Mediating Role of Self-Efficacy between Organizational Culture and Occupational Stress at the Secondary School Level

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Abstract: *The current research work was designed to investigate the mediating role of self-efficacy between organizational culture and occupational stress at the level of secondary school. The current research work was carried out in three districts of Punjab, i.e., District Attock, District Chakwal, and District Rawalpindi. All male secondary school teachers (SSTs) from both the public and private sectors comprised the population of this research work. A total of seven hundred and sixty-eight (768) teachers were selected (384 SSTs from the private sector and 384 SSTs from the public sector) as sample size from both sectors. The sampling technique was simply random for the collection of data. Adapted research instruments were utilized for the collection of data. One null hypothesis was framed. Data analysis was done using Statistical Package for Social Sciences (SPSS) version 25.0, Analysis of Moment Structures (AMOS) version 21.0, and MS Excel. Mean Score, Standard Deviation (SD), Factor Analysis, Confirmatory Factor Analysis (CFA), Second order CFA, Structural Equation Modeling (SEM), and Chi-square were used. The null hypothesis was rejected. It was concluded that Self-efficacy (SE) was a mediating variable between organizational culture (OC) and occupational stress (OS). Both partial and full mediation were found significant. It was recommended that continuing professional development programs for teachers of government in general and private in particular be designed to enhance teachers' level of self-efficacy.*

Key Words: Organizational Culture, Occupational Stress, Secondary School Level, Education

Introduction

Organizational culture is a crucial element for the long-run survival of an organization. That's why organizational culture is a dominant field of study for researchers. Organizational culture is a system of beliefs, rules, and values shared by an organization's members. Organizational culture has significant importance in the workplace experience of employees (Schein, 1984). In the current era of globalization, organizations are the second home of employees in whom they seek collectiveness and belongingness (Feliciano, 2019). Nigussie (2018, as cited in Arogundade, 2020) described organizational culture as determining how individual workers and their groups interact and connect with each other, as well as customs and direct and indirect stakeholders.

Occupational stress is a stigma among employees who face stress at the workplace. If employees are happy and healthy, they can be more productive. It is the core duty of the organization to build and promote a culture where employees perform their abilities at their optimum level (Rasool et al., 2020). Akinboye and Adeyemo (2002) stated that it is a "global epidemic" that has damaged almost every occupation. Thus, occupational stress is experienced by media doctors, teachers, policemen, soldiers, nurses, lawyers, bankers, etc.

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As far as school organizational culture is concerned, a lot of attention is paid to how teachers perform their necessary roles. As a change agent in a classroom environment, it is a huge burden lies on their shoulders. For instance, a teacher with high self-efficacy has great expectations for the improvement and progress of students. He or she feels responsibility for the learning of his or her students. He or she fixes achievement targets, adopts different strategies, and experiences effective methods of teaching. High self-efficacy teachers demonstrate high levels of skills and expertise and attain desired educational outcomes regardless of challenging environments. As self-efficacy affects the performance of people, the efficacy of a teacher influences his or her performance and daily activities (Koh, 2011). Teacher's efficacy can be strengthened through experiences of positive self-evaluation. It can also be improved through professional development activities, positive feedback, and encouragement. It develops problem-solving synergy through interaction among teachers.

Research Objectives

1. To find out the mediating role of self-efficacy between organizational culture and occupational stress.

Research Hypotheses

Ho$_1$: There is no significant mediating role of self-efficacy between organizational culture and occupational stress.

Theoretical Framework

The theoretical framework is essential in the research study. It gives a concrete foundation to expand a particular phenomenon. It also assists the research scholar in verifying his or her research work on the basis of its information. The current research study was on the mediating role of self-efficacy between organizational culture and occupational stress at the secondary school level. The following models are strongly associated with its variables and sub-variables. These theories and models are the person-environment (PE) fit model, demand-control theory, effort-reward model, and social cognitive theory (SCT). These are being discussed in this section.

