of stress on job performance: An empirical study of the employees of private sector universities ofKarachi, Pakistan. Research Journal of Management Sciences, 3 (7), 14-17.

Yozgut, Ugur., Yurtkoru, S., & Bilginoglu, E. (2013). Job stress and job performance amongemployees in public sector in Istanbul: Examining the moderating role of emotionalintelligence. Procedia- Social and Behavioural Sciences, 75, 518-524.

Yu, X., Wang, P., Zhai, X., Dai, H., & Yang, Q. (2014). The effect of work stress on jobburnout among teachers: the mediating role of self-efficacy. Social Indicators Research, 122 (3), 701-708.

Zaki, R. A. (2016). Job stress and self-efficacy among psychiatric nurses working in mental health hospitals at Cairo, Egypt. Journal of Education and Practice, 7 (20), 103-113.