The influence of self-efficacy and experience of Sri Lankan teachers on their experience of occupational stress and resilience

A influência da autoeficácia e da experiência de professores do Sri Lanka em sua vivência de estresse ocupacional e resiliência

La influencia de la autoeficacia y la experiencia de los profesores de Sri Lanka en su experiencia del estrés laboral y la resiliencia

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ABSTRACT
Back ground: The study focussed on the teaching community of Sri Lanka which examined, sense of efficacy, stress, years in service and resilience. Aims: There were two objectives in the study. First objective was to examine whether there was a relationship between a teacher’s sense of efficacy and the perceived occupational stress. Second objective was to understand whether a teacher’s years in service had an impact on their resilience. Method: A questionnaire with few demographic questions and three scales which assessed their sense of efficacy, occupational stress and resilience were presented via Qualitrics. Participants were attracted through a social media advert. Approval was granted to conduct the study under reference number UG7496 by the ethics panel of Cardiff School of Sport and Health Sciences. A quantitative research was conducted and the collected data was analysed using SPSS. Results: A total number of 113 responses were collected where 89 responses were used for analysis. Spearman’s correlation tests were carried out, and the computed results indicated a moderate negative relationship between teacher’s sense of efficacy and occupational stress, \( r= -0.56, \ n=89, \ p<.001 \). Further, a strong positive relationship was indicated between years in service and resilience of a teacher, \( r=0.70, \ n=89, \ p<.001 \). Conclusions: Both hypotheses which were tested were supported by the obtained results. Therefore, it was suggested that teachers with greater sense of efficacy perceived less occupational stress and teachers with more work experience had higher levels of resilience.

Keywords: self-efficacy, occupational stress, work experience, resilience.

RESUMO
Antecedentes: O estudo concentrou-se na comunidade de professores do Sri Lanka, examinando o senso de eficácia, o estresse, os anos de serviço e a resiliência. Objetivos: o estudo tinha dois objetivos. O primeiro objetivo era examinar se havia uma relação entre o senso de eficácia de um professor e o estresse ocupacional percebido. O segundo objetivo era entender se os anos de serviço de um professor tinham impacto sobre sua
resiliência. Método: Um questionário com algumas perguntas demográficas e três escalas que avaliaram o senso de eficácia, o estresse ocupacional e a resiliência foram apresentados via Qualtrics. Os participantes foram atraídos por meio de um anúncio de mídia social. O painel de ética da Cardiff School of Sport and Health Sciences concedeu aprovação para a realização do estudo sob o número de referência UG7496. Foi realizada uma pesquisa quantitativa e os dados coletados foram analisados usando o SPSS. Resultados: Foi coletado um total de 113 respostas, das quais 89 foram usadas para análise. Foram realizados testes de correlação de Spearman, e os resultados computados indicaram uma relação negativa moderada entre o senso de eficácia do professor e o estresse ocupacional, r=-0,56, n=89, p<.001. Além disso, foi indicada uma forte relação positiva entre os anos de serviço e a resiliência de um professor, r=0,70, n=89, p<.001. Conclusões: As duas hipóteses testadas foram apoiadas pelos resultados obtidos. Portanto, sugeriu-se que os professores com maior senso de eficácia percebiam menos estresse ocupacional e os professores com mais experiência de trabalho tinham níveis mais altos de resiliência.

Palavras-chave: autoeficácia, estresse ocupacional, experiência de trabalho, resiliência.

