

Impact of Self-Efficacy on Job Stress in Teachers: The Role of Marital Status

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Abstract

The present study was carried out to examine the impact of self-efficacy on job stress in teachers besides finding out the differences on self-efficacy and job stress in terms of marital status. The sample of the study was consisted of (N = 203) teachers (married = 115 and unmarried = 88). Teacher's self-efficacy scale and job stress scale were used for data collection through purposive sampling technique. Linear regression analysis revealed that teacher's self-efficacy was the significant negative predictor of job stress. Results further demonstrated that unmarried teachers scored significantly higher on job stress, whereas non-significant differences were found on self-efficacy regarding marital status. Findings of this study showed that teachers' job stress can be reduced though building up skills in them to monitor their stress levels. Certain limitations of the current study have also been discussed.

Keywords: Self-efficacy, job stress, marital status, teachers.

Introduction

Self-efficacy has been conceived as persons' beliefs about their abilities to successfully accomplish anything in a specific way. It is now widely being treated as domain specific construct among researchers. Most of the researches support that self-efficacy have more effect in the fields of education, well-being, sports, and business in regards of human success (Bandura, 1997). As well as other psychological resources Self-efficacy beliefs are also supposed as mediators for our behavior, specifically in behavior variation. Bandura demonstrate the concept of self-efficacy as, an individual's competency to establish and accomplish that lead a person toward particular fulfillment.

The profession of teaching is considered to be the one of extremely stressful professions (Johnson et al., 2005; Newberry & Allsop, 2017). In many countries, teacher report great levels of stress (Chaplain, 2008; Johnson & Birkeland, 2003; Skaalvik & Skaalvik, 2015). But role of self-efficacy beliefs is significant in managing

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job stress in teachers. Point of conspiracy between researchers and practitioners about impact of self-efficacy in teaching and learning raised but researches gave pragmatic proof about the efficiency of self-efficacy. In addition it proved that teacher's self-efficacy related with determination and in encountering complications (Podell & Soodak, 1993). Strong relationship between self-efficacy beliefs and academic routine results into optimistic teacher behavior, professional obligation, sincerity to new methods in teaching, and using positive teacher-based approaches to deal with learner difficulties (Woolfolk, Rosoff, & Hoy, 1990; Martin & Marsh, 2006; Skaalvik & Skaalvik, 2004). Self-regulated education can be emerged through association of self-efficacy beliefs and academic performance. It was concluded that self-efficacy beliefs provide directive motivation (Maehr & Pintrich, 1997; Hackett, 1995; Pajares, 1996).

Teachers with a greater sense of self-efficacy are more enthusiastic to try new teaching strategies, exhibit superior levels of planning and organizing tasks, apply innovative teaching approaches with their students, and have vivacious aims with excessive ambitions (Aldridge & Fraser, 2016). Teachers' qualities play a significant role in influencing their personal attitudes, temperament, goal setting, achievement and failure. Likewise, the situational factors such as indirect and mastery experience, pedagogies and verbal persuasion are employed to teach specific contents (Shaukat, Sharma & Furlonger, 2013). Most of the teachers seek personal gratification in their work regardless of reports of high levels of teachers' job stress (Chaplain, 2008; Schwarzer & Hallum, 2008). Level of job performance is more related with Job satisfaction, job satisfaction is feeling of accomplishment arise from day-to-day work activities (Judge, Thoresen, Bono, & Patton, 2001). Caprara (2003) found self-efficacy as a central funder to teachers' job satisfaction and said that job satisfaction is a conclusive element which influence teachers' attitudes.

Many teachers reported good school environment, helpful colleagues also improve nature of day-to-day classroom actions and lead towards career fulfilment (Cockburn & Haydn, 2004). On the other hand frustrated teachers are more likely to leave their profession because they have less commitment with their work show lesser feeling of accomplishment (Evans, 2001; Ingersoll, 2001). Liu and Ramsey (2008) found that insufficient time for preparation, unfortunate work circumstances and heavy teaching workload cause stress in and effect teachers' job satisfaction.

When stress inflated in them it results in worse self-efficacy, ineffective teacher-pupil rapport and lesser level of effectiveness (Abel & Sewell, 1999; Kokkinos, 2007). So stress supposed to be the experience of undesirable emotions resulting from a teacher's work (Kyriacou, 2001; Betoret, 2006; Schwarzer & Hallum, 2008; & Skaalvik, 2007). In absence of stress teachers can get satisfaction from work, but in

reciprocal to it cause role uncertainty, less freedom, less achievements, low satisfaction and conflict with students and colleagues (Greenglass & Burke, 2003). Research was done on great stress professions, teaching was also included and results of one-quarter of teachers recording showed that teaching is a very stressful job (Kyriacou, 2001).

