



**Stress, Mental-Well Being and Self-Efficacy among Government
School Teachers**

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CERTIFICATE

This is to certify that the dissertation entitled “*Stress, Mental-Well Being and Self-Efficacy of School Teachers*” submitted by Miss Chitra, student, Department of Applied Psychology, Manav Rachna Institute of International Research and Studies, Faridabad, for the award degree of Masters in Applied Psychology, in the Faculty of Behavioural and Sciences, Manav Rachna International University, is the result of research work carried out by her under my guidance and supervisor.

DATED: June, 2022

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DECLARATION

I, Chitra Kohar, hereby declares that the dissertation entitled “***Stress, Mental-Well Being and Self-Efficacy of School Teachers***” is the outcomes of the Research carried by me under the supervision of Mr. Jayant Sundaresan, Associate Professor in Faculty of Behavioural and Social Sciences, Department of Applied Psychology Manav Rachna International Institute of Research and Studies, Faridabad. I also declare that the dissertation has been made by me and has not been performed on any other basis for any other degree. This dissertation has been submitted to the Manav Rachna International Institute of Research and Studies, for the award of the degree of Masters in Applied Psychology.

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ABSTRACT

As duties rise in the context of the pandemic, so does the strain on mental health. Fear, anxiety, aggressiveness, and stress have increased among people due to the exuberant nature of the diseases. Indian schools have suffered greatly as a result. Teachers now have more work to do because students are attending online classes at their convenience due to the institutions' inability to function. For the teachers, teaching online has proven to be frustrating and difficult. The present research aimed to study stress, mental well-being, and self-efficacy of schoolteachers in rural area, aged 30-55 years of age. The study was conducted on 40 males and 40 females' schoolteachers. Standardized measures were used to study stress, mental well-being, and self-efficacy. The results found out that there is significant negative correlation between teacher's self-efficacy and stress. However, no gender differences were found between the stated variables. Regular mindfulness practises and supportive professional development programmes catered to teachers' unique needs and challenges in the classroom can improve teachers' well-being, stress levels, and sense of self-efficacy.

Keywords: Stress, Mental Well Being, Self-Efficacy, School Teachers, Rural, Covid-19

CHAPTER 1

INTRODUCTION

~In order to succeed, people need a sense of self efficacy to struggle together with resilience to meet the inevitable obstacles and inequities of life.

~ Albert Bandura

Since a nationwide lockdown was declared in mid-March owing to COVID-19, all educational institutions have been closed. Due to the corona virus, which caused our lives to momentarily come to an end, all schoolchildren were taught digitally and online everywhere in the world. The wonderful thing is that all of the children, parents, and instructors were making every effort to adjust to these changes despite the fact that COVID-19 had completely altered the idea of education and classroom instruction. Due to the closure of educational institutions since mid-March, teachers were dealing with a lot of stress related to curriculum and teaching methods, as well as concerns like internet connectivity and unstable power supplies. As a result of the strain on their mental health and wellbeing, many of them were experiencing stress and anxiety. As there was no time constraint for the work they were performing, the "work from home" trend made people more stressed and frustrated, also hampering work life balance. The instructors' entire schedule was messed up. Teachers had to spend a lot of time sitting down and correcting assignments on laptops, phones, or PCs. The situation was even worse in rural areas, where teachers were making every effort to stay in contact with their students. However, the majority of students had no resources to stay connected to the online trend, which puts a lot of pressure on teachers, who were forced to select a variety of methods in an attempt to reach as many students as possible.

The COVID-19 epidemic has had a significant negative influence on educators' stress levels, self-efficacy, and general well-being, which has led to a complicated web of problems in the

educational system. Teachers were compelled to quickly adjust their teaching strategies, overcome technological obstacles, and come up with creative ways to engage students while maintaining their own well-being when the abrupt move to remote and hybrid learning models occurred.

