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TEACHERS' SELF-EFFICACY AS CORRELATE OF THEIR OCCUPATIONAL STRESS IN PUBLIC PRIMARY SCHOOLS IN AGBANI EDUCATIONAL ZONE OF ENUGU STATE

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Abstract

This study determined teachers' self-efficacy as correlate of their occupational stress in public primary school in Agbani Education Zone of Enugu State. Three purpose statements, three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. This study adopted the correlation survey research design. The population of this study consists of 1904 public primary school teachers. The sample of the study comprises of 300 primary school teachers in Agbani Educational zone. Two instruments were used for data collection. They are Self-efficacy Scale (SES) by Sheker, Maddux, Mercadante, Prentice-Dunn, Jacobs and Rogers in 1982. The second instrument is titled Social Anxiety Questionnaire (SAQ-A30) developed by Caballo, Irurfia and CISCO-A Research Team (2010). The instruments were validated and its reliability established. Data was collected by the researcher with the help of Ten research assistants who assisted in the distribution and collection of the instrument. Data collected was analyzed using Pearson Product Moment Correlation (r) and multiple regression analysis. The findings of the study revealed that a moderate positive relationship exists between teachers' self-efficacy scores and their occupational stress, a very low positive relationship exists between male teachers' self-efficacy scores and their occupational stress; a very low positive relationship exists between female teachers' self-efficacy scores and their occupational stress; there is no significant relationship between male teachers' self-efficacy scores and their occupational stress; there is no significant relationship between female teachers' self-efficacy scores and their occupational stress; there is a significant relationship between teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State. The study recommends among others that seminars and workshops should be organized to improve the level of self-efficacy among teachers. Workshops on yoga and meditation for women teachers should be organized to minimize the level of their occupational stress and increase the level of spiritual intelligence and teacher self-efficacy.

Keywords: Self-efficacy, stress, occupational stress, teachers, primary schools, pupils.

Introduction

Primary education is the foundation of the child's education which forms an integral part of his or her early education which may be formal or informal. This type of education is given in an educational institution to children aged 6 to 11 (Ezeagu, 2019). This educational level of the child provides all round development for the child, for example physical, motor, health, nutritional, intellectual, aesthetic, emotional and social development (Ezeagu, 2019). The development of children at this level is important because whatever is learnt at this stage is transferred to future learning. Primary education is seen by parents and society as a necessity because of the demands of the society.

Primary education is the bedrock of educational system, Umoh (2016) maintained that it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels. This is why it is important that teachers at the basic level should possess the ability to perform so many tasks effectively, even when their students face difficulties outside the classroom from unmet needs to mental health issues. Therefore, the aim of primary education in Nigeria cannot be successfully achieved without quality teachers' service delivery.

A teacher is an instructor who implements educational policies at the classroom level with the aim that students can function effectively in their environment. Abbasi and Hollman (2010) explained that teachers are charged with important responsibilities of offering guidance and counselling to students in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels. Teachers play a major role in the country at large in bringing up great citizen of the nation because

teachers believe that one can achieve something in life, teachers are also the only people who acknowledge the success of a student with joy and satisfaction. The teacher can help students to turn from weakness to strength.

According to Malcom (2018), a teacher is someone who teaches how to find the answers instead of giving the answers to students, someone who prepares students to be set free. According to Agarwal (2018) being a teacher is the most tough and praise worthy job. Agarwal went further to say that one of the major roles of teacher is to motivate students by letting them have the chance to solve their problems instead of being harsh on them and condemning them. In the present job situation of teachers in primary schools in Enugu State, there is an increasing long-hours, growing list of responsibilities, funding difficulties and rising accountability standards, which are constituting stress for teachers.

Occupational stress is known as stress at work and occurs when there is discrepancy between the demands of the work place and those of the individual (Tsutsumi, Kayaba, Kario & Ishikawa, 2019). Occupational stress has become one of the major influences on the daily living and well-being of primary school leadership. When teachers cannot cope with the pressures in their job because of poor fit between their abilities and their work requirements, this condition affect their productivity, effectiveness, personal health and quality of work (Ahlam & Hassan, 2012). Coleman (2012) explained that occupational stress\ is the experience of negative emotional stress such as frustration, worry, anxiety and depression attributed to work-related factors. Word Health Organisation (WHO, 2018) report stated that, about one half of the entire working population are unhappy in their jobs and as many as 90% may be spending much of their energy and time in work that brings them no closer to their goals in life. About 75% of those who consult

psychiatrists are experiencing problems that can be traced to lack of job satisfaction, or inability to unwind (Adebola & Mukhrari, 2016).

