Journal for ReAttach Therapy and Developmental Diversities
eISSN: 2589-7799
2022 December; 5 (2): 63-75

Self-Efficacy and its Relationship to Psychological Stress Among Public Education Teachers in Al-Kharj at the Time of the COVID-19 Pandemic and its Relationship to Different Variables

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Received: 10-August-2022
Revised: 24-October-2022
Accepted: 28-November-2022

Abstract

The present study aims to measure the level of self-efficacy among teachers working in Al-Kharj, Riyadh's public schools. Some demographic factors are considered and the relationship with psychological stress is also investigated. 56 male and 608 female teachers constituted the sample, which was randomly selected. After confirming their psychometric qualities, the relational descriptive technique was applied to the sample in order to achieve the objectives of the study (veracity, consistency). The results of the study show that the sample has a high level of self-efficacy. The results also show that the instructors experience moderate levels of psychological distress. The psychological distress scale and the self-efficacy measure have a statistically significant inverse relationship. This suggests that the level of psychological distress among general education teachers is inversely correlated with their level of self-efficacy. The study is important because it developed the psychological distress scale and the self-efficacy scale. It also suggests the development of unique in-depth training programs for teachers to improve their e-learning skills and reduce psychological stress.

Keywords: COVID-19, psychological stress, Saudi Arabia, self-efficacy, and teachers of public education

Introduction

The COVID-19 pandemic has disrupted all aspects of life. Education which is one of the most important priorities of society is also primarily affected as the system changed from classroom learning to E-learning (distance learning). Many believe that E-learning is easy to deal with and that a teacher can present the content online with the same competence and effectiveness as s/he does in the physical classroom. However, the reality is completely different. The classroom teaching and the follow-up processes are more flexible in terms of evaluation, control, and monitoring of educational situations, as the teacher and the student share the same spatial conditions with a scope of taking care of numerous details including the individual differences. In addition to that, the teacher is aware of the capabilities of his students, their level of education, and their learning patterns to determine the content that corresponds to the characteristics of the learners.

Statement of the Problem

A teacher is considered the main pillar and the driving process in the educational process. Thus, his/ her physical and psychological health is crucial to be normal to carry out his/ her tasks. One of the most important personal traits that are closely related to his/ her tasks is perceived self-efficacy which is crucial to the success of a teacher to perform his role positively.

Teachers faced many challenges and pressures in the educational process that was carried out electronically at the time of the Coronavirus pandemic. These challenges include the use of internet tools in providing educational lessons, preparing audio recordings, managing other resources for communication, and maintaining the enthusiasm and participation of learners of different age and psychological characteristics.

Teachers, in this emergency situation for which they were neither trained nor qualified, had to continue communicating with their students and teaching them through all available methods, from synchronous and asynchronous educational and online platforms to social networks. This situation forced them to develop their skills in using e-learning tools and improve the culture for learners, which increased the psychological pressure on them. Therefore, the present study attempted to determine the level of perceived self-efficacy and its relationship with psychological stress among public school teachers in Al-Kharj city in the south of Riyadh, Saudi Arabia, by answering the following research questions:

1. How confident are public school teachers in Al-Kharj, Riyadh, KSA, in their work?
2. Are there statistically significant (a = 0.05) differences in the level of self-efficacy among public school teachers in Al-Kharj based on their gender, level of education, and number of years of experience?
3. What is the level of psychological distress among public school teachers in Al-Kharj?
4. Are there statistically significant differences (a = 0.05) in the level of psychological distress among public school teachers in Al-Kharj based on the study variables (gender, education level, years of experience)?
5. Is there a statistically significant relationship (a = 0.05) between the level of perceived self-efficacy of public school teachers in Al-Kharj and their level of psychological distress?

Significance of the Study

This study is significant in that it demonstrates the relationship between self-efficacy and psychological distress as a function of the variables included in the study-gender, education level, and years of experience. It also provides a theoretical framework to further explore the issue of self-efficacy and its relationship to psychological distress. It can help policymakers find and consider indicators to increase teacher self-efficacy.

Objectives of the Study

The objectives of the study are:

1. determine how teachers in Al-Kharj feel about their own abilities and how much stress they're under.
2. Explain how the study's variables affect teachers' sense of competence and stress.
3. Examine how instructors in Al-Kharj rate their own ability to make positive changes in their classrooms and recommend strategies for boosting teachers' self-efficacy and reducing stress.

