Examining the Interplay between Self-Efficacy and Psychological Stress: A Case Study of Public Education Teachers during the COVID-19 Pandemic

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Abstract

Background: *The COVID-19 pandemic has affected various sectors, including teaching professionals. Teachers face many challenges and pressures in the educational process carried out electronically at the time of the Coronavirus pandemic, including maintaining the enthusiasm of participation for learners of different ages and psychological characteristics.*

Research Aim: *This study aims to identify the level of self-efficacy among teachers of public education in Pakistan and its relationship to psychological stress according to some demographic variables.*

Methodology: *The study sample consists of 56 male teachers and 608 female teachers. The sample was chosen randomly. The relational descriptive approach is used and applied to the sample members after verifying its psychometric properties (truthfulness, consistency); the self-efficacy scale and the psychological stress scale are developed.*

Results: *The study results show a high degree of self-efficacy in the study sample. In addition, the results reveal that the degree of psychological stress among teachers of public education schools in Pakistan is*

high. Moreover, the study found a statistically significant negative correlation at the level of (0.01) on the self-efficacy scale and the psychological stress scale, which means that the higher the degree of self-efficacy among teachers of general education schools, the lower the degree of psychological stress.

Conclusion: *There is a need for special preparation of extensive training programs to increase the e-learning competencies of teachers and reduce the psychological pressure that can be encountered in their management of scientific learning courses, such as special electronic tests and special course teaching strategies.*

Keywords: *self-efficacy, psychological stress, teachers of public education, COVID-19.*

Introduction

The COVID-19 pandemic has disrupted all aspects of life and changed its style. Education in its various fields and institutions was included in this change, as the system changed from classroom learning to E-learning (distance learning) because education is one of the most important priorities of society and plays a major role in spreading awareness.

Many believe that E-learning is easy to deal with and that the teacher who innovates in the classroom can be creative online and present the content in the same way as in the classroom. However, the reality is completely different. This is because the classroom teaching process and the follow-up of the learner are more flexible in the evaluation, control, and monitoring of educational situations, as the teacher is with the student in the same spatial conditions in all its details and can take into account individual differences (Rafique et al., 2021). In addition to that, the teacher is aware of the capabilities of his students, their level of education, and their learning patterns in order to determine the content that corresponds to the characteristics of the learners.

Study Problem

The teacher is considered the main pillar in the educational process and the driving force of the educational position, which requires his psychological health to be normal in order to carry out his tasks to the fullest. One of the most important personal traits closely related to his tasks is perceived self-efficacy, as its presence results in the teacher's success in positively performing his role.

Teachers face many challenges and

pressures in the educational process that is carried out electronically at the time of the Coronavirus pandemic, using internet tools to provide educational lessons, audio recordings and other tools and resources for communication and to maintain the enthusiasm of participation for learners of different age and psychological characteristics, especially since learners have lost many social relationships and dealing with peers under distance education (Maqsood et al., 2021).

Given the fact that the two researchers live in the same conditions in teaching, family and society, and an appreciation, both of them remark on the teachers' efforts and dedication to continue communicating with their students and providing them with education in all available methods, from synchronous and asynchronous educational and online platforms and social networking sites in light of these emergency conditions for which the teachers were neither trained nor qualified as required, which forced them to develop their skills to use E-learning tools and enhance its culture for learners because of their job role and as parents at the same time, leading to doubling the psychological pressures on teachers. Accordingly, the idea of the current study is crystallized to know the degree of perceived self-efficacy and its relationship to psychological stress among teachers of public education schools by answering the following research questions:

(1) What is the degree of perceived self-efficacy among teachers of public education schools?
(2) Are there any statistically significant differences (a = 0.05) in the degree of self-efficacy among teachers of public education schools due to the study variables (gender, educational level, years of experience)?
(3) What is the degree of psychological stress among teachers of public education schools?
(4) Are there statistically significant differences (a = 0.05) in the degree of psychological stress among teachers of public education schools due to the study variables (gender, educational stage, years of experience)?
(5) Is there a statistically significant correlation (a = 0.05) between the degree of perceived self-efficacy and the degree of psychological stress among teachers of public education schools?