RESUMEN
Antecedentes: El estudio se centró en la comunidad docente de Sri Lanka y examinó el sentido de la eficacia, el estrés, los años de servicio y la resiliencia. Objetivos: El estudio tenía dos objetivos. El primero era examinar si existía una relación entre el sentido de eficacia de un profesor y el estrés laboral percibido. El segundo objetivo era comprender si los años de servicio de un profesor influían en su resiliencia. Método: Se presentó a través de Qualtrics un cuestionario con algunas preguntas demográficas y tres escalas que evaluaban el sentido de la eficacia, el estrés laboral y la resiliencia. Los participantes fueron captados a través de un anuncio en las redes sociales. El comité ético de la Escuela de Deporte y Ciencias de la Salud de Cardiff aprobó la realización del estudio con el número de referencia UG7496. Se llevó a cabo una investigación cuantitativa y los datos recogidos se analizaron mediante SPSS. Resultados: Se recogió un total de 113 respuestas, de las cuales 89 se utilizaron para el análisis. Se llevaron a cabo pruebas de correlación de Spearman, y los resultados computados indicaron una relación negativa moderada entre el sentido de eficacia del profesor y el estrés laboral, r=-0,56, n=89, p<0,001. Además, se indicó una relación positiva fuerte entre el sentido de eficacia del profesor y el estrés laboral, r=0,70, n=89, p<0,001. Conclusiones: Las dos hipótesis puestas a prueba fueron apoyadas por los resultados obtenidos. Por lo tanto, se sugirió que los profesores con mayor sentido de eficacia percibían menos estrés ocupacional y los profesores con más experiencia laboral tenían mayores niveles de resiliencia.

Palabras clave: autoeficacia, estrés laboral, experiencia laboral, resiliencia.

1 INTRODUCTION

Awareness and belief of an individual’s strengths and weaknesses are necessary in order to achieve better outcomes. Bandura et al., (1997) suggested that the belief of an
individual’s own abilities on executing and organising actions where they lead to produce required outcomes is Self-efficacy (SE). SE leads an individual to perform better in challenging situations (Srivastava, 2014). SE is introduced as an individual’s belief of his or her own capabilities which enables to master a situation and produce an outcome which is positive (Feldman, 2018). SE is also defined as an individual’s own assessment and judgement of the individual’s abilities where it could be applied in relevant situations (Lloyd et al., 2016). As the study on SE has broadened over time, SE is conceptualised by focussing on individual fields of work. In the profession of teaching, teachers’ SE is defined as the individual’s belief on his or her own capabilities to achieve desired learning outcomes even among unmotivated and difficult students (Moran & Hoy, 2001).

Stress is another widely investigated topic as it is understood as a cause of many illnesses, both psychological and physiological. Stress is explained as physiological and psychological responses to both external and internal stimuli, resulting changes in the human body's system which influence behaviour and feeling (American Psychological Association [APA], 2023). Another definition of stress states it is a transaction between a person and its environment, which proposes stress as ‘person-environment fit’ (Ogden, 2007). Work environment could be stated as one of the most stress generating environments for most employed individuals. With the mentioned understanding, many researchers have studied occupational stress (OS). OS is a response of an individual when his or her ability and knowledge cannot cope when challenged with work pressure (World Health Organisation, 2020). It is stated that high levels of work stress results poor reporting to work by employees (Dianet et al., 2021). Further, work stress may lead an individual towards poor relationships with both the society and family (Dianet et al., 2021).

An individual’s work experience (WE) could be considered an important factor as it may help both the individual and the institution. WE is explained as the events an individual encounters while engaging in the job (Quinones et al., 1995). WE is also defined as learning and gaining practical insight about a certain career path or a particular role (Indeed editorial team, 2023). Research carried out in organisational settings, examining work performance have highlighted that WE of an individual positively influences performance (Quinones et al., 1995). Resilience is another factor which is widely studied in management, psychology, education and sociology. It is considered as a trait or a capacity of an individual (Kossek & Perrigino, 2016). Resilience is an individual’s ability to endure, overcome and bounce back when he or she is faced with an
unfavourable situation (Feldman, 2018). Resilience is also defined as an outcome of an individual’s process, where the individual successfully adopts when faced with a challenging situation (APA, 2023). It is suggested that resilience is influenced by an individuals interaction with the environment. However, resilience may vary among individuals depending on the biological, cultural and psychological factors (McCormac et al., 2018). The capacity of an individual to adopt accordingly to adverse effects of work and withstand work pressure is considered as work place resilience in an organisational setting (Kossek & Perrigino, 2016).

