

Exploring The Influence Of Teacher Self-Efficacy On Job Satisfaction In Secondary Schools Of Muzaffarabad

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Abstract

This research paper investigates the dynamic relationship between teacher self-efficacy and job satisfaction in context of secondary schools Muzaffarabad. Recognizing fundamental role that teachers perform in influencing the educational experience, this study objectives to the impact of teachers' beliefs in their capabilities on their overall job satisfaction. By employing a quantitative - methods approach through surveys of teacher self-efficacy also its correlation with job satisfaction. Methodologically, the research employs a 254 sample of secondary school teachers from Muzaffarabad, The researcher was used two instruments after written permission , Teacher Self-Efficacy Scale(The Ohio State Teacher Efficacy Scale), developed by Megan Tschannen-Moran and for analyzing teachers' self-efficacy and Job Satisfaction Survey (JSS), created by Paul Spector .Quantitative data were statistically analyzed to identify patterns and correlations, The findings of this study aim to shed light on the specific factors within teacher self-efficacy that significantly impact job satisfaction, offering implications for educational policies and professional development programs. As education plays a essential role in societal development, understanding and improving the well-being of secondary school teachers can contribute to the overall improvement of the educational landscape in Muzaffarabad.

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Introduction

The field of education stands as a cornerstone for societal progress, with teachers serving as the architects of knowledge dissemination(Liando, & Tatipang, 2023). In the enthusiastic educational background Muzaffarabad's secondary schools, appreciativefactors that influence teacher well-being arecommanding. Teacher self-efficacy, well-defined as the belief in one's competence to achieve desired consequences in teaching, is a critical feature that shapes the teaching-learning development(Korkmaz, & Unsal, 2016). This study search for to explore the intricate relationship between teacher self-efficacy and job satisfaction in the unique environment of secondary schools in Muzaffarabad.

In contradiction of the environment of a rapidly evolving educational environment, considered by diverse challenges and prospects, it becomes crucial to understand the factors impelling teacher satisfaction(Petruzzellis, Uggento, & Romanazzi, 2006). Muzaffarabad, huddled in the scenic valleys of Azad Jammu and Kashmir, offerings a unique socio-cultural context where the dynamics of education interlink with regional shades, accumulation complexity to the understandings of secondary school teachers.

Manyinvestigation studies require demonstrated the significance of teacher self-efficacy influencing student outcomes. Bandura, & Locke, (2003) social cognitive theory suggests that individuals through a strong sense of self-efficacy are additionalprospective to set motivatinggoals, maintain in the face of difficulties, and ultimately accomplish positive outcomes. Teachers by high self-efficacy are expected to implement effective teaching approaches and navigate the complications of the classroom environment more effectively (Hoy, Hoy, & Davis, 2009).

Teacher Self-Efficacy and Job Satisfaction:

Research has consistently shown a positive correlation between teacher self-efficacy and job satisfaction. Teachers who feel self-confident in their capabilities to positively impact learner learning are more prospective to experience preference in their professional roles (Stephanou, Gkavras, & Doulkeridou, 2013). This relationship is vital as job satisfaction is thoroughly linked to teacher preservation, obligation, and inclusive well-being (Dreer, 2024).

Local Context and Socio-Cultural Effects:

The choice to focus on Muzaffarabad is defensible by the acknowledgment of the significance of local context in shaping teacher experiences. Studies (Lin, & Gao, 2023) have highlighted that cultural and circumstantial factors significantly impact teacher approaches, motivation, and job satisfaction. Consequently, reconnoitering the relationship between teacher self-efficacy and job satisfaction in the exclusive socio-cultural environment of Muzaffarabad adds complexity and specificity to the appreciative of these diminuendos.

Consequences for Educational Performs:

The literature shows that interferences targeting teacher self-efficacy can have positive effects on job satisfaction and instructional performs (Skaalvik, & Skaalvik, 2017). Considerate the specific challenges and prospects within the secondary schools of Muzaffarabad countenances for the identification of tailored strategies to enhance teacher self-efficacy, eventually subsidizing to improved job satisfaction also, consequently, a positive impact on the worth of education.