Importance of the Study

The importance of the study can be summarized as follows:

(1) It is considered one of the studies of interest to an important segment of society, as it is tasked with great responsibility in special circumstances and in light of the Coronavirus COVID-19 pandemic.
(2) From the findings of the study it is expected to identify the relationship between self-efficacy and psychological stress through the responses of the individuals in the study sample according to the variables of the study (gender, educational stage, and years of experience)
(3) It adds a theoretical framework to delve deeply into the subject of self-efficacy and its relationship to psychological stress to conduct more specialized research.
(4) It is expected that decision-makers will benefit from the study's findings in providing indicators and considering them to raise the self-efficacy of teachers.

Objectives of the Study

The study seeks to achieve the following objectives:

- Identifying the level of self-efficacy and psychological stress among teachers.
- Identifying the role of study variables in determining teachers' level of self-efficacy and psychological stress.
- Determining the relationship between self-efficacy and psychological stress for teachers.
- Make some recommendations and proposals to raise the level of self-efficacy, minimize the impact of psychological stress on teachers, and suggest the best ways to reduce the effects and address them.

Limitations of the Study

Thematic Limitations: According to some variables, self-efficacy and its relationship to psychological stress on teachers at the time of the Coronavirus COVID-19 pandemic (Guoyan et al., 2021).

Human Limitations: This study was conducted as a random sample of teachers in various educational stages.

Temporal Limitations: This study was applied in the first semester of the academic year 2022.

Terminology of the Study

Self-Efficacy

It is what is embedded in the beliefs of

individuals about their ability to control it, along with its dimensions (Yakhlif, 2011). It is also defined as the potential and the ability to perform and influence the processes and the course of things to effect change and development.

It is the potential and the ability to influence while exercising control over aspects of the environment and is characterized by the individual's sense of achievement and self-worth (Yakhlif, 2011).

Procedurally

The researchers define it as the degree obtained by the subject, the study sample on the self-efficacy scale used in this study.

Psychological Stress

It is the adaptive response to events with psychological and physical effort (Xu & Yang, 2023). 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 (Al-Rawashdeh, 2006).

The process of handling stress is considered 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).

Psychological stress alludes to the emotional methods the individual uses in coping with pressure (Hussein, 2007).

It can also be defined as strategies developed and processes carried out by teachers to cope with burnout and frustration at work at the time of the Coronavirus pandemic and the restrictions that did not give them a chance to achieve their goals efficiently through E-learning.

Theoretical Framework

Self-efficacy is considered a foundation that depends on cognitive learning theories (Pajares, 2002). Hamdi and Dawoud (2000) believe that the initiative and persistence of the individual 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, the individual expects his ability to behave in a certain manner before they do (Bandura, 2001).

Individuals who have the potential for consensual behavior to solve a problem scientifically affect themselves and their environment, making it easier for them to face the requirements of life more easily (Hackett & Betz, 1995).

Self-efficacy is an important factor in reducing and relieving stress and anxiety. A high level of self-efficacy leads to feelings of self-esteem and psychological adjustment (Ali, 2000).

According to Mo et al. (2021), self-efficacy is an important factor in relieving stress and anxiety; people who have competence in various fields have a greater ability to face life challenges, choose their activities and goals, and accomplish their tasks.

It consists of behavioral self-efficacy, which appears in social and behavioral skills and through interaction with daily life; cognitive self-efficacy, which refers to the individual's ability to control thoughts and beliefs during daily life; and emotional self-efficacy, which refers to beliefs about taking actions that affect mood and emotional life (Bandura et al., 1987).

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

As for psychological burnout, teachers are exposed to and the resulting repercussions on their self-efficacy in the teaching process, it affects the educational process as a whole (Mushtaque et al., 2022)

Psychological stress is one of the phenomena that psychological health researchers have given wide attention to due to its direct impact on humans and their psychological health (Barakat, 2012).

Munshar (1999) believes that psychological stress is the individual's sense of anxiety and tension with imbalance resulting from the inability to harmonize his capabilities with the environmental demands of the individual's actions, depending on the degree of feeling and appreciation for this stress.

Psychological stress is determined by a number of internal factors, such as the level of ambition, worrying about the future, depression, and psychological readiness, and external pressures, such as family and community, health, the Internet, and occupational pressures represented in the work environment and disputes with officials and colleagues (Ubaid, 2008).