2 LITERATURE REVIEW

In order to identify possible causes, threats and withstanding factors influencing OS, many studies have indicated that SE is a major factor (Lloyd et al., 2016). Hence, it is understood that studying SE is important when investigating OS. Studies on SE and stress have been carried out engaging individuals of various fields from different cultures. A study undertaken in Sri Lanka involving undergraduates, on their SE levels and perceived stress indicated a weak negative correlation between SE and stress (Walpola et al., 2020). A sample of 393 individuals from a Sri Lankan higher educational institute was examined. The study revealed that gender, or socio-demographic factors such as employment status, civil status, residing status and funding method did not influence SE. The study supported the idea that SE has a negative influence on stress (Walpola et al., 2020).

An Indian study carried out among employees of a power corporation found SE being a factor in reducing OS (Janjhua et al., 2014). The sample of 80, consisted of both males and females from urban as well as rural areas. The findings of the study further suggested that the SE level of individuals from urban areas were higher than those from rural areas. It was also noted that older individuals had a higher level of SE and more WE lead towards higher SE. Further, the study suggested that SE is increased with age and experience (Janjhua et al., 2014).

Further more, a cross cultural study which had a participation of 1187 teachers from Canada, England, Hong Kong, and Thailand proposed that SE influences lowering OS levels (Klasen et al., 2012). The findings also suggested that effectiveness and commitment towards work improves as individuals with higher SE tend to react well towards stress. The sample had 211 from Hong Kong, 394 from Thailand, 203 from
England and 379 from Canada (Klasen et al., 2012). The representation of 605 from eastern cultures and 582 from western cultures, as well as the involvement of teachers from elementary, middle and secondary schools resulted a well balanced sample. However, the study stated that a minor participation of Asian ethnicity were included in the English and Canadian samples, representing 7.4% and 5% respectively.

The findings of an Indian study suggested that teachers of private schools showed higher stress levels compared to government school teachers (Bhrigu et al., 2021). A sample of 90 (25 males and 65 females) teachers from private, semi-government and government schools were selected for the study. The sample was drawn from 9 schools, where 10 teachers from each school were included (Bhrigu et al., 2021).

Moreover, a study on Spanish secondary school teachers revealed that higher SE levels resulted low levels of perceived stress (Betoret, 2006). A number of 247 (130 males and 117 females) teachers from 21 Spanish secondary schools were included in the sample. The age inclusion was 20 years and above. 14.5% of individuals had less than 3 years experience. 18.4% and 66.2% had 4 to 10 years and over 10 years of experience respectively. Results indicated that individuals having high SE not only perceived less stress, but also experienced less burnout and anxiety. Those individuals with higher levels of SE, also indicated a higher level of job satisfaction, motivation and involvement in work (Betoret, 2006). A positive fact is that participants were from different ages and various experience levels.

Years in service of an individual was examined against work stress, in a study carried out among Australian nurses (Humpel & Caputi, 2001). Participants were grouped as 0 to 2, 3 to 5, 6 to 8 and over 9 years, depending on their experience. Findings suggested that the least experienced group perceived more stress. However, it was noted that other groups with different experience levels did not relate to work stress neither positively nor negatively. In conclusion, the study acknowledged that it only partially supported past research findings (Humpel & Caputi, 2001). The study contained individuals from different ages and different levels of experience.

An Albanian study examining how years in service affected individuals, noted that longer years in service resulted a higher level of burnout (Duli, 2016). Participants for the study were taken from special needs education schools. The sample of 115 were taken from 6 cities. The study revealed that individuals with more experience were more exhausted emotionally. The study suggested that individuals facing challenging work on a daily basis such as special education, have a higher tendency to feel negative emotions
more often (Duli, 2016). According to the findings, more WE had no positive effect on coping or resilience, as the individuals with more WE recorded higher burnout levels. Prolonged stress and continuous tension are stated factors that contribute to burnout (APA, 2023).