Person-Environment (PE) Fit Model

At the University of Michigan, the Person-Environment Fit Model (PE-Fit) was first developed in the middle of the 1970s (Caplan et al., 1975; Van Harrison, 1978). According to the model, stress and strain arise when there is a discrepancy between a person's actual and perceived capacity to meet the demands of their job and the requirements and demands of their position.

Demand-Control Theory

The job strain model is the name given to this model. In the late 1970s, Scandinavian researchers created it (Karasek, 1979; Karasek et al., 1981; Karasek & Theorell, 1990). Job demands (i.e., workload, deadlines, etc.) and decision latitude (i.e., autonomy and control) were the two main causes of job stress and strain. These factors predict which working conditions will be the cause of minimum and maximum strain. Jobs with low demands and significant decision-making liberty provide the least stress, whereas jobs with high demands and little latitude cause the most stress (Guglielmi & Tatrow, 1998).

Effort-Reward Model

Siegrist and his associates promoted the Effort-Reward Imbalance (ERI) model (Siegrist, 1996; Siegrist et al., 1990). Effort refers to both working environments caused by stressful conditions (e.g., workload, deadlines) and mandatory efforts to overcome and establish control. On the contrary, the reward refers to the advantages of jobs, promotion, security of a job, prospects of promotion, decision latitude, and control. If the required effort is greater than the job's rewards received by the individuals, they will feel stressed out and be more susceptible to health problems (Guglielmi & Tatrow, 1998).

Social Cognitive Theory (SCT)

The concept of self-efficacy was a crucial segment of Social Cognitive Theory (SCT) advocated by Albert Bandura (1997). According to Woolfolk Hoy (2003), SCT makes a difference between enactive and vicarious learning. Enactive learning is to perform different tasks and experience their outcomes. At the same time, vicarious learning is imitating and learning by observation. According to Bandura (1986, 1997), SCT asserts that humans are active organizers of their lives. They are active and diligent. They do not rely on environmental factors. They decide to take part actively or neglect the present state of affairs.

Conceptual Framework

Current research work was planned to explore the mediating role of self-efficacy between organizational culture and occupational stress at the secondary school level. The conceptual framework for this investigation is shown in Figure 1. The left-side sub-variables are connected to the organizational culture questionnaire. It was used by Omer Gokhan Ulum (2017). It was used purely for the measurement of the organizational culture of educational institutions. Its sub-variables are the support dimension, the Bureaucracy dimension, the Mission dimension, and the Success dimension. The sub-variables from the right side are related to the occupational stress questionnaire. Drs. Sajjad Jamal and Abdul Raheem created and standardized it. Teachers' occupational stress scale (TOSS) was purely developed for the occupational stress of teachers, as its name suggested. Workload, student misbehavior, lack of professional recognition, lack of school resources, and poor colleague relations are its sub-variables. Similarly, self-efficacy was used as a mediating variable. A general self-efficacy scale developed and standardized by Prof Dr Ralf Schwarzer was used for this study. On the basis of a literature assessment, the conceptual framework that follows was created for the current research project.

Graph 1
Conceptual framework of the study
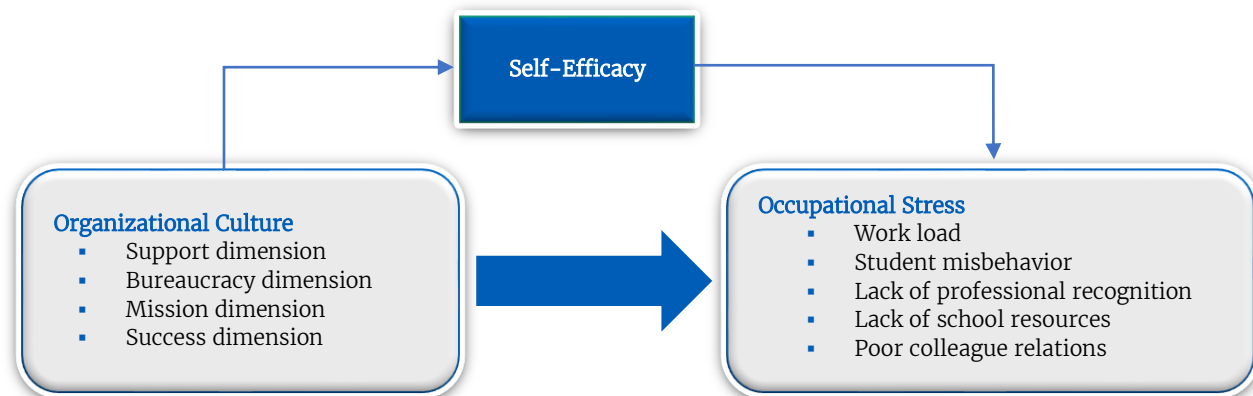
Research Methodology
Nature of Study

