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## Relative Importance of Basic Needs Satisfaction and Challenging Stressors on Teachers' Self-Confidence

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### Article info

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#### Article history:

Received 10 Oct 2023

Received in revised form 20 Nov 2023

Accepted 30 Dec 2023

Available online 20 Feb 2024

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### Keywords:

Relative Importance,  
Basic Needs Satisfaction,  
Challenging Stressors,  
Teachers,  
Self-Confidence.

### Abstract

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This research can be classified as descriptive research. Since the desired data is obtained through sampling from the community to investigate the distribution of the characteristics of the statistical community, this research falls under the branch of correlation survey. The study takes place in a cross-sectional manner. The statistical population for this research consists of middle school teachers in Pars Abad city, totaling about 260 individuals. The sample size is determined by Cochran's sample size formula. Cochran's formula for calculating the sample size is 155. Standard questionnaires were utilized to assess each research variable. To assess the fundamental psychological needs, the standard questionnaire developed by Deci and Ryan (2000) was utilized, along with the challenging stressors questionnaire from Colquitt et al. (2010) and the self-confidence questionnaire from the same source. Measurement scales of the variables and then processed and analyzed using SPSS software and R statistical software. Findings show that the components of basic psychological needs account for 54% of self-confidence and the challenging stressors account for 45.4% of self-confidence. Results shows that the research hypothesis that the relative weight of basic psychological needs and challenging stressors dimensions is not the same in their effect on increasing self-confidence was confirmed. It can be argued that the dimensions of basic psychological needs and challenging stressors have a significant impact on increasing the self-confidence of middle school teachers in Pars Abad city.

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### To cite this article:

Aali Zarenji, Behzad; Mirzadeh, Kiyani, Shahram; Azadifard, Maryam, (2024), *Relative Importance of Basic Needs Satisfaction and Challenging Stressors on Teachers' Self-Confidence*, *Journal of Management and Educational Studies* 2(1), 24-41.

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## 1. Introduction

Human resources are the cornerstone of organizations, responsible for significant and sensitive organizational responsibilities. As a result, individuals are in a unique mental and psychological state,

influenced by various factors that impact human needs, motivations, and inclinations. Job satisfaction, interest, loyalty to the organization, and the growth and performance level of employees depend on creating an environment for which managers are responsible (Naqipour, 2010). One of the crucial responsibilities of managers in organizations is to identify the potential talents of employees and provide them with opportunities for their growth and prosperity. This serves as the foundation for improving productivity. Today, it is impossible to pursue sustainable development without considering the productivity level in production and understanding the factors that influence its improvement. Since humans play a crucial role in the development of the organization, it is essential to address the psychological needs of people. Therefore, one of the important responsibilities of a manager is to motivate people. In general classification, motivations are categorized into three groups: physical, social, and psychological. A part of human needs in the work environment, such as welfare facilities (suitable work environment, air, light, etc.), is referred to as physical motivation. The needs of a group of people related to the behavior of others, especially in the management of an organization, and that address most social needs, are called social motives. This group of needs seeks to fulfill people's emotional satisfaction. It is considered one of the psychological motivations (Ketabi, 2011).

In the field of factors contributing to job satisfaction and employee enthusiasm, recent research has focused on the theory of basic psychological needs and the theory of self-determination. According to the self-determination theory, individuals have an innate tendency toward competent and effective performance as long as their basic psychological needs are satisfied. Basic psychological needs can be defined as inherent psychological requirements that are essential for growth, development, and ongoing psychological well-being. If these basic needs are not fulfilled, it may lead to negative psychological consequences. Self-determination theory emphasizes the three fundamental psychological needs of autonomy, competence, and relatedness. Autonomy refers to the sense of having control over one's actions and decisions. Competence refers to the motivation to effectively navigate and achieve positive results within one's environment, while relatedness refers to the sense of connection and belonging with others. Satisfying employees' fundamental psychological needs in the workplace is positively linked to job satisfaction, enthusiasm, and organizational commitment, and negatively linked to psychological health disorders such as job burnout (Kiriti et al., 2014).