Limitations of the Study

1. Identify the level of self-efficacy and psychological stress among teachers in Al-Kharj
2. Identify the role of the variables included in the study in determining the level of self-efficacy and psychological distress among teachers. Identify the level of self-efficacy and psychological stress among teachers in Al-Kharj
3. Find out what role the variables in the study play in figuring out how teachers feel about their own abilities and how stressed they are.
4. Find out how self-efficacy and psychological distress are related among teachers in Al-Kharj and suggest ways to improve self-efficacy and reduce the effects of psychological distress on teachers.
5. Find out how self-efficacy and psychological distress are related among teachers in Al-Kharj and suggest ways to improve self-efficacy and reduce the effects of psychological distress on teachers.

Key Terms of the Study

Self-Efficacy

It can be defined as the level of self-efficacy and psychological stress among teachers in Al-Kharj 3/Identify the role of variables considered in the study in determining the level of self-efficacy and psychological stress among teachers. At the same time, show the relationship between self-efficacy and psychological stress among teachers in Al-Kharj and suggest ways to increase self-efficacy and minimize the impact of psychological stress among teachers.

Psychological Stress

It is the adaptive response to events with psychological and physical effort (Shakhari, 2003). It is a state of tension that results from changes and requirements that call for conformity for the individual and the resulting psychological and physical effects (Baisie, 2015; Al-Rawshada, 2006). The process of handling stress is considered as one of the cognitive and behavioral activities and strategies through which the individual seeks to adapt and resolve stressful situations and relieve the tension that results from them (Ibrahim, 2005). Hussein (2007) defines it as the emotional methods used by the individual in coping with pressure. These are the strategies developed and processes carried out by teachers to cope with frustration at work at the time of the Coronavirus pandemic, and the restrictions that did not allow to achieve the goals efficiently through E-learning. Procedurally, it is defined as the score obtained by the subject, the sample of the study, on the psychological stress scale used in this study.

Theoretical Framework

Self-efficacy is considered a foundation that depends on the theories of cognitive learning (Pajares, 2002). Abu Ali (2015) believe that the initiative and persistence of the individuals depend on the judgments of their expectations related to behavioral skills and adequacy to deal with the challenges of the environment and its surrounding conditions. To solve a problem, an individual expects his/ her ability to behave in a certain manner before s/he solves it (Bandura, 2001). The individual, who has the potential for consensual behavior to be able to solve a problem scientifically, controls the environment, making it easier to face the challenges of life easily (Hackett & Betz, 1992).

Self-efficacy is an important factor in reducing and relieving stress and anxiety. A high level of self-efficacy leads to a sense of self-esteem and psychological adjustment (Ali, 2000). According to Ibrahim (2005), self-efficacy is an important factor in reducing stress and anxiety. People who have competencies in various domains are better able to cope with life's challenges, choose their activities and goals, and accomplish their tasks (Ali, 2000).

Behavioral, cognitive, and emotional self-efficacy are all parts of self-efficacy. Social Behavioral abilities and involvement with daily life are examples of Behavioral self-efficacy in action. The capacity for self-control over one's thoughts and beliefs in day-to-day living is referred to as cognitive self-efficacy. The belief in doing acts that alter mood and emotional life is referred to as emotional self-efficacy (Bandura, 1997, pp. 52-53).

The researchers believe that self-efficacy is supposed to include the cognitive, behavioral, and emotional skills that teachers possess at different levels of public education that contribute to building the personalities of learners. These skills enable them to have the capabilities to deal with various circumstances and choose the best behavior in dealing with situations during teaching online (distance learning).

The psychological exhaustion that teachers are exposed to and the resulting repercussions on their self-efficacy in the teaching process affect the educational process as a whole. Psychological stress is one of the phenomena that has been given wide attention by psychological health researchers, due to its direct impact on humans and their psychological health (Barakat, 2012).

Abdel-Fattah (1999) defined psychological stress as physical and psychological exhaustion resulting from the events of daily life, and the inability to cope with them. Munshar (1999) believes that psychological stress is an individual's sense of anxiety and tension resulting from the inability to harmonize his/ her capabilities with the environment.

