

## Social Support, Self-Efficacy, Psychological Resilience and Psychological Wellbeing as Predictors of Stress Reduction among Pre-Service Teachers in Colleges of Education in the North-West Nigeria

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### ABSTRACT

*This research study centered on exploring the predictive factors of stress reduction among pre-service teachers in Colleges of Education in the North West Geo-Political Zone, specifically focusing on Social Support, Self-Efficacy, Psychological Resilience, and Wellbeing. To guide the study, four research questions and four null hypotheses were formulated. The data collection instrument underwent expert validation and was utilized to gather responses from 300 NCE III pre-service teachers selected from four institutions within the specified zone. Data analysis involved Mean and Standard Deviation for addressing research questions and Pearson Product Moment Correlation for hypothesis testing. Based on the study's outcomes, recommendations were provided, emphasizing the importance of support from governments, colleges, and parents to reduce stress during pre-service teacher training, collaborative efforts between educators and regulatory bodies to enhance self-efficacy, and initiatives to bolster psychological resilience and well-being, all aimed at minimizing stress levels during teacher preparation.*

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Social Support, Self-efficacy, Psychological Resilience, Stress, Pre-service Teachers

### INTRODUCTION

Pre-service teachers may be confronted with stress in the aspect of finance for up keep and school fees, academic, relationship with family and friends, and school environment due to the fact that they have to combine other responsibilities with their academics as students. With this condition, stress becomes inevitable. The stress experienced by these pre-service teachers may potentially reduce by social support, psychological resilient and psychological well-being. Stress is regarded as a situation that impact human life in various degrees. It is explicit and manifested as an internal tension and feeling of disturbance, or dread associated with an object or circumstances (Okorie, 2016).

Glozah and Pevalin (2017) posits that social support is a multifaceted model consisting of psychological and material resources profitable to persons through their interpersonal

relationships and augment an one's ability to withstand all forms of stressful endeavours by manipulating cognitive process, emotions, behaviours and biological responses. According to Glozah and Pevalin (2017) social support performs a buffering or direct function in reducing stress which also culminate in plummeting distress or improve wellbeing although, the mechanism involved in this process is equivocal (Oliva, Jimenez, & Parra, 2009). Gini, Carli and Pozzoli (2009), asserted that the connection that is between social support and stress is such a one that can subdue and surmount the effect of stress among pre-service teachers. Indeed, social support from family and friends has been found to be effective in protecting and reducing stress buttressed by Suliman, Mkbabile, Fincham, Ahmed, Stein and Seedat (2009).

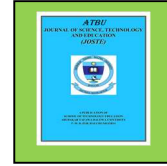
Sim and Moon (2015), holds that self-efficacy are an important aspect of human

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motivation and behavior as well as influence the actions that can affect one's life. Lyrakos (2012), elaborated that self-efficacy is the beliefs in one's abilities to organize and execute the task required to manage prospective situations. Self-efficacy refers to people's judgements about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed (Hong, Ye, & Shih, 2019). According Mete (2021), Self-efficacy is not only an important part of people's motivation and behaviour but also affects actions that can change people's lives. To this effect Zhang, Dong, Fang, Chai, Mei and Fan (2018) maintained that self-efficacy is related to coping strategies used by individuals in the face of problems or complex events. Students experience many problems in their living spaces and especially in school life. Their ability to solve these problems successfully and effectively is considered to be directly related to self-efficacy

Psychological resilience according to Rudwan and Alhashimia (2018), is an essential component of achieving a suitable level of mental health which by extension can reduce stress. Resilience denotes the individual's ability to deal cleverly and skillfully with the different demands of life despite surrounding pressures and crises. It also helps individuals achieve psychosocial adjustment and stress management when life situations become more critical. Therefore, resilience is a key factor in communicating with life and coping with adversity. The American Psychological Association (2017), associated psychological resilience with stress reduction, indicating that there are different aspects, models, and concepts of mental health that are sometimes considered types of resilience that enable individuals to resist adversity that might lead to stressful conditions.

Deci and Ryan (2008) argued that psychological well-being is viewed as a combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life. Some individuals demonstrate the high level of well-

being despite adverse circumstances, whereas others show low levels of well-being despite favourable conditions. They proposed psychological well-being as "the striving for perfection that represents the realization of one's true potential. In the words of Al-Kanani (2018), the concept of Psychological Well-Being is considered a pivotal and main concept in positive psychology because of its prominent position in the history of human thought, and everyone in different cultures sought psychological well-being as a supreme goal of life, due to its association with positive mood, satisfaction with life, and quality of life. Self-fulfillment, happiness and optimism, although the primary goal of psychology is to help the individual live the good life in which he feels psychological wellbeing. For many years, psychologists ignored the positive feelings of personality, and negative emotions such as anxiety and depression, psychological stress, and pessimism remained the most addressed and concerned in their research and studies.