Mental stress has been and continues to be a part of human life. In some cases, pressure can exert significant force on our efforts and disrupt our planned actions. Over time, people have employed various strategies to regulate their mental and behavioral states and have consciously utilized methods to manage their emotional and behavioral states (Baumeister & Kathleen, 2004). On one hand, our belief system can improve behavior, enhance health, and increase satisfaction with life, ultimately enhancing overall quality of life. On the other hand, it seems that numerous problems and challenges are inherent in the human experience. It is the result of these beliefs. People's belief systems have a significant impact on achieving a balance across various aspects of life. As a behavioral model, they enable individuals to bring about desired events and avoid unwanted ones (Bandura, 2001). Beliefs in self-confidence and self-reliance are essential and irreplaceable in shaping the quality of human life and creating a balance among its various dimensions. According to Bandura, self-efficacy, which refers to a person's belief in their ability to perform a desired action or cope with a specific situation, is the central mechanism of human psychological processes. It influences human actions through cognitive, motivational, emotional, and decision-making processes. Regulates capture. They focus on understanding people's thought processes, motivations, and resilience in overcoming challenges. They also assess their emotional well-being, susceptibility to depression and stress, and their ability

to make sound decisions in delicate situations. Bandura and Lak (2003) argue that they do. Bandura views self-reliance as the foundation of human action and asserts that individuals are self-sufficient, creative, reflective, and self-directing, with the ability to shape their behavior to achieve desirable outcomes (Feist and Feist, 2002).

Stress is a psychological response to challenging demands, involving the adaptation to pressure that exceeds a person's capacity and ability. Special demands that cause stress in people are referred to as stressors. The increase in responsibilities and workload has led to the development of a person's talents and abilities, which can be beneficial for him in the long run. These types of stressors are referred to as challenging stressors. Challenging stressors create favorable opportunities that promote learning, growth, and personal development. Despite being tiring, these factors elicit positive emotions such as pride, enthusiasm, and excitement. Time pressure, work complexity, and work responsibility are the dimensions of challenging stressors (Feizi et al., 2010, pp. 103-106). According to the topics addressed in this research, it aims to investigate the relative importance of Basic Needs Satisfaction and challenging stressors in teachers' self-confidence.

## 2. Theoretical literature

### 2.1. Self Confidence

This is likely the most used term for these related concepts outside of psychological research, but there is still some confusion about what exactly self-confidence is. One of the most cited sources about self-confidence refers to it as simply believing in oneself (Bénabou & Tirole, 2002). Self-confidence also brings about more happiness. Typically, when you are confident in your abilities, you are happier due to your successes. When you are feeling better about your capabilities, the more energized and motivated you are to act and achieve your goals (Smith, 2018).

Self-confidence is defined as a belief in which a person has the required talents and qualifications and can display the behaviors required for success at work (Faizi et al. 2013) . Self-confidence is trust in oneself, one's personal judgment, ability, power, etc. One's self-confidence often increases as one satisfactorily completes particular activities (Snyder et al, 2009).

Self-confidence is measured in the form of the following dimensions and indicators:

Table 2- self-confidence dimensions and indicators (Colquitt al et. , 2010)

Concept	Dimensions	Indicators
Self Confidence	Past information	I always use past experiences to move things forward
		In doing my work, I learn from past successes and failures
	Effective experiences	I always use the experiences of successful people in my field of work
		I always welcome consulting with successful people in my field
	Verbal persuasion	Encouraging organizational colleagues to move towards success motivates me
		Encouraging and praising the managers makes me eager to work
	emotional cues	Encouragement makes me push myself towards what is best for me
		Self-confidence increases the chances of success

## 2.2. Basic Needs Satisfaction

The basic psychological needs are in the depth of human being and therefore are innate in every person (Rio, 2015). These needs are defined based on the self-determination theory of Deci and Ryan (1985). According to this theory, all human beings have three fundamental and universal psychological needs of autonomy, competence, and communication, and these needs are food for survival, growth, and perfection (Deci et al., 2001).