Involvement to the Wider Discourse:

The choice to contribute contained and context-specific findings to the broader discourse bring into line with the appreciation that educational practices and challenges can vary extensively. By provided that insights from Muzaffarabad, the study aims to enhance the comprehensive understanding of teacher well-being and effectiveness, contribution a nuanced perspective that can inform policies and

practices outside the specific region the literature review defends the study's focus on the complicated relationship between teacher self-efficacy and job satisfaction in the secondary schools Muzaffarabad by representation on recognized theories, empirical evidence, and the need for context-specific insights to enhance the excellence of education.

Statement of The Problem

Despite the importance of teachers in shaping future of students and communities, there is a noticeable gap in our considerate of the specific relationship between teacher self-efficacy and job satisfaction in Muzaffarabad's secondary schools. The level to which teachers' confidence in their teaching abilities contributes to their overall job satisfaction remains underexplored. Addressing this gap is essential for conceiving targeted interventions that increase teacher well-being and, subsequently, the quality of education in the area.

Purpose of The Study

The key purpose of this study is to unravel the influence of teacher self-efficacy on job satisfaction among secondary school teachers in Muzaffarabad. By investigating into the distinctive and accommodating experiences of teachers, we aim to recognize patterns, correlations, and distinctions that illumine the dynamics between self-efficacy beliefs and job satisfaction. This exploration tries to find to contribute valuable perceptions to educational policymakers, managers, and educators in Muzaffarabad, encouragement an environment that encourages both professional development and satisfaction.

Hypotheses

H1: There is a significant relationship between teachers' self-efficacy (TSE) with job satisfaction in secondary schools of Muzaffarabad

Significance Of The Study

These study comprehensions significant implications for several stakeholders in the education area. By recognition the intricate dynamics regarding teacher self-

efficacy and job satisfaction, the results will evaluate the improvement of concentrating interventions and programs to enhance teacher well-being. Moreover, appreciative these dynamics in the exclusivesituation of Muzaffarabad can contribute to the widerdissertation on teacher satisfaction in diverse educational backgrounds. Eventually, the study seeks to create a foundation for development a compassionate and investing environment for secondary school teachers in Muzaffarabad.

Literature Review

Teacher self-efficacy and job satisfaction are importantinfluences that donate to the inclusive effectiveness of educational institutions (Ismayilova, & Klassen, 2019). In the situation of secondary schools in Muzaffarabad, appreciative the relationship between teacher self-efficacy and job satisfaction is importanton behalf of improving educational outcomes and encouragement a positive working atmosphere. This literature review aims to search existing investigation on the influence of teacher self-efficacy on job satisfaction in secondary schools, representationcomprehensions from significant studies and theories.

Bandura, (2000) social cognitive theory delivers a foundation for considerate self-efficacy, emphasizing the belief in one's ability to perform definiteresponsibilities and influence outcomes. Teacher self-efficacy, in the educational situation, discusses to a teacher's self-confidence in their capability to positively impact student learning and efficientlyaccomplish classroom challenges (Tschannen-Moran, & Hoy, 2001). Numerous researches have recognized a positive correlation between teacher self-efficacy and severalcharacteristics of professional proficiencies (Tschannen-Moran, & Hoy, 2007).

Job satisfaction is a complicatedparadigm that replicates an individual's contentment with their work and its innumerablefeatures (Yalabik, Rayton, & Rapti, 2017). In the institutions of education, teachers' job satisfaction is closely linked concerning their generally well-being, commitment to teaching, and

eventually, student outcomes (Ortan, Simut, & Simut, 2021). Features stimulating job satisfaction in the teaching occupation comprise leadership support, professional development opportunities, and interconnected relationships (Williams, 2012).

Investigation has reliably confirmed a positive relationship between teacher self-efficacy and job satisfaction (Tschannen-Moran, & Hoy, (2007). Teachers through higher levels of self-efficacy have a propensity to capability superior job satisfaction outstanding to their supposed ability to happenstance the problems of the employment effectively (Gkolia, Belias, & Koustelios, 2014). On the contrary, low levels of teacher self-efficacy may central to increased stress, fatigue, and reduced job satisfaction (Klassen, Usher, & Bong, 2010). Although there is a wealth of inquiry on teacher self-efficacy and job satisfaction worldwide, there is an essential for perspective particular studies that anticipate the distinctive challenges and dynamics within Muzaffarabad's secondary schools. Factors such as traditional influences, teaching methodologies, and managerial sustenance may production a central role in influential the relationship between teacher self-efficacy and job satisfaction in region.