The teaching profession, of which teachers are important stakeholders, can rightly be said to be seen as one stressful job. This is evident in the overwhelming frustrating situations within which they function in Enugu State. Currently, the deteriorating state of education system resulting from numerous problems such as pupils' moral decadences resulting to examination malpractice, poor performance in internal and external examinations, maladaptive behaviours; also, head-teachers' rushing of tasks to meet deadlines, poor personnel administration, absence from important meetings, hasty internal supervision and gross inadequacies in policy implementations could be indicative of occupational stress on the teachers.

Consequently, Pooring (2015) observed that teachers' stress often affects their ability to function effectively, sometimes to the extent of causing burn out. Other common negative effects of teachers' stress include: reduction in work performance and output, inability to manage time or delegate, feeling of alienation and inadequacy, lack of motivation, increasing introversion, irritability with colleagues, unwillingness to cooperate, frequent irrational conflict at work withdrawal from supportive relationships, loss of appetite for the job, frequent infection and accident proneness (Pooring, 2015). More so, certain forces have been identified to be the sources of occupational stress of teachers to include; poor working environment, inadequate infrastructural facilities, excess workload, inadequate instructional materials, delay and non-payment of salaries, in-service training and indiscipline. A study conducted by Nathan (2018), have revealed that self-efficacy has influence over the amount of effort expended in the world of learning, perseverance in facing difficulties in making task choice and task accomplishments both in social and academic learning contexts. Self-efficacy therefore, is a cognitive assessment of one's capabilities to learn

and perform actions in specific situations. It refers to the belief that one has control over one's own life (Marzano, Waters & McNutty, 2015).

Generally, self-efficacy is divided into two stages, namely high self-efficacy and low self-efficacy. Bandura cited in Schunk (2021) reported that individuals with high levels of self-efficacy would prefer to perform more challenging tasks. When performing these tasks, individuals with high self-efficacy will put more effort into them than individuals with low self-efficacy. Schunk further stated that individuals with high levels of self-efficacy will maintain their involvement in a task whilst for individuals with low self-efficacy, they will have less self-efficacy in performing the task.

Bandura cited in Schunk (2021) explained that an individual's self-efficacy can be influenced by four main factors which are performance outcomes, vicarious experiences, verbal persuasion, and physiological condition. The performance factors can affect self-efficacy as they are based on one's experiences or achievements. The experience of success can increase the perception or expectation of mastery, whilst the experience of failure will reduce it. However, if high self-efficacy is shaped by repeated success, the negative response to failure will be diminished and overcome by strong effort and strong self-motivation. The vicarious experiences factor can influence individual self-efficacy through social modelling. Self-efficacy can be shaped by seeing people in the surroundings, with the same situation, capable of success or mastering skills, such as peers who finished the job well or got good results in the test. By making the people around them as models, they can increase their confidence towards their own abilities to achieve the same success.

Self-efficacy can also be influenced by the psychological situation and emotional state of an individual. Positive emotional states can enhance one's self-efficacy whilst negative emotions can lower one's self-confidence. According to Sawari et al. (2015), a peaceful school environment

can generate positive moods and emotions. In the explanation of Redmond (2010), teacher with high self-efficiency teach well due to their self-confidence and quality of motivating students. Khushid, Quasism and Ashraf (2012) explained that teachers with high self-efficacy are more motivated than the teachers with low self-efficacy. This motivation enhances their work. Such teachers provide an opportunity for student having low self-efficacy to learn a lesson from them.

Teachers' sense of self-efficacy plays a key role in influencing important academic outcomes. Teacher self-efficacy is the teacher's belief in his or her capability to organize and execute lessons required to successfully accomplishing a specific teaching task in a particular context (Tschannen-Moran, Hoy, and Hoy, 2018). It is related to higher levels of student achievement and motivation, and has been shown to influence teachers' instructional practices, use of innovative teaching methods, enthusiasm, commitment and teaching behavior (Skaalvik & Skaalvik, 2017). Self-efficacy affects the level of mental stress and pressure and the depression caused from threatening situations. Teachers with high self-efficacy, reduce their mental stress during stressful classroom situations. Though, teachers with low self-efficacy experience a high level of stress in controlling threats and they expand their lack of self-efficacy and they see many environmental aspects as dangerous and threatening, which this matter can lead to mental stress for an individual (Wolters, 2017; Schwarzer & Hallum, 2018). Thus, it could be deduced that, the level of primary school teachers' self-efficacy may influence their effort, interest, persistence and performance in their job schedule.