Teachers' stress levels have increased dramatically as a result of the pandemic-related interruptions. Workloads have increased as a result of juggling personal and professional obligations, making it harder to distinguish between work and personal time when teaching remotely. Stress has been increased by concerns about health risks, the psychological cost of seeing kids struggle, and the need to provide a high-quality education with little funding.

Furthermore, there has been opposition to teachers' self-efficacy, which is their conviction that they can have a beneficial influence on students' learning. Some instructors are feeling doubts and low confidence as a result of the sudden change to unfamiliar teaching forms and worries about the academic achievement of their students.

Despite these difficulties, a great number of educators have demonstrated extraordinary fortitude by quickly adjusting to new teaching methodologies, working cooperatively with peers, and actively seeking out professional development opportunities to advance their careers. Due to their recognition of the need of putting teachers' mental health first, schools and other educational institutions have started offering resources, counselling services, and stress-reduction and self-care training programmes.

The pandemic's long-term effects on teachers' stress levels, self-efficacy, and general well-being highlight the need for ongoing support systems, resilience building, and a focus on mental health efforts in the education sector.

Stress

Selye (1974) proposed four variations of stress. On one axis he locates good stress (eustress) and bad stress (distress). On the other, is over-stress (hyper stress) and under stress (hypo stress). Selye advocates that balancing these the ultimate goal for an individual.

Folkman (1984) defines psychological stress “as a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her wellbeing.”

In psychology, stress is a feeling of emotional strain and pressure. Stress is a type of psychological pain. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment.

Stress can cause or influence the course of many medical conditions including psychological conditions such as depression and anxiety. Medical problems can include poor healing, irritable bowel syndrome, high blood pressure, poorly controlled diabetes and many other conditions. Stress management is recognized as an effective treatment modality to include pharmacologic and non-pharmacologic components.

Well-Being

Shin and Johnson (1978) defined well-being as “a global assessment of a person’s quality of life according to his own chosen criteria.” Renger (2000) defined wellness as “consisting of physical, emotional, social, intellectual, and spiritual dimensions, and added environmental wellness.”

In a study by Bermejo et al. (2013) the impact of work demands, personal resources, and job resources on teacher well-being was studied. The work demands and resources showed different significant effects on burnout and well-being.

In another study by Skaalvik and Skaalvik, (2018) relation between teacher's perception of job demands and job resources in schools and teacher well-being was studied. A job demand variable was negatively related to well-being, whereas job resources were positively related to well-being.

Self-Efficacy

Bandura (1977) had defined self-efficacy “as one's belief in one's ability to succeed in specific situations or accomplish a task.” One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. The theory of self-efficacy lies at the centre of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The main concept in social cognitive theory is that an individual's actions and reactions, including social behaviours and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. Because self-efficacy is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of social cognitive theory. Self-efficacy represents the personal perception of external social factors. According to Bandura's theory, people with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Self-efficacy is the belief in one's capabilities to organize information and execute a course of action to navigate a prospective situation. According to social psychologist, Bandura (1977), self-efficacy is a key component of the self-system, which consists of an individual's attitudes, abilities, and cognitive resources. High self-efficacy increases the likelihood of successfully achieving a given task.

CHAPTER 2

REVIEW OF LITERATURE

Salimirad and Srimathi (2021) studied the impact of gender on psychological well-being and occupational self-efficacy as well as the relationship between these variables was seen among 600 teachers from Mysore, India. As per the spearman's correlation coefficient, Occupational self-efficacy and psychological well-being were found to be positively and significantly correlated.

In the study by Skaalvik and Skaalvik (2018), relation between teacher's perception of job demands and job resources in schools and teacher well-being was studied. The results showed that a job demand variable was negatively related to well-being, whereas job resources were positively related to well-being.

In a study by Bermejo et al. (2013) the impact of work demands, personal resources, and job resources on teacher well-being was studied. The work demands and resources showed different significant effects on burnout and engagement.