- The need for autonomy: the need for autonomy is the desire to be self-initiated in carrying out activities and the cause and origin of one's own behavior instead of being under the control of external factors (Ryan and Deci, 2011).
- Need for competence: it reflects the need for a person to be effective in interactions with the social environment, to have the opportunity to practice and express his abilities, the ability to access desirable outcomes, and the feeling of being able to influence and dominate the environment (Deci and Ryan, 2002).
- The need for connection and connection: It includes the need to have positive relationships and a sense of belonging to a group or society, as well as the feeling of being accepted by people who have common interests with the individual (Salehi et al., 2013).

Central to self-determination theory is the concept of basic psychological needs that are assumed to be innate and universal. According to the theory, these needs--the needs for competence, autonomy, and relatedness--must be ongoingly satisfied for people to develop and function in healthy or optimal ways (Deci & Ryan, 2000). Many of the propositions of SDT derive from the postulate of fundamental psychological needs, and the concept has proven essential for making meaningful interpretations of a wide range of empirically isolated phenomena. The Basic Psychological Needs Scale is a family of scales: one that addresses need satisfaction in general in one's life, and others that address need satisfaction in specific domains. Here we include the work domain and the interpersonal relations domain. The original scale had 21 items concerning the three needs for competence, autonomy, and relatedness. Some studies have worked with only 9 items, namely, 3 items per subscale. Here, the general and the work versions of the scale have 21 items, whereas the interpersonal relations version has 9 items.

The Basic Need Satisfaction at Work Scale has been used most often (Deci, Ryan, Gagné, Leone, Usunov & , Kornazheva, 2001; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser, Davey, & Ryan, 1992). The Basic Need Satisfaction in Relationships Scale was used in (La Guardia, Ryan, Couchman, & Deci, 2000). The Basic Need Satisfaction in Life Scale is currently being researched.

Table 3- Basic Needs Satisfaction in General Scale<sup>1</sup> (Deci and Ryan, 2000; Johnston and Finney, 2010)

I feel like I am free to decide for myself how to live my life.
I really like the people I interact with.
Often, I do not feel very competent.
I feel pressured in my life.
People I know tell me I am good at what I do.
I get along with people I come into contact with.

<sup>1</sup> BNSG-S

I pretty much keep to myself and don't have a lot of social contacts.
I generally feel free to express my ideas and opinions.
I consider the people I regularly interact with to be my friends.
I have been able to learn interesting new skills recently.
In my daily life, I frequently have to do what I am told.
People in my life care about me.
Most days I feel a sense of accomplishment from what I do.
People I interact with on a daily basis tend to take my feelings into consideration.
In my life I do not get much of a chance to show how capable I am.
There are not many people that I am close to.
I feel like I can pretty much be myself in my daily situations.
The people I interact with regularly do not seem to like me much.
I often do not feel very capable.
There is not much opportunity for me to decide for myself how to do things in my daily life.
People are generally pretty friendly towards me.

### 2.3. Challenging stressors

Lazarus (1976) and O'Driscoll & Dewe, (2001) believe that “a stressor was established to distinguish stress stimuli from responses, referring to conditions that cause stress”. When related to a specific social context (i.e., job), stressors can be defined more specifically as contextual stressors (i.e., job stressors), referring to “physical, emotional, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological (Xia, Ding, and Yuan, 2022).

According to Beehr and Newman (1978) stressors are job-related factors that force an individual to deviate from his or her normal psychological or physiological functions, and Cavanaugh et al. (2000) which can be divided into two types: challenge stressors and hindrance stressors (Yang and Li, 2021). The former refers to the work requirements that stimulate positive affect and promote personal growth by encouraging challenges to meet personal achievement needs, including workload, time urgency, work scope and responsibility, work complexity, etc. On the contrary, the latter refers to the work requirements that individuals think are too difficult to overcome, which will hinder the effective exertion of their abilities, produce negative affect, and affect career development, including organizational politics, role ambiguity, and conflict, bureaucratic procedures, job insecurity, etc. (Cavanaugh et al., 2000; Webster et al., 2010; Yang and Li, 2021).

