

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

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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.

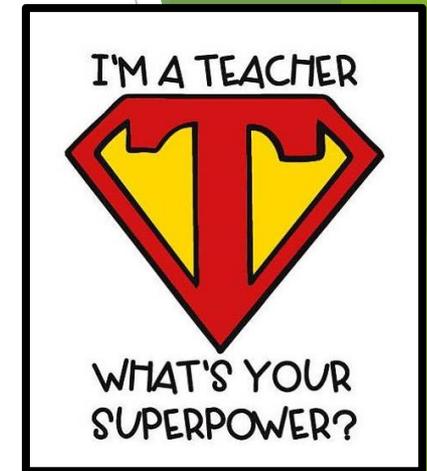
2. Verify the role of self-efficacy as a mediator between the difficulties of distance learning and perceived stress amongst teachers in Italy and the rest of Europe



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%

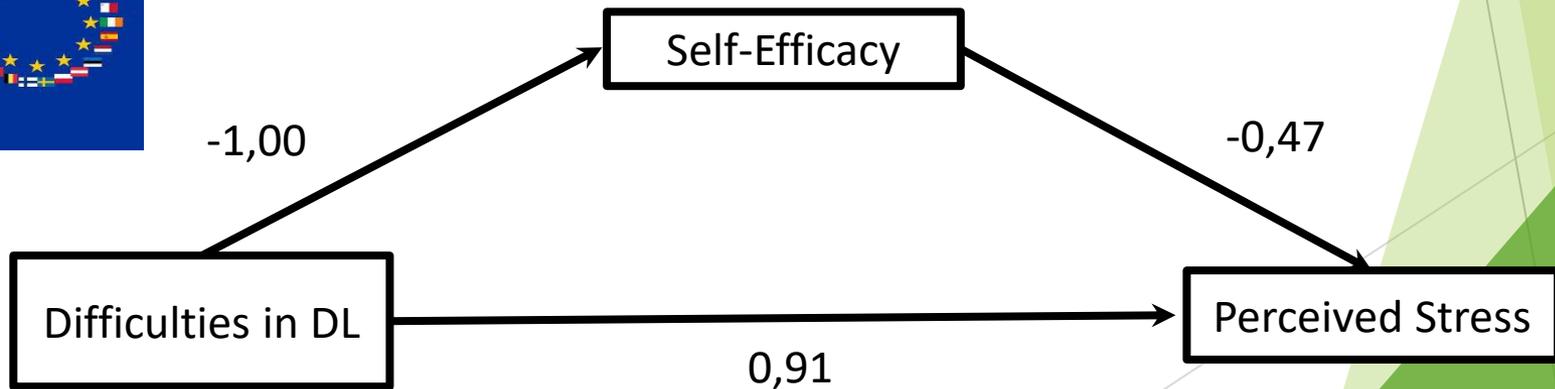
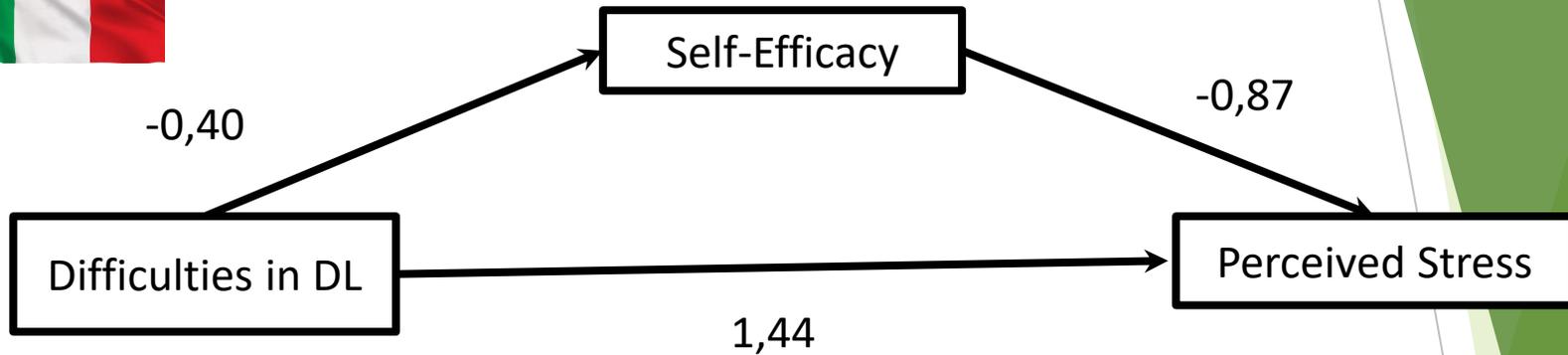
30,7%

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

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