

STRESS IN SCHOOL TEACHERS ; EFFECT OF FAMILY SYSTEM ON SELF-EFFICACY AND OCCUPATIONAL STRESS

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ABSTRACT

OBJECTIVE

To identify the level of stress and perceived self-efficacy among teachers and to know the relationship between perceived self-efficacy and stress among teachers..

STUDY DESIGN

Correlational Study

PLACE AND DURATION OF THE STUDY

Department of Psychiatry DHQ Teaching Hospital Sargodha during,

SUBJECTS AND METHODS

A sample of 150 school teachers (75 male and 75 female) was drawn from different schools of Sargodha city.

RESULTS

Linear regression analysis results shows that occupational stress ($\beta = -.432, p < .001$) is significant negative indicator of self-efficacy. Pearson co-relation findings indicated that self-efficacy has significant negative relation with occupational stress ($r = -.432, p < .001$). This also showed that self-efficacy and occupational has satisfactory internal consistency. The result of study indicated that family system has effect on self-efficacy and self-efficacy has significant negative relation with occupational stress. whereas occupational stress is significant negative indicator of self-efficacy.

CONCLUSION

Self-efficacy predicted and had significant negative correlation with occupational stress. Teachers belonging to the nuclear family scored higher on self efficacy than teachers living in joint families.

KEY WORDS

Family system, Self efficacy, Occupational stress, School teachers

INTRODUCTION

Social Cognitive theory has described six basic capacities individuals are endowed with, which are symbolizing capacity, vicarious capacity, forethought capacity, change capacity, self-regularity capacity, and self-reflective capacity¹. When exposed to certain type of stress, individuals use them in varying magnitudes in their daily lives. Self-efficacy, out of all these types, has received extensive attention by investigators. According to Bandura (1997) perceived self-efficacy means one's belief in one's own capacity to organize and accomplish the courses of action needed to survive an upcoming situation². When talked about work place Self-efficacy; it is the capacity of a person to manage his/her conflicts and organize them in a way that increases his productivity and popularity among colleagues. The main factor in increasing self-efficacy of an individual is his willingness and motivation. Only then he can do best.

Occupational stress is a burden that a person has to feel on place of his work. It is usually due to boss, colleagues, interpersonal difficulties, environment of work place, nature of job and sometime due to one's family. Occupational stress explains physical, mental and emotional wear and tear caused by incongruence between the prerequisites of the profession and the capabilities, resources and necessities of the employee to cope with job demands³. Many of the occupational stress models suggest that there is a liaison between exposure to stress, demographic individualities, personality traits and social environment. Multiple studies have described the influence of these factors on response to stress and also emphasized the necessity to explore additional personal variables that may have an impact on stress management^{4,5}.

In the light of previous research there is an implication of social cognitive theory in vocational area; self efficacy, expected out comes and the mechanisms of goals interplay with other personal variables like gender, support system and learning factors to generate a unified vocational out come⁶.

The variables that previous research hint to mediate between occupational stress and self efficacy includes support system. in indigenous cultures family is the major source of support one may have. In collectivistic society two types of family systems are used. Nuclear family system in which parents and children live together and extended family system in which two or more families live together.

The objective of study is to recognize the level of stress and perceived self-efficacy in teachers and to understand the connection between perceived self-efficacy, occupational stress and family system in the aforementioned professionals.

SUBJECTS AND METHODS

Participants

A sample of 150 school teachers was drawn from different schools of Sargodha city. 75 of these were male teachers and 75 were females. 87 participants belonged to nuclear family system while 63 were from joint family system.

Instruments

Self-efficacy

To measure self-efficacy a scale of 10 items translated in Urdu was used. This is the translated version of "Index of Self Efficacy" originally written by Ralf Schwarzer and Matthias Jerusalem⁷.

Occupational stress

25 items scale translated in Urdu was used to measure occupational stress. This inventory is originally called the Inventory of Occupational Stress authored by Frenah and Caplan⁸.

Procedure

permission was taken from ethical committee and heads of institutions to access the teachers. Then participant of study were personally contacted and were told about the purpose of study. The participants were requested to give the answers honestly. There were no restrictions of time for completing the scales. Participants were acknowledged for their participation and cooperation in the study. scales were scored and data were entered to SPSS to analyze.

RESULTS

The data of study was analyzed through the statistical package for social sciences (SPSS) version 17. Statistical techniques, independent sample t-test, co-relation, regression and two way ANOVA were used. Table 1 shows frequency and percentage of participants in gender, family system and education. The results shows that male and females are equal in number (f = 75, 50%). Participants belonging to nuclear family system are greater in number (f = 87, 58%) then those belonging to joint family systems (f = 63, 42%). In case of education masters degree holders are more (f = 107, 71.3%) than bachelors (f = 39, 26%) and M.Phil. (f = 4, 2.7%).