The nature of the current research work was correlational and descriptive. Different aspects of organizational culture and occupational stress were compared. Data gathering was done through a survey. Three districts of Punjab province, i.e., District Attock, District Chakwal, and District Rawalpindi, were selected for data collection. A quantitative research design was used to finish this research investigation.

Research Design

Creswell (2012) argued that research designs have three types: quantitative, qualitative, and mixed-method research. Researchers have to select a particular research design according to the nature of the study. The numerical description of the issue is the major focus of quantitative research design. Additional traits include the testing of hypotheses, statistical analysis of the data, the use of standardized data-gathering instruments, the objectivity of the researcher, and the generalization of results to the entire population.

Descriptive research is involved with the exploration of current phenomena. It deals with the present situation in a systematic way. By analyzing its sample, survey design offers a numerical or quantitative assessment of trends, attitudes, and views of the population. On the basis of sample results, the researcher generalizes the results to the entire population (Creswell, 2009).

Population

Only male SSTs working in the public and private sectors and instructing at the secondary school level in the province of Punjab made up the population of the current study. Punjab province is administratively divided into nine (09) divisions and thirty-six (36) districts. The researcher had limited time and financial resources. That's why it was decided to collect data from three (03) districts of the Rawalpindi division of the province.

Table 1
Total numbers of private and public secondary schools

District	Private secondary schools	Public secondary schools	Total no of secondary schools	Selected schools as population
Attock	233	122	355	64
Chakwal	364	124	488	64
Rawalpindi	916	200	1116	64
Total	1513	446	1959	192

(Source of Public Secondary Schools: Official website of SED, https://schools.punjab.gov.pk/sed_census (School Education Department (SED), Government of Punjab)
(Source of Private Secondary Schools http://pepris.punjab.gov.pk (Private Education Providers Registration & Information System)

The total number of schools is illustrated in table 1. In District Attock, two hundred and thirty-three (233) were private secondary schools, and one hundred and twenty-two (122) were public secondary schools. In District Chakwal, three hundred and sixty-four (364) were private secondary schools, and one hundred and twenty-four (124) were public secondary schools. In District Rawalpindi, nine hundred and sixteen (916) were private secondary schools, and two hundred (200) were public secondary schools. All these schools were registered on the official websites of the Private Education Providers Registration & Information System (PEPRIS) and the School Education Department (SED)y. The total number of secondary schools in the above-mentioned three districts was thousand five hundred thirteen (1513) in the private sector and four hundred and forty-six (446) in the public sector. All male SSTs of both private and public secondary schools in these three districts were chosen as the target population of the current research project. Again, it was difficult for the researcher to gather information from all of these schools. Therefore, it was agreed to choose thirty-two (32) private and thirty-two (32) public schools in each district as the study's population. A total of sixty-four (64) schools were selected from both sectors in each district. Similarly, a total of ninety-six (96) schools were selected from the private sector, and ninety-six (96) schools were selected from the government sector. One hundred and ninety-two (192) schools were chosen as the sample for this research study.

Sampling

Samples are subsets of the target population of a particular research study. Every aspect of the population cannot be calculated (Kazerooni, 2001).

Sampling Technique

For this research investigation, a simple random sample technique was applied. The requisite number of samples (teachers) were chosen using a simple random sampling procedure because the results could be generalized and a complete list of the population was available. Random sampling is the most appropriate method of sampling for quantitative research because the sample will be representative (Creswell, 2012).