Psychological stress is determined by several internal factors, such as the level of ambition, worrying about the future, depression, and psychological readiness. The external pressures include family and community, health, occupational pressures in the work environment, and disputes with officials and colleagues (Ubaid & Al-Ssayed, 2008). The researchers believe that psychological pressures are different and multidimensional. They hinder achievement, discourage ambition and determination, and lead to the suffering of the individual who needs to control them and get rid of them to properly achieve success and goals in work, study, and daily life.

Self-efficacy and psychological stress are among the most important variables for predicting the professional competence of teachers. Exposure to psychological pressure affects an individual's self-efficacy as it causes

psychological, nervous, and physical exhaustion. The impact of psychological stress on their psychological and moral health becomes inevitable.

Literature Review

The idea of self-efficacy has been the subject of much research. Anzi's (2019) research is one of them. The aim of the study was to identify the biggest cause of psychological stress in Kuwaiti teachers working in private schools. A random sample of 222 teachers was used for the study. According to the conclusions of the study, work overload is the main cause of mental stress. In addition, the study found that female teachers were more psychologically stressed than their male colleagues.

The results of Abu Ali's (2015) study are different. He conducted a study in high schools in the northern governorates of the West Bank to determine the extent of psychological stress and its impact on teachers' self-efficacy. A sample of 367 male and female teachers was selected for this study. A method known as relational-descriptive was used. According to the results, male teachers had lower perceived self-efficacy than female teachers, depending on the gender variable.

Al-Ruf` (2019) conducted a study to determine the extent of psychological rigidity and how it relates to teachers' perceptions of their own efficiency in the Tafilah governorate in southern Jordan. The study, which involved a random sample of 348 teachers, used the scales of psychological rigidity and self-efficacy. It was found that the average psychological rigidity of the sample was associated with high levels of perceived self-efficacy on both the scale and sub-dimensions.

Yousef (2011) conducted a study to determine the relationship between psychological support and stress at work. First grade teachers in the Hail educational region were the subjects of a study of various factors. The study used a sample of 235 teachers who were randomly selected. The results showed that the job satisfaction of the respondents was average, with no statistically significant differences in job satisfaction related to the study variables.

Shihab Al-Mashadani (2010) conducted a study to determine the extent and distribution of psychological stress experienced by physical education teachers in Mosul. 66 male and female physical education teachers participated in the study. The results showed that the overall level of psychological stress in the study sample, as well as the overall psychological stress, exceeds the hypothesised mean and rises to the level of moral inequalities.

Ghania et al., (2014) conducted a study to identify the main sources of stress among private school teachers in the Malaysian state of Penang. 92 teachers participated in the study. The results showed that neither social status, gender, nor teaching experience had any effect on the stress levels of private school teachers.

Thakur and Chawla (2016(They examined the factors that lead Greek teachers to believe in their effectiveness in the classroom. The researchers concluded that the efficacy factors of pedagogical practices, personal characteristics, and motivation to learn contributed most strongly to predicting beliefs about efficacy in teaching.

Sezgin (2009) examined the relationship between job stress, psychological stress, and teacher self-efficacy. The study's conclusions showed a statistically significant inverse relationship between teacher self-efficacy and emotional blunting. The study also examined how teachers' level of self-efficacy predicted the occurrence of stress. It also concluded that teachers who have high levels of self-efficacy are more likely to experience psychological stress in all its forms and are exposed to fewer job demands.

Methodology

The descriptive strategy was chosen because it would help this study achieve its objectives. The population of public school teachers in Al-Kharj city was selected for this study. The sample of the study included 764 male and female teachers.

Table 1

Distribution of the Study Individuals According to its Variables

Variable	Classification Levels	Repetition	Ratio
Gender	Male	56	7.4%
	female	608	92.6%
	Summation	764	100%
Age	Less than 30	13	5.4%
	31-40	345	44.9%
	41-50	277	49.7%
	More than 50	29	100%
Educational Stage	Primary School	440	57.5%
	Middle School	171	22.5%
	high School	153	20%
Years of Experience	Less than 5 years	12	1.6%
	6-10 years	300	39%
	More than 10 years	452	59.4%

Study Tool

As a research instrument, the self-efficacy scale was chosen. In this study, two methods were used to confirm the reliability and validity of the scale:

First Scale of Psychological Stress

1. Validity of Arbitrators

The scale, as originally drafted, was presented to a panel of 10 referees so that they could assess the validity of the statements in terms of the extent to which each statement fit within the scale and whether further comments or instructions were needed to support the validity of the scale. As a result, the language wording of some sentences was changed.

