

An Empirical Investigation of Teachers' Self-Efficacy, Self-Esteem and Job Stress as Predictors of Job Satisfaction

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*Give a man a fish, feed him for a day,
Teach a man to fish, feed him for a lifetime.*
Confucius

ABSTRACT

Background: Research suggests that teachers who are dissatisfied with their work exhibit lower commitment therefore they are ultimately at a greater risk of leaving their profession. While teaching may bring personal satisfaction, teachers with greater teacher stress have lower self-efficacy, poorer teacher/student relations and lower levels of effectiveness.

Aims: The main aim of this study was to examine what factors (self-efficacy, self-esteem and job stress) influence job satisfaction among teachers.

Method: This study is correlational and descriptive in nature and was based on a quantitative cross-sectional design. Independent variables include; demographics, self-efficacy, self-esteem and perceived stress and dependent variable; job satisfaction. A questionnaire combining Fimian Teacher Stress Inventory, Teacher Efficacy Scale, Job Satisfaction Survey and Rosenberg Self-Esteem Scale was distributed to one hundred and twenty-one primary school teachers.

Results: Respondents reported high levels of self-esteem, high levels of job satisfaction, moderate levels of self-efficacy and moderate perceived stress levels. Correlations showed significant relationships between variables. Multiple regression suggested that the block of predictor variable explained 17% of variance in job satisfaction indicating perceived stress as the best predictor.

Conclusion: Teaching is a socially responsible profession which is highly accountable, unrelenting and intellectually, emotionally and physically demanding. Findings from this study indicate the importance of identifying factors influencing job satisfaction which ultimately affects student learning in addition to outlining the implications of teacher stress.

1. INTRODUCTION

1.1 Job Satisfaction

The most common research definition of job satisfaction is by Locke (1976) who defined job satisfaction as ‘a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences’ (p. 1304). In the past two decades there have been significant research gains in understanding dispositional and cultural influences on job satisfaction. In addition, one of the most important areas to influence job satisfaction is the actual work itself which is often ignored when addressing job satisfaction (Saari & Judge, 2004). This study will discuss; job satisfaction, self-efficacy, self-esteem and stress – particularly ‘job stress’. The purpose of this research is to examine what influences job satisfaction among primary school teachers and investigates if self-efficacy, self-esteem and job stress can significantly contribute to job satisfaction.

Numerous innovative studies have shown the influences of a person’s disposition on job satisfaction. Internal disposition is the basis of the latest method to explain job satisfaction. Generally some people are genetically positive in disposition (the glass is half full attitude) while others are innately negative in disposition (the glass is half empty attitude). Evidence indicates that job satisfaction of identical twins reared separately, with the same genetic characteristics but with different experiences, found that 30% of inconsistency in job satisfaction was attributed to genetic factors (Arvey, Bouchard, Segal & Abraham 1989). In addition, although individuals change jobs and employers, studies show that an individual’s job satisfaction scores have stability over time (Staw & Ross, 1985). In a related study, childhood disposition was found to be statistically related to adult job satisfaction up to 40 years later (Staw, Bell & Clausen, 1986).

According to Judge & Kammeyer-Mueller (2008) dispositional affect is the predisposition to experience related emotional moods over time. This approach assumes that an employee's attitude regarding his/her job originates from an internal state. For example positive affect is a predisposition favourable to positive emotional experience, while negative affect is a predisposition to experience negative emotions (Watson, Clark, & Carey, 1988). Positive affective individuals feel enthusiastic, active, alert and optimistic, while negative affective people feel anger, contempt, disgust, guilt, fear and nervousness (Watson, Clark & Tellegan, 1988). Similar to 'Locus of Control' a concept developed by Julian Rotter in the 1950's which refers to an individual's perception regarding the underlying main cause of events in his/her life. It is a belief that your destiny is controlled either by 'internal' locus of control (personal decisions and efforts) or 'external' locus of control (fate, luck, God). These beliefs guide what kinds of attitudes and behaviours people adopt. (Passer & Smith, 2008)

As previously mentioned, the most significant situational influence on job satisfaction is the nature of the work itself, also referred to as 'intrinsic job characteristics'. Research studies demonstrate when employees are asked to evaluate different aspects of their job such as; pay, promotion opportunities, supervision, co-workers etc, the actual nature of the work usually emerges as the most important aspect. (Judge & Church, 2000; Jurgensen, 1978)

Job satisfaction is significant because an individual's attitudes and beliefs may affect his or her behaviour. Attitudes and beliefs may cause an individual to work harder, or the opposite may also occur and he or she may work less. Job satisfaction affects an individual's general well-being. As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism, accidents, mental/physical health, and general life satisfaction (Landy, 1978). Evidence indicates that job satisfaction is strongly and consistently related to subjective well-being. Studies that have found significant relationships

between job satisfaction and life satisfaction (reported correlations ranged from $r = .19$ to $r = .49$). Researchers have speculated that there are three possible forms of this relationship: ‘spillover’, where job experiences spill over onto life experiences, and vice versa, ‘segmentation’, where job and life experiences are separate and have little to do with one another; and finally ‘compensation’, where an individual seeks to compensate for a dissatisfying job by seeking fulfilment and happiness in his/her personal life, and vice versa. (Judge & Watanabe, 1994). Given that a job is a significant part of one's life, the correlation between job and life satisfaction makes sense as a persons’ job experiences spill over into personal life. However, it also seems possible that the causality could reverse resulting in a happy personal life spills over into job experiences and evaluations. In fact, research suggests that the relationship between job and life satisfaction is reciprocal - job satisfaction does affect life satisfaction, but life satisfaction also affects job satisfaction (Judge & Watanabe, 1993).

The teaching profession is one where practitioners are committed to giving their best for the welfare of their students entrusted in their care. The consequences, however, can be detrimental when teachers’ cannot cope with job demands and therefore leaving the teacher feeling unable to perform to the best of their abilities. Teachers report that job satisfaction is gained from the nature of the daily classroom activities such as working with children, seeing pupils progress, working with supportive colleagues and overall school climate. However, teachers who are dissatisfied with their work display lower commitment and are therefore at a greater risk for leaving the profession. While teaching may bring personal satisfaction, it also brings stress with demands from administrators, colleagues, students and parents compounded with work overload, student misbehaviour, and a lack of recognition for accomplishments. Teachers with greater teacher stress have lower self-efficacy, poorer teacher/student relations and lower levels of effectiveness. (Klassen & Chiu, 2010).

Research examining the relationships among teachers' years of experience, self-efficacy, job stress and job satisfaction demonstrated that teachers' years of experience resulted in a non-linear relationship with self-efficacy – increasing from early career to mid-career and then declining. Teachers with greater classroom stress had lower self-efficacy and lower job satisfaction in contrast with teachers with greater classroom self-efficacy had greater job satisfaction. (Klassen & Chiu, 2010).