Carroll et al. (2021) investigated associations between changes in students' self-reported well-being, academic self-views, and perceptions of the classroom environment and changes in teachers' self-reported distress and burnout after the completion of the stress reduction interventions. They also examined whether modifications in teachers' cognitive flexibility moderated the link between teacher and student self-report outcomes. Results showed that students' increased impressions of their teachers' support in the classroom were specifically correlated with teachers' self-reported levels of distress and burnout decreasing. Student academic self-perception increased more when teachers' personal and work-related burnout decreased.

Researchers Ozamiz-Etxebarria et al. (2021) sought to quantify the symptoms that the Basque Autonomous Community's teaching staff displayed when the schools reopened after COVID-19. In order to achieve this, they selected a sample of 1,633 teachers and administered an online questionnaire that assessed stress, anxiety, and depression using the DASS-21 scale in addition to gathering sociodemographic information. The findings showed that a significant portion of instructors had symptoms of stress, anxiety, and despair. Furthermore, this symptomatology is also influenced by factors including parental status, education level taught, age, gender, and job stability.

Gorsy et al. (2015), assessed the degree of personal mental health among 100 secondary and upper-secondary school teachers. The t-values indicated that there are notable gender disparities among government school instructors, with male teachers being reported to have greater mental health than female teachers. Furthermore, it was shown that instructors assigned to urban schools had better mental health than teachers assigned to rural schools.

Research by Jakunowski and Sitko-Dominik (2021) investigated the relationship between teachers' well-being and distant learning, as well as their personal relationships and other social networks, during the first two waves of the COVID-19 pandemic. The findings of the study indicate that teachers' well-being may have suffered as a result of the blurring of the lines between work and home life brought on by remote work. The isolation imposed to halt the virus's spread may have contributed to changes in interpersonal relationships, particularly those close to one another, while also impairing teachers' capacity to handle emergency circumstances.

A qualitative study by Soares et al. (2014) focused on 31 primary and secondary school teachers from South-eastern Brazil. The teachers answered open-ended questions on their general and mental health on a questionnaire. The subsequent elements were assessed: teachers'

understanding of the terms "health" and "mental health," the importance of gathering information on the topic, their preferred method of doing so, their familiarity with various media pertaining to these issues, and their opinions on how much of the information currently available is adequate to support their practice.

Through the use of the Revised Symptoms Checklist, Mundia (2013) evaluated the mental health of trainee teachers in Brunei. It also investigated how helpful the profiles were in organising teacher education and managing any issues down the road. The findings showed that men performed better and showed significant differences from women. The results of accomplishment tests showed a negative correlation with the key variables and summary indices. Furthermore, it was later proved by multiple regression analysis that they were not very good indicators of academic performance.

Duraku and Hoxha (2020) explored the effects of COVID-19 on education and the welfare of educators, parents, and students. Semi-structured interviews were carried out with eleven teachers and thirteen parents from public pre-university institutions spread over 14 municipalities and seven regions of Kosovo. The study's conclusions demonstrated that the COVID-19-related conditions have raised significant concerns among educators, parents, and students regarding evaluation, the suitability of remote learning, and student overload.

Winter et al. (2021) examined the usage of technology and the effects of Covid-19 on the work of 38 primary and post-primary teachers in Ireland as part of the Adaptive and Inclusive Learning Environment (AILE) project. The results showed how instructors see their own abilities and competences as well as the difficulties they encounter while utilising technology.

In a longitudinal study by Lizana et al. (2021) assessed how the COVID-19 epidemic affected 63 Chilean teachers' quality of life (QoL) in both pre-pandemic and COVID-19 pandemic periods using the Short-Form 36 Health Survey (SF-36). When comparing QoL during the

pandemic to pre-pandemic measurements, a substantial decline was seen. The pre-pandemic and pandemic timelines differed significantly in each gender, with women experiencing a higher effect in the summary variables related to the mental and physical components as well as seven of the eight QoL measures. Individuals under 45 showed statistically significant variations in all summary dimensions and metrics between pre-pandemic and pandemic periods.

CHAPTER 3

METHODOLOGY

AIM

The purpose of this research is to study the effect of stress on well-being and self-efficacy of government school teachers during Covid-19 pandemic.