Sample Size of the Study

The researcher was unable to conduct a data collection process from every district. So, one hundred and ninety-two (192) schools were selected as the population of the current research work. The "Raosoft" computer program and the table created by Krejcie and Morgan ([1970](#)) were used to justify the sample size. The sample sizes for public SSTs were 363 and 361 in the "Raosoft" and Morgan tables, respectively. As a result, the study's sample size of 384 was deemed statistically adequate. The population of private SSTs was unknown and infinite as far as the sample size of private SSTs was concerned. The PEPRIS website does not display the total number of SSTs for each district. As a result, a sample of 384 private sector SSTs was chosen to represent the unknown or limitless population.

Data from male SSTs in the private and public sectors were collected using a simple random sample technique. It was decided to select seven hundred and sixty-eight (768) male teachers as a sample of the study. A total of three hundred and eighty-four (384) male teachers were chosen from private secondary schools, and three hundred and eighty-four (384) male teachers were selected from public secondary schools. Four (4) teachers from each secondary school were chosen. One hundred and ninety-two (192) schools in total were chosen as the study's population. Thus, a total of 768 teachers were chosen to represent the study's sample. One hundred and twenty-eight (128) teachers were chosen from private secondary schools, and one hundred and twenty-eight (128) teachers were selected from public secondary schools in each district. So, a total of two hundred and fifty-six (256) teachers from both sectors were selected in each district. Seven hundred and sixty-eight (768) SSTs were chosen from three districts to represent the sample in this research study.

Statistic

The statistic is the numerical description of the sample. So, the statistics of the current research study are as follows.

Table 2

Total numbers of selected schools and teachers

District	School	Total number of selected schools and number of teachers to be selected	Total number of selected male secondary school teachers
Attock	Public Sector	32*4	128
	Private Sector	32*4	128
Chakwal	Public Sector	32*4	128
	Private Sector	32*4	128
Rawalpindi	Public Sector	32*4	128
	Private Sector	32*4	128
Total		192*4	768

Table 2 illustrates the sample of the current research study. Male SSTs totaling seven hundred and sixty-eight (768) were chosen as the sample for the current research study. Three hundred and eighty-four (384) male SSTs were selected from the private sector, and three hundred and eighty-four (384) male SSTs were chosen from the public sector. Samples by district are shown in the table. It was extremely obvious that in each district, one hundred twenty-eight (128) teachers were chosen from secondary public sector schools, and one hundred twenty-eight (128) teachers were chosen from the private sector.

Sources of Data

The primary source was employed for data collection. Three adapted and close-ended questionnaires were used to obtain data from SSTs of both the private and public sectors. The survey's questions were all in line with the study's research objectives and hypotheses.

Research Instruments

A questionnaire is a tool used for data collection in quantitative research. It is a self-report data collection tool that is completed by each respondent in a study. It is employed to gather data on respondents'

attitudes, beliefs, feelings, perceptions, values, behaviors, and personality traits (Johnson & Christensen, 2008). A questionnaire is a widely used instrument to collect the necessary data from respondents.

The current research investigation was quantitative and correlational in nature. A survey technique was used to get the data. Three adapted questionnaires were used as research instruments for data collection. These research instruments measured the organizational culture of secondary schools in both the public and private sectors, the occupational stress of SSTs in both sectors and the mediating role of self-efficacy in both sectors. Responses were scored on a five-point Likert scale (5: strongly disagree, 4: disagree, 3: Neutral, 2: agree, 1: strongly agree).

Technique and Procedure of Data Collection

Data collection involved the use of a survey technique. Three adapted questionnaires were utilized to gather data. Male SSTs from the private and public sectors completed these three adapted questions of organizational culture, occupational stress, and general self-efficacy. Almost 800 questionnaires were distributed for data collection, out of which 770 questionnaires were received back with a percentage of 96%.

Pilot Testing

In order to prepare for a significant study, pilot testing is carried out as a test run version on a small scale (Polit et al., 2001). It validates the validity of research equipment and is used as a pre-test. It is argued that a sample size of 10% to 20% of the total sample is appropriate for a pilot study. Although it does not ensure the effectiveness of research tools, pilot studies do increase their odds of success (Baker, 1994).