Table 2 shows mean standard deviation and t-value of participants belonging to nuclear and joint family systems on self-efficacy, $t(148) = 1.21, = p < .01$. Findings indicate that participants belonging to nuclear family systems scored significantly higher (M = 30.04, SD = 5.89) than those belonging to joint family systems (M = 29.31, SD = 4.68).

Table 3 shows linear regression analysis in which effect of occupational stress on prediction of self-efficacy has been documented. The Adj.r2 value 0.181 indicate the 18.1 % variance in dependent variable may be accounted by the predictor, $F(1,144) = 33.98, p < .001$. Results shows that occupational stress ($\beta = -.432, p < .001$) is significant negative indicator of self-efficacy.

Table 4 shows descriptive statistics, Pearson correlation and alpha reliability among self-efficacy and occupational stress. The findings

indicated that self-efficacy had significant negative relation with occupational stress ($r = -.432, p < .001$). The results also show that self-efficacy and occupational stress has satisfactory internal consistency. Figure 1 showed mean differences among male and females of rural and urban areas. The findings indicated that males belonging to urban areas were more (M = 31.50) than females belonging to urban areas (M = 29.67) and females belonging to rural areas were more (M = 29.7) than males belonging to rural areas (M = 26.1).

Table 1
Frequency and percentage of gender, family system and education of participants (N = 150)

Demographic information	F	%
Gender		
Male	75	50
Female	75	50
Family system		
Nuclear	87	58
Joint	63	42
Education		
BA	39	26
MA	107	71.3
M.Phil.	4	2.7

Table 2
Mean, standard deviation and t-value of participants belonging to different family systems on self-efficacy (N = 150)

Variables	Nuclear (n = 87)		Joint (n = 63)		t (148)	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Self-efficacy	30.04	5.89	29.31	4.68	4.68	.004	-.68	2.85	

Table 3
Linear regression analysis showing the effect of occupational stress on prediction of self-efficacy (N = 150)

Variables	Adj.r2	F	B
Occupational stress	.181	33.98*	-.432*

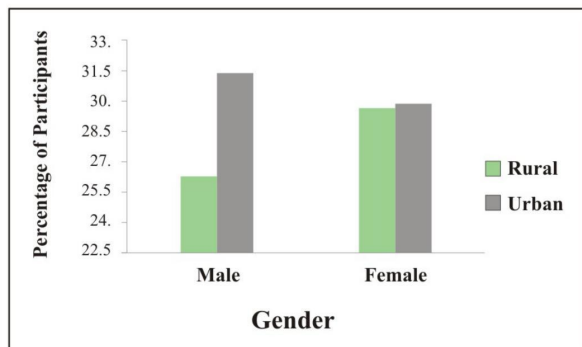
* $p < .001$

Table 4
Descriptive statistics, Pearson correlation and alpha reliability among study variables (N = 150)

Variables	M	SD	A	1	2
1 Self-efficacy	29.95	5.43	.747	-	-.432*
2 Occupational stress	.245				

$p < .001$

Figure 1
Type of residence and gender of teachers



DISCUSSION

The main purpose of study was to investigate effect of family system on self- efficacy and occupational stress. It was hypothesized that people belonging to extended family system have high self-efficacy while our results showed that people belonging to nuclear families' had higher self-efficacy than people belonging to extended family.

The results are different from earlier work of different researchers who suggest that people belonging to nuclear family systems have low self-efficacy⁹. They concluded that people belonging to extended families have high self-efficacy especially male members of these families are highly initiative. Results of our research differ from those results, these differences might be because of cultural factors. Cultural differences can make significant difference in understanding of different phenomena in different societies. Individual differences also exist as some extended families are more positive to individuals than others. It all depend on the members of the family, the environment and individuals' perception of each others' behaviour. Families participate in creating problems as well as finding their solutions.

The findings indicated that self-efficacy has significant negative relation with occupational stress. Analysis of study reveals that occupational stress is significant negative indicator of self-efficacy. Previous studies also suggested that negative correlation exists between self-efficacy and occupational stress¹⁰. They conducted the research on occupational stress, job performance and self-efficacy of female school teachers. Statistically important negative correlation was found between occupational stress and job performance as well as between occupational stress and efficacy. Shahin Vaezi and Nasser Fallah also conducted a research on the relationship between self-efficacy and occupational stress among Iranian teachers¹¹. The results also showed significant negative association between self-efficacy and exposure to stress.

CONCLUSION

The study indicated that Self-efficacy predicted and had significant negative correlation with occupational stress. Teachers belonging to the nuclear family scored higher on self efficacy than teachers living in joint families.

LIMITATIONS AND SUGGESTIONS

An important limitation of the study was the sample being small and not being a true representative of the entire population because it is only limited to few schools in Sargodha city and not administered to all schools of the city. Furthermore socioeconomic status and education of participants were not controlled. Future studies may consider controlling these variables and extending the sample to represent the population in a better way.

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