OBJECTIVES

- The study aimed to study the relationship between stress, self-efficacy and well-being among government teachers during Covid-19 pandemic.
- The study aimed to find the differences in stress, self-efficacy and well-being among, male and female government teachers during Covid-19 pandemic.

HYPOTHESES

- There will be significant relationship between stress and self-efficacy among government school teachers.
- There will be significant relationship between stress and well-being among government school teachers.
- There will be gender differences among male and female government teachers in stress, self-efficacy and well-being.

SAMPLING METHOD

A total sample of 94 government teachers (47 males and 47 females) was collected from a government college in Haryana, in the age 30-55 years.

VARIABLES

a. Dependent variable

Mental-Well Being

Self-Efficacy

b. Independent variable

Stress

MEASURES

- **Perceived Stress Scale (PSS):** The Perceived Stress Scale (PSS) is a 10-item questionnaire for measuring the levels of stress which was developed in 1983 by Cohen. Respondents were asked to rate each item on a 5-point scale ranging from 0 (never) to 3 (very often). Items were summed to obtain total scores ranging from 0 to 40
- **The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS):** WEMWBS is a 14 item scale of mental well-being covering subjective well-being and psychological functioning, in which all items are worded positively and address aspects of positive mental health. The minimum scale score is 14 and the maximum is 70.
- **The Teacher's Self-Efficacy Scale:** The Teacher Self-Efficacy scale is a 10 item measure developed by Schwarzer et al. (1999). It identifies job skills and groups them into four major areas: (a) job accomplishment, (b) skill development on the job, (c) social interaction with students, parents, and colleagues, and (d) coping with job stress. The items, originally 27,

reduced to 10, were constructed following Bandura's social cognitive theory (Bandura, 1997; Schwarzer, 1992, 1993).

PROCEDURE

Keeping in view the objectives and ethical considerations, the following procedure were executed by the researcher:

Informed consent was taken from the subjects before they were enrolled in the study. All the interested subjects were administered self-reports measures. The participants were kindly asked to answer the questions with utmost honesty according to given instructions. They were assured that results and the information regarding them and their responses would be kept confidential and used for only research purposes. Proper standardized instructions were delivered to the subjects as per specified by the manuals of scales. Once the subjects completed the questionnaire they were wholeheartedly thanked for their active participation in the study. Scoring for all the given tests was done as per the scoring instructions given in the manual. The raw scores were tabulated and subjected to various statistical analyses by using the Statistical Product and Service Solution (SPSS) package.

STATISTICAL ANALYSIS

Scoring for all the given tests was done as per the scoring instructions given in the manuals. The raw scores were tabulated and subjected to various statistical analyses by using Statistical Product and Service Solution (SPSS) Package. Keeping in view the objectives of the study, statistical analysis Mean, Standard Deviation, Correlation Analysis, T-Test was conducted. Correlation analysis was carried out to test the relationship between the variables. T-Test was taken out to see the significant differences between the groups.

CHAPTER 4**RESULTS****TABLE 1**

Descriptive statistics of mean and standard deviation of Stress, Mental Well-being and Teacher's self-efficacy (N=94)

	Gender	Stress	Mental well-being	Teacher's self-efficacy
N	Male	47	47	47
	Female	47	47	47
Mean	Male	17.8	52.3	32.4
	Female	16.7	53.2	33.1
Standard deviation	Male	4.83	6.45	4.58
	Female	4.38	8.49	5.64

TABLE 2

Relationship between Stress, Mental Well-being and Teacher's self-efficacy (N=94)

	Stress	Mental Well-Being	Teacher's Self-Efficacy
Stress	—		
Mental Well-Being	-0.135	—	

Teacher's Self-Efficacy	-0.337	***	0.004	—
Note. * p < .05, ** p < .01, *** p < .001				

TABLE 3

Shows the difference between male and female teachers based on the level of Stress, Mental Well-being and Teacher’s self-efficacy (N=94)

		Statistic	df	p
Stress	Student's t	1.118	92.0	0.266
Mental Well-Being	Student's t	-0.575	92.0	0.567
Teacher's Self-Efficacy	Student's t	-0.703	92.0	0.484

CHAPTER 5

DISCUSSION OF RESULTS

The aim of the study was to investigate stress, self-efficacy and well-being among government school teachers during covid-19 pandemic.

