SELF EFFICACY AND WORK STRESS IN SPECIAL EDUCATION TEACHER

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Special teachers face various kinds of children with special needs, such as down syndrome, autism, and other emotional disabilities, causing teachers to experience chronic fatigue and stress. Teachers who teaching students with emotional disorders showed higher fatigue than those teaching students with intellectual disorders. The causes of educator stress in general are problems related to personal and classroom environment such as high workload and poor teaching conditions which trigger to low self-efficacy. Teachers with low self-efficacy show a greater tendency to leave work than teachers with higher self-efficacy. Educators with low self-efficacy influence enhance work stress level. This research aims ti study the effect of self efficacy on work stres in special education teacher. This research used quantitative approach with survey collecting data. The participants in this study were 84 special teachers from three special need schools. 87% female and 13% male teachers. The average age of teachers is 31 years old. Range of the tenure from 1- 27 years with an average of 21 years. The researcher collected data twice, work stress and self-efficacy scale in different time. Data analysis used regression analysis. The results showed a negative and significant effect of self-efficacy on job stress (b = -.39; p <.01) thus research hypotheses is accepted. Self-efficacy is important because it plays a role in how individuals understand themselves and believe in something that may and may not be achieved in their life.

Keywords: self-efficacy, work stress, special education stress

1.   Introduction

Fulfill the learning needs and control behavior of students is stressful for teachers. Stress can demotivate teachers and lead to alienation from the workplace, absenteeism, and attrition. In fact, when special education teachers are extremely stressed by their unmanageable workload, they will leave their job (Billingsley and Bettini, 2019). Boe, Cook and Sunderland (2008) reported that special education teachers leave and move to other school higher level than general teachers.

Special teachers are caring and highly trained professionals who assist students with developmental, physical, and behavioral/emotional needs. Special education teachers experience more stress and higher levels of burnout than general education teachers (Embich, 2001; Lazuras, 2006). Other research has also shown that the work of special educators is difficult, demanding, and more stressful than general educators (Bettini *et al.*, 2017). Special teachers face various kinds of children with special needs, such as down syndrome, autism, and other emotional disabilities, causing teachers to experience chronic fatigue and stress. The stress experienced by special educators leads to chronic burnout, which can include feelings of helplessness, depersonalization, and burnout (Maslach, Schaufeli and Leiter, 2001). Teachers who teaching students with emotional disorders showed higher fatigue than those teaching students with intellectual disorders.

Recruitment and attrition of special education teachers continues to be a national concern (Hagaman and Casey, 2018) with the gap between the number of special education teachers and unfilled positions increasing over time (Tyler and Brunner, 2014). Likewise, in Indonesia, the gap between the number of special need teachers and students. In Indonesia there are 2,017 special need Schools, 29,014 special teachers, 2,250 special need schools, and 144,621 students while data for North Sumatra province has 815 teachers, 58 schools and 5,193 students (Kementerian Pendidikan

dan Kebudayaan Sekretariat Jenderal Pusat Data dan Teknologi Informasi, 2021). Based on this comparison, 1 teacher educates 7 students, the fact is 1 teacher accompanying 10-15 students in three special need schools. The lack of educators makes teachers expend extra energy and thoughts to provide special services to their students so that they cannot optimize their potential perfectly.

The causes of educator stress in general are problems related to personal and classroom environment such as high workload and poor teaching conditions (Whitaker, 2017) factors which trigger to low self-efficacy. According to Bandura, teacher-efficacy is conceptualized as individual teachers' beliefs in their own ability to plan, organize, and carry out the activities necessary to achieve educational goal (Skaalvik and Skaalvik, 2010). Teachers with low self-efficacy show a greater tendency to leave work than teachers with higher self-efficacy (Wasburn-Moses, 2005). Educators with low self-efficacy influence job satisfaction (Klassen et al., 2009) and work stress level (Betoret, 2006).

While many studies have been conducted on self-efficacy and teacher stress in general education students, but not on students with special needs. This study aim to invesitigates the effect of self-efficacy on the work stress of special education teachers.

Literature Review
Teacher Work Stress

Teacher stress can be defined as teachers experience unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their teaching job. Stress as a negative emotional experience that is triggered by teachers' perceptions that their work situation is a threat to their self-esteem or well-being. When an individual experiences stress at work, this makes it difficult for the individual to concentrate, and may experience overwhelm and anxiety.

