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Impact of Workplace Psychological Safety on Job Satisfaction and Self-Efficacy

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Abstract

This research explores the effects of psychological safety at work on job satisfaction and self-efficacy among 300 educators from schools, colleges, and universities in Rawalpindi and Islamabad. With the help of standardized scales, results indicated a strong positive relationship between psychological safety, job satisfaction, and self-efficacy. Regression analysis indicated that psychological safety was a significant but weak predictor of self-efficacy and job satisfaction. Gender differences were minimal, but males reported slightly higher scores, with no significant differences among levels of teaching. The findings highlight the significance of promoting psychological safety to improve educators' well-being and organizational performance. Organizational strategies to enhance psychological safety must be investigated in future studies.

Keywords: Psychological safety, self-efficacy, job satisfaction.

Introduction

In today's evolving organizational landscape, psychological safety has emerged as a key predictor of critical work outcomes such as job satisfaction and self-efficacy. Psychological safety refers to a shared belief that expressing oneself in the workplace does not lead to punishment or humiliation (Edmondson, 1999). A psychologically safe environment fosters trust, open communication, and active participation, enhancing motivation and workplace morale (Newman et al., 2017). In such settings, employees are more willing to contribute ideas, acknowledge mistakes, and engage in problem-solving, which benefits both individual growth and organizational performance.

Job satisfaction, defined as the emotional response toward one's job, reflects how content individuals feel with various aspects of their work, such as pay, supervision, or role clarity (Locke, 1976; Kreitner & Kinicki, 2012). Higher job satisfaction is associated with lower turnover rates and stronger commitment. Self-efficacy, according to Bandura (1997), is one's belief in their ability to perform tasks successfully. It shapes the way challenges are dealt with and decides persistence and resilience in workplaces.

In Pakistan's educational field, where teachers quite frequently deal with multiple roles with very few resources, the connection between psychological safety and important work-related measures such as satisfaction and self-efficacy is particularly important. This research fills the void by exploring how workplace psychological safety influences these measures among teachers at various educational levels.

Various studies have underscored the significance of psychological safety in enhancing team communication, motivation, and performance. For example, Nembhard & Edmondson (2006)

discovered that psychological safety facilitated open feedback and collaborative working, whereas Ahmad & Umrani (2019) noted that ethical leadership had a positive impact on job satisfaction via psychological safety.

Moin et al. (2021) found that transformational leadership increased job satisfaction through psychological safety among tourism experts. Likewise, Roussin et al. (2018) noted that psychological safety enhanced self-efficacy and openness to communicate among healthcare teams. Conversely, Degner (2023) did not find any moderating effect of psychological safety between shared leadership and satisfaction, the complexity in the relationship notwithstanding.

Herzberg's Two-Factor Theory (1959) focused on intrinsic motivators such as recognition and security as the core of satisfaction. The Job Characteristics Model (Hackman & Oldham, 1976) further confirmed that autonomy and feedback increase satisfaction, especially when employees feel safe to express themselves. Regarding self-efficacy, Bandura (1986) explained that confidence is built through supportive environments that provide learning opportunities and reduce fear of failure.

Despite growing interest, little empirical work has focused on psychological safety in Pakistan's educational sector. This study bridges that gap by exploring the associations and predictive value of psychological safety for job satisfaction and self-efficacy in this context.

Theoretical Framework

Workplace psychological safety—defined as the shared belief that the environment is safe for interpersonal risk-taking—has emerged as a foundational factor influencing employee motivation, performance, and well-being (Edmondson & Lei, 2014; Newman et al., 2017). In the context of teaching, psychological safety can significantly shape how educators experience job satisfaction and develop self-efficacy. The triad of Social Cognitive Theory, Self-Determination Theory, and Conservation of Resources Theory—tened by new empirical evidence—puts the complex dynamics into a consilient theoretical framework.

1. Social Cognitive–Self-Determination Integration: Motivation and Self-Efficacy Bandura's (1986) Social Cognitive Theory posits that self-efficacy and learning are developed through interactions with the environment, vicarious learning, and reinforcement. Teachers are more likely to notice, model, and internalize effective behaviors without risking embarrassment or punishment when psychological safety exists, which in turn reinforces their professional self-efficacy (Frazier et al., 2017).

