The effectiveness of the management training on the roles of family work in increasing self-efficacy of female teachers in Shiraz education organization District 2

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Abstract
The purpose of this study was investigating the effect of teaching management of work-family roles on increasing self-efficacy of female teachers in Shiraz education organization district 2. Research method was quasi-experimental with control and experimental groups as well as pretest-posttest design. Statistical population included all female teachers of general education in district 2 in Shiraz education organization in academic year 2014-2015. Sample consisted of 40 teachers in district 2 who were selected through convenience sampling. They were divided into control group (20 persons) and experimental group (20 persons). Management of work-family roles was taught during 12 weekly sessions for experimental group. Adams and Sherer (1982) general self-efficacy scale consisted of 17 questions were administered to collect data. Using multiple analysis of covariance and analysis of covariance, the result of the study showed that teaching management of work-family roles had a positive and significant effect on self-efficacy.

Keywords: teaching management of work-family roles, self-efficacy.
Introduction

Nowadays, presence of great number of women becoming expert in different fields in universities to occupy different jobs in society has made a unique situation in our country, Iran. The presence of active educated women in various social affairs has increased the number of two-job families (both wife and husband are employed). Women are also faced with some challenges and difficulties while working in society. The challenges include the multi roles, contradictory roles, lack of clear border line between work and family, lack of attention to individual needs and wills, communication problems, weak interaction between the couples, lack of balance between the duties at work and home, the difficulties related to children care, time stress, work place difficulties, negative beliefs, gender-oriented programs, sociological pressure, and ecology and environmental issues. So it is difficult to make balance between the affairs related to home and work. Employed women try a lot to manage these controversies well (Arian-2008). In fact, such managing policy let the employed women combine work and family roles properly. In the situation in which women are able to successfully integrate work and family affairs, they are successful both in work and at home. Accordingly, they will highly be satisfied in job, marriage and family with positive attitude and no conflict. (karami-2007).

The management training on the roles of family work is one of the ways which can help employed women. In fact, management training in family is teaching a set of skills through which women can establish a suitable environment for life and work by integrating individual and collective goals. In this way family members can step toward success and development through positive attitude and optimal use of existing facilities such as human resources (family members), physical resources (place and other equipment and tools), and information resources. (Zahedi-2007).

Another important aspect of mental health is self-efficacy beliefs. According to Schwarz & Schulz (2000) self-efficacy is person’s imaginations and understanding of his abilities. This concept refers to person’s total trust in the ability to pass from wide latitude of wills or new situations relating to the fact that whether he has the ability to do his duty or not. Public self-efficacy based on clarification of person’s competency and capability is for dealing effectively with many stressful situations. Self-efficacy is of different types among people based on their thought and behavior. Person’s psychology growth is faced with problem without self-efficacy. Self-efficacy acts as mental immune system and it provides the owner with required resistance, ability and capacity to confront with inevitable difficulties of life.

Bandura discovered that every individual’s self-efficacy has a main role in the manner of his approaches and attitudes toward goals, and his duties and challenges. Self-efficacy means individual’s judgments about his abilities which affect their efforts and steadiness and cause the sense of self-esteem and self-value sense of efficiency and efficacy in confronting with life. Bandura believes that self-efficiency is our understanding of our abilities in data collection and adjustment in life. Our criterion determines our self-efficacy that is the first main aspect of self from the Bandura’s point of view. (Jafari Shirazi-2012).
Dealing with life pressures and acquiring individual and social skills have always been a part of human’s life reality manifested in different life stages with different forms. Bandura in 1997 believes that persons’ beliefs regarding their abilities influence their effort and steadiness. High level of self-efficacy has increased the fear of failure while it has increased the level of wishes and it has improved the ability to problem-solving and analytical thought. Self-efficacy increases mental, physical and spiritual welfare and develops healthy identity.

Today many studies have been done surveying effective factors on people’s family and job lives. This indicates how important these two main components of life are. (Biote & Witing – Berman-2008). Today the researchers have understood the importance of human resources in society and especially in different organizations. They have also found out that human resources is valuable and capital factor in development and growth of the organizations and countries. It can influence all society levels. (Brown - 2008). Statistics show that there is high level of family and job conflict among both men and women. A national study indicates that 70 percent of employees are not able to create a healthy balance between their family and job. (Galinsky -2012).