The Teaching Council of Ireland engaged the ESRI to compile a report on its behalf in relation to primary teachers' job satisfaction and stress levels. This longitudinal research study suggested that 98% of teachers and 93% of principals are happy in their job. 70% of principals and 45% of teachers experienced occupational stress. In addition female teachers had higher job satisfaction levels. These high levels are among recently qualified teachers but decline after five years and rise again after 20 years or more in the school. Teachers were more likely to report stress when teaching multi-grade classes, had limited control over their teaching and also had a teaching principal, who reported stress. (Darmody, Merike, & Smyth, Emer,2010).

International research shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession (Crossman & Harris, 2006). The majority of studies explore the factors influencing the job satisfaction of teachers with the main focus on teacher stress. (Kyriacou, 2001). Existing studies on the job satisfaction and occupational stress of teachers focus on teacher background characteristics (age, gender, years of service, etc) as well as workplace conditions (pupil behaviour, work-load etc). Higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism

and change of career. (Kyriacou, Kunc, Stephens & Hultgren, 2003). Job satisfaction has been discussed which now leads onto examining self-efficacy in more detail.

1.2 Self-Efficacy

Self-efficacy refers to an individuals' belief about their capabilities to carry out a particular course of action successfully (Bandura, 1995). Teacher self-efficacy is the belief that one is capable of exercising personal control over one's behaviour, thinking and emotions. Effective teachers believe that they are capable of making a difference in children's lives and they teach in ways that demonstrate this belief. What teachers' believe regarding their capability is a strong predictor of teacher effectiveness. People who hold strong self-efficacy beliefs tend to be more satisfied with their job (Trentham, Silvern, & Brogdon, 1985). They also demonstrate more commitment (Trentham, et al. 1985), and have lower absenteeism (McDonald & Siegall, 1993). Teachers who have high self-efficacy, are inclined to persist in failure situations (Gibson & Dembo, 1984) and take more risks with the curriculum (Guskey, 1988). They are likely to use new teaching approaches (Gibson & Dembo, 1984) and obtain improved gains in children's achievement (Brookover et al. 1979). Midgely et al. (1989) reported teachers with high self-efficacy tend to have more motivated students.

Studies carried out by Vaezi & Fallah (2011) explored the relationship between teachers' self-efficacy and stress. Their findings resulted in reporting that enhancing teacher's self-efficacy and self-esteem tends to have a positive influence on diminishing their stress. According to Bandura (1995) the tasks of creating environments conducive to learning rests heavily on the talents and self-efficacy of teachers.

There are at least four kinds of self-efficacy as a teacher, each of which is instrumental in explaining how teachers teach and their willingness to persist even when the odds appear to be stacked against them (Gibbs, 2000). As such, they are important indicators of teacher effectiveness; ‘Behaviour Self-Efficacy as a Teacher’ is the self-belief in one’s capability as a teacher to perform specific actions to deal with specific teaching situations; ‘Cognitive Self-Efficacy’ as a Teacher is the self-belief in one’s capability as a teacher to exercise control over one’s thinking in specific teaching situations; ‘Emotional Self-Efficacy’ as a Teacher is the self-belief in one’s capability as a teacher to exercise control over one’s emotions in specific teaching situations and finally ‘Cultural Self-Efficacy’ as a Teacher is the self-belief in one’s capability as a teacher to perform specific actions in culturally-appropriate ways in specific teaching situations. Gibbs explains that these four types of self-efficacy as a teacher interacts and are not necessarily independent or mutually exclusive. An effective teacher will have a strong belief in his/her abilities and employ control over emotions, behaviour and thinking.

Researchers report that teachers’ self-efficacy influences their teaching behaviours and students’ motivation and achievement (Skaalvik & Skaalvik, 2007, Tschannen-Moran & Woolfolk Hoy, 2001). While Bandura (1997) theorised that self-efficacy beliefs remain stable once established researchers have found that little evidence exists regarding how teachers’ efficacy beliefs change or solidify during their career. (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

Friedman & Kass (2002) developed a new notion of teacher self-efficacy – ‘Classroom and School Context’ (CSC). It is comprehensive and detailed and relates to a variety of teacher functioning. According to the CSC concept, the teachers’ functioning within the school consists of two fundamental domains; (a) the classroom - where the teacher

works with the students and (b) the school – where the teacher functions as a member of an organisation. The organisational domain of the teacher functioning at school has a significant effect on the teacher as an employee.

A recent study examined the relations among teachers' job satisfaction, teachers' collective efficacy (TCE), job stress, and the cultural belief in collectivism among teachers from two North American countries and one East Asian country (Klassen, Usher & Mimi 2010). Results showed that TCE was positively related to job satisfaction. In addition job stress was not significantly associated with job satisfaction, however, job stress was inversely correlated with job satisfaction for North American teachers but not for Korean teachers. For Korean teachers, job stress was positively correlated with TCE, with the implication that as Korean teachers' find themselves among colleagues whom they perceive as highly competent, they experience higher levels of job stress. The heightened job stress, however, did not lower their job satisfaction. Teacher self-efficacy has been considered, therefore self-esteem can now be examined.

1.3 Self-Esteem

In psychology, the term self-esteem is generally to describe a person's overall sense of self-worth, self respect or personal value. Self-esteem is often seen as a personality trait, which suggests that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, emotions and behaviours. (Myers, 2007).

The need for self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, depicting self-esteem as one of the basic human motivations. Maslow (1954) suggested that people need both esteem from other people as well as inner

self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization. (Passer & Smith, 2008)

Self-esteem refers to how positively or negatively we feel about ourselves and it is a fundamental aspect of personal well-being, happiness and adjustment (Brown, 1998; Diener, 2000). According to Trzesniewski et al. (2003) self-esteem is quite stable over the life span with correlations of $r = .50$ to $r = .70$ from childhood to old age. People with high self-esteem are reported to be happier with their lives, have fewer interpersonal problems, achieve at a higher and more consistent level and are less susceptible to social pressure while peoples with low self esteem suffer from poor self-images and are more susceptible to psychological problems such as anxiety and depression, physical illness and poor social relationships. (Brown 1998).

Although many studies have explored students' self-esteem, few have investigated the self-esteem of the teacher (Lee & Hirschlein, 1994). A principal assumption of the theory of self-esteem is that people behave according to their beliefs about themselves (Purkey, 1970). If this is true, then ultimately teachers' beliefs about themselves are fundamental factors in determining their actions and effectiveness in the classroom. Research indicates that teachers with high self-esteem are likely to be happier and more effective in the classroom. (Crane, 1974). Additionally teachers with higher self-esteem are more likely to evaluate themselves accurately (Vukovich & Pfeiffer, 1980). Teachers with high self-esteem are also reported to be healthier, less stressed and more productive in their work (Schultz & Hausafus, 1982). Evidence suggests that teachers with a positive sense of self are in the best position to assist the development of high self-esteem in students (Reasoner & Gilberts, 1988, Silvernail, 1985). As self-esteem has been discussed, job stress will be reviewed.