This theory supports Self-Determination Theory (Deci & Ryan, 2012), which asserts that meeting the psychological needs of autonomy, competence, and relatedness will create intrinsic motivation. Psychological safety supports all three: autonomy through expression without risk, competence through feedback without fear of failure, and relatedness through trusting peer relationships (Ryan & Deci, 2020). This combination of observational learning and intrinsic motivation creates a virtuous cycle of efficacy development and satisfaction.

Sharma and Dhar (2021) discovered that psychological safety highly predicted teachers' intrinsic motivation and self-efficacy, particularly in high-demand settings such as schools under post-COVID recovery situations.

2. Conservation of Resources–Broaden-and-Build Synthesis: Emotional Resources and Job Satisfaction

Hobfoll's (1989) Conservation of Resources (COR) Theory describes how individuals seek to preserve emotional, psychological, and social resources. Psychological safety serves as a protector against emotional exhaustion and burnout, enabling teachers to direct their effort towards teaching and learning instead of interpersonal threat management (Bakker & de Vries, 2021).

Fredrickson's (2001) Broaden-and-Build Theory supports COR by predicting that when emotional resources are saved, positive emotions (e.g., joy, interest, gratitude) arise, which broaden thought–action repertoires and build lasting resources such as resilience, teamwork, and satisfaction (Tynan, 2020). Psychological safety therefore not just saves energy but also creates additional psychological resources, leading to improved job satisfaction.

Hu et al. (2023) illustrated that school psychological safety significantly lowered teachers' emotional exhaustion and improved their engagement and job satisfaction in a distance-based study.

3. Perceived Control and Intentionality: Theory of Planned Behavior

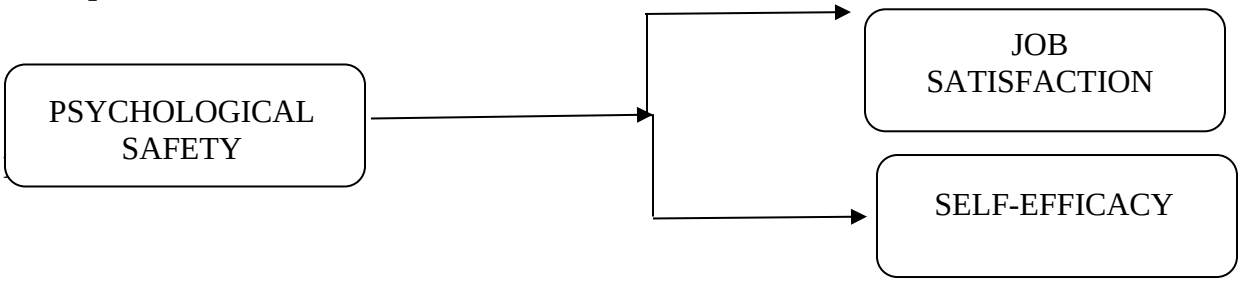
Ajzen's (1991) Theory of Planned Behavior (TPB) offers an explanatory link between psychological safety and behavioral outcomes via perceived behavioral control. In psychologically safe settings, teachers perceive greater freedom and capability to innovate and take pedagogical risks. This sense of control strengthens behavioral intentions and workplace efficacy (Ajzen, 2020), leading to increased satisfaction with their professional role.

Lee et al. (2022) determined that behavioral intentionality to innovate was higher among teachers in supportive environments, where perceived control was also found to be a mediator of psychological safety and performance.