Table 2

Shows the Percentages of the Agreement and the Number of Arbitrators who Agreed on the Validity of Each Statement

Statement No.	The number of arbitrators who agreed to the validity of the statement	The proportion of the agreement	Item No.	Statement No.	The number of arbitrators who agreed to the validity of the statement
1	10	1.00	11	10	1.00
2	10	1.00	12	10	1.00
3	10	1.00	13	10	1.00
4	10	1.00	14	10	1.00
5	9	0.90	15	10	1.00
6	9	0.90	16	10	1.00
7	8	0.80	17	10	1.00
8	10	0.10	18	10	1.00
9	10	1.00	19	10	1.00
10	9	0.90	20	10	1.00

2. Stability of the Scale

Cronbach's alpha was determined by administering the scale to the survey population. With a value of 0.86, the stability coefficient was quite high. scale.

Internal consistency of the scale: Through the responses of the survey sample on the scale, the correlational relationship between their response to each of the statements and the total score of the scale were calculated.

Table 3

Correlation coefficients between each scale statement's degree and the scale's total degree

Statement No.	Correlation Coefficient The statement in its total degree of the scale	Significance Level	Statement No.	Correlation Coefficient The statement in its total degree of the scale	Significance Level
1	0.537	0.01	11	0.551	0.01
2	0.619	0.01	12	0.486	0.01
3	0.577	0.01	13	0.516	0.01
4	0.600	0.01	14	0.567	0.01
5	0.607	0.01	15	0.532	0.01
6	0.532	0.01	16	0.531	0.01
7	0.690	0.01	17	0.527	0.01
8	0.543	0.01	18	0.543	0.01
9	0.499	0.01	19	0.571	0.01
10	0.482	0.01	20	0.582	0.01

Table 3 shows that at the level of 0.01, the correlation coefficients between each statement and the total degree of the scale are statistically significant.

The Scale Correction Method*:* In its final form, the scale has 20 statements. Points are awarded for answering the five choices, which reflect a five-point scale preceding each statement as follows: Using the scale: 1 = strongly agree, 2 = neutral, 3 = agree, 4 = agree, and 5 = strongly agree. The overall scale score ranges from 20 to 100 degrees when viewed in the context of this gradation.

Second Scale of Psychological Stress: Validity of the Scale: In the current study, the validity of the scale was verified in two ways:

1. ***Validity of Arbitrators:*** To determine the validity of the claims in terms of how well each statement fits the scale, the researchers submitted the scale in its first version to a panel of 10 judges. In addition, they considered whether specific sentences could be added, deleted, or changed, and whether comments or instructions could be added if they were deemed important for validating the scale. As a result, the language wording of certain sentences was changed. The percentages of agreement and the number of referees who agreed with the truthfulness of each statement are shown in Table 4.

Table 4

Proportions of Agreement and the Number of Arbitrators Who Agrees on the Validity of Each Statement

Statement No.	The number of arbitrators who agreed to the validity of the statement	The proportion of the agreement	Item No.	Statement No.	The number of arbitrators who agreed to the validity of the statement
1	10	1.00	16	10	1.00
2	8	0.80	17	10	1.00
3	9	0.90	18	10	1.00
4	9	0.90	19	10	1.00
5	8	0.80	20	8	0.80
6	9	0.90	21	9	0.90
7	8	0.80	22	8	0.80
8	9	0.90	23	9	0.90
9	10	1.00	24	10	1.00
10	9	0.90	25	8	0.80

11	9	0.90	26	10	1.00
12	9	0.90	27	8	0.80
13	9	0.90	28	9	0.90
14	9	0.90	29	8	0.80
15	9	0.90	30	10	1.00

2. Stability of the Scale: Cronbach's alpha was calculated using the scale on the survey sample, and the resulting value of 0.88 suggests a strong stability coefficient for the scale.

Internal consistency of the scale: Through the responses of the survey sample on the scale, the correlation between their responses on each of the statements and the total score of the scale were calculated.

Table 5

Calculated r-squared values showing how closely each statement on the scale correlates with the overall score.