A 2017 study conducted in the United States claimed that WE positively affected SE (Wilson & Byers, 2017). The study examined individuals from a nursing school. The sample of 86, included 49 junior and 37 senior nurses. Results stated that junior nurses had more clinical errors compared to the seniors, due to their limited experience. Senior nurses had a higher level of SE as they were found to be more confident (Wilson & Byers, 2017). The study supports the idea of experience positively influencing SE. However, commenting on the sample, it is stated that the age for senior category was 22. It is understood that the experience gap between the two groups would have been 3 years maximum.

Moreover, a study conducted in Australia on resilience and work stress suggested that individuals with higher resilience levels perceived less work stress (McCormac et al., 2018). A sample of 1048 were included in the study. Participants were grouped into age categories as 18 to 29, 30 to 39, 40 to 49, 50 to 59 and over 60. These age groups covered 12%, 24%, 22%, 23% and 19% of the sample respectively. The participation covered over 15 job categories including, managers, administrative staff, technicians, clerical workers and sales personal (McCormac et al., 2018). The comparatively large sample and the variety of occupations the participants represented, indicated a strong point to generalise findings.

3 PURPOSE OF THE CURRENT STUDY

Looking at past research it was understood that although much research had been done on SE and stress as well as SE and resilience, studies on WE and resilience were comparatively less. Moreover, most of the stress and SE related studies conducted in Sri Lanka were focussed on university students or on employees in the mercantile sector. There were very limited studies conducted on the teaching community. Further, past studies conducted in Sri Lanka have not examined how or whether WE of an individual influence resilience or OS. Especially, Sri Lankan studies have not examined these factors on the teaching community of Sri Lanka. Therefore, the current study aims to investigate
how a Sri Lankan teacher’s SE influences OS and whether the WE of a Sri Lankan teacher influences resilience.

4 FOLLOWING TWO HYPOTHESES WERE TESTED IN THE STUDY

H1: There is a significant negative relationship between a teacher’s self efficacy and the perceived occupational stress, which results higher the self-efficacy, lower the level of occupational stress.

H2: There is a significant positive relationship between a teacher’s work experience and resilience, which results higher the work experience, higher the resilience.

5 METHODS

5.1 PARTICIPANTS AND SAMPLE

The study was focussed on the teaching community in Sri Lanka who were presently working with at least one year work experience. In order to determine the sample size, G*Power 3.1 was used (Faul et al, 2007). Although G*power calculation for 80% power with medium effect and 0.05 significant level, indicated a minimum sample size of 84, a participation of 90 to 100 was expected. A slight increase in the number of participants were expected, assuming that there will be a certain amount of incomplete responses. Mentioning on the eligibility criteria, It was mandatory for all the participants to be over 18 years of age. As many individuals go through a probation period for at least six months before confirmation, it was decided to include individuals who had at least one year experience with the understanding that the responsibility and accountability is held independently once he or she is confirmed on the post. Therefore, those participating had at least exposed themselves to the actual work environment where they would experience work stress. However, an upper age limit was not indicated as it was understood that institutes and schools have a specific retirement age. Participation was open for both male and female individuals teaching in primary, secondary or tertiary levels of public and private schools, international schools and higher educational institutions. There were no restrictions depending on the subjects taught by them. However, self employed individuals were excluded as such individuals do not expose themselves to an organisational environment where they need to meet-up with dead lines,
institutional regulations, experience pressure from the peers or the subordinates and answer to the higher management or the relevant educational authorities which are considered as stress generating factors. Participants were recruited through an advert which was circulated on social media. Convenience sampling method was used in the study as it was understood to be cost effective and comparatively less time consuming.

5.2 DESIGN

None of the variables were manipulated by the researcher. Further, the purpose of the study was to examine the relationship between variables focusing on the direction and the strength. Considering the mentioned factors, it was decided to use a correlation design. The study used a survey which was designed and carried out on Qualtrics platform. The questionnaire was designed using three scales. In addition, four demographic questions were included at the beginning. Participants were asked to fill in their age and years in service as well as to select their gender and the teaching level they were engaged in. All questions included on the questionnaire were close ended questions.

