Study of the relationship between happiness and self-efficacy with self-resilience of preschool teachers in Tehran

Mojdegan.S1*, Moghidi.F2, Ahghar.Q3

1. M.Sc in preschool education, Allameh Tabataba’i University
2. Professor Allameh Tabataba’i University
3. Scientific member of Research Institute for Education & Science and Research Branch-Islamic Azad University.

*Corresponding Author Email: s.mojdegan@yahoo.com

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- self-efficacy
- happiness
- self-resilience

ABSTRACT

The aim of this study was to evaluate the relationship among happiness and self-efficacy with self-resilience of preschool teachers in Tehran. The sample size using multi-stage method and according to Cochran formula was 270 persons. Three kinds of questionnaires were used to collect data:

A. Chesney self-efficacy questionnaire (2006) contains 26 questions in three sub-scales. (Coping strategies, Stop negative emotions and support by friends and family)
B. MUNSCH happiness questionnaire (2000) contains 24 items in four sub-scales. (Positive feelings, positive experiences, negative feelings, negative experiences)
C. Klhnen self-resilience questionnaire (1996) contains 14 items in four options. This study is the type of solidarity and consistent. For data analysis, descriptive and inferential statistics (multiple regressions) were used. The results showed that:

1. using teacher’s self-efficacy scores, their self-reliance is predicted. Effect and the strength of self-efficacy is an scale to use problem-oriented coping ways more than supporting from friends and family as well as and scale to stop negative thoughts and emotions.
2. using scores of happiness, degree of self-reliance of teachers is predicted. Effect and the strength of positive feeling is more than positive experience, negative feeling and negative experience.

Introduction

Positive psychology has been discussed by many researchers nowadays. Positive psychology focuses on mental health and quality of life of people that enable them to develop their abilities and competencies and say them strengths like weaknesses and flexibility like vulnerability have the same importance.

Research conducted in the field of positive organizational behavior suggests that psychological capacities, such as hope, resilience, optimism and self-efficacy, together make an issue called psychological capital. In other words, some psychological variables, such as hope, resilience, optimism and self-efficacy overall form a source or New latent factor that revealed in each of these variables (Simar Asl, 2010).

In recent years, the ultimate goal of positive psychology method is identifying structures and methods which can provides welfare and happiness. Therefore, those factors that led to more conformity of human with the needs and threats to life are the most fundamental structures of this method. Resiliency, especially in the areas of psychology, family psychology and mental health has a special place (Jowkar. 2007).

One of features of each job is its resilience. This matter is much worse in some jobs; it depends on the workplace, type of work, people who work with them and their responsibility. Self-resilience is conceptualized as the main structures to understand motivation, emotion, and behavior (Block, 2002).

Since the abiding person is an active participate who makes his/her own surroundings, must be able to balance life-mental, and spiritual in different conditions, psychology, medicine, teaching, management and preceptor-ship are among the jobs that people need to have the high resilience. among them the teachers, especially who serve in preschool centers, need to have characteristics such as flexibility, creativity, planning, innovation and etc...

Also, due to direct contact with children who are in the most important period of their life and their socialization they need to have the high resilience. Abiding people like preschool teachers have characteristics such as accountability, problem solving skills, creativity, innovation, imagination, perseverance, responsibility, high self-efficacy and happiness which the latter two characteristics Have been considered In this research.
High self-efficacy leads to effort and persistence in dealing with issues and obtain higher goals. While low self-efficacy led to hopeless and stop working. (Bandura, 1999)

People with high self-efficacy look at issues as a challenge to learn more, not a treat that they should avoid it. They spread their interests in the area where they do things and they feel severe commitment to do it. When they encounter issues, they concentrate how to do that successfully more than private destructive factors. (Jhon, 1999, cited by Zamani) Therefore, teachers who contact to various issues related to children need to have the high self-efficacy.

Happy people usually have sense of personal control so they can cope better with stress. They are also optimistic and extrovert, when they are responsible for doing something they expect to have success and prefer to be with people. (Myerz, 1993, cited by Hossein Sabet).