#### **Objectives of the Study**

The study was guided by the following objectives:

1. Examine the relationship between social support and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria.
2. Examine the relationship between self-efficacy and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria.
3. Examine the relationship between psychological resiliency and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria.
4. Examine relationship between psychological well-being and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria.

#### **Research Questions**

The study answered the following research questions:

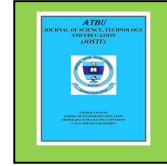
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1. What is the relationship between social support and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria?
2. What is the relationship between self-efficacy and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria?
3. What is the relationship between psychological resiliency and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria?
4. What is the relationship between psychological well-being and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria?

#### **Hypotheses**

The following hypotheses in the study were tested:

1. There is no significant relationship between social support and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria
2. There is no significant relationship between self-efficacy and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria
3. There is no significant relationship between psychological resiliency and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria
4. There is no significant relationship between psychological well-being and stress reduction among pre-service teachers in Colleges of Education in North West Geo-Political Zone of Nigeria

#### **METHODOLOGY**

Correlational research design was used for this research. This design was relevant due to the fact that the researcher requires neither the manipulation of variables nor will receive or arrange for an event to happen. The researcher uses this design in such a way that the entire part of North western Nigeria zone is represented. The target population of the study are NCE 3 pre-service teachers in the Colleges of Education in North-Western Nigeria. Four Colleges of Education in North-western Nigeria were used to provide the population of the study. A sample on the other hand, is a collection of some (subset) elements of a population. Sambo, (2008). A sample is a subset of a population from which data for the study is collected. Research advisor (2016). Purposive sampling technique was used to select 300 NCE 3 students from five schools for the study. Social Support, Self-Efficacy, Resilience and Wellbeing Questionnaire (SSSRW-Q) was used as the main instrument for data collection with the aim to generate information from this study the questionnaire composed of 53 items. Test re-test administration was used over a period of two weeks. The reliability of the instrument was recorded assessed using Cronbach alpha reliability coefficient the reliability co-efficient of .766 for the test and for the re-test alpha .789 was obtained respectively, with an average reliability coefficient of .778 was obtained which makes the instrument to possess adequate internal consistency for the study. The data obtained from this study were subjected to statistical analysis. Mean and standard deviation were used to answer the research questions. Inferential statistic using Pearson Product Moment Correlation (PPMC) was used to test the variables under study, three null hypotheses are formulated to guide the study and all the hypotheses were tested at 0.05 level of significance.

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## RESULTS

**Table 1:** Relationship between social support and stress reduction

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Social Support	1200	45.7500	9.34132	1199	-.975**	0.05	H <sub>0</sub> Rejected
Stress Reduction	1200	36.7500	2.86257				

Table 1 show that the mean and standard deviation of social support are 45.7500 and 9.34132 respectively, while stress reduction has a mean score of 36.7500 and standard deviation of 2.86257. From the table, it is understandable that r-Cal (.975) is greater than p-Value (0.05) at 0.05 alpha level, which means

there is a significantly positive relationship between social support and stress reduction. This is in clearer terms an indication that social support is significantly related to stress reduction. Therefore, the null hypothesis which stated that there is no significant relationship between social support and stress reduction was rejected.

**Hypothesis two;** There is no significant relationship between self-efficacy and stress reduction of teachers in Colleges of Education.

To test this hypothesis Pearson (r) was used in the table below:

**Table 6:** Relationship between self-efficacy and stress reduction

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Self-efficacy	1200	27.5000	2.69371	1199	.146**	0.05	H <sub>0</sub> Rejected
Stress Reduction	1200	36.7500	2.86257				

Table 2 show that the mean and standard deviation of self-efficacy are 27.5000 and 2.69371 respectively, while stress reduction has a mean score of 36.7500 and standard deviation of 2.86257. From the table, it is understandable that r-Cal (.146) is greater than p-Value (0.05) at 0.05 alpha level, which means there is a significantly positive relationship between social self-efficacy and stress reduction. This is in clearer terms an indication that self-efficacy is significantly related to stress reduction.

Therefore, the null hypothesis which stated that there is no significant relationship between self-efficacy and stress reduction was rejected.

**Hypothesis three;** There is no significant relationship between psychological resiliency and stress reduction of teachers in Colleges of Education.