Synthesis

This theoretical framework synthesizes motivational, emotional, and behavioral explanations for how workplace psychological safety influences self-efficacy and job satisfaction among teachers. Psychologically safe workplaces foster self-efficacy by way of modeling, feedback, and motivation, as theorized by Social Cognitive Theory (Bandura, 1986) and Self-Determination Theory (Deci & Ryan, 2012), which speculated that autonomy, competence, and relatedness are key to developing intrinsic motivation (Ryan & Deci, 2020). Emotionally, psychological safety acts as a significant resource that buffers against stress and enhances well-being, consistent with Conservation of Resources Theory (Hobfoll, 1989) and the Broaden-and-Build Theory (Fredrickson, 2001), which emphasizes how positive emotions broaden thought-action repertoires and construct durable personal resources (Tynan, 2020). The Theory of Planned Behavior (Ajzen, 1991) implies that perceived control, augmented in secure settings, increases intentional and goal-directed behavior (Ajzen, 2020; Lee et al., 2022). Collectively, these theories propose that teachers are more motivated, confident, and satisfied, positively impacting their professional functioning, when they are psychologically safe.

Conceptual Model



This research addresses the growing importance of psychological safety in promoting employee well-being and organizational performance. A safe workplace fosters open communication and trust, enabling employees to share ideas without fear. Job satisfaction and self-efficacy are vital for motivation, performance, and retention. By examining their relationship with psychological

safety, this study offers insights for developing effective policies that enhance employee engagement, well-being, and organizational success.

Method

Objectives

- To examine the relationship between psychological safety at the workplace and job satisfaction of employees.
- To determine the impact of psychological safety on employees' self-efficacy in workplace settings.
- To study how workplace psychological safety influences employees' self-efficacy and job satisfaction.

Hypothesis

- There is a significant correlation between psychological safety and job satisfaction, and self-efficacy among employees.
- Psychological safety has a significant positive impact on job satisfaction among employees.
- Psychological safety has a significant positive impact on self-efficacy among employees.
- Prevalence of psychological safety, job satisfaction, and self-efficacy is higher in males.
- There is a significant difference in the impact of psychological safety on job satisfaction and self-efficacy between school, college, and university teachers.

Research Design and Sampling

This study employs a cross-sectional, survey research design. Also, the research is a regression, quantitative survey design. The study's sample consists of 300 teachers (Male; n=56, Female; n=244), ranging from age 22 to 65 years, including everyone from young to old age. Participants were recruited using a random sampling technique, ensuring a diverse representation of individuals with varying levels of experience, ranging from inexperienced and young teachers to more experienced teachers. Data was collected from different schools, colleges, and universities in Rawalpindi and Islamabad.

Instruments

1. **Psychological Safety Scale**

Developed by Amy C. Edmondson, the Psychological Safety Scale assesses team psychological safety within organizational settings. It comprises 11 items rated on a 5-point Likert scale. The scale has shown strong internal consistency (Cronbach's $\alpha = .88$) and construct validity through factor analysis (Edmondson, 1999).

2. **Job Satisfaction Survey**

The Job Satisfaction Survey (JSS) was developed by Paul E. Spector to evaluate employee attitudes across nine dimensions, including pay, promotion, supervision, and communication. It contains 36 items measured on a 6-point Likert scale. Reliability coefficients range from $\alpha = .60$ to .91, and the scale has demonstrated construct validity across multiple studies (Spector, 1985).

3. General Self-Efficacy Scale

Originally developed in German by Ralf Schwarzer and Matthias Jerusalem and later translated into several languages, the General Self-Efficacy Scale consists of 10 items rated on a 4-point Likert scale. It measures individuals' belief in their ability to cope with various demands. The scale has shown good reliability ($\alpha = .76–.90$) and criterion validity with positive emotions, optimism, and job satisfaction (Schwarzer & Jerusalem, 1995).

Procedure

After obtaining formal approval for the study and permission from the original authors to use the relevant scales via email, the data collection process commenced. Participants—teachers from various schools, colleges, and universities—were recruited through in-person outreach. Informed consent was obtained from all participants, who were briefed about the study's purpose, procedures, and their right to withdraw at any time without any consequences. Confidentiality was strictly maintained, and no identifying information was collected.

Once data collection was completed, responses were entered into SPSS for analysis. Statistical procedures included descriptive statistics, frequency analysis, reliability checks, correlation analysis, regression, independent-samples t-test, and one-way ANOVA to examine the impact of workplace psychological safety on teachers' job satisfaction and self-efficacy. All ethical standards were followed, and data integrity was ensured throughout the research process.