In the first six-year child’s life, the preschool age, forms the basis of his character and nowadays, because of the speed of growth and development, this period is known widely as the most sensitive years. So, the preschool teachers should be show a series of characteristics, behaviors and capabilities.

They must be take planning, responsibility, and perseverance on different fields. Children need people who like them also believe to value of child. They should enjoy being with child, her education and attention. (Mofidi, 2002) since resilience is an individual extensible mood, enable person to be able to deal with failures, conflicts and even the positive events, progresses and more responsibilities, as a result create more efforts to achieve success and self-efficacy. (Simar Asl, 2010).

Happiness and self-resilience of preschool teachers have important role on their self-efficacy. Nowadays, preschool period is one of the most important ages of children; therefore, teachers need high self-efficacy in their job because it led to job satisfaction and progress, finally, it will bring effective communication with children and desirable politeness. To optimize preschool education, education requires teachers with high happiness, self-resilience, and self-efficacy that are able to establish effective interaction to children.

On the other hand, in recent years pre-school centers as a centers for and children education is very important and has a special role in pre-school education. Obviously, such centers need teachers with high resiliency and happiness in order to interact effectively with their children and actually have high self-efficacy.

Establishment of this friendly relation needs paying attention to some features such as flexibility, problem-solving skills, self-confidence, creativity, planning, imagination, innovation, and high self-resilience.

Preschool teachers who use mentioned features to advance the goals of preschool need resiliency and happiness because children spend important part of their life by teachers to have a creative mind, ability in problem solving, high self-confidence, and perseverance, so capable teachers to be able to pass on these features to children.

Therefore, finding the relationship among self-efficacy, happiness, and self-resilience of preschool teachers Due to their direct contact with children is very important. since each of these factors is originated from family environment, social life and personality, which cause to good communication with parents and children. Achievements of this research can also be effective in teachers’ job procedure and make better their self-resilience.

Research Hypotheses
1. There is a correlation between self-efficacy (Coping strategies, Stop negative emotions and support by friends and family) and self-resilience of preschool teachers in Tehran.
2. There is a correlation between happiness (Positive feelings, positive experiences, negative feelings, and negative experiences) and self-resilience of preschool teachers in Tehran.

Methodology
Research Method

This research is kind of correlation and consistent correlation, since the researcher intends to study relationships among variables and to determine correlation and the contribution of each component in the criterion variable

The Study Population

Studied population was all preschool teachers between in 2010-2011.

Sample Size

Whereas, interval measurement scaling and research hypothesis are two dimensional, the sample size determined according to Cochran’s (test) statistic and for more generalized and less failure increased to 270 persons.

\[
\sigma^2 = \frac{\text{sample variance}}{\text{sample size}}
\]

\[
N = \frac{\sigma^2 \times Z^2 \times (1-a/\xi)}{d^2}
\]

\[
\frac{2.9 \times 3.84}{0.05} = 11.136 \quad \text{and} \quad 222.72 \div 223
\]
Sampling method

In this paper, the following multi-stage sampling is used:
A. First, Tehran divided to five areas (North, West, East, and South) according to geographical area.
B. Two education regions were selected randomly from each geographical area.
C. Nine centers were selected randomly from each education region.

Research Tools

In this research, the following three measuring tools are used:

A. Chesney Coping Self-Efficacy Questionnaire (2006)

The Coping Self-Efficacy Scale (CSES) is a 26-item measure of perceived self-efficacy for coping with challenges and threats in which respondents are asked at 11 degree Likert scale. Respondents are asked, “When things aren’t going well for you, or when you’re having problems, how confident or certain are you that you can do the following:” They are then asked to rate on an 11-point scale the extent to which they believe they could perform behaviors important to adaptive coping.

Anchor points on the scale are 0 (‘cannot do at all’), 5 (‘moderately certain can do’) and 10 (‘certain can do’). Respondents must answer at least 80% of the scale items.