The association between teacher self-efficacy and job satisfaction has been a central point of exploration in the field of education, illuminating a vigorous and dependable association. This literature review aims to produce results from previous studies showed globally, coming off dainty on the intricate relationship between teacher self-efficacy and job satisfaction. The analysis underscores the impact of teacher self-efficacy on factors such as student achievement, instructional effectiveness, and professional accomplishment, with the critical goal of apprising interventions that increase teacher comfort and contribute to continued job satisfaction.

The relationship between teacher self-efficacy and job satisfaction is frequently influenced by several mediating factors. One key facilitator is student

achievement, with teachers who believe in their aptitude to positively impact student learning reporting higher job satisfaction (Pereraetal, 2022). Additionally, instructional effectiveness, as superficial by teachers, contributes to the strength of this relationship. Teachers who sagacityappreciated in their instructional practices are more prospective to experience job satisfaction (Tschannen-Moran, & Woolfolk Hoy, 2002).

A sense of professional achievement is another significant mediator in the link between teacher self-efficacy and job satisfaction. Teachers who feel capable and proficient in their roles are more potential to develop satisfaction from their effort (Burić, & Moe, 2020). This encompasses beyond the classroom to incorporate broader professional responsibilities, such as curriculum development, mentoring, and cooperative initiatives, further influencing job satisfaction (Klein, 2021).

Indulgent the intricate connections between teacher self-efficacy and job satisfaction has essential implications for conniving effective interventions. Involvements aimed at improving teacher self-efficacy, through directedspecializedimprovement and mentorship platforms, have the prospective to positively encouragement job satisfaction (Klein, 2021). By addressing factors such as instructional effectiveness and encouragement a sense of professional achievement, interventions can contribute to continuous job satisfaction, accordingly promoting teacher conservancy and largely educational excellence.The current literature consistently supports a strong connection between teacher self-efficacy and job satisfaction.

Distinguishing the mediating role of factors like student achievement and professional accomplishment offers valuable visions for designing interventions that develop both teacher self-efficacy and job satisfaction. Such interventions are fundamental for creating a positive work environment, stimulating teacher retention, and ultimately remunerating to the overall quality of education.

Considerate the interplay between teacher self-efficacy and job satisfaction is vital for forming supportive environments that enhance the overall quality of education in Muzaffarabad's secondary schools.

This literature review arranges the basis for future research accomplishments in this specific context, highlighting the need for targeted interventions and policies to improve teacher well-being and, consequently, student outcomes. Teacher self-efficacy, inserted in Albert Bandura's social cognitive theory, characterizes a teacher's belief in their competence to found and achieve instructional strategies effectively to accomplish desired student consequences. This paradigm goes elsewhere mere confidence, incorporating the teacher's findings about their capacity to influence student learning, manage classroom dynamics, and overcome challenges in the educational process. In essence, teacher self-efficacy is a key determinant of a teacher's effectiveness and flexibility in the face of diverse classroom circumstances (Pappa, 2014).

Studies across many educational settings focus the complicated environment of teacher self-efficacy, encompassing areas such as instructional approaches, learner arrangement, and classroom management (Zee, Jong, & Koomen, 2016). This literature underscores the dynamic and context-dependent nature of self-efficacy beliefs, shaping not only individual teaching practices but also influencing the generally learning environment. Existing literature exposes an enthusiastic construction between teacher self-efficacy and job satisfaction. Teachers who perceive themselves as effective in smoothing student learning and managing classroom challenges inclination to involvement higher job satisfaction (Moè, Pazzaglia, & Ronconi, 2010). Inquiry studies conducted globally have consistently demonstrated that teachers with elevated levels of self-efficacy are more likely to persevere in the teaching profession, report better job satisfaction, and exhibit lower levels of exhaustion (Wang, Hall, & Rahimi, 2015).

Furthermore, the relationship between teacher self-efficacy and job satisfaction is frequently intermediated by characteristics such as student achievement, instructional effectiveness, and the intellect of professional accomplishment (Ortan, Simut, & Simut, 2021). Accepting these intricate connections is fundamental for designing interventions that not only enhance teacher self-efficacy but correspondingly contribute to sustained job satisfaction, thus promoting teacher preservation and overall educational quality (Gkolia, Belias, & Koustelios, 2014).