Teacher stress has been defined in the literature as a negative affective experience related teacher's ability to cope with work-related stressors (Kyriacou, 2001). Various theories of job stress have been applied to research on the ways in which student problematic behavior may be related to teacher stress (Devereux, Hastings and Noone, 2009). Using a cognitive-behavior framework, which emphasizes that a stimulus only becomes a stressor if it is perceived as such, stress can be understood as an interpersonal relationship with the environment that is assessed by the person as burdening or exceeding their resources and endangering theor well-being (Folkman and Lazarus, 1985).

Focusing specifically on teacher stress, (Kyriacou, 2001) describes it as a negative emotional experience triggered by teachers' perceptions that their work situation is a threat to their self-esteem or well-being. In this understanding, student problem behavior represents a stimulus from the environment that does not cause stress for the teacher. However, it becomes a stressor for teachers to perceive it as the cause of the discrepancy between their requests and their ability to cope with these requests. Researchers have confirmed that teacher stress consists of emotional manifestations, physical manifestations, and work-related pressures

Teacher Self-efficacy

Teacher self-efficacy represents the motivational beliefs or beliefs that teachers hold about themselves and their ability to influence student learning. Bandura defines self-efficacy as a belief in individu's capacity to complete a task successfully s(Skaalvik and Skaalvik, 2010). Self-efficacy is usually understood to be domain specific, but is often measured as a general ability, applicable to a variety of situations. Teacher efficacy is a job-specific extension of self-efficacy, and illustrated by an assessment of the ability to bring about the desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Tschannen-Moran and Hoy, 2001).

Special education teacher

A special education teacher works with children and youth with various disabilities. Special education teachers work with students who have learning disabilities, behavioral disorders, physical disabilities, and intellectual disabilities. Children with special needs, require unique instruction by specially trained professionals to help them reach their highest potential and strive to move beyond their limitations. However, the majority of special education teachers work with children with mild to moderate disabilities. Special teachers also assess students' progress, provide necessary instruction,

modify teaching methods as needed, and communicate regularly with parents and other teachers to ensure that students' needs are met. Special education teachers must be patient, flexible, and able to create a positive and supportive learning environment for their students. They must also be able to build strong relationships with their students, be good communicators, and be able to work effectively as part of a team.

Effect of self-efficacy on work stress

Self-efficacy is considered as a belief in an individual's ability to overcome difficult situations. When self-efficacy increases, it reduces work stress (Güzide, 2021). Not to mention, plays a role in reducing the negative impact of work stress. There is an negative correlation between work stress and self-efficacy, where increased skills will decrease work pressure (Batool, Atta and Riaz, 2020). Furthermore, the results of a study conducted by Gonzalez *et al.* (2017) found that there is a relationship between self-efficacy and work stress.

Individuals who have high self-efficacy believes that they have more ability to work successfully (Robbins and Judge, 2018). High occupational self-efficacy makes employees work harder, strive harder, be able to overcome difficult work situations, and be more creative in completing work. Individuals who have self-efficacy believes that they can try harder to overcome challenges at work (Ghufron and Risnawati, 2014). Furthermore, self-efficacy also plays an important role in motivating employees to complete their work and increase work productivity. Anxiety and low self-confidence of employees can be influenced by self-efficacy.

When work problems arise, a high sense of work self-efficacy encourages workers to persist and remain calm to find solutions in completing their tasks, but employees who have low self-efficacy will tend to give up easily in completing their work. Individuals who has a high job and has self-efficacy will feel confident in their ability to successfully carry out various jobs they face and will do them enthusiastically without stress. However, individuals who have low self-efficacy, only complete certain tasks, individuals will try work that they feel capable of doing and avoid work that is beyond their abilities or skills. Therefore, self-efficacy directly or indirectly affect work stress on employees (Ghufron and Risnawati, 2014). This is supported by the research results of (Schwarzer and Hallum, 2008). Hence, Taking the theoretical studies into consideration, the following hypothesis was established as: Self Efficacy have negative and significant effect on work stress.

2. Method

Participants and procedure

The participants in this study were 84 special teachers from three special need schools. 87% female teachers and 13% male teachers. The age of teachers varies from the youngest (22 years old) to the oldest (55 years old). The average age of teachers is 31 years old. The tenure is 1 year till 27 years with an average of 21 years. Collecting data in this study using a survey method. Teachers were asked to fill out a given questionnaire (self rating). The researcher collected data twice, first the researcher gave a work stress scale and got 86 questionnaires returned. Second, the researcher gave a self-efficacy scale and received 85 questionnaires (1 questionnaires is not completed). After being selected, only 84 (97.6%) questionnaires could be analyzed.