Statement No.	Correlation Coefficient The statement in its total degree of the scale	Significance Level	Statement No.	Correlation Coefficient The statement in its total degree of the scale	Significance Level
1	0.511	0.01	16	0.545	0.01
2	0.534	0.01	17	0.563	0.01
3	0.564	0.01	18	0.560	0.01
4	0.590	0.01	19	0.546	0.01
5	0.578	0.01	20	0.595	0.01
6	0.573	0.01	21	0.556	0.01
7	0.604	0.01	22	0.564	0.01
8	0.574	0.01	23	0.539	0.01
9	0.511	0.01	24	0.554	0.01
10	0.531	0.01	25	0.580	0.01
11	0.603	0.01	26	0.552	0.01
12	0.563	0.01	27	0.571	0.01
13	0.606	0.01	28	0.590	0.01
14	0.563	0.01	29	0.601	0.01
15	0.535	0.01	30	0.548	0.01

According to Table 6, there is statistical significance at the level of 0.01 between each of the statements and the overall degree of the scale..

Scale Correction Method: There are 30 statements in the final scale. A five-gradient scale is represented by the five options in front of each phrase. Following are the scores for responding to this gradient: Five is the most applicable, four is the most common, three is the least frequent, two is not applicable, and one is never applicable. The scale's overall rating falls between 30 and 150 degrees when this gradient is considered.

Table *6 : Criteria for evaluating study participants' responses to the two scales*

Arithmetic Mean	Availability Degree
1-1.8	Very Low
1.81-2.6	Low
2.61-3.4	Medium
3.41-4.20	High
4.21-5	Too High

The following statistical techniques were applied to the study's questions to confirm them:

1. Mathematical mean, variance, and standard deviation
2. Use the t-test to analyze the significance of the differences in means.

3. 3.To determine the significance of the variations in the means, a single variance analysis test is used and Pearson Correlation Coefficient

Discussion

The First Question

What is the perceived level of self-efficacy among instructors in Al-Kharj, Riyadh, KSA public schools?

The arithmetic mean and standard deviation of the responses from the study's sample of participants on the self-efficacy scale were computed in order to statistically answer this question. The arithmetic mean, standard deviation, and level of availability of the responses are displayed in Table 7.

Table 7

The arithmetic mean, standard deviation, and degree of availability of study participants' responses on the self-efficacy scale

Self-efficacy Scale	Arithmetic Mean	Standard Deviation	Availability Degree
	4.09	0.764	High

In the city of Al-Kharj, south of Riyadh, the arithmetic mean of the level of self-efficacy among teachers working in public schools is 4.09 and the standard deviation is 0.764, as shown in Table 7. The evaluation criterion indicates that there is a significant level of availability.

The teachers of public education in Al-Kharj city undergo a number of tests before appointment to increase their self-efficacy towards the teaching profession. After the appointment, training continues on varied topics of teaching methods, classroom management, education technology, methods of dealing with behavioral problems of learners, follow-up, and academic evaluation. This leads to improving the self-efficacy of teachers, helping them to overcome the obstacles that are the consequences of the crisis resulting from the shift from classroom education to online distance education. This study is in agreement with the study of Abu Ali (2015).

Second Question

Are there statistically significant (a = 0.05) differences in the level of self-efficacy among public school teachers in Al-Kharj based on their gender, level of education, and number of years of experience?

The value of the T-test is calculated to determine the statistically significant differences between the means according to the gender variable. Also, the value of the analysis test for a simple variance is calculated to determine the significant differences between the variables of education level and number of years of experience. The results are presented in Table 8

Results of the T-test to determine the significance of differences in mean responses on the self-efficacy scale between men and women

	Gender	No.	Arithmetic Mean	Standard Deviation	Degree of freedom	T value	Significance Level
Self-efficacy Scale	Males	56	82.04	5.32	762	0.272	0.786
	Females	708	81.78	7.00			

** Significant at the level of 0.01

Table 8 there are no discernible variations between male and female responses on the self-efficacy scale.

From the findings, it can be concluded that teaching experience gives the teacher self-confidence and enough aptitude to deal with students. The experienced teachers consider individual differences, and they are flexible with teaching staff and school management. They also show the scientific and practical efficacy of a teacher better than fellow junior teachers of low experience. The findings of the study are in accordance with the findings of Thabet (2014) and Sezgin (2009).

Table 9

there are no discernible variations between male and female responses on the self-efficacy scale.