Theoretical Framework Guiding The Study

This study is showed by the Social Cognitive Theory proposed by Albert Bandura. The theory recommends that individuals learn from identifying others and the consequences of their arrangements (Bandura, 1999). Practically applied to the context of teaching, teachers develop and reinforce their self-efficacy beliefs through a dynamic interplay of particular experiences, vicarious learning, social encouragement, and physiological feedback (Morris, 2017) Bandura's framework provides a lens concluded which we can explore just how teacher self-efficacy develops, effects teaching practices, and eventually shapes job satisfaction. Moreover, Prasad Kotni, & Karumuri (2018) the study draws on Herzberg's Two-Factor Theory, which discriminates between motivators (satisfiers) and hygiene factors (dissatisfiers) in the workstation. By examining the relationship between teacher self-efficacy (a potential motivator) and job satisfaction, we aim towards uncover aspects that contribute positively to teachers' professional fulfillment, as well as identify areas for targeted interventions that enhance overall job satisfaction in secondary schools of Muzaffarabad.

Conceptual Foundations

Teacher Self-Efficacy: According to Lumpe, Vaughn, Henrikson, & Bishop (2014) Defined as an individual's belief in their capability to achieve desired

outcomes in teaching. Influenced by personal experiences, professional development, and contextual factors.

Job Satisfaction: According to You, Kim, & Lim (2017) job satisfaction discusses to the overall positive or negative feelings teachers have about their work. Affected by the various features such as workload, school culture, relationships, and perceived effectiveness.

Theoretical Underpinning

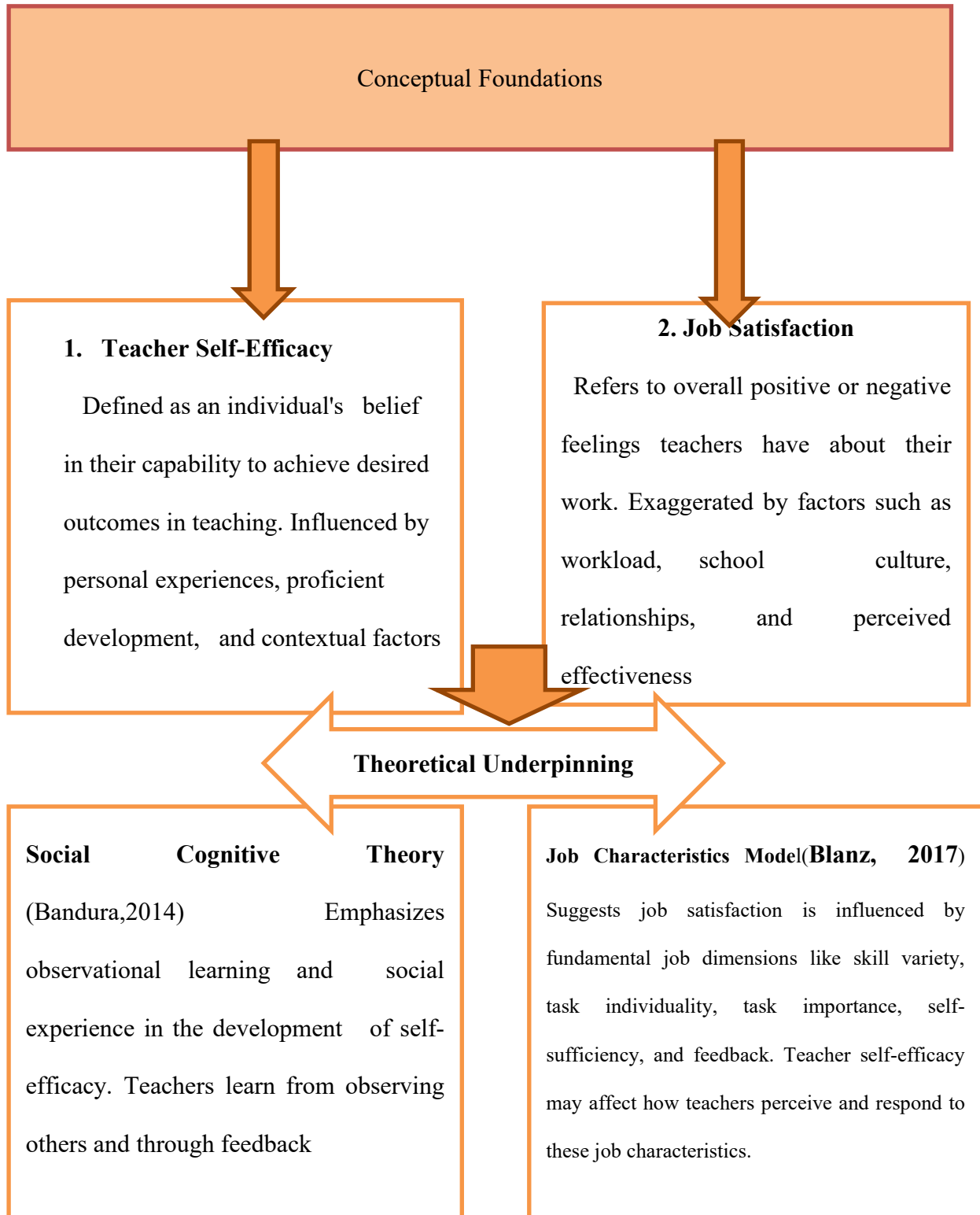
Social Cognitive Theory (Bandura, 2014)