Challenging stressors are favorable opportunities that cause learning, growth and development of a person. Despite being boring, such factors cause positive emotions such as pride, passion and excitement (Colquitt et al., 2010; Faizi et al. 2010, pp. 106-103).

Challenging stressors are measured in the form of the following dimensions and indicators:

Table 1- operational definition of challenging stressors (Colquitt et al., 2010)

Concept	Dimensions	Indicators
Challenging stressors	time pressure	I plan carefully in terms of time to do my work
		Without accurate timing, it is impossible to handle the tasks properly
		I usually set a time frame for important work tasks
	Complexity of work	I usually welcome learning new things related to my job.
		I like complex tasks because it makes me learn.
		I enjoy doing things that require a lot of knowledge, skill and ability
	responsibility	If delegated by managers, I would like to take on many job responsibilities.
		I usually welcome managers to take responsibility.
		I usually hold myself responsible for my obligations in the organization

### 3.The conceptual model

To conduct scientific and systematic research, a scientific and theoretical framework is necessary. The conceptual model used in this research is called a conceptual model.

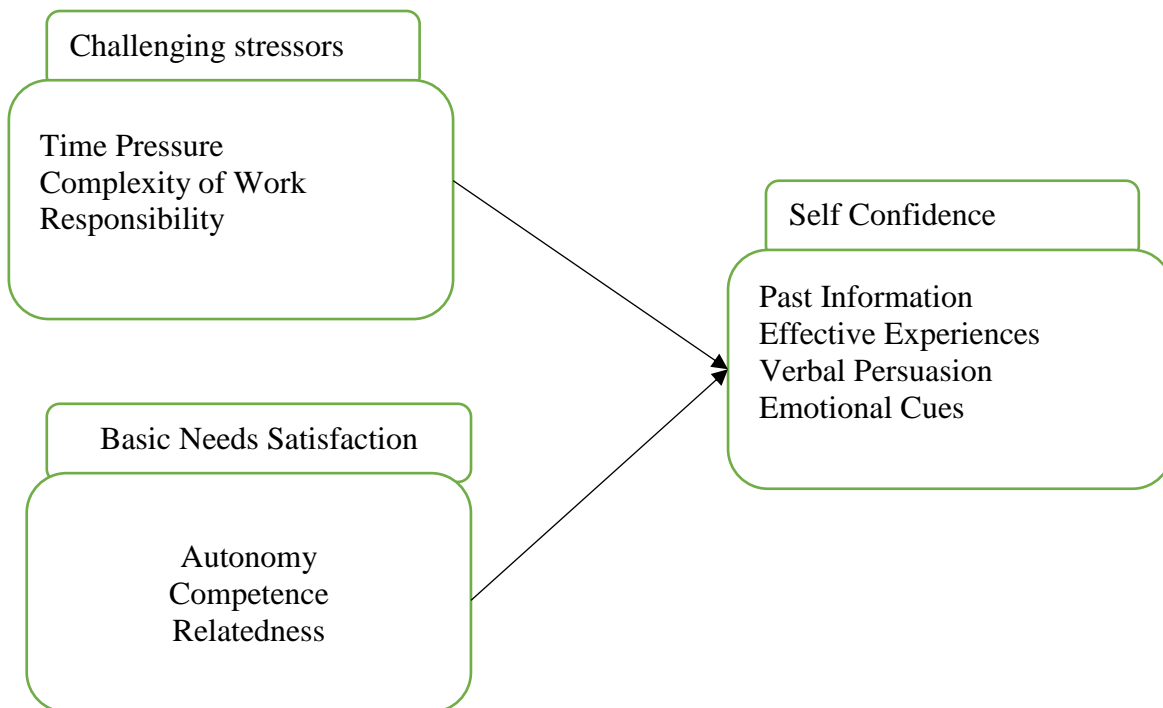


Fig. 1: The conceptual model

According to the conceptual model, the research hypotheses are as follows:

1. The influence of the Basic Needs Satisfaction dimensions on self-confidence is not equally weighted.
2. The impact of challenging stressors on self-confidence is not equally significant across all dimensions.