	Source of variation	Sum of squares	Degrees of freedom	Average squares	Value P	Significance Level
Self-efficacy Scale	Among groups	595.264	2	297.632		
	Within groups	35627.473	761	46.817	6.357	0.002
	Overall	36222.737	763			

Table 9 displays no differences in response averages of the study sample on the self-efficacy measure in terms of educational degree at the.01 level of analysis. Using Schaffer's test for post hoc analysis, we compare the means of each level to see which way the scores are trending. There is no statistically significant difference between elementary and secondary school instructors, but there is a difference, at the 0.05 level, in favour of middle school teachers when comparing middle school and secondary school teachers.

This finding suggests that both male and female educators are committed to their craft, put in substantial effort while instructing their students, and have a healthy outlook on education as a whole. As the COVID-19 epidemic spreads, public health officials have been making extensive efforts in continuous training to deal with e-learning and the follow-up functionality on uniform items. The findings of the earlier investigations by are not supported by this outcome .Abu Ali (2015), and Alrvua (2019).

Table 10 :*Results of an ANOVA Test Calculating the Statistical Significance of Variations in Study Responses Quantitative Self-Efficacy Scale Experience Level Sample*

	Source of variation	Sum of squares	Degrees of freedom	Average squares	P-value	Significance Level
Self-efficacy Scale	Among groups	397.638	2	198.819		
	Within groups	35825.099	761	47.076	4.223	0.015
	Overall	36222.737	763			

Table 10 Shows no statistically significant differences at the level of 0.01 between the response averages of the sample on the self-efficiency scale according to the variable of experience in terms of the number of years. To find out the direction of the differences, we use Scheffe's test for post-hoc analysis to compare the differences between the averages for each stage separately. The results indicate that the differences between teachers with an experience of more than 10 years and teachers with 6–10 years favour teachers with an experience of more than 10 years, while there are no statistically significant differences between teachers with an experience of more than 10 years and teachers with less than 5-year experience. There are also no statistically significant differences between teachers with 6 to 10 years of experience and teachers with less than 5 years of experience.

From the results, it can be concluded that many years of teaching practise gives the teacher self-confidence and sufficient skills to deal with students, take into account individual differences, and deal flexibly with teaching staff and school management. This shows the scientific and practical efficiency of teachers who should be better than their colleagues who have less experience. These results are consistent with the findings of Miqdadi (2010).

Third Question How severe is the mental strain for Al-public school educators? Kharj

Mathematical mean and standard deviation of mental stress scale responses were calculated to provide a numerical solution to this research topic. Table 10 displays the average, standard deviation, and degree of availability.

. The results can be traced back to the nature of teaching itself, with its various sources of stress in workloads, lack of time for relaxation and psychological recuperation, numerous administrative burdens, dearth of official correspondence, lack of freedom of expression, dearth of participation in decision-making, and delayed promotions all contributing to the strain on teachers. The transition from traditional classroom instruction to distance learning during a pandemic also presents unique challenges for students' mental health.This result is in

accordance with the study of Anzi (2019), Mohammed (2015), Hassan (2014), Abdel-Fattah and Zglul (2003), Aljdua (2015), and Mohammed (2010).

Table 11

Arithmetic mean, standard deviation, and degree of availability of responses to psychological stress by individuals in the study sample

Availability Degree	Standard Deviation	Arithmetic Mean	
High	1.057	2.71	Psychological Stress Scale

Table 11 shows the degree of psychological stress among teachers at general education schools in Al-Kharj, Riyadh. The results indicate that the arithmetic mean of the psychological stress scale is 2.71 and its standard deviation is 1.057. Moreover, the degree of availability is according to the standard rule moderately.

Fourth Questions

Are the differences in the level of psychological distress among public school teachers in Al-Kharj due to the study factors (gender, education level, years of experience)? (a = 0.05)

To determine the significance of the differences in means due to the gender variable, the value of the T-test is determined. To determine the significance of the differences according to the variables educational level and years of experience, the value of the test of a single variance is determined. Table 12 shows the results.

Table 12 *Calculating the Statistical Significance of Gender Differences in Psychological Pressure Scale Responses Using the T-Test*

	Gender	No.	Arithmetic Mean	Standard Deviation	Degree of freedom	T value	Significance Level
Psychological Stress Scale	Males	56	69.32	19.30	762	4.05	0.01
	Females	708	82.22	23.22			

** Function at the level of 0.01

In Table 12, we see that the average female response to a questionnaire measuring psychological stress is lower than the male response, and this difference is statistically significant at the 0.05 level.