Some preceding hypothesized studies stated that teachers' job stress as a one-dimensional construct (e.g. Schwarzer & Hallum, 2008), whereas other studies revealed that classroom features, work overload and insufficient time for preparation leads to teachers' job stress (Boyle, Borg, Falzon, & Baglioni, 1995).

Teachers who gain stress from multiple sources, most of the time show negative reactions such as burnout and turnover. Like as emotional exhaustion, depersonalization, and reduced personal accomplishment and exit from the teaching vocation. All these patterns of reaction leave worse effect on their health and occupation (Betoret, 2006; Jepson & Forrest, 2006).

Rationale

Teachers are backbone of every society and recognized as the builders of nation by various facets of life. Public school teacher are frequently found complaining about low salaries and exhaustive work routine. This situation has become more aggravated in private sector where teachers have not only to fulfil the responsibility of teaching but also to perform many extra responsibilities for which they are neither paid nor recognized generously by the administration. Despite its vital role recognition in society school teaching in Pakistan is one of the lowest paid and stressful professions. Teacher's responsibilities, hectic routine, low salaries as compare to inflation curve, and lack of facilities at workplace tend to pose high levels of stress among teachers. But individuals with more professional skills and with more confidence in their abilities can manage the levels of stress and demandingness of profession. Only those teachers successfully cope with their job related stress who develop higher level confidence and strong belief to perform effectively in their profession i.e. teachers self-efficacy.

Marital status is also one of the key factors that is surmised to influence teacher's self-efficacy and job stress. Usually life partners are much supportive and thus become the source that help to relive stress and instill confidence within spouse at the same time. The aim of current study is to assess how job stress is affected by self-efficacy of teachers. There is a huge body of research that validates the stressful nature of teaching profession (Chaplain, 2008; Johnson & Birkeland, 2003; Skaalvik & Skaalvik, 2015), but most of the researches conducted on teachers' stress have been conducted on teachers' self-efficacy in relation with job satisfaction ((Caprara et al., 2003; Chen, Goddard & Casper, 2004; Skaalvik & Skaalvik, 2007. Main objective of the current study is to examine impact of teachers' self-efficacy on job stress among

teachers. Moreover, differences in teachers' self-efficacy and job stress were studied in relation to marital status. In order to achieve objective of current study following hypotheses have been formulated:

Hypotheses

1. Teachers' self-efficacy would be a significant negative predictor of job stress.
2. There would be significant differences in job stress and teacher's self-efficacy between married and unmarried teachers.

Method

Participants

Participants of the study were ($N = 203$) female teachers from different public and private sector schools of Sargodha region. Sample was further divided into married teachers ($n = 115$) and unmarried teachers ($n = 88$). Participants were selected through purposive sampling. Age range was between 20-60 years ($M = 36.4$; $S.D = 4.96$).

Instruments

In current study Teacher Self-Efficacy Scale was used to measure the construct. It was developed by Friedman and Kass (2002). The scale consisted on 33 item and has 6 point Likert type response format ranged from 1 (never) through 6 (always). Cronbach's alpha reliability coefficients reported by authors ranged from .88 to .90 for school context (organizational efficacy dimension). The job stress scale used in current study was developed by Parker and DeCotiis (1983). It comprised on 13-item and Likert type with 1-5 response options, 1 is for strongest agreement and 5 is for strongest disagreement. This scale is used regularly to assess job stress and has good reliability and validity. Its Cronbach's alpha reliability is .81.

Procedure

Participants of the study were female teachers and was selected from public and private schools of Sargodha. Sample was consist of female teachers. Age range was 20-60 years. Institutional approval was taken for data collection. A written informed consent was taken from each participant after assuring confidentiality of data provided by them. Scales were administered to each participant, and instructions about each scale were explained. Participants were requested to share their real information. After administration of scales, teachers were thanked for their cooperation. Data was analyzed using IBM SPSS Statistics 22.

Results

Inter-variable correlation, reliability, means and standard deviations for the Self-efficacy, and Job Stress scales ensured that the scales are culturally free instrument

and appropriate for Pakistani population. Moreover linear regression analysis was computed for hypothesis testing.

Table 1: Correlation matrix, Alpha Reliabilities, Mean, Standard Deviation of all the Variables Used in the Study and Linear Regression Analysis for Self-efficacy Predicting Job Stress (N = 203).

Variables	SE	JS	A	M	SD	Predictor Variable	β	ΔR^2	F (Model)
SE	--	-.36**	.86	32.65	5.28	Self-efficacy	-.36	.13	20.66***
JS	--	--	.74	41.43	5.86				

Note. SE = Self-efficacy; JS = Job stress.

** $p < .01$. *** $p < .001$.

Table 1 showed means, standard deviations and internal consistency index (alpha coefficient) for all the scales. The Table indicated that all the scales and sub-scales achieved satisfactory alpha level. Table described that significant inverse relationship exists ($r = -.36$) between self-efficacy and job stress.