1.4 Job Stress

The term 'stress' was defined by Hans Selye (1926) as 'the non-specific response of the body to any demand for change' (p 53). However, more recently Baum (1990) defined stress as 'a negative emotional experience accompanied by predictable biochemical, physiological, cognitive and behaviour changes that are directed either toward altering the stressful event or accommodating its effects' (Taylor, 2009, p.147). Another definition provided by Kyriacou (2001) who described 'stress' by means of the degree of mismatch between the demands made upon an individual and the individual's ability to cope with these demands.

The Femia teacher stress inventory (1984) supplies information with regard to five stressors including; time management, work-related stressors, professional distress, discipline/motivation and professional investment, and five manifestations of stress; emotional manifestations, fatigue manifestations, cardiovascular manifestations, gastronomic manifestations and finally behavioural manifestations.

According to Bandura (1997), when confronted by a stressor, one of the most important appraisals we make is whether we have sufficient resources to cope with the demands. Therefore, coping self-efficacy is a fundamental protective factor. Bandura believed that events that are appraised as extremely demanding may generate little stress if we believe we have the skills to deal with them. (Passer & Smith, 2008). Stress is currently a phenomenon that needs to be recognised and addressed in all professions including teaching.

Research indicates that the teaching profession is exposed to stress. Schaufeli and Enzmann (1998) analysed 73 United States studies which were conducted in various occupational fields. One of their aims was to determine what occupational fields were more

susceptible to stress. Results found that in the US levels of emotional exhaustion caused by stress were highest amongst teachers. (Putter, 2003).

Teaching has been identified as a particularly stressful occupation. Negative aspects of the job such as overcrowded classrooms, excessive paperwork, inadequate salaries, lack of support and disciplinary problems are among the stressors that confront teachers. Skaalvik & Skaalvik (2007) identified four strain factors in teachers' daily work through interviews with 24 teachers. Analysis of the interviews revealed these four strain factors which were reported by approximately 50% of the teachers; students with behaviour problems (could be linked to Special Educational Needs Pupils), conflicts with parents, conflicts among the teachers and having to organise teaching in ways one did not believe were the best approach.

Several studies have been conducted on teacher stress. For example Travers & Cooper (1979) surveyed 800 teachers in the UK and France regarding stress and found considerably different responses: 22% of sick leave in the UK compared to 1% in France was attributed to stress. 55% of teachers in the UK compared to 20% of teachers in France reported recently consider leaving teaching. Both groups agreed to the sources of pressure citing classroom discipline, low social status and lack of parental support. Teachers are often reluctant to admit the extent to which they experience stress due to the fear that it may be seen as a weakness.

Teaching is one of the most significant and visible professions in the world. All other professions in the society have their bases in the profession of teaching. As a profession it is the basis of the development of any country. Teachers are essential for the effective functioning of education system and for improving the quality of learning processes. Teachers play an important role in constructing the personality of their students. Importance of profession is obvious however; the social and psychological conditions exert a strong

influence on the levels of performance, job satisfaction and even on the mental health of teachers.

1.5 Aims and Hypothesis of this Study

While these issues have been extensively researched internationally for example; Klassen & Chiu (2010) USA, Saari & Judge (2004) USA, Vaezi & Fallah (2011) Finland, research in Ireland on job satisfaction among primary school teachers has remained comparatively limited. Research in this area is relevant in a context where teacher workloads are changing due to a number of factors such as mainstreaming of pupils with special educational needs, larger ethnic diversity in classrooms and an increase in class sizes as a result of recent expenditure cuts by the Department of Education and Skills in Ireland.

A review of the related literature reveals that self efficacy and self esteem have not received substantial attention in the study of teacher stress or job satisfaction. The scarcity of research in these areas, particularly in Ireland, provides a convincing rationale to undertake further investigation into examining the relationship between teachers' self efficacy, teacher stress and self esteem as determinants of job satisfaction. As previously mentioned, Job Satisfaction affects individuals' general well-being therefore, it is important to identify the dimensions of Job Satisfaction.

The purpose of this study is to examine what influences job satisfaction among teachers. Investigating if self-efficacy, self-esteem and job stress can significantly contribute to a better understanding of job satisfaction reported by teachers is the main objective of this project.

A sample of 121 primary school teachers in the North County Dublin region of Ireland were used to investigate teachers' self-efficacy self-esteem and job stress as predictors of job satisfaction.

This study hypothesized the following:

Hypothesis 1: There will be no significant difference between males and females on job satisfaction, self-efficacy, self-esteem and perceived stress.

Hypothesis 2: There will be a positive relationship between self-efficacy, self-esteem and job satisfaction within a sample of primary school teachers.

Hypothesis 3: Stress will negatively correlate with self-efficacy, self-esteem and job satisfaction.

Hypothesis 4: Self-efficacy, self-esteem, perceived stress, age, education, and years of teaching will significantly contribute to understanding teachers' job satisfaction with self-efficacy as the best predictor of job satisfaction.

2. METHOD

2.1 Materials

The following instruments are anonymous self-administered, paper-and-pen questionnaires which were compiled into a booklet along with an explanatory letter attached to the front of the booklet, and were administered to each respondent.

Fimian Teacher Stress Inventory (FTSI). The FTSI was developed by Fimian (1984) to measure teachers' perception of stress as it relates to their occupation. The TSI is comprised of three sections: Section A consists of the biographic variables such as gender, years of experience as a teacher, age, and the highest level of education. Section B involves 49 stress-related questions concerning factors which could cause stress to teachers and Section C presents 8 questions regarding the teachers personal stress levels and the intensity with which he/she experiences stress.

The items in Section B are categorised under the following sub-headings: 1. *Stress Factors* comprising of: Time-management (important to guarantee balance between the roles and tasks of teachers), Work-related stressors (such as preparation, work load, class size, administrative work and responsibilities), Professional distress (includes areas such as promotion, progress, salary, opportunities or acknowledge in the workplace), Discipline and motivation (contains facets such as teacher-learner relationship, teacher authority and learner under-achievement), and Professional investment (refers to personal involvement of teachers regarding their position). 2. *Manifestations of Stress* comprising of: Emotional Manifestations (teachers' response to stress in school e.g. depression, anxiety), Fatigue manifestations (e.g. sleeping habits, exhaustion), Cardiovascular manifestations (e.g. blood

pressure, heart palpitations), Gastronomical manifestations (e.g. stomach pains, cramps) and Behaviour manifestations (e.g. using prescription drugs, alcohol consumption, calling in sick).

Participating teachers were requested to read the statements and indicate their degree of agreement or disagreement on a five-point Likert scale of strongly disagree, disagree, neutral, agree and strongly agree. A Cronbach's alpha co-efficient indicated good internal consistency within current sample. ($\alpha = .91$).