Studies conducted by Adigun and Okoiye, (2012); Chowen, (2013); Salami, (2010) on stress have shown that males exhibit lower stress level than females in most jobs. In essence, women experience greater stress level because they are seen to be more vulnerable to the job demands owing to family-work conflicts. Studies have also been conducted on the use of some psychological variables in moderating such occupational stress among teachers at different levels

and other professions. In the same vein, Ngoka (2000) observed that occupational stress could occur when an individual does not fit very well in a job or when the job or when the job involves responsibilities for safety, or behavior of others. The researcher defines occupational stress as stress that occurs when an employee has little or no control over who processes at the place of work. Specifically, others have focused on the isolated effects of self-efficacy (Adebiyi, 2013; Rangriz & Khaksar, 2013) in managing stress. However, there is a dearth of empirical studies on the correlation between teachers' self-efficacy and their occupational stress in public primary schools in Enugu state.

Purpose of the Study

1. Teachers' self-efficacy scores as correlate of their occupational stress scores in public primary school teachers in Agbani Education Zone of Enugu State.
2. Female teachers' self-efficacy scores as correlate of their occupational stress in public primary school in Agbani Education Zone of Enugu State
3. Male teachers' self-efficacy scores as correlate of their occupational stress in public primary school in Agbani Education Zone of Enugu State.

Research Questions

The following research questions guided the study.

1. What is the relationship between teacher's self-efficacy scores and their occupational stress scores in public primary school teachers in Agbani Education Zone of Enugu State?
2. What is the relationship between female teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State?
3. What is the relationship between teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State?

Null hypotheses

The null hypothesis was tested at 0.05 level of significant.

1. There is no significant relationship between teacher's self-efficacy scores and their occupational stress scores in public primary school teachers Agbani Education Zone of in Enugu State.
2. There is no significant relationship between female teachers' self-efficacy scores and their occupational stress scores in public primary school Agbani Education Zone of in Enugu State.
3. There is no significant relationship between male teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

Methods

The design of the study is correlational survey. The study was conducted in Agbani Education zone of Enugu state. The population of the study comprises 1904 public primary school teachers in the 178 public primary schools in Agani Education Zone. The population consists of 222 male and 1682 female teachers. The sample of the study comprises of 300 primary school teachers in Agbani Educational zone. The sample size of 300 was determined using Taro Yamen sampling formula. The sample will be selected through a multi-stage sampling procedure. Two instruments were used for data collection. They are Self-efficacy Scale (SES) by Sheker, Maddux, Mercadante, Prentice-Dunn, Jacobs and Rogers in 1982. The second instrument is titled Social Anxiety Questionnaire (SAQ- A30) developed by Caballo, Irurfia and CISCO-A Research Team (2010). Self-efficacy Scale (SES) and Social Anxiety Questionnaire (SAQ- A30) were adopted instruments and thus not need validation because it has been proven valid by previous studies

(Caballo et al., 2010). Self-efficacy Scale (SES) and Social Anxiety Questionnaire (SAQ- A30) are standardized instruments and have shown good levels of internal consistency and stability. The scale has high reliability: test-retest correlation in the range of .82 to .88 and Cronbach Alpha for various samples ranged from .77 to .88. The researcher administered the research instrument personally with help of ten (10) trained research assistants. The research assistants were briefed on the objectives of study and how to collect data using questionnaire. Data relating to research questions 1 and 2 was answered using Pearson Product Moment Correlation Coefficient. Research question 3 was analyzed using regression analysis. Similarly, data relating to hypothesis 1,2 and 3 was analyzed using regression analysis. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($P \leq 0.05$), the null hypothesis was rejected otherwise, the null hypothesis will not be rejected. The analysis was done using Statistical Package for Social Sciences (SPSS) version 27.

Results

Research question 1

What is the relationship between teacher's self-efficacy scores and their occupational stress scores in public primary school teachers in Agbani Education Zone of Enugu State?

Table 1
Pearson r on the relationship between teachers' self-efficacy scores and their occupational stress in public primary schools in Agbani Education Zone of Enugu State (n=300).

Sources of variation	N	Self-efficacy scores r	Social anxiety scores r	Remark
Self-efficacy scores	300	1.00	0.54	Moderate positive relationship
Social anxiety scores	300	0.54	1.00	

Table 1 reveals that a moderate positive relationship of 0.54 exists between teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State.

Hypothesis 1

There is no significant relationship between teacher's self-efficacy scores and their occupational stress scores in public primary school teachers Agbani Education Zone of in Enugu State.

Table 2

t-test on the significant relationship between teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

N	Cal. r	Df	Cal. T	Pvalue	Remark
300	0.54	298	1.754	0.01	S

S = Significant

Table 2 indicates that at 0.05 level of significance and 298df, the calculated t 1.754 with Pvalue 0.01 which is less than 0.05, the null hypothesis is rejected. Hence, there is a significant relationship between teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

Research question 2

What is the relationship between the female teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State?