Table (1) shows the descriptive stats of the data. The results found out Mean and standard deviation for stress post covid in male is 17.8 while that of female is 16.3 (4.53). Mean and standard deviation for mental well-being post covid in male is 52.6 (6.33) while that of female is 53.4(8.63). Mean and standard deviation for teacher's self-efficacy post covid in male is 33.2 (3.56) while that of female is 33.0(6.00). Mean and standard deviation for stress during covid in male is 17.4 (5.85) while that of female is 17.6(5.51). Mean and standard deviation for mental well-being during covid in male is 53.6(8.94) while that of female is 51.5(8.62). Mean and standard deviation for teacher's self-efficacy during covid in male is 34.7 (4.96) while that of female is 34.4 (4.07).

Table (2) shows the correlation between the variables. The results found out that there is significant negative correlation between teacher's self-efficacy and stress ($r=-0.337$, $p < .001$). However, no significant relations were found between teacher self-efficacy and mental well-being; well-being and stress.

The findings indicates that as a teacher's self-efficacy increases, their stress levels tend to decrease, suggesting a potential inverse relationship between these factors. A higher belief in one's capabilities to effectively teach and manage situations appears to correspond with lower stress experienced by educators. However, the analysis did not find any significant relationships between teacher self-efficacy and mental well-being, as well as between well-being and stress. This suggests that in this particular study, there may not be a direct linear correlation between these variables among teachers.

Table (3) shows the gender differences among male and female government teachers. The results found out no gender differences in stress, self-efficacy and well-being.

CHAPTER 6

CONCLUSION

The current study was investigated with an aim to study stress, self-efficacy and well-being among government teachers, during COVID-19 pandemic. The study was conducted on 47 male government and 47 female government teachers. The results found out that there is significant negative correlation between teacher's self-efficacy and stress. However, no significant relations were found between teacher self-efficacy and mental well-being; well-being and stress. No gender differences were also found in the study. Overall, the findings highlights the intricate nature of these variables within the context of teachers experiences. While, self-efficacy appears to influence stress levels, the relationships between teacher self-efficacy, mental well-being and stress are complex and multifaceted, indicating that various other factors might interplay in determining teacher's mental health and stress levels. While, this study found no gender differences, further exploration might be necessary to understand other factors that could contribute to stress, self-efficacy and well-being among male and female government teachers. Variables such as teaching experience, school environment, societal expectations could be considered in future research to provide a more comprehensive understanding.

Suggestions

Following, are the few suggestions to support teacher's well-being, reduce stress and enhance self-efficacy.

Mental Health Support Programmes: Putting in place all-inclusive mental health support initiatives that provide workshops, counselling, and other materials especially designed to help educators deal with the stress and emotional difficulties they encounter. Giving teachers access to mental health specialists can assist them in overcoming emotions of exhaustion and worry.

Professional Development and Training: Providing chances for continuous professional development that centre on technology tools, classroom management practises, and remote teaching approaches appropriate for online or hybrid learning contexts. Improving teachers' digital literacy can help them feel less stressed when adjusting to new teaching techniques.

Flexible Work Arrangements: Recognising the extra constraints teachers encounter in juggling their personal and professional obligations in these uncertain times by allowing for flexible work schedules or workload reductions when available. This adaptability can reduce stress and improve general wellbeing.

Peer Collaboration and Support: Encouraging mentorship programmes, frequent check-ins among instructors, and peer collaboration to create a friendly workplace. Building communities of practise where educators can collaborate, share ideas, and provide support to one another helps improve morale and self-efficacy.