The Cronbach’s alpha coefficient sub-scales in two main researches (N: 384) are reported as following:
Sub-scale Coping strategies = 0.91
Sub-scale Stop negative thoughts and emotions = 0.91
Sub-scale Support from friends and family = 0.80

The consequence reliability of retest method within a period of 3 months was for Sub-scale Coping strategies= 0.82, Sub-scale Stop negative thoughts and emotions=0.80, Sub-scale Support from friends and family=0.80

Concurrent and discriminant validity of coping self-efficacy scale has been proved through its significant relationship with other scales measuring mental health. Also, the results of factor analysis and three validity sub-scales confirmed the test structure.

B. MUNSCH Scale of Happiness (2000)

“Happiness” encompasses many different emotional and mental phenomena. This scale is designed to measure happiness.

Kozma & Stones (2000) constructed the test in which is emphasized on the amount and intensity of positive and negative feelings. Each of these emotions are included both short and long-term dimension. The model postulates that long- and short-term affective states combine in an additive manner to produce current happiness. Concerning objects of short-time state (10 objects) shows mood aspect (positive and negative) and concerning objects of long-time state (14 items) shows relative mood (positive and negative).

In this scale, each of positive and negative mood aspects has 5 questions and each of positive and negative relative moods has 7 questions. Totally, there are 24 questions.

Questions on this scale are graded to 3 degree, (Yes. 2), (No. 0), and (I don’t know, 1). Each of negative and positive mood aspects and relative moods with 5 and 7 questions respectively will have score 0-10.

Test reliability has been reported 80% during 18 months with using retest method. (Kozma & Stones, Cited by Babapour et al., 2003). In Babapour study, test internal consistency is obtained 0.82.

According to researches to evaluate the predictive validity of MUNSCH scale of happiness, this test with accuracy 0.76 can distinguish among normal and psychotic persons, also it can differentiate depressed patients from healthy persons with accuracy 0.76. Moreover, correlation of this test with another mental health scales (MHI) such as Yodgs Happiness Rating (0.50) indicates convergent validity of the test.

C. Klahnen Self-resilience Questionnaire (1996)

Firstly this scale is adapted from California Psychological Questionnaire (CPI) in forms of self-report scale to assess the resiliency by Klahnen (1996). Jack Block designed self-resilience scale adapted from Minnesota Multiphasic Personality Questionnaire (1951) (MPH12) and CPI. This scale is included 14 items in which answers are compared in Likert 4 degree scale from 1(it is not applicable) to 4 (it’s mostly true). The resulting score of 14 items is self-resilience score of person. Block & Kcerman were conducted this scale in two sessions as longitudinal study on a group of respondents. Alpha reliability coefficient was 0.86. This tool is used by Tugad and Fered Rickson (2004) to be adjusted for assessment of risk and positive emotion and resilience to the negative emotional. The Cronbach’s alpha is reported 0.82 by Letzring, Block & Fonder (2005).

Determination of Content Validity of Questionnaires in This Research

At first, these questionnaires were given to a group of experts and specialist masters to judge about contents of questionnaires’ questions, their ratio with aims and research hypotheses, and its adjustment to literature of preschool
teachers. Then, comments of all professors collected and agreed question for everyone were saved, and questionnaire was conducted after review on preschool teachers.

**Reliability Coefficient in This Research**

At the first, 50 of preschool teachers randomly selected, then all three questionnaires (Klahnen self-resilience, MUNSCH happiness, coping strategies) was exerted on them, and their reliability coefficient was calculate as follow by using Cronbach's alpha method:

<table>
<thead>
<tr>
<th>Table 1. Reliability Coefficient of Self-efficacy, Happiness, and Self-resilience Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
</tr>
<tr>
<td>0.92</td>
</tr>
</tbody>
</table>

As can be seen, all questionnaires have high, acceptable, and satisfactory reliability coefficient.