This is somehow self-centered which was considered as a kind of egoism and inappropriate matte in the past while There are many positive values in modern psychology for issues such as self-centered, self-analysis, self-esteem, and self-efficacy, self-evaluating and self-adjusting. Many of these cases are remarkably considered in positive psychology. (Kar, 2004- translated by Pasha Sharifi and Najafizand – 2006).

Research about self concepts, especially self-evaluation and self-regard has founded the high importance of positive psychology. The belief in high self-esteem and strong self-efficacy influences personal powerfulness and flexibility. (Merrck 1999 – cited from Kar in 2004). Person will enjoy better happiness and health when he evaluates himself positively (high self-esteem) and also when he believe that he will be successful in their efforts (self-efficacy).

It can also be said that self-efficacy refers to a kind of personal belief saying that person is able to do a certain behavior. ( Bandura in 1997). A person’s beliefs and judgments have been defined as his ability in performing his duties and responsibilities and self-efficacy have been defined as the judgments that person makes about his abilities for doing certain work. Theses judgments show that they are related to many aspects of human behavior such as performance and persistence in action. (Gore in 2006).

Abedini and Arian (2012) surveyed the efficiency of management training on family- work roles with ecology approach in women teachers to increase their self-efficacy. Making use of covariance analysis test, they concluded that management training on family- work roles through ecology approach had positive effective on women teachers’ self-efficacy.

Jafari Shirazi(2012) studied the effectiveness of teaching life skills in order to heightening self-efficacy among female headed householder in Tehran . The findings showed that there is a significant relationship between life skills training and self-efficacy heightening among female

TalaPanahi( 2011) in a research entitled the effect of entrepreneurship skills training on self-efficacy of Rode Hen Islamic Azad university students has concluded that entrepreneurship skills influence individual’s growth and success in profession. Those who have high level of self-efficacy focus on the opportunities that deserve persuasion while those who enjoy low level of self-efficacy escape from the risks i.e. stronger the expectation from the self-efficacy , more probable to successfully encounter with threatening responsibilities. Environmental conditions are also effective in self-efficacy formation. Some situations are entrusting more than the others in harder performances. Therefore, success expectation in these conditions will be different. (Quoted from Javari Shirazi in 2012).

Loosens & Bortolotte(2009) performed a research entitled life-job balance in the experiences of Australian employed mothers to study certain aspects of life-job balance such as family and job roles or life and job interaction.

Jorsalim Vechen (2009) showed that the women who had higher self-efficacy with multiple roles led to decrease in family-job conflicts.

Montgomery & Cook (2005) concluded in their research that utilization of all the resources available for the employee can decrease family-job and job-family conflict. They also believe that family and job lives are considered as two main bases of every body’s life. Many difficulties such as reduction of job satisfaction, lower marital satisfaction, frustration and helplessness of the role can be avoided through developing a balance between family and career roles, right specification of time, energy, and commitment of the individual.

Kim (2003) concluded in a research done on 2200 high school students of Saul city of Sothern Korea that there is a significant meaningful relation between public self-efficacy, depression, anxiety, sensitivity and hostility.

Morris (2002) studied the relation between self-efficacy and emotional disorder signs among a large sample of Holland’s normal teenagers. The results showed that low level of self-efficacy is associated with high level of trait anxiety, neuroticism, anxiety disorders symptoms and depression symptoms. Marlow, et al showed that self-efficacy is correlated with physical and mental health in patients suffering from rheumatism and arthritis ,i.e. patients with low self-efficacy blurt more physical defects, tiredness and pain, depressed and anxious mood (Quoted by Ali Nia Keroyi in 2003).

**Research hypothesis**

Management training of family-job roles influences the enhancement of female teachers' self-efficacy.
Research methodology

Since the purpose of this study was investigating the effect of teaching management of work-family roles on increasing self-efficacy of female teachers in Shiraz education organization district 2, the research method was quasi-experimental with control and experimental groups as well as pretest-posttest design.