Teacher Self-Efficacy Scale (Woolfolk & Hoy, 1990) was employed to gather information regarding teachers' sense of efficacy. Researchers have investigated both the short and long form measures of TSES in a variety of settings and reported adequate reliability and validity for the whole scales and their subscales. For example, Klassen et al (2010) found reliabilities ranged from .71 to .94 for TSES short-form subscales in five countries. Wolters & Daugherty (2007) reported Cronbach's alpha coefficients above .80 for the TSES. For the purpose of this study, a Cronbach's alpha coefficient resulted in ($\alpha = .76$). Participants responded to a 22 item TSES on a 6 point scale ranging from 1=Strongly Disagree to 6=Strongly Agree. Possible scores can range between 1-6, with higher scores indicating higher levels of self-efficacy. Sample questions include; 'When a student does better than usual many times it is because I exert a little extra effort' and 'When I try, I can get through to the most difficult students'.

Job Satisfaction Survey (Wellness Councils of America, 2004), provides comprehensive information regarding factors important to employees when assessing overall job satisfaction. Participants respond to a dichotomous choice of Yes or No. Each positive response receives 1 point, whereas each negative response receives 0 points. Scores are

added up so that higher scores are reflective of higher levels of job satisfaction. A Cronbach's alpha co-efficient was conducted to test internal consistency for job satisfaction measure and resulted in ($\alpha = .85$).

Self-Esteem Scale (Rosenberg, 1965) is used to measure self-esteem as a positive or negative orientation towards oneself an overall evaluation of one's worth or value. Participants responded to 10 items on a 6 point Likert scale ranging from 1=Strongly Disagree to 4=Strongly Agree. Possible scores can range between 1-4, with higher scores indicating higher levels of self-esteem. Sample questions include; 'On the whole, I am satisfied with myself' and 'I feel I do not have much to be proud of'. A Cronbach's alpha co-efficient internal consistency for self-esteem measure resulted in ($\alpha = .83$).

2.2 Participants

One hundred and twenty-one respondents ($N = 121$) participated in this study. One hundred and seventy-nine questionnaires were distributed to both male and female teachers and 122 were returned accounting for a response rate of 68%. One questionnaire was incomplete and therefore was not included in the analysis. Participation was voluntary without any incentive or reward. This convenience sample consisted of primary school teachers from eight Department of Education & Skills run primary schools in the North County Dublin area. The respondents included 34 males (28%) and 87 females (72%) with ages ranging from 20 to 60+. The demographics of respondents are presented in Table 1.

Table 1

Sample Demographics

VARIABLE	FREQUENCY	%
Gender		
Male	34	28.1
Female	87	71.9
Years of Teaching Experience		
1 - 5 years	35	28.9
6 - 10 years	32	26.4
11 - 20 years	13	10.7
21 - 30 years	24	19.8
31 + years	17	14.0
Age in Years		
20 – 30 years	41	33.9
31 – 40 years	29	24.0
41 – 50 years	30	24.8
51 – 60+ years	21	17.4
Highest Level of Education		
Teachers Diploma	17	14.0
B.A., B.Sc.	16	13.2
Hons. B.Ed.	60	49.6
Masters	27	22.3
Doctorate	1	0.8

2.3 Ethics

Ethical approval was granted for this research project by the Psychology Department of Dublin Business School Ethics Committee. Participants were assured that strict guidelines of confidentiality and anonymity would be followed and respondents were also informed that they could withdraw from the study at any time. Participation in this study was voluntary without any reward incentive. All respondents were requested not to leave any identifying marks on the questionnaire.

2.4 Design

The current study adopted a quantitative cross-sectional design, correlational study which is descriptive in nature. The combination of prospective and retrospective questionnaire method was applied. The main variables within the regression model included: demographic variables such as gender, age, years of teaching experience and level of education; predictor variables included: self-efficacy, self-esteem and perceived stress; and the criterion variable was job satisfaction. No treatment interventions were conducted during the course of this study.

2.5 Procedure

When ethical approval was granted for this research project by the Psychology Department of Dublin Business School Ethics Committee, a Letter of Introduction was produced to each Principal. This letter was provided by a research supervisor verifying the nature of the research and included contact details of a research supervisor. Upon written authorisation from the Principal to carry out the research, self-administrative paper-and-pencil questionnaires (see Appendix) were distributed to the school in separate envelopes. A letter requesting the respondents to complete the questionnaire, seal it into the envelope provided and return it to the school office for collection. This letter also provided information regarding the approximate time of participation (15 minutes). The respondents were assured about confidentiality of their participation and they were also requested not to leave any identifying marks on the questionnaire. Each participant was informed that they could withdraw from the study at any time.

3. RESULTS

3.1 Descriptive Statistics and Group Differences

Descriptive statistics including mean (M) and standard deviation (SD) for self-esteem, self-efficacy, perceived stress, and job satisfaction are presented in Table 2, together with independent t-test results.

Table 2.

Descriptive Statistics and Group Differences for Self-Esteem Self-Efficacy, Perceived Stress and Job Satisfaction.

VARIABLE	GENDER	N	MEAN	SD	t-value	p-value
Self-Esteem	Male	34	32.79	4.76	1.09	.28
	Female	87	31.80	4.36		
Self-Efficacy	Male	34	67.44	11.39	.25	.80
	Female	87	66.91	9.94		
Perceived Stress	Male	34	133.24	25.37	-1.20	.23
	Female	87	138.63	21.02		
Job Satisfaction	Male	34	26.91	4.62	.82	.42
	Female	87	26.24	3.83		

The first aim of this study was investigated by conducting independent samples t-test to explore the differences between of males (n = 34) and females (n = 87) on self-esteem, self-efficacy, perceived stress and job satisfaction.

Results obtained from the independent samples t-test did not indicate significant difference between the groups which is in support of the first hypothetical statement. A mean score for males is 32.79 (SD = 4.76) and the mean score for females is 31.80 (SD = 4.36) on the self-esteem measure was found out of a possible range score of 1-40 indicating high levels of self-esteem for both male and female teachers. The self-efficacy scale achieved a mean score of 67.44 for males (SD = 11.39) and 66.91 for females (SD = 9.94) out of a possible range score of 22 – 132 suggesting participants fall into the category of moderate self-efficacy levels. A mean score of 133.24 for males (SD = 25.37) and 138.63 for females (SD = 21.02) was recorded on the perceived stress scale which ranges from 49 – 245 indicating that respondents are in the moderate stress level category. In addition, a mean score on the job satisfaction scale reported a mean score of 26.91 for males (SD = 4.62) and 26.24 for females (SD = 3.83) out of possible range score of 0 – 30 suggesting a high level of job satisfaction among the respondents of this study.

3.2 CORRELATIONS

The relationships between years of teaching experience, age, highest level of education, self-esteem, self-efficacy, perceived stress and job satisfaction were investigated using a Pearson Correlation Coefficient (see Table 3). Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity.

Table 3

Correlations between years of teaching experience, age, level of education, self-esteem, self-efficacy, perceived stress and job satisfaction.