#### 4. Methodology

Based on the method of obtaining the desired data, this research can be classified as descriptive research. Since the desired data is obtained through sampling from the community to investigate the distribution of the characteristics of the statistical community, this research falls under the branch of correlation survey. The study takes place in a cross-sectional manner.

##### 4.1. Statistical Population and Sampling Methods

The statistical population for this research consists of middle school teachers in Pars Abad city, totaling about 260 individuals. The sample size is determined by Cochran's sample size formula. Cochran's formula for calculating the sample size is 155.

The sampling method is proportionate stratified random sampling.

Table 1: Stratified Randomization

	Population	valid	N
1	Urban schools	131	78
2	Rural schools	129	77
3	Total	260	155

##### 4.2. Methods and Tools

Standard questionnaires were utilized to assess each research variable. To assess the fundamental psychological needs, the standard questionnaire developed by Deci and Ryan (2000) was utilized, along with the challenging stressors questionnaire from Colquitt et al. (2010) and the self-confidence questionnaire from the same source.

##### 4.3. Data analysis methods and tools

After completing the questionnaire, the collected data was coded according to the measurement scales of the variables and then processed and analyzed using SPSS software and R statistical software. First, the normality of the data distribution is tested using the Kolmogorov-Smirnov test. If the data is normally distributed, Pearson's correlation coefficient and univariate regression coefficient are used to analyze the assumptions. The relative importance method is used to explain the role of variables in the dependent variable. R statistical software was utilized to assess the relative importance of each independent variable in its correlation with the dependent variable. In this software, based on Johnson's model by Ulrik (2006), the relative importance is assessed by examining the relative weight of each variable and its contribution using statistical packages.

**5. Findings**

For inferential analysis, the research hypotheses were initially tested, and then the weighted correlation of the independent variables with the dependent variable was calculated using R software.

Before examining the research hypotheses. The Kolmogorov-Smirnov test was used for each variable. The purpose of using this test is to determine the normality of the data. If the data follows a normal distribution, parametric tests such as Pearson's correlation test are used. If the data does not follow a normal distribution, non-parametric tests like Spearman's correlation test are used. Since the data is normally distributed, Pearson's correlation coefficient has been used. The data from this test is shown in Table 3.

Table 3: Kolmogorov-Smirnov Test Results

**One-Sample Kolmogorov-Smirnov Test**

		Basic Needs Satisfaction	Challenging stressors	Self Confidence
N		154	154	154
Normal Parameters <sup>a,b</sup>	Mean	39.3636	82.1558	24.5195
	Std. Deviation	3.88363	11.89174	4.31174
Most Extreme Differences	Absolute Positive	.105	.058	.061
	Negative	.073	.036	.061
		-.105	-.058	-.043
Kolmogorov-Smirnov Z		1.301	.719	.756
Asymp. Sig. (2-tailed)		.068	.679	.617

**H1:** The weight of the Basic Needs Satisfaction dimensions in influencing self-confidence is not equally important.

First, to assess the relative importance of the dimensions of basic psychological needs, it is necessary to determine the degree of correlation between the dimensions of this variable. Relative importance is used when the dimensions of the independent variable have a strong relationship with each other. Pearson's correlation test was used to analyze the relationship between the dimensions of basic psychological needs. The results are presented in Table 4.

Table 4: Correlation Coefficients Between the Components of Basic Psychological Needs and Self-Confidence



**Correlations**

	Autonomy	Competence	Relatedness	self-confidence
Autonomy	Pearson Correlation	1	.486**	.584**
	Sig. (2-tailed)		.000	.000
	N	154	154	154
Competence	Pearson Correlation	.486**	1	.655**
	Sig. (2-tailed)	.000		.000
	N	154	154	154
Relatedness	Pearson Correlation	.584**	.655**	1
	Sig. (2-tailed)	.000	.000	
	N	154	154	154
self-confidence	Pearson Correlation	.295**	.371**	.440**
	Sig. (2-tailed)	.000	.000	.000
	N	154	154	154

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4 indicate a significant relationship between the dimensions of basic psychological needs, as the obtained significance level is lower than the standard significance level of 0.01. To test this hypothesis, the first step is to calculate the correlation coefficient between the independent variables. If a correlation is observed between the independent variables, the relative importance method is used. The table above shows the correlation coefficient of research variables and the correlation between independent variables. In some cases, this coefficient is very high. For example, the correlation coefficient between the need for communication and connection and the need for competence is equal to 0.655.