The researchers believe that psychological pressures are different and multi-component; they hinder achievement, discourage ambition and determination, and

lead to individual suffering, which needs to be controlled and get rid of to properly achieve success and goals in work, study, etc. daily life (Aziz et al., 2022).

Self-efficacy and psychological stress are among the most important variables for predicting the professional competence of teachers, with the difference in the ability of these variables to predict. The more teachers are exposed to psychological pressures, the results of which are reflected in their self-efficacy because it causes them psychological, nervous, and physical exhaustion. Hence, the impact of psychological stress on their psychological and moral health becomes an inevitable result.

Previous Studies

Anzi (2019) conducted a study to identify the most important sources of psychological stress experienced by teachers of private education schools in Kuwait. The application was carried out on a randomly selected sample consisting of 222 male and female teachers. The findings of the study concluded that the most important source of psychological stress is the required workload. Moreover, the findings found that the differences in all sources of psychological stress are attributed to the difference in the gender of teachers in favor of female teachers.

Abu Ali (2015) conducted a study to identify the degree of psychological stress and how it relates to self-efficacy among teachers of high schools in the northern governorates of the West Bank. The study was applied to 367 male and female teachers using the relational descriptive approach. The findings found a high degree of perceived self-efficacy depending on the gender variable in favor of females.

Yousef (2011) conducted a study to identify the relationship of job satisfaction with psychological stress and psychological support among teachers of the first grades in the Hail educational region in light of a number of variables. The study was applied to a sample of 235 randomly selected. Findings showed an average level of job satisfaction for the sample individuals, and there were no statistically significant differences in job satisfaction due to the study variables.

Ghani et al. (2014) conducted a study to reveal the important factors in stress among teachers of private education who teach in the state of Penang in Malaysia. The study included 92 teachers; the findings concluded that there were no differences in stress among teachers of private education

due to social status, gender, and teaching experience.

Methodology

Study Approach

The study adopts the descriptive approach for its suitability in achieving its objectives.

Study Population

The study population consists of public education teachers from private institutions in Pakistan.

Study Sample

The study sample consists of 764 male and female teachers in the first semester of the academic year 2022.

Study Tools

Self-efficacy Scale: In the current study, the two female researchers verified the validity of the scale in two ways:

Validity of Arbitrators

The scale was presented in its initial form to a group of 10 arbitrators to judge the validity of the statements in terms of the extent to which each statement belongs to the scale and the possibility of adding, deleting, or amending some phrases, adding any notes or directions they deem necessary to validate the scale. As a result, the linguistic wording of some phrases was modified.

Stability of the Scale

After applying the scale to the survey sample, the Cronbach's alpha coefficient value was calculated, and this value was equal to 0.86 for the scale. This value indicates a high stability coefficient of the scale.

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%
	Total	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 6-10 years	452	59.4%

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

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 was calculated.

It is indicated from Table 3 That the correlation coefficients between each of the statements and the total degree of the scale are statistically significant at the level of 0.01.

Table 3. Correlation coefficients between the degree of each of the scale statements and the total degree of the scale.

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

Scale Correction Method

The scale, in its final form, consists of 20 statements. There are five choices in front of each statement that represent a five-gradient scale, and the scores are given for responding to this gradient as follows: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree. In light of this gradient, the overall score of the scale is between (20-100) degrees.

Second Scale of Psychological Stress

Validity of the Scale: In the current study, the two female researchers verified the validity of the scale in two ways:

Validity of Arbitrators

The researchers presented the scale in

its initial form to a group of 10 arbitrators to judge the validity of the statements in terms of the extent to which each statement belongs to the scale and the possibility of adding, deleting, or modifying some of the phrases, and adding any notes or directions they deem necessary to validate the scale. As a result, the linguistic wording of some phrases was modified.

Stability of the Scale

After applying the scale to the survey sample, the value of Cronbach's alpha coefficient was calculated. This value was equal to 0.88, which indicates a high stability coefficient.

Internal Consistency of the Scale

Through the responses of the survey sample on the scale, the correlational relationship between their responses to each of the statements, and the total score of the scale was calculated.

From Table 5, it can be seen that the correlation coefficients between each statement and the total degree of the scale are statistically significant at 0.01.