VARIABLE	1	2	3	4	5	6	7
1. Years of Teaching Experience	-	-	-	-	-	-	-
2. Age in Years	.86**	-	-	-	-	-	-
3. Highest Level of Education	.16	.13	-	-	-	-	-
4. Self-Esteem	-.13	-.11	-.04	-	-	-	-
5. Self-Efficacy	.03	-.02	-.02	-.22*	-	-	-
6. Perceived Stress	.28**	.23*	.06	-.43**	.25**	-	-
7. Job Satisfaction	-.28**	-.20*	-.13	.23*	-.04	-.41**	-

Note: ** Correlation is significant at the .01 level (2-tailed).

* Correlation is significant at the .05 level (2-tailed).

With regards to the second aim of the current study a Pearson's Correlation Coefficient was carried out to examine the possible relationships between self-efficacy, self-esteem and job satisfaction within a sample of primary school teachers. The results indicated that self-efficacy had a weak negative yet significant relationship to self-esteem ($r = .22$, $p < .05$, 2-tailed) suggesting that as participants scored high on one variable, they scored low on the other variable. Additionally, self-esteem reported to have a weak positive yet significant relationship to job satisfaction ($r = .23$, $p < .05$, 2-tailed) suggesting that participants with high self-esteem also reported to have high job satisfaction. This partially supports the second hypothesis theorising a positive relationship between self-efficacy, self-esteem and job satisfaction. While self-efficacy and self-esteem reported a weak, negative significant relationship, self-esteem and job satisfaction reported a weak positive significant relationship.

The third aim of this study hypothesized that the independent variable perceived stress will negatively correlate with the dependent variables of self-efficacy, self-esteem and job satisfaction. The nature of these associations was also investigated by using Pearson's Correlation Coefficient. Results indicated a weak positive yet significant association between perceived stress and self-efficacy ($r = .25, p < .01, 2\text{-tailed}$) suggesting that participants with high self-efficacy scores also reported high perceived stress levels. Furthermore, results also indicate a moderate negative yet significant association between perceived stress and self-esteem ($r = .43, p < .01, 2\text{-tailed}$) suggesting that teachers reporting high stress levels also reported low self-esteem. Finally, results also revealed a moderate negative and significant correlation between perceived stress and job satisfaction ($r = .41, p < .01, 2\text{-tailed}$). This indicates that primary school teachers experiencing high perceived stress levels also reported low job satisfaction. These results partially support the third Hypothesis. Additionally, results also indicated a weak positive yet significant relationship between years of teaching experience and perceived stress ($r = .28, p < .01, 2\text{-tailed}$) suggesting as the years of teaching increases, perceived stress levels also increase. Years of teaching experience also reported a weak negative significant relationship with job satisfaction ($r = .28, p < .01, 2\text{-tailed}$) indicating as the years of teaching increases, the level of job satisfaction decreases. Age of respondents reported a weak positive significant correlation with perceived stress ($r = .23, p < .05, 2\text{-tailed}$) suggesting as the teachers age increases, perceived stress levels also increase. A weak negative yet significant correlation between age and job satisfaction ($r = .20, p < .05, 2\text{-tailed}$), reported in this study, indicates that as the respondents age increases, their job satisfaction levels decrease.

3.3 MULTIPLE REGRESSION MODEL

Standard multiple linear regression analysis was employed to help determine which of the set of variables (self-efficacy, self-esteem, perceived stress, age, highest level of education,

years of teaching experience) could be used to predict job satisfaction. Initially, the correlations amongst the predictor variables included in the study were examined and these are presented in Table 3. All correlations were weak to moderate. This indicates that multicollinearity was unlikely to be a problem. (see Tabachnick & Fidell, 2007).

Since no *a priori* hypothesis had been made to determine the order of entry of the predictor variables, a direct method was used for the multiple linear regression analysis. The model as a whole explained 17% of variance ($\text{adj } R^2 = .17$) in job satisfaction ($F(6, 114) = 5.20$, $p < .01$). Out of the six predictors included in the multiple regression model, the only significant predictor variable was perceived stress with ($\beta = -.35$, $p < .01$, 2-tailed) which does not support the fourth hypothesis that self-efficacy is the best predictor of job satisfaction.

Table 4

Hierarchical multiple regression model of predictor variables; self-efficacy, self-esteem, perceived stress, age, level of education and years of teaching experience on outcome variable job satisfaction as reported by respondents.

	R²	adj R²	B	p-value
Model	.22	.17		.01
Self-Efficacy			.07	.41
Self-Esteem			.07	.45
Perceived Stress			-.35	.01**
Age			.13	.43
Highest Level of Education in Years			.07	.40
Years of Teaching Experience			-.27	.11

Note: ** Correlation is significant at the .01 level.

4. DISCUSSION

The main focus of the current research was to examine what influences job satisfaction among primary school teachers by investigating if self-efficacy, self-esteem and job stress can significantly contribute to a better understanding of job satisfaction reported by teachers. Therefore, the first aim of this study was to investigate the potential difference between males and females on job satisfaction, self-efficacy, self-esteem and perceived stress. The second aim was to examine the relationship between self-efficacy, self esteem and job satisfaction within a sample of primary school teachers. The third aim was to explore how perceived stress correlates with self-efficacy, self-esteem and job satisfaction. Finally, the particular interest and fourth aim of this study was to determine which of the set of variables (self-efficacy, self-esteem, perceived stress, age, highest level of education, and years of teaching experience) is the best predictor job satisfaction.

4.1 Differences between males and females on job satisfaction, self-efficacy, self-esteem and perceived stress.

Results obtained from an independent samples t-test did not indicate significant differences between male and female primary school teachers on job satisfaction, self-efficacy, self-esteem and perceived stress, which supports the first hypothetical statement. Some studies find that females report higher teacher efficacy than males e.g. Anderson, Greene, & Lowen (1988), Evans & Tribble (1986), Raudenbush et al, (1992), and Ross et al. (1996) argued that this is because teaching is viewed as a female occupation. The Department of Education & Science (2005) explained the demise of male primary school teachers in Ireland by reporting a continuous reduction in male teachers from 30% in 1970, to 25% in 1980 and finally a decline to 18% in 2005. However, other studies (Lee et al. 1991)

found no gender differences, and Klassen & Chiu (2010) concluded that female teachers have lower 'classroom management self-efficacy' (a sub type of teacher self-efficacy) while there was no gender effect for the other investigated domains of teacher self-efficacy (instructional strategies and student engagement). Results obtained from this study suggest that participants fall into the category of moderate self-efficacy levels. Borg (1989) investigated the prevalence of stress and the level of job satisfaction among primary school teachers and reported the gender of a teacher proved to be a moderator of job satisfaction. There are many reasons why teachers may experience stress in their job. (Jennett, Harris & Mesibov, 2003), it is likely that gender difference is influenced by issues relating to work-life balance. However, when encountering similar work stress, some teachers may be less vulnerable to stress than others in the face of similar work stressors. While no significant gender difference was established between groups results showed participants reported moderate stress levels, high levels of self-esteem, moderate self-efficacy levels and high levels of job satisfaction.