**Literature Survey**

Self-efficacy theory arises in the work of cognitive psychologists interested in personal causation; in other words, how people organize, adapt to and bring about change in their lives. Vaghavi (1999) found that high self-efficacy as personality have intermediary role in stressful marriage situation. Groyi (2003) showed in his findings that there is positive relation between public self-efficacy and mental health.

Hamidi Pour’s findings (1997) showed that correlation among personal efficacy of adviser with protection of staffs and job satisfaction with self-efficacy is positive and significant. Majidian's findings also showed that there is significant correlation and converse relation among self-efficacy and job stress of head masters; and there is significant and converse correlation among self-efficacy and hardness with job stress and there is direct and positive correlation between self-efficacy and hardness.

Fattahi's findings (2007) showed that there is no relationship between job stress and self-efficacy, and weak relation between job satisfaction and self-efficacy. Jowkar’s findings (2003) showed that person’s ability of resilience to establishment of life-mental balance is in contrast with hazardous conditions. Worner and Smith's study (2003) also showed that persons in hazardous environment can profit from resilience strategies.

Bandura's findings (1992) in social cognition theory showed that self-efficacy beliefs function as an important set of proximal determinants of human motivation, effect, and action which operate on action through motivational, cognitive, and affective intervening processes. It has been defined as the belief that one is capable of performing in a certain manner to attain a certain set of goals.

Findings of Brine, Michael and Myron (1997) showed that a significant and negative relationship among studied variables, i.e. self-efficacy, hardness, and philanthropy principles with stress, exhaustion and disease. Also, this relationship showed that such features may be having vital important role on health and exhaustion.

Duffey (1998) in his study stated that resilience of teachers learning accurately focused to identify students’ abilities. Study of Jiks and Bils (1999) showed that self-efficacy balanced the relationship among stressors and role. Also, results showed that persons with strong self-efficacy had received less negative effects from physical and psychological stressors of the workplace. (Cited by Fattahi, 2007)

The most important finding of Farham's study is the relationship of self-efficacy with happiness. (Cited by Hadi Nezhad, 2008). Harnish (2005) in his study reached this result that learning resilience can be caused to improvement of person's resilience. In addition, resilience improvement is effective in increasing academic performance. (Cited by Taremiyan, 2005)

**Data Processing and Analysis**

Descriptive statistics (frequency, percentage, mean, chart) will be used for data analysis, and inferential statistics (multiple regressions) were used for research hypothesis test.

**Data analysis**

**A. Data Description:** In this section, first, statistical index tables of research variables are reported appropriate with research hypothesis and variables.

1. **Self-efficacy of Coping Strategies**

According to following table, Chesney Coping Self-Efficacy Questionnaire (2006) and its three sub-scales are used for frequency distribution and percentage of teachers to dissociation of self-efficacy levels.
According to Table 2, "self-efficacy" level of most teachers was mediocre (64.2%).

2. Happiness

According to following table, MUNSCH Scale of Happiness (2000) and its four sub-scales are used for frequency distribution and percentage of teachers to dissociation of happiness levels.

<table>
<thead>
<tr>
<th>%</th>
<th>N</th>
<th>Index Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1</td>
<td>41</td>
<td>Low happiness</td>
</tr>
<tr>
<td>64.6</td>
<td>174</td>
<td>Average happiness</td>
</tr>
<tr>
<td>20.3</td>
<td>55</td>
<td>High happiness</td>
</tr>
<tr>
<td>100.0</td>
<td>270</td>
<td>Total</td>
</tr>
</tbody>
</table>

According to table 3, "Happiness" level of most teachers was mediocre level (64.6%).

3. Self-resilience

Klahnen Self-resilience Questionnaire (1996) and its sub-scales are used for measuring teachers’ self-resilience variables. Frequency distribution and percentage of teachers to dissociation of self-resilience levels is shown below.