5.3 MATERIALS

In order to measure SE of the teachers, Teachers’ sense of efficacy scale (TSES), which was developed by Moran and Hoy was used. It was decided to use the brief version of TSES which consisted 12 questions, rather than using the long version which had 24 questions. Answering was presented with 9 options from ‘nothing’ to ‘a great deal’ For each answer, a score was given from 1 to 9. High score indicated high sense of SE. As an example, participants were asked, up to what extent they were able to help a student value their learning (Moran & Hoy, 2001).

The workplace stress scale which was developed by the American institute of stress and Marlin company was used to measure stress of the participants (Marlin company & American institute of stress, 1978). The tool carried 8 questions where participants were able to select answers from ‘never’ to very often’. Scores were given from 8 to 40, with the final 3 questions having reverse scoring. As an example, participants were asked whether they feel unsafe or unpleasant at their work place. According to the total scores, participants’ stress levels were identified from relatively calm to potentially dangerous. Higher score resulted in higher stress levels.
In order to measure resilience, the Brief Resilience Scale which was developed by Smith et al. was used (Smith et al., 2008). The scale consisted of a number of 6 questions offering 5 answer options from ‘strongly disagree’ to ‘strongly agree’. Questions 2, 4 and 6 had reverse scoring. As an example, the questionnaire inquired from the participants whether they were quick to bounce back after hard times. Depending on the score, a participant was placed on low resilience to high resilience.

All scales were in Likert scale format. Further, brief versions of TSES and a brief scale to access resilience were selected considering participant fatigue. It was assumed that due to participant fatigue, there would be a higher tendency for the participant to leave the survey half-done. Another reason to avoid long scales was due to the idea that, seeing a lengthy questionnaire, some individuals may feel reluctant to participate. In order to ensure accuracy of answering and participant focus, an attention check was included in the questionnaire.

5.4 PROCEDURE

An advert which was distributed and shared on social media platforms was used to attract participants. Participants were able to click the link forwarded along with the advert, where they were directed to the Qualtrics platform, in which the survey was designed. Participants were provided with an information sheet, which they could read and understand the details and the motive of the study. Further, it briefed on how the data they provide will be handled. Afterwards, they were presented with the consent form. After reading and understanding, participants were able to give consent by clicking ‘yes’ or by clicking ‘no’ in the event they did not wish to participate. Both the information sheet and the consent form were available for the participant to download, if they needed to. Once an individual gives consent they were presented with the demographic questions, where they were asked to enter their age, gender, level in which they work and years in service. Afterwards, the three scales assessing SE, OS and resilience were presented respectively. Participants had to answer a total of 31 questions. It was assumed that a participant would need from 10 to 15 minutes to complete the survey and it was also mentioned on the advert for the participants. Thereby, any individual was able to decide whether to partake or not, without starting and leaving the survey incomplete. Finally, all participants were thanked for their valuable time spent in completing the survey.
5.5 ETHICAL CONSIDERATIONS

The ethics application which included the details of the proposed study, the method and the tools were forwarded to the ethics panel of Cardiff School of Sport and Health Sciences, where approval was granted under project reference number UG7496. Participation was solely voluntary. Any personal detail which could be used to trace or identify an individual was not requested in the questionnaire. Anonymity was maintained throughout the study. Further, all participants had the option of leaving the survey without completing by simply closing the browser, at any given time without mentioning any reason, if they did not wish to continue. However, once the survey was submitted, it was not possible to change or delete the submitted response of the particular individual as all the responses were anonymous. Although, it was understood that part taking in this study would not cause severe stress or anxiety, there could always be a mild risk in part taking in any study. It was assumed that, rarely an individual may experience fatigue while answering the questionnaire or may recall an unpleasant incident which he or she experienced. In the event of a participant felt stressed and understood that he or she needed mental support, contact details of mental health helplines were stated on the information sheet as well as the study advert.