4.2 Relationship between self-efficacy, self esteem and job satisfaction.

Results from this study reported a weak positive yet significant relationship between Self-Esteem and Job Satisfaction. This supports evidence from a review by Pierce and Gardiner (2004) of more than four dozen empirical studies which claim that an individual's self-esteem, formed around work and organizational experiences, as reflected by organization-based self-esteem, plays a significant role in shaping employee job satisfaction. For the purpose of this study, this positive correlation partially supports the second hypothesis while suggesting that teachers with high self-esteem will achieve higher job satisfaction. In contrast, however, statistical analysis showed a weak negative but significant correlation between self-efficacy and self-esteem. Research in this area is very limited with

the focus of self-esteem being directed more at the students rather than the teachers. This correlation may be explained in terms of the time of the year the research was carried out – just preceding the Christmas holidays when teachers' self-efficacy may be high and self-esteem levels quite low. During this term, a teachers' self-efficacy might affect their self-esteem if, under the extra stressors at this time of the year, they do not meet the goals they have set for themselves. It is important to note the difference between self-efficacy and self-esteem; self-efficacy relates to the conviction that we can perform the behaviours necessary to produce a desired outcome while self-esteem relates to how positively or negatively we feel about ourselves. (Passer & Smith, 2008).

4.3 Correlation between perceived stress and self-efficacy/self-esteem and job satisfaction.

An important objective of this study was to investigate how perceived stress would correlate with self-efficacy, self-esteem and job satisfaction. Results indicated a weak positive yet significant association between perceived stress and self-efficacy. These results contradicted previous theoretical and empirical studies on the role of self-efficacy in stress. Efficacy beliefs influence the amount of stress and anxiety individuals experience when engaged in an activity. (Bandura, 1997). According to Bandura people with high confidence in their capabilities handle stress related factors effectively and approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Both Cadiz (1989) and Betoret (2006) reported teachers with a higher self-efficacy were less stressed and more motivated and satisfied in their profession. However, in contrast, the results of this investigation are consistent with previous research findings by Schwarzer & Hallums (2008), Cherniss (1980) and Beehr (1995), that teacher stress may affect the belief system of teachers about themselves. This positive correlation between perceived stress and self-efficacy suggests that

a teacher reporting high self-efficacy also report high perceived stress levels which imply that a teacher with high self-efficacy has high expectations therefore, ultimately increases their stress levels to meet their objectives. This supports Biggs (1988), who explains that persons in the helping professions are particularly prone to stress because of their idealistic goals.

Teacher stress and job satisfaction have been found to be negatively correlated where high reports of occupational stress were related to low levels of job satisfaction, and low levels of occupational stress were related to high levels of job satisfaction. Investigating the prevalence of stress and the level of job satisfaction, this study found that teachers reported high levels of job satisfaction and moderate levels of perceived stress. According to Kyriacou, (1987), teacher job satisfaction and stress can have both economic and personal implications resulting in stress-related employee absenteeism, burnout, problems with retention and a negative impact on pupils.

Results also indicated a moderate negative but significant association between perceived stress and self esteem suggesting that teachers reporting high stress levels, reported low self-esteem. Studies have been conducted in an effort to discover finding of a correlation between stress and self-esteem but with very little focus on teachers. Abouserie (1994) study was consisted of 675 undergraduate students. Results showed that students with high self-esteem are less stressed than those with low self-esteem. Self-esteem would therefore appear to have an important influence on students' stress levels. The question remains if these findings can also be attributed to teachers. Abouserie concluded by suggesting that enhancing a students' ability to cope with stress can be achieved by enhancing self-esteem.

4.4 The contribution of self-efficacy, self-esteem, stress, age, level of education and years of teaching in understanding teachers' job satisfaction with self-efficacy as the best predictor of job satisfaction.

Out of the six predictors included in the multiple regression model, the only significant predictor variable was perceived stress which does not support the fourth hypothesis that self-efficacy is the best predictor of job satisfaction. While years of teaching experience reported a weak negative significant relationship with job satisfaction, age also reported a weak negative association with job satisfaction both of which are in accordance with a study by Perie & Baker (1997) which found that younger and less experienced teachers reported higher levels of job satisfaction than their older and more experienced counterparts. The high level of job satisfaction among new teachers could be explained by the 'honeymoon period' theory according to which teachers early in their careers embrace the challenges and opportunities that arise in teaching and ultimately experience higher perceived job satisfaction. (Schmidt, 1999). Similarly, the most recently appointed teachers report the higher levels of job satisfaction in contrast to teachers with more experience.

As previously mentioned, a multiple regression model analysis established perceived stress was the best predictor of job satisfaction among teachers. A Pearson's Correlation Coefficient was carried out to examine the relationship between perceived stress and job satisfaction which resulted in a moderate negative yet significant relationship suggesting as a teachers stress levels increases, job satisfaction decreases, in contrast, as a teachers job satisfaction increases, their stress levels decreases. Regardless of the sources of stress, the fact that 79% of males and 94% of females reported varying degrees of stress is a cause for concern. These levels of stress could impede the teacher's functioning in the workplace.

4.5 Limitations and Future Research

There were a few limitations identified with this study. As with any study restricted to time and population constraints, this study would benefit from exploration into other demographic populations with varying socio economic status (e.g. private schools, inner city schools, rural schools, and single gender schools). In addition, due to the small overall size sample, results from this study could not be generalised to a larger population. While the results of this study suggested that perceived stress was the main predictor of job satisfaction, it leads to another limitation of this study and a suggestion for possible future research. Mainly, a closer investigation into the sources of stress, for example; class sizes can effect job satisfaction especially in response to recent increases in the pupil-teacher ratio. Other sources of stress that could affect job satisfaction are; workload, insufficient resources, discipline, pupil motivation, school size, salary, lack of support, parental expectations and supervision for absent teachers.

Teachers may also find it increasingly difficult to meet the needs of student with a wider range of abilities resulting from the integration of students with special educational needs into mainstream classrooms. The introduction of Special Needs Assistants in 1994 may provide some alleviation of pressure or stress for the teacher or it could result in an adverse affect providing even more stress for the teacher. This is an area worth considering for future research which was not investigated in this study. Further research into the relationship, if any, between self-efficacy and attitudes towards integration of pupils with special educational needs (S.E.N.), maybe beneficial in explaining sources of stress for primary school teachers. At present, most teacher training colleges in Ireland offer modules associated with S.E.N. however, while theory is absolutely fundamental, there is a gap between theory and practice. It should be an essential part of teacher training for all colleges

to offer practical workshops or placements in special schools as part of teacher training programmes thus enhancing new teachers self-efficacy and self-esteem while decreasing stress levels and improve overall job satisfaction.