<table>
<thead>
<tr>
<th>%</th>
<th>N</th>
<th>Index Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>3</td>
<td>Weak self-resilience</td>
</tr>
<tr>
<td>23.2</td>
<td>63</td>
<td>Indeterminate self-resilience</td>
</tr>
<tr>
<td>75.6</td>
<td>204</td>
<td>High self-resilience</td>
</tr>
<tr>
<td>100.0</td>
<td>270</td>
<td>Total</td>
</tr>
</tbody>
</table>

According to table 4, self-resilience level of most teachers was high level (75.6%).

B. Data analysis

Evaluation of The First Hypothesis:

There is relationship among self-efficacy (Coping strategies, Stop negative emotions and support by friends and family) and self-resilience of preschool teachers in Tehran. Evaluation results of the first hypothesis are shown in Table 4:

<table>
<thead>
<tr>
<th>MODEL</th>
<th>SE</th>
<th>R²</th>
<th>R</th>
<th>P</th>
<th>F</th>
<th>MS</th>
<th>Df</th>
<th>SS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.51366</td>
<td>.256</td>
<td>.506</td>
<td>.001</td>
<td>30.678</td>
<td>378.744</td>
<td>3</td>
<td>1136.232</td>
<td>Regression</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.346</td>
<td>267</td>
<td>3296.329</td>
<td>Residual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the results of table 5, "self-efficacy" has a correlation coefficient 0.506 percent with preschool teachers’ self-resilience and explains 0.256% of their self-resilience variance. Coping strategies sub-scales has more effects on teachers’ self-resilience. The effect of supporting by family sub-scale is little; meanwhile, the effect of stop negative emotion sub-scale on self-resilience shows slight reduction effect. So, according to the above-mentioned items, the first hypothesis of the research is confirmed.
Evaluation of The Second Hypothesis

There is relationship among happiness (Positive feelings, positive experiences, negative feelings, and negative experiences) and self-resilience of preschool teachers in Tehran. The Evaluation results of the second hypothesis are shown in Table 6.

Table 6. Summary of Regression, Variance Analysis and Statistical Regression Parameters between Happiness and Self-resilience of Preschool Teachers in Tehran

<table>
<thead>
<tr>
<th>MODEL</th>
<th>SE</th>
<th>R2</th>
<th>R</th>
<th>P</th>
<th>F</th>
<th>MS</th>
<th>Df</th>
<th>SS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.80832</td>
<td>.149</td>
<td>.386</td>
<td>.001</td>
<td>11.201</td>
<td>162.450</td>
<td>4</td>
<td>649.799</td>
<td>Regression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.503</td>
<td>256</td>
<td>3712.852</td>
<td>Residual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>P</th>
<th>t</th>
<th>Beta</th>
<th>SEB</th>
<th>B</th>
<th>Independent variables</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.000</td>
<td>37.136</td>
<td>.952</td>
<td>.35.360</td>
<td>Constant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.058</td>
<td>1.907</td>
<td>.144</td>
<td>.113</td>
<td>.215</td>
<td>Positive Feeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.122</td>
<td>1.552</td>
<td>.119</td>
<td>.082</td>
<td>.127</td>
<td>Positive Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.181</td>
<td>1.342</td>
<td>.098</td>
<td>.099</td>
<td>.133</td>
<td>Negative Feeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.072</td>
<td>1.809</td>
<td>.135</td>
<td>.081</td>
<td>.146</td>
<td>Negative Experience</td>
<td></td>
</tr>
</tbody>
</table>

According to the results of table 5, "happiness" has a correlation coefficient of 0.386 percent with self-resilience of preschool teachers, and 0.149 percent of the variance explains their self-resilience. Among the sub-scales of happiness, using the positive feeling sub-scale has more effects on the teachers’ self-resilience, but the positive experience sub-scale has little effects of the self-resilience. The effects of negative feeling and negative experience sub-scales on the self-resilience also show a minute decrease. So, according to the above-mentioned items, the second hypothesis of the research is confirmed.