5.6 ANALYSIS PLAN

Participants completed the demographic questions, TSES, WSS and BRS scales which measured SE, OS and resilience. Statistical Package for the Social Sciences (SPSS) version 29.0.1.0, which is a product of International Business Machines Corporation was used to analyse the data. The collected responses were exported from Qualtrics as an SPSS statistics data document. Data cleaning was carried out initially followed by Descriptive statistics. Normality tests were carried out and participant demographics were analysed. Reliability tests for all scales were undertaken and inferential statistics were carried out thereafter.
6 RESULTS

6.1 DESCRIPTIVE STATISTICS

6.1.1 Data cleaning

A total of 113 responses were recorded in the exported dataset. During data cleaning it was noted that there were 10 responses which were opened and not attempted, as well as 1 incomplete response where the work experience was not stated. These 11 responses were initially removed. Out of the remaining 102 responses, 11 responses had failed the attention check. Secondly, those 11 responses were removed. Further, two responses were found with unrealistic answers, where one response stated the age as 21 with 14 years in service and the other answer stated the age as 50 with 45 years experience. It was assumed, the mentioned two responses were due to a typing error. However, since the answers were unrealistic, it was decided to remove the 2 responses which made the final number of responses 89. Following, a reverse coding was undertaken as questions 6, 7, 8 of WSS and questions 2, 4, 6 of BRS were needed to be reverse scored. The sum was calculated for TSES, WSS and BRS in order to carry out a check for normality and skewness. Shapiro-Wilk tests were carried out, where significance values for all variables were less than 0.05 (see table 1). As it was identified the data was skewed, Spearman’s correlation test was used for the analysis. In order to ascertain the reliability of the scales which were used in the study, reliability tests were carried out (see reliability tests section).

Table 1 - Tests of Normality

<table>
<thead>
<tr>
<th>Source</th>
<th>Kolmogorov-Smirnov(a)</th>
<th>Shapiro-Wilk</th>
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<td>df</td>
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<tr>
<td>TESS sum</td>
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<td>89</td>
</tr>
<tr>
<td>WSS sum</td>
<td>.169</td>
<td>89</td>
</tr>
<tr>
<td>Years of experience.</td>
<td>.178</td>
<td>89</td>
</tr>
<tr>
<td>BRS sum</td>
<td>.123</td>
<td>89</td>
</tr>
</tbody>
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\(a\) Lilliefors Significant Correction  
Source: Shapiro-Wilk tests
6.1.2 Participant demographics

Afterwards, descriptive analysis was carried out in order to have an understanding of the demographics. The recorded minimum age was 20 and the maximum was 59 among the participants with a mean of 33.78. Out of the 89 participants 44 (49.4%) were female and 45 (50.6%) were male. Further, 25 (28.1%), 47 (52.8%) and 7 (7.9%) individuals were recorded to be engaged in primary, secondary and tertiary levels respectively. A number of ten (11.2%) individuals were engaged teaching in combined levels. The participants’ WE ranged from 1 year to 39 years, with a mean of 10.47.

6.1.3 Reliability tests

Scale reliability tests were undertaken on all three scales and the Cronbach’s alpha values for all scales indicated high reliability. TSES consisting 12 items (α=.95), WSS consisting 8 items (α=.92) and BRS containing 6 items (α=.94). Apart from the removal of survey question number 16 (scale question 11 of the TSES), which was the attention check, no other items were removed from any of the scales.
6.1.4 Inferential statistics

Sperman’s correlation analyses were carried out to examine the relationship between teachers’ SE and workplace stress and the relationship between WE and resilience. Results indicated a moderate negative correlation between teacher’s sense of efficacy and workplace stress, \( r=-0.56, n=89, p<.001 \), and a strong positive correlation between work experience and resilience, \( r=0.70, n=89, p<.001 \). In conformity with the results of the Spearman’s tests, higher levels of SE resulted in low levels of OS, and greater WE resulted in higher levels of resilience. Thereby, the results supported the tested hypotheses.