Table 1 also demonstrated results of linear regression analysis to predict job stress from self-efficacy. The whole model was significant at $\{F = (1, 202) 26.66, p < .001\}$. Results suggested self-efficacy as a strong predictor of job stress showing the beta value ($\beta = -.36, t = 4.55, p < .01$).

Table 2: Comparison of Married and Unmarried females on Self-efficacy and Job Stress (N = 203)

Variables	Married (n = 115)		Unmarried (n = 88)		t(201)	95% CI		Cohen's d
	M	SD	M	SD		LL	UL	
Job Stress	18.71	6.18	20.83	5.60	2.03**	-	-.05	-.359
Self-efficacy	32.36	6.73	32.79	4.48	.46	-	1.46	-.075

** $p < .01$.

Results in Table 2 showed the mean marital status differences on job stress and self-efficacy. The mean difference is found to be significant on job stress $\{t(201) = 2.03, p$

< .01}. It implies that unmarried females experience more job stress as compared to married ones. Results also depicted non-significant mean marital status differences on self-efficacy.

Discussion

This study aimed at exploring the impact of teachers' self-efficacy on job stress among female teachers. Additionally, differences in job stress and teachers' self-efficacy were studied with reference to marital status.

Results of the present study revealed that teacher's self-efficacy would be the important predictor of job stress. Linear regression analysis shows that self-efficacy is significant negative predictor of job stress (see Table 1). Thus our current hypothesis was supported. There are strong relationship between Stress and self-efficacy so there might be another explanation for findings of present study. Researches depicted that in the case of different demands from environment, psychological resources or personal beliefs help the employees to compete with them.

It support them to take situation as a challenge and confidently cope with it. Employees used an effective coping strategy to manage the stressful circumstances. Thus Self-efficacy work as mediator and balanced out between external stressors and psychological stress (Bandura, 1995). Abraham (2012) reported self-efficacy as inverse predictor of job stress among nursing staff. Many researches support this relationship as high self-efficacy facilitates self-control and enhance one's confidence. So person can easily compete job related stressful conditions. But there are present huge volume of studies that explored high levels of self-efficacy decrease people's capabilities to cope with stressful circumstances (Mills & Harry, 2008).

Schwarzer and Hallum (2008) studied an impact teacher's self-efficacy on job stress in the teaching domain. Results of their study were consistent as are in current study. The similar findings also exposed from researches of Zajacova Lynch and Espenshade (2005), they were studied effect of self-efficacy on job stress in completing academic tasks. All these findings support results of present research to prove that self-efficacy and job stress are empirically holding a negative relationship.

Another primary purpose of this study was to compare difference on job stress and self-efficacy concerning marital status. As we explained above unmarried individuals experience high stress related to their jobs (see Table 2). But this pattern was equal for both married and unmarried if they are facing diverse social scenario. At that point difference is also present in handling and minimizing the stressful effect, married individuals get social and moral support from spouse and family that help them to effectively overcome the problems.

Malik (2002) found that social support increase one's coping effort to lessen the stress response and give them confidence to deal efficiently with both the practical and emotional consequences of the event. In another study, supervisory support was found to be negatively related to stress (Verhaeghe, Vlerick, De Backer, Van Maele & Gemmel, 2008).

Another objective of the current study was also to explore the role of self-efficacy and marital status in job stress among school teachers of public sector. The findings of the present study revealed theoretically meaningful relationship between both variables through this anyone understand nature of one's general self-efficacy that may influence one's job stress. Existing literature also proved that position of anyone in social situation influence one's self efficacy and stress level due to difference in social support.

People who are not married and live alone are less likely to receive social support than people who are married (Dalgard, 2007). Current study's results depict that marital status might not be among the key factors making difference on their self-efficacy. Our findings are in same pattern of Buck, Poole, & Mendelson (2010) who found non-significant relationship between marital status and self-efficacy. The difference might be due to some other factors e.g. competence, age, sex. Teachers having these supports are more resilient in problematic situation, have tendency to solve it and also learn from their experience (Bangs & Frost, 2012).

Conclusions and Suggestions

Findings of present study exposed that teachers' self-efficacy is negatively correlated with job related stress. Whereas stress level were high in unmarried teachers but level of self-efficacy was not effected by marital status. High self-efficacy effect teachers' psychological well-being, empathy, motivation, effectiveness of teaching method and consequently can enhance students' academic achievement Findings of current study can be applied in a way that teachers' job stress can be reduced though building up skills in them to monitor their stress levels.

The teachers studied in this research were restricted to public sector only. In addition, more researches are needed to compare self-efficacy in different institutional settings such as private and public. Furthermore, each teacher possesses certain unique demographic characteristics and skills so it is not fair to judge a teacher based on only one of his/her aspects, as it was done in present study. Current study was based on self-reporting measures only. For further studies it is recommended that, use multimethod approach to measure objective performance.

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