Results and Discussion

The result of table 4 shows that "self-efficacy" has the correlation coefficient 50.6% with preschool teachers' self-resilience and explains 25.6% of their self-resilience variance. Also, "happiness" has the correlation coefficient 0.386% with preschool teachers' self-resilience and explains 14.9% of their self-resilience variance.

In comparison with other local studies and international research for happiness and self-efficacy relationship with self-resilience, findings of this research are consistent with local researchers’ studies include findings by Vaghavi (1999), Garoyi (2003), Hamidi pour (1998), Majidiyan (2007), Fattahi (2007), Jowkar(2007), Kiani (2010). Also, findings of this research and are consistent with foreign researchers studies such as findings by Warner & Smith (1982), Bandura (1992), Brian, Michael & Myren (1997), Duffey (1998), Jiks & Bils (1999), Fernham (2003), Harnish (2005).

Explanation results of research hypothesis can be addressed teachers who need to have high self-efficacy in their jobs because nowadays, preschool period is one of the most important periods of children’s life. High self-efficacy causes consequently job satisfaction and progress that is effective in creative interaction with children and their agreeable training. Preschool centers have an important role in training children, so these centers need to diligent and smiling, teachers who have high self-resilience to organize effective interaction with children.

People with high resilience have high self-confidence, self-esteem, and predictive power and they are calm in critical situation; since the abiding person is an active participate and constructive of its environment, must be able to balance life-mental, and spiritual in different conditions. Abiding people have characteristics such as accountability, problem solving skills, creativity, innovation, imagination, perseverance, high self-efficacy, happiness and responsibility. Self-efficacy raises in developed environments and due to internal motivation leads to spontaneously effort of person in environment. Creative thought and high self-efficacy among preschool teachers have the greater importance.

Happiness is commonly considered by psychologists the main way we can evaluate how well our life is going. As such, how happy a person feels is perhaps the single, most important piece of information one can know about a person for it usually tells the whole story. Because of this, happiness should be the most important thing to considering in examining your own life.

Method in which we define happiness can be determined how we live, what’s most important to know, how to behave with others, having the meaning of success and quality of life, how looking at human rights and ... Even how looking at ourselves as humans. Happy people usually have sense of personal control so they can cope better with stress, they are also optimistic and extrovert. Teachers who reinforced sense of happiness will have positive attitude to their jobs, community, work environment and even children.

Therefore, happiness is one of factors that causes to teachers’ job progression. It is evident that, if teachers feel their job is being promoted will find more motivation to work with children, as a result, such center can be happy center with teachers and children who have a stronger sense of happiness. Undoubtedly, happiness is provided the positive feeling of teachers and this can cause them to show more power in coping with problems at their workplace.

Recommendations
1. Results of this study transfer to preschool head masters.
2. For reinforcement of teachers’ self-resilience can use of factors and leverages such as increase motivation in material and spiritual rewards.
3. Encourage and certified of creative and innovative teachers and also, enhance their morale self-efficacy always should be considered by managers and authorities.
4. Reinforcement of self-efficacy and happiness is associated with self-confidence reinforcement; hence, to grow self-confidence and self-efficacy among teachers, it is absolutely essential establishing and reinforcement of good and constructive relationship. So, employed preschool head masters must pay attention to this point that through the development and Reinforcement of self-confidence and take advantage of prevalent and recommended methods by psychologist and experts can be paid to improve self-efficacy and happiness of teachers.
5. Reinforcement of self-confidence and happiness is associated with self-confidence reinforcement; hence, to grow self-confidence and self-efficacy among teachers, it is absolutely essential establishing and reinforcement of good and constructive relationship. So, employed preschool head masters must pay attention to this point that through the development and Reinforcement of self-confidence and take advantage of prevalent and recommended methods by psychologist and experts can be paid to improve self-efficacy and happiness of teachers.
6. Holding In-service training to improve resilience, happiness, and self-efficacy of preschool teachers by Education or Welfare.
7. Programs should be considered by Education or Welfare to increase happiness of teachers.
8. Holding Counseling and psychology courses for teachers to identify problems and solutions.

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