Results

Section I- Descriptive Statistics and Psychometric Properties

Table 1

Mean, Standard Deviation, Range, and Cronbach Alpha reliability of EPSS, JSS, and GSES (N=300)

Scales	N	M	SD	Range	α
EPSS	300	40.27	7.18	34.00	.836
JSS	300	136.84	16.51	124.00	.749
GSES	300	31.79	5.08	26.00	.880

Note: *EPSS = Edmondson's Psychological Safety Scale; JSS = Job Satisfaction Survey; GSES = General Self-Efficacy Scale; N = Total Number of Participants; M = Mean; SD = Standard Deviation; α = Cronbach's alpha.*

Table 1 shows the mean, standard deviation, range, and Cronbach's alpha reliability of the EPSS, JSS, and GSES scales used in the study. The results indicate that the data is slightly varied from its mean. The range values of EPSS, JSS, and GSES are 34.00, 124.00, and 26.00, respectively. The Cronbach's Alpha reliability for EPSS is .836, indicating high reliability. The JSS scale has an alpha reliability of .749, which suggests moderate reliability. Similarly, the alpha reliability of the GSES scale is .880, reflecting good reliability.

Table 2

Socio-demographic variables of study participants (N=300)

Variables	F	%
Gender		
Female	244	81.3
Male	56	18.7
Age		
16-30	144	48.0
31-45	130	43.0
46-65	26	2.7
Designation		
Lecturer	267	89.0
Assistant Professor	19	6.3

Professor	14	4.7
Qualification		
BA/BSc	58	19.3
MA/MSc/BS	113	37.7
MS/MPhil	99	33.0
PhD	29	9.7
Post Doc	1	.3
Teaching Level		
School	150	50.0
College	49	16.3
University	101	33.7

Note: *f = frequency; % = percentage.*

The table presents the frequency and percentages of the socio-demographic variables of the study participants (N=300). The gender distribution shows that most participants were female (f = 244, % = 81.3), while males constituted a smaller proportion (f = 56, % = 18.7). Regarding age, the majority fell within the 16-30 years range (f = 144, % = 48.0), followed by those aged 31-45 years (f = 130, % = 43.0), and a smaller proportion in the 46-65 years category (f = 26, % = 2.7).
In terms of designation, the majority were lecturers (f = 267, % = 89.0), while assistant professors (f = 19, % = 6.3) and professors (f = 14, % = 4.7) were fewer. As far as educational qualifications is concerned, most participants had an MA/MSc/BS degree (f = 113, % = 37.7), followed by MS/MPhil (f = 99, % = 33.0), BA/BSc (f = 58, % = 19.3), PhD (f = 29, % = 9.7), and a very small number held postdoctoral qualifications (f = 1, % = 0.3).
Lastly, the teaching level distribution showed that half of the participants (f = 150, % = 50.0) were teaching at schools, 33.7% (f = 101) were at universities, and 16.3% (f = 49) were teaching at the college level.

Section II- Hypothesis Testing
Correlation was used to check the relationship among workplace psychological safety, job satisfaction and self-efficacy.

Table 3
Correlation of workplace psychological safety, job satisfaction and self-efficacy.

Variables	M	SD	1	2	3
1. PS	40.27	7.18	-	.186**	.159**
2. JS	136.84	16.51	-	-	.302**
3. SE	31.79	5.08	-	-	-

Note: *PS = Psychological Safety; JS = Job Satisfaction; SE = Self-Efficacy; N = Total Number of Participants; M = Mean; SD = Standard Deviation (Significance level, p = < .05).*

Table 3 presents the Pearson correlation among workplace psychological safety (PS), job satisfaction (JS), and self-efficacy (SE). The results indicate a weak positive relationship between psychological safety and job satisfaction ($r = .186$, $p < .01$). Additionally, there is a weak positive relationship between psychological safety and self-efficacy ($r = .159$, $p < .01$). A moderate positive relationship is also observed between job satisfaction and self-efficacy ($r = .302$, $p < .01$). These findings suggest that psychological safety, job satisfaction, and self-efficacy are positively correlated, though the strength of these relationships varies.