Table 4. Proportions of 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	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

Table 5. Correlation coefficients between the degree of each of the scale statements and the total score of the scale

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

Scale Correction Method

The scale, in its final form, consists of 30 statements. There are five choices in front of each statement that represent a five-gradient scale. The scores are given for responding to this gradient as follows: 5 = fully applicable, 4 = frequently applied, 3 = Applied sometimes, 2 = Not Applicable, 1 = Never Applicable. In light of this gradient, the overall score of the scale is between (30-150) degrees.

Table 6. The criterion for judging the responses of the study sample individuals on 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

To verify the questions of the study, the two female researchers used the following statistical methods.

(1) Arithmetic Means and Standard Deviations.
(2) T-test to calculate the significance of the differences between the means.
(3) Analysis test of a single variance to calculate the significance of the differences between the means.
(4) Pearson Correlation Coefficient

First Research Question: What is the degree of self-efficacy among teachers of public education schools?

The arithmetic mean and standard deviation of the responses of the study sample individuals were calculated on the self-efficacy scale. Table 7 shows the arithmetic mean, standard deviation, and degree of availability.

Table 7. The arithmetic mean, standard deviation, and degree of availability of the study sample individuals' responses on the self-efficacy scale.

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

As indicated in Table 7, the arithmetic mean of the degree of self-efficacy among teachers of public education schools is equal to 4.09, the standard deviation is equal to 0.764, and the degree of availability is according to the criterion of judgment with a high degree.

The two female researchers explain the findings that teachers of public education undergo a number of tests prior to appointment to raise their self-efficacy towards the teaching profession. After the

appointment, training continues with different and 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 teachers' self-efficacy, helping them overcome the obstacles facing them in the crisis of Coronavirus, from classroom education to online distance education. This study is in agreement with the study of Abu Ali (2015).

Second Research Question: Are there statistically significant differences in the degree of self-efficacy among teachers of public education schools due to the variables of the study (gender, educational stage, and years of experience)?

The value of the T-test is calculated to calculate the significance of the differences between the means according to the gender variable, and the value of the analysis test of a single variance is calculated to calculate the significance of the differences according to the variables of the educational stage and the number of years of experience, and this is shown as follows:

Table 8 shows no statistically significant differences between the averages of the male and female responses to the self-efficacy scale.

From the findings, it can be concluded that the practice of teaching for long years grants the teacher self-confidence and enough aptitude to deal with students, taking into account individual differences and flexibility with teaching staff and school management, showing the teacher's scientific, practical efficiency that should be better than fellow junior teachers of low experience, in accordance with Al-Waeli and Aladdin (2013).

Table 9 shows no statistically significant differences at the level of 0.01 between the response averages of the study sample on the self-efficiency scale according to the educational stage. To determine the direction of the differences, we use Schaffer's test for Post Hoc analysis to compare the averages for each stage separately.

Table 8. The findings of the T-test to calculate the significance of the differences between the mean responses of males and females on the self-efficacy scale

	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			

Table 9. Test results of the ANOVA of calculating the significance of differences between the response averages. The study samples individuals on a self-efficacy scale according to the educational stage.

	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	6.357	0.002
	Within Groups	35627.473	761	46.817		
	Overall	36222.737	763			

Table 10. Test findings of ANOVA analysis of calculating the significance of differences between the response averages of the study sample on self-efficacy variable number of years of the experience scale.

	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	4.223	0.015
	Within Groups	35825.099	761	47.076		
	Overall	36222.737	763			

The differences between primary school teachers and middle school teachers are statistically significant at the level of (0.05) in favor of the primary school teachers. The differences between the teachers of middle school and secondary school teachers are statistically significant at the level of (0.05) in favor of secondary school teachers. At the same time, there are no statistically significant differences between the teachers of primary and secondary school teachers.

Males and females can explain this result are committed teachers with a unified educational system, forcing them to make great efforts in teaching and form positive attitudes towards the educational process as a whole, in addition to the efforts of public education in continuous training to deal with e-learning during the time of COVID-19 pandemic, as well as the follow-up functionality on uniform items, in contrast with Abu Ali (2015) and Alrvua (2019).