Encourage Self-Care Practises: Informing educators on the value of stress reduction and self-care. To reduce stress and enhance general wellbeing, offer tools and programmes that support physical activity, mindfulness, meditation, and other self-care techniques.

Acknowledgment and gratitude: Celebrating the accomplishments and commitment of educators to show your appreciation for their hard work and dedication. Acknowledging their dedication and hard work can boost their confidence and self-worth.

Clear Communication and Supportive Leadership: Making sure that educational leadership communicates decisions and changes in a clear manner, and offer teachers support and direction during these changes. Stress levels can be lowered and uncertainties can be removed by supportive leadership.

A crucial investment in the educational landscape is to prioritise the well-being, stress reduction, and self-efficacy of teachers in light of the ongoing problems provided by the COVID-19 epidemic. Educational institutions can strengthen their foundation by providing customised tools, encouraging self-care, and creating friendly cultures that make teachers feel empowered and supported. The ramifications are extensive, extending from improved student achievement and instructional quality to the development of resilient school communities. In the end, supporting and fostering teachers' professional development and mental health not only strengthens their unique abilities but also the foundation of a robust and long-lasting educational ecosystem.

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APPENDIX

Perceived Stress Scale

A more precise measure of personal stress can be determined by using a variety of instruments that have been designed to help measure individual stress levels. The first of these is called the Perceived Stress Scale. The Perceived Stress Scale (PSS) is a classic stress assessment instrument. The tool, while originally developed in 1983, remains a popular choice for helping us understand how different situations affect our feelings and our perceived stress. The questions in this scale ask about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer fairly quickly. That is, don't try to count up the number of times you felt a particular way; rather indicate the alternative that seems like a reasonable estimate.

For each question choose from the following alternatives:

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

_____ 1. In the last month, how often have you been upset because of something that happened unexpectedly?

_____ 2. In the last month, how often have you felt that you were unable to control the important things in your life?

_____ 3. In the last month, how often have you felt nervous and stressed?

_____ 4. In the last month, how often have you felt confident about your ability to handle your personal problems?

_____ 5. In the last month, how often have you felt that things were going your way?

_____ 6. In the last month, how often have you found that you could not cope with all the things that you had to do?

_____ 7. In the last month, how often have you been able to control irritations in your life? _____ 8. In the last month, how often have you felt that you were on top of things?

_____ 9. In the last month, how often have you been angered because of things that happened that were outside of your control?

_____ 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Figuring Your PSS Score You can determine your PSS score by following these directions:

- First, reverse your scores for questions 4, 5, 7, and 8. On these 4 questions, change the scores like this: 0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0.

- Now add up your scores for each item to get a total. My total score is _____.

- Individual scores on the PSS can range from 0 to 40 with higher scores indicating higher perceived stress.

- ▶ Scores ranging from 0-13 would be considered low stress.

- ▶ Scores ranging from 14-26 would be considered moderate stress.

- ▶ Scores ranging from 27-40 would be considered high perceived stress.

The Perceived Stress Scale is interesting and important because your perception of what is happening in your life is most important. Consider the idea that two individuals could have the exact same events and experiences in their lives for the past month. Depending on their

perception, total score could put one of those individuals in the low stress category and the total score could put the second person in the high stress category.

Disclaimer: The scores on the following self-assessment do not reflect any particular diagnosis or course of treatment. They are meant as a tool to help assess your level of stress. If you have any further concerns about your current well-being, you may contact EAP and talk confidentially to one of our specialists.

TEACHER'S SELF-EFFICACY

Response format:

(1) not at all true, (2) barely true, (3) moderately true, (4) exactly true

1. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.
2. I know that I can maintain a positive relationship with parents even when tensions arise.
3. When I try really hard, I am able to reach even the most difficult students.
4. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.
5. Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.
6. I am confident in my ability to be responsive to my students' needs even if I am having a bad day.
7. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.

8. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.
 9. I know that I can motivate my students to participate in innovative projects.
 10. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.
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The Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

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Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

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