A final limitation of this study is its concentration on primary school teachers where predictors of job satisfaction among secondary school teachers could warrant future exploration. In summary, this study could be replicated and improved upon by utilising a larger population sample, incorporate a mixture of both rural and urban schools, investigating more definitive sources of stress for teachers. Additionally, a qualitative longitudinal study of the predictors of job satisfaction among primary school teachers may achieve a more complete understanding of job satisfaction as it enables a more complex aspect of a teachers experience to be studied and fewer restrictions or assumptions are placed on the collected data. The advantage of this study is that it could benefit from a dichotomous choice of quantitative or qualitative research method.

4.6 Practical Implications and Conclusion

Where teachers report high levels of self-efficacy, they tend to exhibit more organisational behaviours. Teachers who have high expectations of themselves to perform effectively and successfully in school will carry out extra functions beyond the expected typical ones and will feel more committed to their school and to the teaching profession. In educational settings, it was found that when teachers believe that they can make a difference with their students, they do. (Gibson & Dembo, 1984). However, it is alarming that approximately 40% of primary school teachers in the North County Dublin area reported suffering from stress to some degree. The goal of the Department of Education & Skills should be to build on the strengths and improve the mental state of teachers. Reliable procedures should be put in place to monitor the stress levels and identify the sources of

stress within the teaching profession. In-service training and support services within schools could be used to help solve any problems and issues. Implementing internal stress management strategies such as positive self-talk, relaxing exercises and stress relief thinking, in addition to promoting the importance of physical exercise, a healthy diet and sufficient sleep may be useful coping mechanisms for teachers. Furthermore, a teacher should also develop his/her personal plan to combat stress more effectively by delegating responsibilities, improved time-management and set realistic goals. This study showed the positive correlation between self-efficacy and stress, although due to the small sample size these results could not be generalised to a larger population, it is important to note that teachers who reported high levels of self-efficacy also reported high levels of stress, therefore setting realistic goals and realistic self-assessments may reduce stress levels.

Since two predictor variables; years of teaching experience and teachers age reported a weak negative significant relationship with job satisfaction, in accordance with a study by Perie & Baker (1997) this issue should also be addressed. The introduction and implementation of professional development programmes that are customised to teachers' career stages may improve skills and knowledge and ultimately enhance teacher confidence to teach effectively.

In conclusion, this research proposed to examine what influences job satisfaction among teachers. Investigating if self-efficacy, self-esteem and perceived stress can significantly contribute to a better understanding of job satisfaction reported by teachers. Job Satisfaction affects individuals' general well-being therefore, it is important to identify the dimensions of job satisfaction. Job satisfaction among teachers is likely to have significant consequences for the retention of teachers within the profession. The findings of this study shows a significant relationship between self-efficacy, self-esteem, perceived stress and job satisfaction in addition to suggesting that perceived stress is the best predictor of job

satisfaction among primary school teachers in North County Dublin. Therefore, this research may contribute significantly in helping to understand the factors associated with job satisfaction among teachers and concludes that the implications of this study are numerous and diverse.

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APPENDIX

Appendix 1: Cover Letter for Participants.

December, 2012.

Dear Participant,

My name is Eithne Reilly and I am a 4th year Psychology Student at Dublin Business School. I am inviting you to participate in my Final Year Research Project which is based on various aspects of the Teaching profession.

Attached to this letter is a Questionnaire which contains a variety of questions. I am asking you to read the Questionnaire and, if you choose to do so, complete it and return it to the school office in the envelope provided. This Questionnaire should take approximately 15 minutes to complete.

There are no risks involved to you if you decide to participate in this survey. Anonymity is guaranteed and your responses will not be identified with you personally. This Questionnaire involves a simple ✓ or circling your answer. Please DO NOT provide your name on the Questionnaire.

If you have any questions or concerns about completing this Questionnaire, or about participating in this study, you may contact me at [REDACTED]. Alternatively, you may also contact my research advisor Emma Harkin at (01) [REDACTED]. This project has been approved by the DBS Review Board.

Thank you for taking the time to complete this Questionnaire, your participation is greatly appreciated. Please place the completed Questionnaire in the envelope provided, seal it, and return it to the school office for collection.

Sincerely,

Eithne Reilly

Appendix 2. Questionnaire

SECTION A Demographical Variables

Please CIRCLE the block applicable to you.

1. Gender

Male	Female
------	--------

2. Years of experience as a teacher

1-5	6-10	11-20	21-30	31+
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3. Age in years

20-30	31-40	41-50	51-60	61+
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4. Highest Level of Education

Teachers Diploma	B.A., B.Sc.	Hons B. Ed.,	Masters	Doctorate
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SECTION B

Please read each statement carefully and decide if you ever feel this way about your job. Then indicate how strong the feeling is when you experience it by circling the appropriate number on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (strong disagree). The rating scale is shown at the top of each page.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I easily over commit myself	1	2	3	4	5
2.	I become impatient if others do things too slowly	1	2	3	4	5
3.	I have to try doing more than one thing at a time	1	2	3	4	5
4.	I have little time to relax/enjoy the time of day	1	2	3	4	5
5.	I think about unrelated matters during conversations	1	2	3	4	5
6.	I feel uncomfortable wasting time	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7.	There isn't enough time to get things done	1	2	3	4	5
8.	I rush in my speech	1	2	3	4	5
9.	There is little to prepare for my lessons	1	2	3	4	5
10.	There is too much work to do	1	2	3	4	5
11.	The pace of the school day is too fast	1	2	3	4	5
12.	My class is too big	1	2	3	4	5
13.	My personal priorities are being short changed due to time demands	1	2	3	4	5
14.	There is too much administrative paper work in my job	1	2	3	4	5
15.	I lack promotion and/or advanced opportunities	1	2	3	4	5
16.	I am not progressing in my job as rapidly as I would like	1	2	3	4	5
17.	I need more status and respect in my job	1	2	3	4	5
18.	I receive an inadequate salary for the work I do	1	2	3	4	5
19.	I lack recognition for the extra work and/or good teaching I do	1	2	3	4	5
20.	I feel frustrated because of discipline problems in the classroom	1	2	3	4	5
21.	I feel frustrated having to monitor pupil behaviour	1	2	3	4	5
22.	I feel frustrated because some of the students who are poorly motivated	1	2	3	4	5
23.	I feel frustrated attempting to teach students who are poorly motivated	1	2	3	4	5
24.	I feel frustrated because of inadequate/poorly defined discipline problems	1	2	3	4	5
25.	I feel frustrated when my authority is rejected by pupils	1	2	3	4	5
26.	My personal opinions are not sufficiently aired	1	2	3	4	5
27.	I lack control over decisions made about classroom/school matters	1	2	3	4	5
28.	I am not emotionally / intellectually stimulated on the job	1	2	3	4	5
29.	I lack opportunities for professional improvement	1	2	3	4	5
30.	I respond to stress by feeling insecure	1	2	3	4	5
31.	I respond to stress by feeling vulnerable	1	2	3	4	5
32.	I respond to stress by feeling unable to cope	1	2	3	4	5
33.	I respond to stress by feeling depressed	1	2	3	4	5
34.	I respond to stress by feeling anxious	1	2	3	4	5
35.	I respond to stress by sleeping more than usual	1	2	3	4	5
36.	I respond to stress by procrastinating	1	2	3	4	5
37.	I respond to stress by becoming fatigued in a very short time	1	2	3	4	5
38.	I respond to stress with physical exhaustion	1	2	3	4	5
39.	I respond to stress with physical weakness	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
40.	I respond to stress with feelings of increased blood pressure	1	2	3	4	5
41.	I respond to stress with feelings of heart pounding or racing	1	2	3	4	5
42.	I respond to stress with rapid and/or shallow breathing	1	2	3	4	5
43.	I respond to stress with stomach pain or extend duration	1	2	3	4	5
44.	I respond to stress with stomach cramps	1	2	3	4	5
45.	I respond to stress with stomach acid	1	2	3	4	5
46.	I respond to stress by using over-the-counter-drugs	1	2	3	4	5
47.	I respond to stress by using prescription drugs	1	2	3	4	5
48.	I respond to stress by using alcohol	1	2	3	4	5
49.	I respond to stress by calling in sick	1	2	3	4	5