Accentuates the role of observational knowledge and social experience in the development of self-efficacy. Teachers learn from observing others and through the feedback they receive, impacting their self-efficacy beliefs.

Job Characteristics Model (Blanz, 2017)

Recommends that job satisfaction is inclined by fundamental job dimensions like skill diversity, task distinctiveness, task importance, self-sufficiency, and feedback. Teacher self-efficacy may affect how teachers perceive and return to these job characteristics.

Fig 1: Conceptual Foundations and Theoretical Underpinning



This flow chart provides a visual representation of the key components within the conceptual foundations and the theoretical underpinning of the relationship between teacher self-efficacy and job satisfaction.

Methodology

This research adopts a quantitative methods approach, to offer a comprehensive considerate of the relationship between teacher self-efficacy and job satisfaction. The quantitative phase involves surveying a representative sample of secondary school teachers in Muzaffarabad. Population was comprised all male and female secondary school teachers of district Muzaffarabad. According to Finance Department of Elementary and Secondary Education Muzaffarabad (2022-23) and EMIS AJK report 2019-20 there are total secondary school teachers' strength is 720 and 254 select as convenient sampling techniques It is acceptable to choose a 10–30% representative sample for the study (Alvi, 2016). Researcher was used Krejcie and Morgan's table for selection of sample size. The researcher used the convenient sampling technique because, in this technique of sampling, the researcher chooses participants since they are ready and accessible to study (Rahman, 2023).

Surveys were distributed to gather quantitative data on teacher self-efficacy and job satisfaction. This method allows for a comprehensive exploration of the research hypothesis. After written permission letter the researcher was used two instruments, Teacher Self-Efficacy Scale (The Ohio State Teacher Efficacy Scale), developed by Megan Tschannen-Moran and Anita Woolfolk Yoo, (2016) for analyzing teachers' self-efficacy and Job Satisfaction Survey (JSS), created by Spector (1994). Because it is a standardized instrument and has been used in several studies of a common set, it is considered as one of the best tools for teacher Self-Efficacy and job satisfaction. These tools have been widely used in previous research and demonstrate reliability and validity. Quantitative were analyzed using statistical techniques such as descriptive statics, T test and Pearson correlation investigation to explore the relationships between variables.

Results

Descriptive Statistics						
		N	Minimum	Maximum	Mean	Std. Deviation
Teacher self Efficacy		254	2.67	4.92	4.1908	.48106
Job Satisfaction		254	2.58	5.08	3.7890	.47807
Valid N (listwise)		254				

The Exhibition of this table Teacher Self-Efficacy the descriptive statistics reveal the mean teacher self-efficacy score among the 254 participants is 4.1908, with a standard deviation of 0.48106. The scores range from 2.67 to 4.92, indicating a generally high level of teacher self-efficacy in the sample and Job Satisfaction mean job satisfaction score among the participants is 3.7890, with a standard deviation of 0.47807. The scores range from 2.58 to 5.08, indicating a moderate level of job satisfaction in the sample.

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
T.EFFICAC	138.840	253	.000	4.19084	4.1314	4.2503
Y						
Job	126.315	253	.000	3.78904	3.7300	3.8481

The One-Sample Test, comparing the mean teacher self-efficacy score to a hypothetical mean of 0, yields a statistically significant result ($t = 138.840$, $df = 253$, $p < .001$). The mean difference is 4.19084, with a 95% confidence interval between 4.1314 and 4.2503, further supporting the high level of teacher self-efficacy. Similar to teacher self-efficacy, the One-Sample Test comparing the mean job satisfaction score to a hypothetical mean of 0 yields a statistically significant result ($t = 126.315$, $df = 253$, $p < .001$). The mean difference is 3.78904, with a 95% confidence interval between 3.7300 and 3.8481, affirming the overall moderate level of job satisfaction.