Research design

In the present study, pretest-posttest design as well as control and experimental groups have been used.

Table 1: The research design according to the symbols

<table>
<thead>
<tr>
<th>Post-test</th>
<th>Training</th>
<th>Control R</th>
<th>Experiment R</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2</td>
<td>X (training the family-job roles management)</td>
<td>T1</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>----------------</td>
<td>T1</td>
<td>Control R</td>
</tr>
</tbody>
</table>

Statistical population

Statistical population included all female teachers of general education in district 2 in Shiraz education organization in academic year 2014-2015. Sample selection was done as follows: first work plan schedule along with the objectives and full description of the suggested workshop was given to the manager of education to get the workshop permission. Then, the sample (40 teachers) that were selected through convenience sampling from among all female teachers in district 2 in Shiraz education organization. Through pre-test and quite randomly they were divided into control group (20 persons) and experimental group (20 persons). The experimental group was taught management of work-family roles during 12 weekly sessions along with no action taken to the control group. Finally post-test was done for both groups.

Sample’s demographic information

Table 2- frequency distribution of participants work experience

<table>
<thead>
<tr>
<th>History</th>
<th>control</th>
<th></th>
<th>experiment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>percentage</td>
<td>frequency</td>
<td>percentage</td>
</tr>
<tr>
<td>Between 10-20</td>
<td>9</td>
<td>45</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Between 20-25</td>
<td>6</td>
<td>30</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>More than 25 years old total</td>
<td>5</td>
<td>25</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>total</td>
<td>20</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
According to table 2, it is clear that 45% of teachers in the control group have between 10-20 years of work experience, but 10% of teachers in experiment group have experience between 20-25 years and 45% of them are of 10-20 years of experience.

**Table 3- Frequency distribution of participants education degree**

<table>
<thead>
<tr>
<th>Education</th>
<th>control</th>
<th>experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>percentage</td>
</tr>
<tr>
<td>Associate degree</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 shows that 65% of teachers in control group and 85% of teachers in experiment group are holding bachelor degree.

The general self-efficacy scale of Scherrer et al (GSE) and Oxford Welfare were used to collect data.

Self-efficacy scale reliability: Alpha Cronbach coefficient was 0.88 through the Alpha Cronbach coefficient reported by Hirschi and Morris in 2002 quoted by Khosh Kalam in 2010 and Kim and Amiss’ study in 2005. Bermak (2007) obtained Alpha Cronbach coefficient in experiment group equal to 0.77 and in control group equal to 0.95 which indicates relatively good reliability of self-efficacy test. Khoshkalam(2010) obtained Alpha Cronbach coefficient in students group with hearing impairment equal to 0.84.

Self-efficacy scale validity: In order to assess general self-efficacy validity, obtained scores were correlated with several character traits. These character traits include: internal control location, interpersonal competency, my strength, self-esteem, daring, male personality traits, and emotional harmony. (Sheerer and his co-workers- quoted from Keroyinia in 2003). The obtained correlation between the scores of self-efficacy scale and other personality measures has been prepared to confirm the scale structural validity. Asgarzadeh and et al.(2006) also implemented this scale on the 344 BA students Shahid Beheshti University. To check the validity, factor analysis (40/0 solidarity and higher) and criterion validity (.001) were used. Both reported high reliability (Khoshkalam, 2010).

**Research findings**

Management training on family-work roles increases self-efficacy among the female teachers. Covariance analysis statistical method was used to check the hypothesis.
Table 1- mean and standard deviation of self-efficacy variable of the two groups in pre and post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Experiment group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
<td>pre test</td>
<td>posttest</td>
</tr>
<tr>
<td>mean</td>
<td>62.58</td>
<td>67.45</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>6.54</td>
<td>9.89</td>
</tr>
</tbody>
</table>

Table 1 shows that the mean of experiment group in pre-test is 62.58 and it has increased to 67.45 after training. But the mean in control group is 62.42 in the pre-test but it has decreased to 61.80 in the post-test.