To test this hypothesis Pearson (r) was used in the table below:

**Table 7:** Relationship between psychological resiliency and stress reduction

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Psychological resiliency	1200	19.2500	3.49252	1199	-.444**	0.05	H <sub>0</sub> Rejected
Stress Reduction	1200	36.7500	2.86257				

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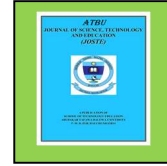


Table 1 show that the mean and standard deviation of psychological resiliency are 19.2500 and 2.86252 respectively, while stress reduction has a mean score of 36.7500 and standard deviation of 2.86257. From the table, it is understandable that  $r$ -Cal (-.444) is greater than  $p$ -Value (0.05) at 0.05 alpha level, which means there is a significantly positive relationship between psychological resiliency and stress reduction. This is in clearer terms an indication that psychological resiliency is significantly

related to stress reduction. Therefore, the null hypothesis which stated that there is no significant relationship between psychological resiliency and stress reduction was rejected.

**Hypothesis four;** There is no significant relationship between wellbeing and stress reduction of teachers in Colleges of Education.

To test this hypothesis Pearson ( $r$ ) was used in the table below:

**Table 8:** Relationship between psychological wellbeing and stress reduction

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Psychological Wellbeing	1200	52.0000	3.53701	1199	-.124**	0.05	H <sub>0</sub> Rejected
Stress Reduction	1200	36.7500	2.86257				

Table 1 show that the mean and standard deviation of psychological wellbeing are 52.0000 and 3.53701 respectively, while stress reduction has a mean score of 36.7500 and standard deviation of 2.86257. From the table, it is understandable that  $r$ -Cal (-.124) is greater than  $p$ -Value (0.05) at 0.05 alpha level, which means there is a significantly positive relationship between psychological wellbeing and stress reduction. This is in clearer terms an indication that wellbeing is significantly related to stress reduction. Therefore, the null hypothesis which stated that there is no significant relationship between psychological wellbeing and stress reduction was rejected.

Discussion

Abdullah, Sipon, Nazli and Puwasa (2014) examine the relationship between stress and social support among flood victims. This study involved 300 respondents from two districts (Mersing and Segamat) situated in southern part of Johor, West Malaysia. The study showed that there was a significant relationship between stress and social support which agrees with the hypothesis of this study.

Sim and Moon examined the relationship between self-efficacy, perceived college stress among pre-service teachers. All

scales used in this study statistically were reliable. The summarized results were as follows. High self-efficacy was related to better college life adjustment; adjustment had a strong positive correlation with self-efficacy ( $r = .586, p = .000$ ). Perceived college stress ( $r = -.324, p = .000$ ) and depression ( $r = -.267, p = .000$ ) had negative correlations with college life adjustment. The largest positive impact factor on college life adjustment was self-efficacy ( $\beta = 0.531, p = .000$ ), with the R squared of the model being 36.2 ( $F = 215.351, p = .000$ ). Through this study, self-efficacy was found as having the most positive effect on college students who are pre-service teachers. Students with high levels of self-efficacy had less stress and were better adjusted to college life. This study agrees with the second finding of our study.

Rudwan, and Alhashimia (2018), conducted psychological resiliency and stress reduction. The results indicate a positive correlation between stress reduction and resilience. The study of age differences did not reveal any differences. The study also indicates that resilience has a significant impact on stress. This agrees with the third findings of this study.

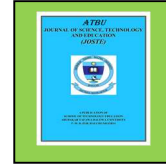
Chauhan (2014) compare the boys and girls school students on the variables stress and

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psychological well-being for this purpose, a sample of 100 students (50 boys and 50 girls) and aged between 14-17 years was purposively selected from different schools of Agra city. The survey technique was adopted. For the measurement of stress, Stressful Life Event Scale developed by G. Venkatesh Kumar, (1995) was employed and for psychological well-being, Ryff's Psychological Well-being Scale developed by Ryff and Singer (1998) was used. For statistical analysis, mean, standard deviation and t-test were employed. The findings of the study show that there is a significant relationship between psychological well-being and stress reduction school students. This agrees with the fourth finding of this study.

### CONCLUSION

This study's results deepen knowledge the relationship among social support, psychological resilience, self-efficacy and psychological well-being and how they can if well provided produced stress reduction among pre-service teachers. This study supports results of previous studies that the four variables under study contribute largely in reducing stress. Social support, resiliency, self-efficacy, and psychological well-being may help to ameliorate stress impact on pre-service teachers.

### RECOMMENDATIONS

Based on the findings of this study, the following recommendations were put forward:

1. Governments, College environments and parents should do everything possible to provide the needed support that can encourage pre-service teachers in reducing stress level during training.
2. Lecturers in Colleges of Education should in collaboration with the NCCE develop programmes that can improve the self-efficacy of pre-service teachers
3. Psychology practitioners and teachers can develop psychoeducation and training aimed at increasing psychological resiliency among pre-service teachers
4. Government and lecturers should put all that should in place for the fortification of pre-

service teachers' psychological well-being as this will help in reducing stress in their training

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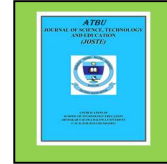
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