7 DISCUSSION

7.1 SUMMARY OF FINDINGS

The first objective of the study was to determine whether teachers with high SE perceived less OS. The study’s results indicated that teachers with higher levels of SE, perceived less OS. Findings of the study demonstrated a moderate negative correlation between the teachers SE and the OS levels. The second objective of the study was to determine whether the years in service of a teacher, increased their resilience level. The results of the study indicated that teachers who possessed more WE had higher levels of resilience. The findings of the study displayed a strong positive correlation between the years in service of a teacher and resilience. Therefore, the results of the study, supported the first hypothesis which proposed that, there is a significant negative relationship between a teacher’s self efficacy and the perceived OS which results higher the self-efficacy, lower the level of OS. Similarly, the results of the study supported the second hypothesis which proposed that, there is a significant positive relationship between a teacher’s WE and resilience which results higher the WE, higher the resilience.

7.2 DISCUSSION OF FINDINGS

Firstly, it was noticeable that many studies conducted in the past on SE’s relationship with OS, supported the findings of the present study (Betoret, 2006; Janjhua et al., 2014; Klasen et al., 2012; Srivastava, 2014). Mentioning on the sample size of the
present study which was 89, and some sample sizes of previous studies, which examined SE and OS, contained samples which were between 40 and 80 (Humpel & Caputi, 2001; Thompson & Gomaz, 2014). Nevertheless, it was also noticed that certain studies contained samples over 400 (Klasen et al., 2012; Mahdizadeh et al., 2016). As an example, similar results were found in a study conducted in 2022, in China. The study was carried out on employees of various information service providing companies. A total of 553 responses were selected to be analysed. The findings proposed that higher SE resulted a strong negative effect on OS (Shao et al., 2022). The present study which had a sample of 89 also obtained similar results. These examples indicate that regardless of the sample size, the obtained results have been consistent in most of the past studies related to SE and OS.

Secondly, the present study suggested that higher WE results in higher resilience. However, unlike studies on SE and OS, studies on WE’s influence on resilience were comparatively very limited. However, there have been studies and reviews carried out on WE’s impact on other factors such as SE and OS. A Sri Lankan review proposed that the age related WE improved SE of workers (Priyadharsan & Saravanabawan, 2021). According to the review, The authors had focussed on age of a worker, which was assumed that older workers possessed higher WE. Another review done in 2022, which examined data from India, Italy, Pakistan, United Kingdom, Spain and China suggested that higher SE resulted in increasing resilience and lowering stress (Baluszek et al., 2022). A study which was carried out in Spain during the COVID-19 pandemic period, suggested that higher SE resulted in increasing resilience. It was noted that a total of 308 nurses who were assigned to the intensive care unit participated in the study (Penacoba et al., 2021). As per the mentioned two reviews and the study (Priyadharsan & Saravanabawan, 2021; Baluszek et al., 2022; Penacoba et al., 2021), it was noted that WE increased SE of workers, and SE increased resilience of workers. Considering the connection and the relationship between the three factors, it could be suggested that WE influences resilience positively. However, due to insufficient study resources examining the direct relationship between WE and resilience, it is understood that presenting statements which support the present study’s finding may not be justifiable.

Further, it should be mentioned that certain previous studies on WE and resilience have recorded contradictory results. Out of the few studies conducted, a study conducted in Albania indicated that greater experience resulted in low levels of resilience (Duli, 2016). The mentioned finding contradicts with the finding of the present study, which
proposed vice versa. However, the mentioned study focussed on individuals engaged in special needs education (Duli, 2016). Therefore, it can be argued the intense work of special needs education for a very long time period resulted lowering the level of resilience.

7.3 LIMITATIONS

Few notable limitations were identified in the present study. First, when mentioning on the present study’s sample, which was 89, can be considered as a miniature sample. It can be stated that a larger sample is always better when in comes to generalising findings. Secondly, the participants were collected through a social media advertisement, where the even distribution of the advert can be questioned. Not all individuals engaged in teaching may use social media. Similarly, individuals in areas with inadequate internet facilities would have not been able to participate in this study. Therefore, it can be stated that the target population did not have equal accessibility to the survey. Adding to the point, an unevenness in the sample would have caused by participant age. Much older individuals may not use social media as much, compared to the younger generation. The mentioned fact was a concern as the study also inquired about WE, which is predominantly determined by age. The comment made here is not wholly based on ideation, as the data indicated a participation of only 17(19.1%) individuals over 45 years of age. The figure reflected the impact on experience, as only 11(12.3%) individuals possessed WE over 25 years. Therefore, the fact suggests that the participation of the elderly individuals were comparatively less. However, this comment is made with the understanding that the mentioned reason may not be the actual or the only contributing factor.