The table (4) displays the correlation coefficients of the research variables, indicating the correlation between independent variables. In some cases, these coefficients are very high. The results indicate a significant relationship between the dimensions of basic psychological needs and self-confidence, as the significance level obtained is lower than the standard threshold ( $p < 0.05$ ). According to the correlation coefficient obtained, it can be claimed that the highest correlation in the relationship between the dimensions (basic psychological needs) of the need for communication and connection and the need for competence is 0.655, while the lowest correlation coefficient is related to the relationship between the variables of the need for competence and the need for autonomy, with a coefficient of 0.486.

For research involving multiple independent variables that are correlated with each other, the method of importance or relative weights is used (Table 3). This technique demonstrates the direct effects of

each independent variable on the dependent variable, as well as the combined effects of the independent variables on the dependent variable. It also highlights the importance or relative weights, showing the contribution of each independent variable (predictor). In R2, it represents the overall model.

Table 4 shows the correlation between the independent variables of the research and the self-confidence variable. Using the relative importance technique, we investigate the effects of the weighted composition and the importance of each independent variable. The table (5) displays a combination of the constructs of basic psychological needs that impact self-confidence.

Table 5: The Relative Importance of Basic Psychological Needs Dimensions in Increasing Self-Confidence

<i>The matrix has 4 rows and 4 columns.</i>	
The matrix read from the record(s) of row type CORR.	
RSQUARE	
<b>0.542</b>	
Raw Relative Weights	
Autonomy	0.165
Competence	0.142
Relatedness	0.235
Relative Weights Percentage of R-square	
Autonomy	30.44%
Competence	26.19%
Relatedness	43.35%

The results in Table 5 indicate that the components of basic psychological needs account for 54% of self-confidence. The need for communication and connection has the highest relative weight, while the need for competence has the lowest relative weight. The need for autonomy is 30.44%, the need for competence is 29.19%, and the need for communication and connection is 43.35%. Therefore, the research hypothesis that the relative weight of basic psychological needs dimensions is not the same in their effect on increasing self-confidence was confirmed. It can be argued that the dimensions of basic psychological needs have a significant impact on increasing the self-confidence of middle school teachers in Pars Abad city.

**H2:** The impact of challenging stressors on self-confidence is not equally weighted across dimensions.

First, to assess the relative importance of the dimensions of challenging stressors, it is necessary to determine the degree of correlation between the dimensions of this variable. This is important because the relative importance is considered when the dimensions of the independent variable have a strong and intense relationship with each other. Pearson's correlation test was utilized to analyze the relationship between the dimensions of the stressors of a challenge, and the results are presented in Table 6.

Table 6: Correlation Coefficients Between the Components of Challenging Stressors and Self-Confidence

### Correlations

	Time Pressure	Complexity of Work	Responsibility	Self Confidence
Pearson Correlation	1	.371**	.429**	.207**
Sig. (2-tailed)		.000	.000	.010
N	154	154	154	154
Pearson Correlation	.371**	1	.631**	.272**
Sig. (2-tailed)	.000		.000	.001
N	154	154	154	154
Pearson Correlation	.429**	.631**	1	.376**
Sig. (2-tailed)	.000	.000		.000
N	154	154	154	154
Pearson Correlation	.207**	.272**	.376**	1
Sig. (2-tailed)	.010	.001	.000	
N	154	154	154	154

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 6 indicate a significant relationship between the dimensions of challenging stressors, as the obtained significance level is lower than the standard significance level of 0.01. To test this hypothesis, the first step is to calculate the correlation coefficient between the independent variables. If a correlation is observed between the independent variables, the relative importance method is used. The table above displays the correlation coefficient of the research variables and the correlation among independent variables. In some cases, this coefficient is very high. For example, the correlation coefficient between responsibility and work complexity is equal to 0.631.