SECTION C

1. Is stress a problem to you ?

Not at all	To some degree	Average	Above Average	Intense
1	2	3	4	5

2. How intense do you experience stress?

Not at all	To some degree	Average	Above Average	Intense
1	2	3	4	5

3. Which of the following factors causes you stress.

		Not at all	To some degree	Average	Above Average	Intense
1.	Teachers stress	1	2	3	4	5
2.	Marriage Problems	1	2	3	4	5
3.	Trouble with neighbours	1	2	3	4	5
4.	Family matters	1	2	3	4	5

SECTION D

Please indicate your **PERSONAL** opinion about each statement by circling the appropriate response to the right of each statement.

		Strongly Agree	Moderately Agree	Agree Slightly more than disagree	Disagree slightly more than agree	Moderately Disagree	Strongly Disagree
1.	When a student does better than usual many times it is because I exert a little extra effort.	6	5	4	3	2	1
2.	The hours in my class have little influence on students compared to the influence of their home environment.	6	5	4	3	2	1
3.	The amount a student can learn is primarily related to family background	6	5	4	3	2	1
4.	If students are not disciplined at home, they are not likely to accept any discipline at school	6	5	4	3	2	1
5.	I have enough training to deal with almost any learning problem	6	5	4	3	2	1
6.	When a student is having difficulty with an assignment I am usually able to adjust it to his/her level	6	5	4	3	2	1
7.	When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student	6	5	4	3	2	1
8.	When I really try, I can get through to most difficult students	6	5	4	3	2	1
9.	A teacher is very limited in what he/she can achieve because a student's home environment large influence on his/her achievement	6	5	4	3	2	1
10.	Teachers are not a very powerful influence on student achievement when all factors are considered	6	5	4	3	2	1
11.	When the grades of my students improve, it is usually because I found more effective approaches	6	5	4	3	2	1
12.	If a student masters a new concept quickly this might be because I knew the necessary steps in teaching that concept	6	5	4	3	2	1
13.	If parents would do more for their children I could do more	6	5	4	3	2	1
14.	If a student did not remember information I have in a previous lesson I would know how to increase his/her retention in the next lesson	6	5	4	3	2	1

		Strongly Agree	Moderately Agree	Agree Slightly more than disagree	Disagree slightly more than agree	Moderately Disagree	Strongly Disagree
15.	The influences of a student's home experiences can be overcome by good teaching	6	5	4	3	2	1
16.	If a student in my class becomes disruptive and noisy I feel assured that I know some techniques to redirect him/her quickly	6	5	4	3	2	1
17.	Even a teacher with good teaching abilities may not reach many students	6	5	4	3	2	1
18.	If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	6	5	4	3	2	1
19.	If I really try hard I can get through to even the most difficult or unmotivated students	6	5	4	3	2	1
20.	When it comes down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment	6	5	4	3	2	1
21.	Some students need to be placed in slower groups so they are not subjected to unrealistic expectations	6	5	4	3	2	1
22.	My teacher training program and/or experience has given me the necessary skills to be an effective teacher	6	5	4	3	2	1

SECTION E

When answering the following statements please **CIRCLE** your response.

1.	I look forward to going to work on Monday morning.	Yes	No
2.	I feel positive and up most of the time I am working.	Yes	No
3.	I have energy at the end of each work day to attend to the people I care about	Yes	No
4.	I have energy at the end of each work day to engage in personal interests	Yes	No
5.	I have the time and energy in my life to read books that interest me	Yes	No
6.	Most interaction at work are positive.	Yes	No
7.	I have good friends at work.	Yes	No
8.	I feel valued and affirmed at work.	Yes	No
9.	I feel recognised and appreciated at work.	Yes	No
10.	Work is a real plus in my life.	Yes	No
11.	I'm engaged in meaningful work.	Yes	No

12.	I feel free to be who I am at work.	Yes	No
13.	I feel free to do things the way I like at work.	Yes	No
14.	My values fit with the organisational values	Yes	No
15.	I am aligned with the organisational mission.	Yes	No
16.	I trust our leadership team.	Yes	No
17.	I respect the work of my peers.	Yes	No
18.	I have opportunities to learn what I want to learn	Yes	No
19.	I feel involved in decisions that affect our organisational community	Yes	No
20.	Creativity and innovation are supported.	Yes	No
21.	I feel informed about what's going on.	Yes	No
22.	I know what is expected of me at work.	Yes	No
23.	I have the materials and equipment that I need in order to do my work correctly	Yes	No
24.	I have the opportunity to do what I do best every day at work.	Yes	No
25.	My boss cares about me as a person.	Yes	No
26.	I know someone at work who encourages my development	Yes	No
27.	My opinions count.	Yes	No
28.	My co-workers are committed to doing quality work.	Yes	No
29.	My boss reviews my progress	Yes	No
30.	I am fairly compensated	Yes	No

SECTION F

Below is a list of statements please **CIRCLE** your response.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	On the whole, I am satisfied with myself.	4	3	2	1
2.	At times, I think I am no good at all.	4	3	2	1
3.	I feel that I have a number of good qualities.	4	3	2	1
4.	I am able to do things as well as most other people.	4	3	2	1
5.	I feel I do not have much to be proud of.	4	3	2	1
6.	I certainly feel useless at times.	4	3	2	1
7.	I feel that I am a person of worth, at least on an equal plane with others.	4	3	2	1
8.	I wish I could have more respect for myself.	4	3	2	1
9.	All in all, I am inclined to feel that I am a failure.	4	3	2	1
10.	I take a positive attitude toward myself.	4	3	2	1

Thank you for taking the time to complete this questionnaire. Please put your questionnaire in the envelope provided making sure there is no identifying marks on the questionnaire, seal the envelope and then return it to the school office. Your time and patience is greatly appreciated.