Table 10 shows no statistically significant differences at level 0.01 between the response averages of the study sample on the self-efficiency scale according to a variable number of years of experience. 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, and the differences between teachers of 10+ years of

experience and teachers of 6-10 years are in favor of teachers of 10+ years, while there are no statistically significant differences between teachers of 10+ years' experience and teachers of less than 5 years of experience, and there are no statistically significant differences between teachers of 6-10 years and teachers of less than 5 years of experience. From the findings, it can be concluded that the practice of teaching for long years grants the teacher self-confidence and enough aptitude to deal with students, taking into account individual differences and flexibility with teaching staff and school management, showing the teacher's scientific, practical efficiency that should be better than fellow junior teachers of low experience, in accordance with Al-Waeli and Aladdin (2013).

Third Research Question: What is the degree of psychological stress among teachers of public education schools?

The arithmetic mean and standard deviation of the responses of the study sample on the psychological stress scale were calculated. Table 11 shows the arithmetic mean, standard deviation, and degree of availability.

This result can be explained by the nature of the teaching profession and the diversity of stressors from workloads, the lack of time for relaxation and psychological recuperation, a large number of administrative burdens and official correspondence and the lack of freedom of expression and participation in decision-making delayed promotions that increase pressure on teachers. In addition to the mental health conditions and the time of the pandemic, the system changing from classroom education to learning exacerbated teachers' psychological stress.

This result is in accordance with the study of Anzi (2019), Al-Zghoul and Abdel-Fatthah (2003), and Mohammad and Habib (2010).

Table 11. Arithmetic average, standard deviation, and the degree of availability of the responses of individuals, The study sample on the psychological stress scale

Psychological Stress Scale	Arithmetic Mean	Std. Dev.	Availability Degree
	2.71	1.057	High

Table 11 shows that the degree of psychological stress among teachers of general education schools was of arithmetic mean equal to 2.71 and a standard deviation of 1.057, and the degree of availability was moderate according to the standard rule.

Fourth Research Question: Are there

statistically significant differences in the degree of psychological stress among teachers of public education schools due to the study variables (gender, educational stage, and years of experience)?

The value of the T-test is calculated to calculate the significance of the differences between the means according to the gender variable, and the value of the analysis test of a single variance is calculated to calculate the significance of the differences according to the variables of the educational stage and the number of years of experience.

Table 12 shows that there are statistically significant differences at level 0.01 between the male and female response averages on the psychological stress scale in favor of females.

Table 12. The T-test to calculate the significance of differences between the male and female response averages on the psychological pressure scale

	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			

Table 13. Test results of the ANOVA to calculate the significance of differences between the response averages of the study sample on the psychological stress scale according to the educational stage

	Source of variation	**Sum of squares**	**Degrees of freedom**	**Average squares**	***P* Value**	**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 14. Test results analysis of variance to calculate the significance of differences between the averages of the study sample responses to the psychological stress scale variable number of years of experience.

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

During the pandemic, the psychological stress of teachers grew as responsibilities increased for them, and they do more than one job at a time to provide stability within the family in addition to electronic network problems in teaching and the daily follow-up for the students and the burden of administrative as well as difficulties and conditions of pregnancy and birth.

This result is in contrast with the study of Anzi (2019), which reached the existence of differences statistically significant on the psychological pressure scale in favor of males.

As seen from Table 13, no statistically significant differences were found at the level 0.01.

Between the averages of the responses of the study sample on the psychological stress scale according to the educational stage, and to find out the direction of the differences, we used test Heavy tests dimensionality to compare the differences between the averages for each stage separately came the differences between primary school teachers and teachers of the intermediate school are statistically significant at the level of 0.05 for the benefit of teachers intermediate stage, as the differences were between the teachers of middle school teachers and secondary stage statistically significant at the level of 0.05 for the benefit of teachers in the intermediate stage, while there are no statistically significant differences between the teachers of primary and secondary school teachers.

This can be explained by this result that the intermediate stage is one of the most difficult stages experienced by the individual in terms of psychological, physical, and mood changes, in addition to the different patterns of dealing for learners from childhood to adolescence, which requires teachers to deal with students in a manner different and thus constitutes a pressure of additional myself to them.