Thirdly, the survey was carried out only in English. There were no translated versions of questionnaires in the main two local languages. A reasonable argument could be brought up as those individuals who only knew Sinhala or Tamil did not have the opportunity to partake in the study. In addition, if a participant with limited knowledge of English partook in the study, it could have resulted in inaccurate responses, which finally affected the findings.

Fourthly, the study used self-reporting scales in order to collect data. Individuals were able to decide how efficient they were. Self reporting may result an individual to act unconsciously self bias when responding to self assessing questions. As an example, the
present study’s minimum recorded SE score was 35, and only 9% of the sample reported SE scores less than 60. Therefore, it can be assumed that self-reporting influenced individuals to grade them higher.

However, the first limitation which highlighted on the sample size, can be counter-argued as it was clear that there were many previous studies which included samples similar to the present study’s sample. The fourth limitation highlighted on the self-reporting technique. Mentioning on self-reporting, it is evident that a large amount of studies which followed a quantitative approach, have used self reports in order to collect data.

7.4 STUDY IMPLICATIONS

Although there were few limitations highlighted, the study’s results supported majority of the past research findings on SE and OS. Thereby, it can be proposed that the present study added supportive inferences to the examined concept. The findings of the study in respect to WE and resilience, indicated that an individual’s WE positively influence resilience. However, the mentioned two variables were not examined in previous studies, especially on teachers in Sri Lanka. Therefore, it may convince researchers to conduct studies on the relationship between WE and resilience.

7.5 FUTURE RESEARCH RECOMMENDATIONS

For better understanding on the topic, future studies may examine primary, secondary, tertiary level teachers separately. This may provide insight as to whether two teachers with similar efficacy levels perceive different levels of stress depending on the level they work. Further, if future research use multiple modes of advertising, where different geographical locations as well as both rural and urban communities are reached, it may result in a sample which is much balanced with an even representation. It would be of higher advantage if future studies use questionnaires in native languages as well. This implementation may result an increase of participation as well as more accurate reporting.

Moreover, there might be instances where teaching certain subjects generate more stress. Therefore, two individuals with similar efficacy may still perceive different stress levels. Therefore, it would bring justification and more accurate results if subject wise
examining is conducted. Further, factors such as the locality and the environment the individuals are stationed, may influence responses. Especially, in developing countries where facilities are not evenly distributed, individuals with similar SE might perceive stress differently.

Organisational environment can be suggested as another factor to consider in future research. Certain past studies indicated that OS of an individual was influenced depending on the type of school. A study noted that government and private school teachers had a noticeable difference in perceiving OS (Bhrigu et al., 2021). Another suggestion is that more future studies on WE would enable better understanding as to how the factor contributes towards the overall performance of an individual. WE may not only influence resilience, but also other factors like SE and OS. As an example, a study conducted on 190 Mexican teachers found that higher WE resulted in higher levels of SE (Rodríguez et al., 2012). Considering the fact, it would be beneficial if future research focuses more on the influence of WE on different factors as well.

8 CONCLUSION

The present study examined the relationship between SE and OS of the teaching community in Sri Lanka as well as how years in service influence resilience. The results indicated a moderate negative relationship between SE and OS, which suggested that Teachers with higher levels of SE perceived less OS. Further, the study’s results indicted a strong positive relationship between WE and resilience, which suggested that teachers with greater WE had greater levels of resilience. Findings related to SE and OS, supported the findings of previous studies. However, due to the limited number of studies conducted on WE’s impact on resilience, the findings of future studies related to WE and resilience, would be highly valuable in order to strengthen assumptions.
REFERENCES