Table 4

The regression coefficient of workplace psychological safety on job satisfaction.

Variables	B	S.E	t	*P*
Constant	122.096	5.375	22.713	.000
PS	.366	.131	2.786	.005

Note: *PS = Psychological Safety; B = Unstandardized Beta; S.E = Standard Error; ρ = Significance Level. R^2 = .025.*

Table 4 presents the linear regression of psychological safety on job satisfaction. The results indicate that psychological safety significantly predicts job satisfaction (p = .005). The regression coefficient (B = 0.366) shows a positive relationship, indicating that higher psychological safety scores are associated with higher job satisfaction scores. However, the R^2 value is .025, suggesting that psychological safety accounts for only 2.5% of the variance in job satisfaction. This indicates a small but significant impact. The overall findings highlight that psychological safety is a significant but weak predictor of job satisfaction.

Table 5

The regression coefficient of workplace psychological safety on self-efficacy.

Variables	B	S.E	t	*p*
Constant	23.181	1.598	14.508	.000
PS	.214	.039	5.471	.000

Note: *PS = Psychological Safety; B = Unstandardized Beta; S.E = Standard Error; ρ = Significance level R^2 = .091*

Table 5 shows the linear regression of workplace psychological safety on self-efficacy. The results indicate that psychological safety significantly predicts self-efficacy (p = .000). The regression coefficient (B = 0.214) shows a positive relationship, indicating that higher scores on psychological safety are associated with higher self-efficacy levels. Psychological safety accounts for 9.1% of the variance in self-efficacy, suggesting a moderate impact. The overall findings highlight that psychological safety is a significant positive predictor of self-efficacy.

Table 6

Mean Difference, Standard Deviation, and t-value by Gender (N = 300) on Workplace Psychological Safety, Job Satisfaction, and Self-efficacy.

	Male (n = 56)		Female (n = 244)			
Variables	M	SD	M	SD	*ρ*	t
PS	41.98	7.13	39.87	7.14	0.047	1.992
JS	138.96	22.73	136.35	14.73	0.028	1.068
SE	32.93	5.38	31.52	4.98	0.042	1.872

Note: *M = Mean; SD = Standard Deviation; ρ = Significance level i. e. <0.05; PS = Psychological Safety; JS = Job Satisfaction; SE = Self Efficacy.*

Table 6 shows the results of the t-test comparing male and female participants on various variables: Psychological Safety (PS), Job Satisfaction (JS), and Self-Efficacy (SE). The statistical analysis indicates differences between the groups. For Psychological Safety (PS), male participants (M = 41.98, SD = 7.13) scored higher than female participants (M = 39.87, SD = 7.14). This difference was statistically significant (t = 1.992, p = 0.047). For Job Satisfaction (JS), male participants (M

= 138.96, SD = 22.73) had slightly higher scores than female participants (M = 136.35, SD = 14.73). This difference was statistically significant (t = 1.068, p = 0.028). For Self-Efficacy (SE), male participants (M = 32.93, SD = 5.38) also scored higher than female participants (M = 31.52, SD = 4.98). This difference was statistically significant (t = 1.872, p = 0.042).

Overall, the results suggest that gender differences in Psychological Safety, Job Satisfaction, and Self-Efficacy were all statistically significant, indicating that male participants scored higher than female participants across all three variables with meaningful differences that are unlikely due to chance.

Table 7

Mean differences on workplace psychological safety, job satisfaction, and self-efficacy (N = 300).