Instrumen

Teacher Self-Efficacy Scale

The teacher self-efficacy scale was adapted from the Teachers' Sense of Efficacy Scale (Short Form) arranged by Tschannen Moran and Woolfolk Hoy (Tschannen-Moran & Hoy, 2001). This scale contains 10 question items, one of the items is "How much can you do to control disruptive behavior in class?". Participants filled out the questionnaire with 5 answer options, namely 1=never, 2=seldom, 3=sometimes, 4=often, 5=always. Cronbach's alpha for this scale is 0.872

Work Stress Teacher Scale

The teacher's work stress scale was measured based on aspects of work stress according to Robbins and Judge (2013). This scale contains 15 statement items, one of the items is "I feel the workload given is too much". Participants filled out the questionnaire with 5 answer options, namely

1=strongly disagree, 2=disagree, 3=Neither Disagree Nor Agree, 4=agree, 5=strongly agree. Cronbach's alpha for this scale is 0.896

Data analysis

In this study there is one independent variable and one dependent variable. So the analysis used is regression analysis to see the effect of the two variables. Regression analysis is a set of statistical methods used to estimate the relationship between the dependent variable and one or more independent variables. In this study, researcher used Simple linear regression data analysis using the SPSS application (Statistical Package for the Social Sciences) version 25.0

3. Results and Discussion

The results showed a negative and significant effect of self-efficacy on job stress ($b = -.39$; $p <.01$). this research hypotheses is accepted. These results support previous research that self-efficacy affects individual work stress (Schwarzer and Hallum, 2008; Gonzalez *et al.*, 2017; Batool, Atta and Riaz, 2020; Güzide, 2021). The results of this regression show that self-efficacy has an important role in work stress. In accordance with Bandura's theory that self-efficacy is an individual's belief about his abilities to organizing, performing the actions necessary to complete the work, and striving for the best performance in completing work tasks. Meanwhile, job stress is an individual reaction that comes from all working conditions that are felt by employees as demands that impact psychological, physiological and behavioral reactions. These results emphasize that self-efficacy influences work stress. Self-efficacy is important because it plays a role in how individuals understand themselves and believe in something that may and may not be achieved in their life.

Previous research conducted by Haydon, Stevens and Leko (2018) that causes stress for special education teachers are the lack of support in school administration matters (lesson plans, report cards, and organizational-related aspects), the special needs of pupils in the classroom, perceptions among teachers, and government policies related to education. Work stress on teachers can be seen from the symptoms it causes. However, teachers often do not realize they are experiencing work stress. Individuals will only feel stress if their body has given a negative response. Some symptoms of stress should be a cause for concern, such as anxiety, insomnia, decreased appetite, irritability, difficulty concentrating, headaches, stomach aches, and other suffering. At first glance, these symptoms generally look like symptoms disease. Special education teachers will be aware if they experience work stress when their health has been physically and psychological compromised. This would be worrying if individuals having the symptom such as difficulty concentrating and unstability emotional. Special education teacher requires high concentration to educate their students with special needs. If this continues, then the quality of learning provided to students will surely decrease. This means that the teacher's performance will be also decreased.

Researchers hope that teachers who majored in special education in college will have greater self-efficacy for working with different abilities students compared to teachers with other majors. Due to the fact that they are specially prepared to work with students with disabilities, the researcher assumes that these teachers will have greater knowledge in teaching students with special needs. In addition, they are expected to have more patience with, understanding, and acceptance of students with special needs, as well as more knowledge of legislation and policies, which can be predictors of teaching success.

4. Conclusion

Based on the results of this research and discussion, it can be concluded that the effect of self-efficacy on the work stress of special education teachers is proven. The hypotheses is accepted. Teacher work stress is pressure from work that causes uncomfortable feelings. The causes of work stress are divided into internal (personal characteristics) and external (work environment). Job stress can be seen from the symptoms felt by the teacher himself. These stress symptoms will have an impact on both physical and psychological health. The perceived symptoms are related to the level of

work stress experienced by the teacher. The higher the stress level, the worse the symptoms will be and will have a negative impact on health.

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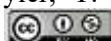
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