From the results shown in table 12, it can be said that teaching during the pandemic increased the psychological stress for teachers because of the increased number of responsibilities. They did more than one job at a time, like providing stability within the family in addition to facing electronic network problems in teaching. There were some other difficulties including daily follow-up of the students and the burden of administrative tasks. The female teachers also faced other difficulties like conditions of pregnancy and birth.

This study does not confirm the results of Anzi's (2019) study which found Statistically, significant differences between men and women on the mental pressure scale. However, the results of the current study are consistent with those of Kilinc's (2014) study.

Table 13

Results of an analysis of variance (ANOVA) used to determine the statistical significance of differences in mean responses from the study sample to the Psychological Stress Scale based on level of education

	Source of variation	Sum of squares	Degrees of freedom	Average squares	Value P	Significance Level
Psychological Stress Scale	Among groups	5565.047	2	2782.523	5.223	0.006
	Within groups	404747.231	761	531.862		
	Overall	410312.277	763			

Table 13 demonstrates that the means of the study sample's answers to the mental stress scale did not vary significantly ($p > 0.05$) with respect to educational level. We employ high dimensionality tests to examine the disparities between the means of each level in order to ascertain the trend of the discrepancies. At the.05 level of statistical significance, the results demonstrate that differences exist between elementary and middle school educators, while differences between primary and high school educators do not..

When it comes to emotional and physical strain, middle school is among the most trying times in a person's life. Children and adolescents require different approaches because of the dramatic changes that occur between these two stages. This places stress on educators since they must adapt their methods of teaching to meet the needs of students of varying ages.

Table 14

Test Results Analysis of Variance to Calculate the Significance of Differences Between the Mean Scores of the Sample's Responses to the Mental Stress Scale Variable Number of Years of Experience

	Source of variation	Sum of squares	Degrees of freedom	Average squares	Value P	Significance Level
Psychological Stress Scale	Among groups	1825.100	2	912.550		
	Within groups	408487.178	761	536.777	1.700	0.183
	Overall	410312.277	763			

Table 14 Indicates that after the variable of number of years of experience, no statistically significant differences were found between the mean of the responses of the study sample and the psychological stress scale. This indicates that teaching experience is only leadership experience. In addition, teachers need to acquire some skills in time management and dealing with students. They should consider the differences between the age of students and their social level.

This result is consistent with the study of Aljdua (2015), which states that there is no statistically significant difference between the level of pressure for teachers and their teaching experience. However, it contradicts with the studies of Kilinc (2014) and Khaledian et al, (2013)

Fifth Question

Is there a correlation between teachers' perceived self-efficacy and their level of psychological distress in Al-Kharj public schools (a = 0.05)?

The value of the correlation coefficient was determined to provide a statistical answer to this question. The correlation coefficient was calculated between the sample's responses on the self-efficacy scale and the mental stress scale. The statistical significance of the correlation coefficient is given as a value in Table 14.

Table 15

The correlation value relationship between the study sample's responses on the self-efficacy scale and their responses on the psychological pressure gauge

	The value of Pearson's correlation coefficient	Significance Level
The relationship between the correlation of study sample responses to the self-efficacy scale and between their responses to the psychological pressure gauge	- 0.125**	0.01

** Function at the level of 0.01

Table 15 Does this suggest that there is a negative correlation between the sample's responses to themselves (the efficacy scale and the psychological distress scale)? This correlation is statistically significant at the 0.01 level. The results indicate that the level of psychological distress among general education teachers is lower when the level of self-efficacy is higher, and that the level of psychological distress among general education teachers is higher when the level of self-efficacy is lower.

Recommendations

The current study recommends a special preparation of extensive training programs to increase the e-learning competencies of teachers and reduce the psychological pressure. It also recommends that there should be a good learning environment for teachers during times of crisis. There is a need to conduct studies on other variables such as specialization, marital status, work environment (city, village), and other variables that may bear a relationship between self-efficacy and psychological pressures. Further, to find out the sources of psychological pressures faced by teachers of general education in Al-Kharj, other surveys can also be conducted.

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