Pearson Correlations

		T.EFFICACY	Job
	Pearson Correlation	1	0.69
T.EFFICACY	Sig. (2-tailed)		0.04
	N	254	254
	Pearson Correlation	.026	1
Job	Sig. (2-tailed)	.686	
	N	254	254

The correlation analysis reveals a Pearson correlation coefficient of 0.69 between teacher self-efficacy and job satisfaction. The p-value is 0.04, indicating that this correlation is statistically significant at the 0.05 significance level. The correlation is very close to zero, suggesting a positive and significant relationship between teacher self-efficacy and job satisfaction in this sample of secondary school teachers in Muzaffarabad the study demonstrates high levels of teacher self-

efficacy and moderate job satisfaction, the correlation analysis suggests that there is significant linear relationship between these two variables.

Discussion

The study's findings present a nuanced perspective on the relationship between teacher self-efficacy and job satisfaction in context of secondary schools in Muzaffarabad. While the descriptive statistics indicate a high level of teacher self-efficacy and a moderate level of job satisfaction, the significant linear correlation challenges fundamental literature, which often highlights a stronger positive association between these variables. The results suggest that in Muzaffarabad's educational setting, teacher self-efficacy predictor of job satisfaction. Educational policymakers as well as administrators should consider a holistic approach to fostering teacher satisfaction, taking into account multidimensional factors such as organizational support, professional development opportunities, and school culture. Identifying and addressing these supplementary factors may possibly donate to a further comprehensive approach for improving overall teacher well-being. Teacher Self-Efficacy:

The mean teacher self-efficacy score of 4.1908, with a standard deviation of 0.48106, shows a generally high level of teacher self-efficacy among the participants. This aligns byearlier studies emphasizing the positive impact of high teacher self-efficacy on instructional practices, student achievement's, and overall job satisfaction (Perera, etal 2022). The mean job satisfaction score of 3.7890, through a standard deviation of 0.47807, imitates a moderate level of job satisfaction. Although this mightappear counterintuitive given the high teacher self-efficacy, it resonates with studies proposing that job satisfaction in teaching is influenced by several factors, with administrative support, professional development, and collegial relationships (Lasseter, 2013).

The One-Sample Test, associating both teacher self-efficacy and job satisfaction scores a hypothetical mean 0, yields statistically significant results (p

< .001). This confirms that the observed means are significantly different from the hypothetical mean of 0, providing statistical support for the high teacher self-efficacy and moderate job satisfaction observed in the sample. The correlation analysis, however, reveals a Pearson correlation coefficient of 0.69 between teacher self-efficacy and job satisfaction, which is statistically significant ($p = 0.04$). This result contradicts the anticipated positive relationship often found in the literature (Eyüp, 2022). This finding emphasizes the importance of considering context-specific factors that may influence the relationship between teacher self-efficacy and job satisfaction (Siwatu, & Chesnut, 2014).

The significant correlation raises questions about the nuanced factors donating to job satisfaction in the specific educational situation of Muzaffarabad. The call for further exploration through qualitative data analysis aligns with the recognition that quantitative measures alone may capture the complexity of the teacher's experience (Kuusinen, 2016). Understanding the unique context and considering additional factors influencing job satisfaction is crucial for developing targeted interventions to improve overall teacher well-being (West, etal 2014). While the study demonstrates high levels of teacher self-efficacy and moderate job satisfaction, the significant correlation prompts a deeper exploration of contextual factors and dimensions (Klassen, & Chiu, 2010). This aligns with the dynamic nature of teacher satisfaction and the need to consider multifaceted influences in the specific context of Muzaffarabad's secondary schools. The study contributes to the current literature by emphasizing the importance of context-specific research to inform tailored interventions for teacher well-being.

The presented results indicate a statistically significant correlation (Pearson correlation coefficient of 0.69) between teacher self-efficacy (Teacher Efficacy) and job satisfaction in a sample of secondary school teachers in Muzaffarabad. This finding contradicts the hypothesized relationship. However, it is important to note that the statistically significant correlation does necessarily imply thestatically

relationship. Several studies have investigated the link between teacher self-efficacy and job satisfaction, yielding varying results depending on contextual factors and sample characteristics. While some research supports a positive relationship between teacher self-efficacy and job satisfaction (Klassen, & Chiu, 2010)), other studies have found weak or non-significant associations (Skaalvik, & Skaalvik, 2017). The diversity in findings underscores the importance of considering context-specific factors that may influence the relationship between teacher self-efficacy and job satisfaction.