Table 3

Pearson r on the relationship between female teachers' self-efficacy scores and their occupational stress in public primary schools in Agbani Education Zone of Enugu State.

Sources of variation	N	Female self-efficacy scores r	Female social anxiety scores r	Remark
Female self-efficacy scores	149	1.00	0.06	Very low positive relationship
Female social anxiety scores	149	0.06	1.00	

In Table 3, it was observed that a very low positive relationship of 0.06 exists between female teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State.

Hypothesis 2

There is no significant relationship between female teachers' self-efficacy scores and their occupational stress scores in public primary school Agbani Education Zone of in Enugu State.

Table 4
t-test on the significant relationship between female teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

N	Cal. r	df	Cal. T	Pvalue	Remark
300	0.06	298	0.741	0.46	NS

NS = Not significant

Table 4 indicates that at 0.05 level of significance and 298df, the calculated t 0.741 with Pvalue 0.46 which is greater than 0.05, the null hypothesis is not rejected. Hence, there is no significant relationship between female teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

Research question 3

What is the relationship between male teachers' self-efficacy score and their occupational stress in public primary school in Agbani Education Zone of Enugu State?

Table 5
Pearson r on the relationship between male teachers' self-efficacy scores and their occupational stress in public primary schools in Agbani Education Zone of Enugu State.

Sources of variation	N	Male self-efficacy scores r	Male social anxiety scores r	Remark
Male self-efficacy scores	151	1.00	0.14	Very low positive relationship
Male social anxiety scores	151	0.14	1.00	

In Table 5, it was observed that a very low positive relationship of 0.14 exists between male teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State.

Hypothesis 3

There is no significant relationship between male teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

Table 6
t-test on the significant relationship between male teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

N	Cal. r	df	Cal. T	Pvalue	Remark
300	0.14	298	1.726	0.09	NS

NS = Not significant

Table 6 indicates that at 0.05 level of significance and 298df, the calculated t 1.762 with Pvalue 0.09 which is greater than 0.05, the null hypothesis is not rejected. Hence, there is no significant relationship between male teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State.

Discussion of Findings

A moderate positive relationship exists between teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State. And there was a significant relationship between teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State. This finding is in agreement with Attah and Adebayo (2018) who found that as teachers' workload increases, number of students with high grade achievement scores increases. It was also revealed that there was significant relationship between teachers' workload and students' achievement. Finally, the senior schools Mathematics teachers' workload and training have effects on students' achievement and therefore government should employ well trained teachers with adequate workload in teaching mathematics. The mathematics teachers should be allowed to attend seminars and workshops as

this will contribute to teachers' understanding of the changes in education system in Nigeria and the globe.

The findings of this study found that a very low positive relationship exists between female teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State. The corresponding hypotheses found that there is no significant relationship between female teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State. These findings conform with the study of Khaled and Haneen (2017), who revealed that the situational constrains constituted of factors such as noise, office furniture, ventilation and light, are the major work environment conditions that have negative impact on job performance and should gain more attention. It is suggested that employers should take initiatives to motivate teachers by improving their work environment.

In a similar note, a very low positive relationship exists between male teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State. the corresponding hypothesis found that there is no significant relationship between male teachers' self-efficacy scores and their occupational stress scores in public primary school in Agbani Education Zone of Enugu State. This finding is in agreement with the study of Amusan and Olaniyi (2012) who found that occupational stress and work environment had significant positive relationship with job effectiveness. It was also revealed that if all elements causing stress on the job were absent, the teachers' job effectiveness would be enhanced. Florence, Yinusa and Metu (2015) study is in agreement with the present study as they found that majority of primary school teachers were stressed on the job and this had negative impacts on their effectiveness. The study revealed that lack of job satisfaction, inadequate school facilities, were major causes of stress among primary school teachers. The study also revealed that stress had negative impacts on teachers' job effectiveness.

Conclusion

This study empirically concludes that there is a very low positive relationship between teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State based on gender, there is a moderate positive and significant relationship between teachers' self-efficacy scores and their occupational stress in public primary school in Agbani Education Zone of Enugu State. it can be deduced that stress at work due to poor working conditions tremendously influences teachers' self-efficacy. Aspects of the working conditions at schools aside from the personal characteristics of teachers, influence the degree of teachers perceived job stress

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Seminars and workshops should be organized to improve the level of self-efficacy among teachers. Workshops on yoga and meditation for women teachers should be organized to minimize the level of their occupational stress and increase the level of spiritual intelligence and teacher self-efficacy.
2. In view of this, this study recommends that the government through its ministry of education should provide incentives for teachers and further ensure that these teachers due for promotion and promoted accordingly.

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