Table 6 presents the correlation coefficients of the research variables, indicating the correlation between independent variables. In some cases, these coefficients are very high. The results indicate a significant relationship between the dimensions of challenging stress factors and self-confidence, as the obtained significance level ( $p < 0.01$ ) is lower than the standard significance level. According to the correlation coefficient obtained, it can be claimed that the highest correlation in the relationship between dimensions (challenging stressors) and self-confidence is related to responsibility, with a coefficient of 0.376. The lowest correlation coefficient is related to the relationship between the variables of time pressure and self-confidence, with a coefficient of 0.207.

For research involving multiple independent variables that are correlated with each other, the method of importance or relative weights is used (see Table 6). This technique demonstrates the direct effects of each independent variable on the dependent variable, as well as the combined effects of the independent variables on the dependent variable. It also highlights the importance or relative weights, showing the contribution of each independent variable (predictor). In R2, it represents the overall model.

Table 6 shows the correlation between the independent variables of the research and the self-confidence variable. The relative importance technique is used to investigate the effects of the weighted composition and the weight of each independent variable. A combination of challenge stressors that affect self-confidence is depicted in Table 12-4.

Table 7: The Relative Importance of Challenging Stressor Dimensions in Influencing Self-Confidence

<i>The matrix has 4 rows and 4 columns.</i>	
The matrix read from the record(s) of row type CORR.	
RSQUARE	
<b>0.454</b>	
Raw Relative Weights	
Time Pressure	0.121
Complexity of Work	0.147
Responsibility	0.186
Relative Weights Percentage of R-square	
Time Pressure	26.65%
Complexity of Work	32.37%
Responsibility	40.96%

The results in Table 7 indicate that the challenging stressors account for 45.4% of self-confidence. Specifically, responsibility has the highest relative weight, while time pressure has the lowest relative weight. Responsibility accounts for 40.96% of the weight share in influencing self-confidence, while time pressure and work complexity account for 26.65% and 32.37% respectively. Therefore, the research hypothesis that the relative weight of the dimensions of challenging stressors in affecting self-confidence is not the same was confirmed. It can be argued that the dimensions of challenging stressors have a significant impact on the self-confidence of middle school teachers in Pars Abad city.

## **6. Discussion and conclusion**

The present study aimed to determine the relative significance of the components of basic psychological needs and challenging stressors in influencing self-confidence. The study utilized a 5-point Likert scale to measure the concept of basic psychological needs and the dimensions of challenging stressors in relation to self-confidence.

The statistical population for this research comprised all middle school teachers in Pars Abad city. A sample of 155 teachers was selected using Cochran's formula and distributed using the stratified random sampling method. Finally, 199 completed questionnaires were returned for analysis.

Its reliability was confirmed using Cronbach's alpha. Descriptive statistics were utilized to create frequency tables and graphs for data analysis. Then, the research data was analyzed using inferential statistics. The relative importance technique requires a relationship between the components of the independent variable, which was established through the Pearson correlation test in this research. Subsequently, R statistical software was utilized to ascertain the relative weight of each component of basic psychological needs in influencing the dependent variable.

The gender distribution of the respondents revealed that out of the 199 people in the statistical sample, 136 were men and 63 were women. In other words, the statistical sample consisted of 88% men and 12% women.

The results of the age of respondents showed that out of 199 people in the sample, 36 people are between 20 and 30 years old, 88 people are between 31 and 40 years old, 29 people are between 41 and 50 years old, and 1 person is older than 51 years old. In fact, the age group of 31 to 40 years had the highest frequency, accounting for 57% of the total.

The analysis of the respondents' education revealed that out of the 199 individuals in the sample, 24 held post-graduate degrees, 101 held bachelor's degrees, and 29 held master's degrees or higher. In fact, the group with a bachelor's degree had the highest percentage at 55%.