As seen from Table 14, there were no statistically significant differences between the mean study sample responses to the psychological stress scale according to a variable number of years of experience.

Explain this result: the different years of experience gained managerial experience of teachers and teaching skills in addition to dealing with students and take into account their differences according to the age of individual and social levels.

The result is in accordance with the study of Aljdua (2015) and disagrees with the study of Mekdad and Khalifa (2012), which reached no differences in the level of pressure

for teachers depending on the different teaching experiences.

Fifth Research Question: Is there any statistically significant correlation between the degree of self-efficacy and the degree of psychological stress among teachers of general education schools?

To answer this question statistically, the value of the correlation coefficient between the study sample's responses to the self-efficacy scale and their responses to the psychological pressure gauge. Table 15 and the value of the statistical significance of the correlation coefficient.

Table 15. Value of the correlation coefficient between the responses of the study sample on the scale of self-efficacy and the responses to the psychological pressure gauge.

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

As seen from Table 15, there is a negative the teachers of general education correlation and is statistically significant at the level (0.01) between the study sample responses to the self-efficacy scale and the responses to the psychological stress scale, which means that whenever the degree of efficiency increased self among schools, the lower the degree of psychological stress, and that the lower the degree of self - efficacy among teachers at the schools of general education the higher the degree of psychological stress.

Discussion and Conclusion

The COVID-19 pandemic has affected the interaction between students and teachers. Since all education institutions shifted their teaching to remote-based settings, the teachers of public education stumble across numerous hurdles owing to the lack of resources and facilities available, which further induced psychological stress among the teaching faculties.

According to the research, it was found that the lack of training in teaching strategies and guidance was the major challenge. The teachers providing online education need the necessary training and support. The lack of basic facilities like no internet connection or poor internet connection, it was also found that the on-campus physical classes were easily comprehendible as compared to the online classes.

Most of the public education teachers

were unaware of the technology as they were not updated with the advanced technology (Noor et al., 2020), and they faced difficulty in providing online education as they were not provided with any kind of help from the department to learn those skills. As a result, teachers have faced poor management of stress levels, which causes psychological stress and ultimately affects the self-efficacy of teachers.

From the results, it can be concluded that COVID-19 has affected the overall mental and self-efficacy of the teachers in Pakistan.

However, through the findings, the value of the arithmetic mean of the degree of self-efficacy among teachers of public education schools in Pakistan is equal to (4.09), and the standard deviation is equal to (0.764), which states that proper training continues with different and varied topics of teaching methods, classroom management, education technology, methods of dealing with behavioral problems of learners and academic evaluation must be provided after the appointment which will help in improving self-efficacy. The value of the T-test (0.272) showed that the practice of teaching for long years grants the teacher self-confidence and enough aptitude to deal with students, showing the teacher's scientific and practical efficiency better than fellow junior teachers of low experience. As the value of f in the ANOVA table is 4.223, and the significance level is .0015, which is less than $P<0.05$, this means that there is a positive significance relationship between self-efficacy years of experience, that the practice of teaching for long years grants the teacher self-confidence to deal with students.

Further results indicate that psychological stress is experienced higher in females rather than males due to various reasons, while psychological stress is observed higher in the teachers dealing with an intermediate stage of the student, which requires teachers to deal with students in a different manner. Teachers with different teaching experiences have low psychological stress. There is a negative correlation and is statistically significant at the level (0.01) between the self-efficacy scale and psychological stress indicates, that an increase in the degree of self-efficiency lowers the degree of psychological stress and a decrease in the degree of psychological stress increases the degree of self-efficacy among teachers at the school.

Recommendations

In light of the findings of the results of the current study, the researchers

recommended the following:

- Special preparation of extensive training programs to increase the e-learning competencies of teachers and reduce the psychological pressure that can be encountered in their management of scientific learning courses such as special electronic tests and special courses teaching strategies.
- Provide a good learning environment for teachers to practice their time of crisis.
- Conduct studies on other variables such as specialization, marital status, work environment (city, village), and other variables that may play a role in the relationship between self-efficacy and psychological pressures perceived by teachers on samples in other educational areas.
- Conduct further surveys in order to find out the sources of psychological pressures faced by teachers of general education in the Pakistani context.
- For online learning career establishment and skill development opportunities, the state or government must support them.

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