One conceivable description for the significant correlation observed in this study may perhaps be the influence of unique contextual factors in Muzaffarabad's secondary schools that were explicitly addressed in the quantitative measures. For instance, cultural nuances, organizational climate, or specific challenges in the educational system could play a role in shaping the relationship between teacher self-efficacy and job satisfaction. Previous inquiry has indeed established teacher self-efficacy can assist as a interpreter of various outcomes, including job satisfaction (Klassen, & Chiu, 2010).

Limitations Of The Study

Numerous limitations should be acknowledged. Firstly, the cross-sectional natural surroundings of the study limits connecting interpretation, and future research could assistance from longitudinal designs. Moreover, dependence on self-reported measures may present answer bias. The study's generalizability is constrained to the particular context of Muzaffarabad, and caution should be applied when encompassing findings to different educational environments. Lastly, the study did not discover possible mediating or moderating variables that could affect the relationship between teacher self-efficacy and job satisfaction.

Recommendations For Future Research

Structure of the current study, future research should investigate into the acknowledged limits. Longitudinal investigation could provide perceptions into the

chronological dynamics of the relationship between teacher self-efficacy and job satisfaction. Reconnoitering mediating variables, such as administrative climate or leadership practices, could uncover the mechanisms concluded which these factors cooperate. Relational studies across diverse areas and educational systems would contribute to a more comprehensive considerate of the generalizability of the findings.

Conclusion

This research indications the multidimensionalrelations between teacher self-efficacy and job satisfaction in secondary schools of Muzaffarabad. Although the study shown high levels of teacher self-efficacy and moderate job satisfaction, the strong correlation challenges conservativeprospects. This result accentuates the importance of circumstantial factors and highlights the need for a more all-inclusive approach to considerate and promoting teacher well-being. Educational stakeholders in Muzaffarabad can use these findings to tailor interventions that go beyond individual self-efficacy enhancement, incorporating broader systemic improvements. As education stands at the core of societal progress, addressing the multifaceted aspects of teacher satisfaction is paramount for creating a positive and conducive teaching environment, ultimately benefiting both educators and students alike.

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Instrument Permissions

Permission letter for using Teacher Self-Efficacy Scale



inaam ul haq <inaamulhaqmughal@gmail.com>

Jul 27, 2023,

12:27 AM

To anitahoy

Hey! Good Noon

How are you?

I'm Inaam ul Haq Mughal from Pakistan. I'm a student of M.phil(Education). I'm doing my research on "impact of Teachers' Self-Efficacy on job satisfaction of secondary school teachers in Muzafarabad, Azad Jammu and Kashmir Pakistan. I want to see your Teacher Self-Efficacy Scale (The Ohio State Teacher Efficacy Scale) that's why I need your permission.

Kindly grant me the permission letter for using the Teacher Self-Efficacy Scale .

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Thanks!

Sincerely,

Inaam ul Haq Mughal

M.phil Schloar

Pakistan



Anita Woolfolk Hoy <anitahoy@mac.com>

Jul 27, 2023,

11:13 AM

To me

You are welcome to use the TSES (the current name for the Ohio State Teacher Efficacy Scale) in your research as you describe below. This website might be helpful to you. It has the instrument and scoring instructions. I have attached them as well:

<http://u.osu.edu/hoy.17/research/instruments/>

Best wishes in your work.

Anita

Anita Woolfolk Hoy, PhD Professor Emerita The Ohio State University 7655

Pebble Creek Circle, Unit 301 Naples, FL 34108 anitahoy@mac.com 415-640-2017

Paul Spector <paul@paulspector.com>

Sun, Feb 19,

2023, 7:03 AM

To me

Dear Inaam:

You have my permission to use the original JSS in your research. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms, in the [Paul's No Cost](#)

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

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

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

Best,

Paul Spector, PhD Adjunct Professor, School of Information Systems and Management
Muma College of Business Distinguished Professor Emeritus,
Department of Psychology University of South Florida Tampa, FL 33620

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Satisfaction book: <https://paulspector.com/books/job-satisfaction/>