	School (n = 150)		College (n = 49)		University (n = 101)		
Variables	M	SD	M	SD	M	SD	F
PS	40.33	6.67	41.16	6.96	39.73	7.99	.666
JS	138.41	18.76	135.73	11.27	135.04	14.89	1.396
SE	31.87	4.81	32.39	5.60	31.37	5.23	.709

Note: *M = Mean; SD = Standard Deviation; ρ = Significance <0.05; PS = Psychological Safety; JS = Job Satisfaction; SE = Self-Efficacy.*

In Table 7, a one-way ANOVA was conducted to examine the mean differences in workplace psychological safety (PS), job satisfaction (JS), and self-efficacy (SE) among teachers at three educational levels: school, college, and university. The results indicate that psychological safety was highest among college teachers (M = 41.16, SD = 6.96), followed by school teachers (M = 40.33, SD = 6.67) and university teachers (M = 39.73, SD = 7.99). However, the F-value of 0.666 suggests that these differences were not statistically significant.

Similarly, job satisfaction was highest among school teachers (M = 138.41, SD = 18.76), followed by university teachers (M = 135.04, SD = 14.89) and college teachers (M = 135.73, SD = 11.27). The F-value of 1.396 indicates that these differences were also not statistically significant. Regarding self-efficacy, the highest mean score was observed among college teachers (M = 32.39, SD = 5.60), followed by school teachers (M = 31.87, SD = 4.81) and university teachers (M = 31.37, SD = 5.23). However, the F-value of 0.709 suggests that these differences were not significant.

Overall, while slight variations in psychological safety, job satisfaction, and self-efficacy exist among teachers at different educational levels, these differences are not statistically significant.

Discussion

The primary aim of this study was to examine the relationship between workplace psychological safety, job satisfaction, and self-efficacy among teachers, while also exploring the impact of demographic factors such as gender and teaching level. Validated instruments, including Edmondson's Psychological Safety Scale, the Job Satisfaction Survey, and the General Self-Efficacy Scale, were employed to ensure robust and reliable data collection.

The results confirmed the first hypothesis, showing that psychological safety was significantly correlated with both job satisfaction (r = .186, p < .01) and self-efficacy (r = .159, p < .01), though the strength of the correlations was weak. These findings align with Bandura's (1986) Social Cognitive Theory, which posits those environmental conditions, like psychological safety, shape self-beliefs such as self-efficacy. Hobfoll's (1989) Conservation of Resources Theory further explains that psychological safety helps preserve emotional and cognitive resources, which may enhance job satisfaction. Supporting this, Roussin et al. (2018) found that psychological safety

positively influences self-efficacy, especially under high-pressure conditions. Similarly, Maqsood et al. (2023) reported a significant relationship between psychological safety climate and self-efficacy among Pakistani employees.

The second hypothesis—that psychological safety would positively predict job satisfaction—was also supported by regression analysis ($B = 0.366$, $p = .006$), albeit with a small effect size ($R^2 = .025$). This suggests that while psychological safety contributes to job satisfaction, other factors likely play a stronger role. This finding is consistent with Frazier et al. (2017), who also reported small effect sizes for psychological safety in various contexts. Herzberg's (1959) Two-Factor Theory supports the idea that intrinsic factors such as safety and recognition influence satisfaction, while Deci and Ryan's (2000) Self-Determination Theory emphasizes that intrinsic motivation and autonomy, fostered by psychological safety, contribute to job satisfaction. Furthermore, studies by Ahmed and Umrani (2019) and Moin et al. (2021) underscore that ethical leadership and supportive HR practices enhance psychological safety and, consequently, job satisfaction.

The third hypothesis, predicting a significant relationship between psychological safety and self-efficacy, was also supported ($B = .214$, $p < .001$), with a moderate effect size ($R^2 = .091$). This indicates that psychological safety moderately contributes to self-efficacy, consistent with Bandura's (1997) Self-Efficacy Theory, which highlights the role of environmental support in building confidence and competence. The Broaden-and-Build Theory (Fredrickson, 2001) also supports this, suggesting that positive emotional states fostered by psychological safety expand individuals' cognitive and behavioral capabilities. Empirical support is offered by Roussin et al. (2018) and Van de Voorde (2022), who found that self-efficacy and psychological safety are key predictors of positive organizational behavior and performance.

