

# THE ROLE OF SELF-EFFICACY AS A MEDIATOR BETWEEN THE PERCEPTION OF THE DIFFICULTIES OF DISTANCE LEARNING AND PERCEIVED STRESS AMONGST TEACHERS IN ITALY AND THE REST OF EUROPE

De Lorenzo Aurelia, Lattke Lynda S., Tesauri Beatrice, Rabaglietti Emanuela



Department of Psychology,  
University of Turin



**S·H·E**  
Schools for Health in Europe

SE-CREA Research Group

# Introduction



COVID-19 suddenly transformed schools from physical places into virtual spaces

## **Riorganizing:**

- \*daily activities
- \*space at home together with family



Sources of stress connected to financial and family concerns  
(majority of women teachers)

# Objectives

1. Describe life styles and daily routines of a sample of Italian and European teachers during lockdown.

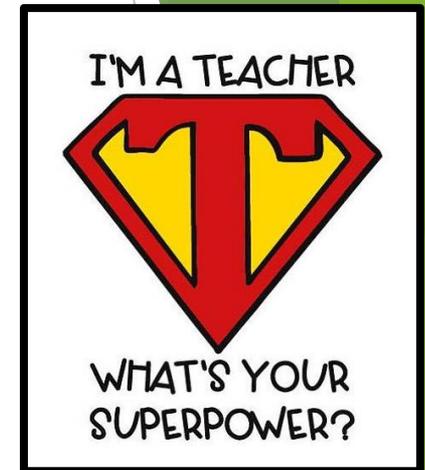
2. Verify the role of self-efficacy as a mediator between the difficulties of distance learning and perceived stress amongst teachers in Italy and the rest of Europe



# Instrument

## A self-report questionnaire-administered online:

- Sleep quality
- Eating habits
- Online time spent on non-work activities
- Financial concerns
- Organizing distance learning



## Perceived Stress scale

(PSS; Cohen et al, 1983; Cohen et al., 1988)

## General Self-Efficacy Scale

(GSES; Sabilia, Schwarzer & Jerusalem, 1995)

# Sample



**200 teachers**  
(Piemonte)

**F=89%**

46 y.o. (min=25, max=66)

15 years of service

46% living with children



**166 teachers**  
(the rest of Europe)

**F=81.9%,**

44 years (min=23, max=66)

18 years of service

40% living with children

# Results- Objective 1



**Changes in sleep quality**

52%

41%

**Changes in eating habits**

40,5%

31%

**Financial concerns**

51%

21.7%



**Online time spent on non-work related activities**

80%

# Results- Objective 2

## Teachers' perceived stress



M 18,43  
(ds=6,51)



M 17,18  
(ds=5,17)

## Teachers' general self-efficacy



M 18,99  
(ds=3,59)

M 30,90  
(ds=4,27)

(t-test;  $p < 0,001$ )

# Results- Objective 2

Perception of the difficulties of distance learning



Difficulties in time distribution

65,6%

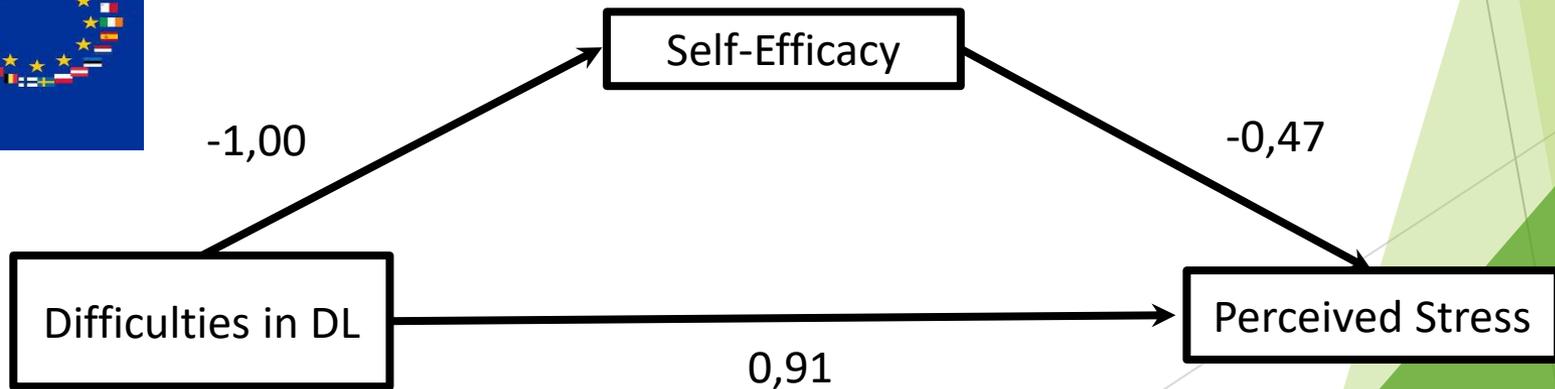
30,7%

Interference with family organization

65%

41%

# Results



# Conclusion

- **Change in habits during the lockdown**
- Perceived difficulties in distance learning = stress factor
  - **Sort out and come to terms with time and space for professional and personal life while at home**
- Perceived difficulties in distance learning are associated with a **decrease in self-efficacy** and predict a **greater level of perceived stress** amongst teachers.

**Access to supervision and support  
addressed to teachers  
to promote self-efficacy and their own resources**

# Thank you for your attention

se-crea@unito.it