Table 2- Covariance analysis test for clarifying the effect of management training of family-work roles on self-efficacy

<table>
<thead>
<tr>
<th>Change resources</th>
<th>Sum of squares</th>
<th>Degree of freedom</th>
<th>Mean Of squares</th>
<th>F</th>
<th>Significance level</th>
<th>squares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>458.97</td>
<td>1</td>
<td>458.97</td>
<td>7.15</td>
<td>0.01</td>
<td>0.16</td>
</tr>
<tr>
<td>Group</td>
<td>338.98</td>
<td>1</td>
<td>338.98</td>
<td>4.99</td>
<td>0.03</td>
<td>0.12</td>
</tr>
<tr>
<td>Error</td>
<td>2514.18</td>
<td>37</td>
<td>67.95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>167923</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 2, self-efficacy post-test results are significant due to the group (p<=0.03, df=1, F=4.99). It shows that experimental group has more increase in self-efficacy after workshop compared with control group. The interference effect of independent variable (management training on family-work roles) is equal to 0.12 i.e. The training has influenced 12 percent of post-test scores variance of self-efficacy in teachers. It means that management training on family-work roles has led to self-efficacy increase in female teachers.

Discussion and conclusion

Management training on family-work roles affects self-efficacy in female teachers. Covariance statistical analysis was used to investigate this hypothesis. According to table 2, self-efficacy post-test results have been significant due to group (p<=0.03, df = 1, F=4.99). It shows that experimental group has more increase in self-efficacy after workshop compared with control group. The interference effect of independent variable (management training on family-work roles) is equal to 0.12 i.e. The training has influenced 12 percent of post-test scores variance of self-efficacy in teachers. This finding is consistent with the researches such as Abedini and Arian’s (2012), Jafari Shirazi (2012), Fazeli (2007), and Journalism and chon in 2009.

Since one of the main bases of any educational system is the teacher, great attempts are done in most advanced countries to attract, maintain, and improve teachers. So, Teachers’ quality is on top of all the issues related to education improvement. That is why teachers must be the best and the most outstanding and well-trained. (Khanifar- 2004- quoted from Kashefi Neishapoori-
2008). The fact is that current systems of education are notable to meet the training needs of growing communities. (Jackson-1998, Kodpoor in 2001 quoted from Kashefi Neishapoori in 2008).

Karami(2007) showed in a research done in Bane city of Kurdistan province that management strategies in training of family-work roles through ecology approach leads to increase in marital satisfaction among employed women in two-job families. Mont Gomery and cook (2005) concluded in their research that using all the resources available to the employed person can decrease the family-work conflict. Arian (2008) pointed to some cases he interviewed with employed women in two-job families which can be taken into consideration in the consultation with employed women.

Learning new behaviors to deal with issues creates sense of mastery and ability in people. It also seems that new skills acquisition and application has increased the beliefs in self-efficacy in individuals. Applied strategies in this training due to all life aspects of the employed women such as time management, self-management, human relation management, stress management and financial management (that is necessary for teachers due to their low income), and some others empower women. One aspect of empowerment is self-efficacy and self-esteem.

Bandura (1994) believes that not only physical and emotional interaction is important but the way it is understood and interpreted is also important. Through learning how to minimize stress while facing with difficulties and challenges, one can improve the sense of self-efficacy. If a person is not excited, nervous with no headache, he more likely believes that he is able to solve the problem successfully. The cooler he feels more efficiency he owns. The higher his sense of physiological and emotional excitement is, the lower is his sense of efficiency. The more fear, anxiety or tension he feels in a specific situation; the less he feels he is able to deal with that. (Shultz and Shultz in 2005, quoted from Syed Mohammadi in 2007).

Since a good deal in any relation is the main key to success, relation management will help effectively in teachers’ success. Satisfactory relationship with his wife will also improve his quality of life. Due to several roles the employed women hold, it is necessary for them to have plan and manage time appropriately. They also need to allocate time for themselves to manage their own affairs especially to keep themselves update and knowledgeable. The employed women exposed to tensions in workplace and family environment can decrease stress through stress management. Teachers’ income is low compared with other organizations’ staff's, so financial management helps them to make best use of their salaries. If the employed women observe those successful people who manage their work and family roles well, they will try to follow them in their lives. According to bandura "following successful people increases one’s self-efficacy".
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