The fourth hypothesis examined gender differences, revealing that males reported significantly higher levels of psychological safety ($p = .047$), job satisfaction ($p = .028$), and self-efficacy ($p = .042$) than females. These findings align with Self-Verification Theory (Swann, 1983), which suggests individuals are more confident and satisfied in environments that affirm their self-concept. Social Role Theory (Eagly & Wood, 2012) further explains that traditional gender roles and societal expectations may limit women's perceived autonomy and support in professional settings. Conversely, females frequently face structural barriers, implicit bias, and work-family conflicts that reduce their perceived safety and satisfaction at work (Kabeer & Mahmud, 2023). Furthermore, Maqsood et al. (2023) also identified gender-based differences in psychological safety at Pakistani workplaces. Judge and Bono (2001) further echoed that gendered experiences at work can influence self-efficacy, further supporting this finding. Nevertheless, it should be considered that the gender disparity in the sample, with a higher ratio of female participants, can impact observed differences and restrict generalizability to gender-based findings. Current research emphasizes the role that gendered work environments and restricted opportunities for informal networks play in perpetuating these differences (Smith & Lee, 2022). Self-efficacy among women may be lower due to increased surveillance and reduced visibility, which lowers motivation and job satisfaction (Jones et al., 2023). Future research must include more equal gender representation to properly measure these differences.

As opposed to the fifth hypothesis, no difference was established in the three levels of teaching regarding psychological safety, job satisfaction, and self-efficacy. This implies that psychological safety's impact is consistent across various teaching environments. The Job Demands-Resources Model (Demerouti et al., 2001) affirms this by suggesting that such resources as psychological safety possess a universal positive impact irrespective of job level. Fleming et al. (2024) also indicated that regular leadership and support from an institution throughout educational environments reduce differences in psychological consequences.

Implications

The present study identifies the significant contribution of psychological safety in improving job satisfaction and self-efficacy among teachers. Implications are that creating psychologically safe settings can enhance communication, trust, and well-being, which ultimately enhances performance and productivity. These findings can inform leadership training programs with a focus on supportive leadership in shaping safe work environments. The study also provides an evidence base for building interventions tailored to improving psychological safety and its associated outcomes in school settings.

Limitations

Although it made valuable contributions, the study was limited by a cross-sectional design with limitations in causal interpretations. The sample was limited to teachers in one region, thus limiting generalizability to other industries or cultural settings. Self-report measures were used to collect data, which can be prone to bias. A female dominance, with 81% of participants being female, may also influence gender-based analyses. In addition, concentrating on just three variables might not always enable us to comprehend the entire range of workplace psychological dynamics.

Suggestions

Subsequent studies should use longitudinal or experimental methods to measure changes in psychological safety across time. Increasing the sample to incorporate a variety of professions, locations, and equal gender participation would increase external validity. The inclusion of qualitative approaches, for example, interviews or focus groups, may provide more detailed information about employee perceptions. Investigating other factors, for instance, emotional intelligence, leadership styles, organizational support, or burnout, may provide an even broader perspective on workplace well-being.

Conclusion

The current research was carried out to investigate the effect of psychological safety at work on job satisfaction and self-efficacy of employees. From theoretical models such as Self-Determination Theory, Social Cognitive Theory, Broaden-and-Build Theory, and the Conservation of Resources Theory, this study sought to investigate how a psychological safe workplace plays a role in contributing towards favorable workplace outcomes.

The findings of the study supported that psychological safety has a strong and positive correlation with job satisfaction as well as self-efficacy. Employees who felt that they work in psychologically safe environments reported better job satisfaction and higher confidence in their capabilities. These findings are in line with previous research and uphold the theoretical foundation that a supportive and open work climate facilitates personal and professional development.

In addition, gender variation was also observed in psychological safety, where males felt more psychologically safe than females, implying the necessity of gender-sensitive workplace practice. Nevertheless, no difference between genders was observed in job satisfaction and self-efficacy, signifying that these outcomes are likely to be influenced more universally by workplace climate rather than gender.

These results affirm the need to develop psychological safety in the workplace to improve employee well-being, satisfaction, and productivity. Through a focus on building trust, open communication, and reducing interpersonal risk, organizations can enable employees to flourish.

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