The results of the respondents' work history showed that out of 199 people in the statistical sample of this research, 34 people were under 15 years old, 77 people were 15-16 years old, 40 people were between 16-25 years old, and 3 people were 26 years old and above. The highest percentage was in the 6 to 15 years age group, with 50%.

The descriptive results of the respondents showed that the total score of people's basic psychological needs. The weighted average of basic psychological needs was 2.3.

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The analysis of the respondents' education revealed that out of the 199 individuals in the sample, 24 held post-graduate degrees, 101 held bachelor's degrees, and 29 held master's degrees or higher. In fact, the group with a bachelor's degree had the highest percentage at 55%.

The results of the respondents' work history showed that out of 199 people in the statistical sample of this research, 34 people were under 15 years old, 77 people were 15-16 years old, 40 people were between 16-25 years old, and 3 people were 26 years old and above. The highest percentage was in the 6 to 15 years age group, with 50%.

The descriptive results of the respondents showed that the total score of people's basic psychological needs. The weighted average of basic psychological needs was 2.3.

The descriptive results of the respondents indicate that the stressors of a challenge consist of three variables. When assessing people's response to challenging stressors, a total score is calculated. The weighted average of challenging stressors was 1.5 in total.

The results of the Kolmogorov-Smirnov test with a significance level of  $P < 0.05$  indicate that the statistical distribution of the research variables is normal. Thus, the assumption of normality in the distribution of the study's observations has been validated, providing a foundation for conducting inferential statistical tests.

The results of the first hypothesis indicate a significant relationship between the dimensions of basic psychological needs. The obtained significance level is less than the standard significance level of 0.01. The correlation coefficient of the research variables demonstrates the correlation between the independent variables. In some cases, this coefficient is very high; for example, the correlation coefficient between the need for communication and connection and the need for competence is 0.655. The results indicate a significant relationship between the dimensions of basic psychological needs and self-confidence, as the significance level obtained is lower than the standard significance level ( $p < 0.01$ ). According to the correlation coefficient obtained, it can be claimed that the highest correlation in the relationship between the dimensions (basic psychological needs) of the need for communication and connection and the need for competence is 0.655, while the lowest correlation coefficient is related to the relationship between the variables of the need for competence and the need for autonomy, with a value of 0.486.

The significance or relative importance of analyzing the first hypothesis lies in demonstrating the individual contribution of each independent (predictor) variable to the overall  $R^2$  of the model. The findings reveal that the components of basic psychological needs account for 54% of self-confidence. The need for communication and connection has the highest relative weight, while the need for competence has the lowest relative weight. The need for autonomy is 30.44%, the need for competence is 29.19%, and the need for communication and connection is 43.35%. Therefore, the research hypothesis that the relative importance of basic psychological needs dimensions in increasing self-confidence was confirmed. It can be argued that the dimensions of basic psychological

needs have a significant impact on increasing the self-confidence of middle school teachers in Pars Abad city.

The results of the second hypothesis indicate a significant relationship between the dimensions of challenging stressors, as the obtained significance level is lower than the standard level of 0.01. The correlation coefficient of research variables indicates the relationship between independent variables. Additionally, the results indicated a significant relationship between the dimensions of challenging stressors and self-confidence. According to the obtained correlation coefficient, it can be claimed that the highest correlation in the relationship between dimensions (challenging stressors) and self-confidence is related to responsibility, with a coefficient of 0.376. The lowest correlation coefficient is related to the relationship between the variables of time pressure and self-confidence, with a coefficient of 0.207.

Using the relative importance technique, the study investigated the effects of the weighted combination and the importance of each independent variable. The results showed that the components of challenging stress factors account for 45.4% of self-confidence. Specifically, responsibility has the highest relative weight, while time pressure has the lowest relative weight. Responsibility accounts for 40.96% of the weight share in influencing self-confidence, while time pressure and work complexity account for 26.65% and 32.37% respectively. Therefore, the research hypothesis that the relative weight of the dimensions of challenging stressors in affecting self-confidence is not the same was confirmed. It can be argued that the dimensions of challenging stressors have a significant impact on the self-confidence of middle school teachers in Pars Abad city.

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