For the objective of the current research study's pilot study, eighty (80) SSTs, forty (40) from the private and forty (40) from the public sector of Punjab province, were selected randomly. These teachers were excluded from the research study's final sample. After collecting questionnaires, SPSS version 25.0 was employed to ensure the reliability of the research instruments.

Reliability of the Research Instruments

It can be said to be an internal consistency of the research instruments. Reliability has paramount importance, like validity. With the use of SPSS Version-25, the researcher used Cronbach's Alpha technique.

Table 3
The alpha reliability coefficient of organizational Culture (N = 25)

Sub-scales / Dimensions	n	Cronbach's Alpha
Support Dimension	10	0.898
Bureaucracy Dimension	5	0.980
Mission Dimension	5	0.818
Success Dimension	5	0.963
	25	0.943

Table 4
The alpha reliability coefficient of occupational stress (N = 25)

Sub-scales / Dimensions	n	Cronbach's Alpha
Work Load	5	0.939
Student Misbehavior	5	0.996
Lack of Professional Recognition	5	0.970
Lack of Classroom Resources	5	0.955
Poor Colleague Relations	5	0.945
	25	0.902

Table 5
The alpha reliability coefficient of general self-efficacy (N = 20)

Sub-scales / dimensions	n	Cronbach's Alpha
General Self-Efficacy	20	0.979

Validity of the Research Instruments

Validity has significant importance in educational research. Validity of research instruments is a basic step to ensure the quality of research work. The degree of measurement is the extent to which something is said to be measured. The ability to produce a valid score of a person's response to a certain research instrument is validity's second benefit. It enables researchers to extract meaningful and reliable data from samples (Kothari, 2003).

Data Analysis / Interpretation Technique

To facilitate interpretation and analysis, the gathered data were arranged, tabulated, and collated. Data was examined using AMOS version 21.0, SPSS version 25.0, and MS Excel.

Overall Reliability of Organizational Culture

It is the combined reliability of all sub-factors (support dimension, bureaucracy dimension, mission dimension, and success dimension) related to Organizational culture.

Table 6
Reliability statistics

Cronbach's Alpha	N of Items
.937	25

Reliability Test of Self-efficacy

General self-efficacy includes ten components. Measurement was done on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). The item sample was "By trying hard, and I can always manage to solve difficult situations." This scale of Cronbach's alpha was

Table 7
Reliability statistics

Cronbach's Alpha	N of Items
.992	10

Overall Reliability of Occupational Stress

It is the combined reliability of all sub-factors (workload, student misbehavior, lack of professional recognition, lack of school resources, poor colleague relations) related to occupational stress.

Table 8
Reliability statistics

Cronbach's Alpha	N of Items
.946	25

Overall Questionnaire Reliability
Table 9
Reliability statistics

Cronbach's Alpha	N of Items
0.832	60

Results of Reliability

Cronbach's Alpha of all latent variables was in the range of 0.8 to 0.9. This indicates the higher reliability of questionnaires.

Hypothesis Testing
Hypothesis Number One

Ho₁: There is no significant mediating role of self-efficacy between organizational culture and occupational stress. (Null Hypothesis)

H₁₁: There is a significant mediating role of self-efficacy between organizational culture and occupational stress. (Alternate Hypothesis)

Table 10
Direct relationship

	Estimate (β)	S.E.	C.R.	P
Organizational culture → Occupational stress	-.622	.123	-5.059	0.000

Table 10 discusses the direct relationship between organizational culture and occupational stress. Organizational culture and occupational stress have a strong negative association because β = -0.622 and P < 0.05.

Indirect Relationship (S1 to S2)
Table 10a

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is a mediating variable between organizational culture and occupational stress.	-.320	-.553	-.031	0.035

The above table presented the estimates of S1 to S2, which provided the path from organizational culture to self-efficacy and occupational stress. This showed the indirect relationship between organizational culture and occupational stress through mediating variable self-efficacy. The table value showed self-efficacy was a mediating variable between organizational culture and occupational stress. Because β = -.320, there is no zero between lower and upper values and P < 0.05.

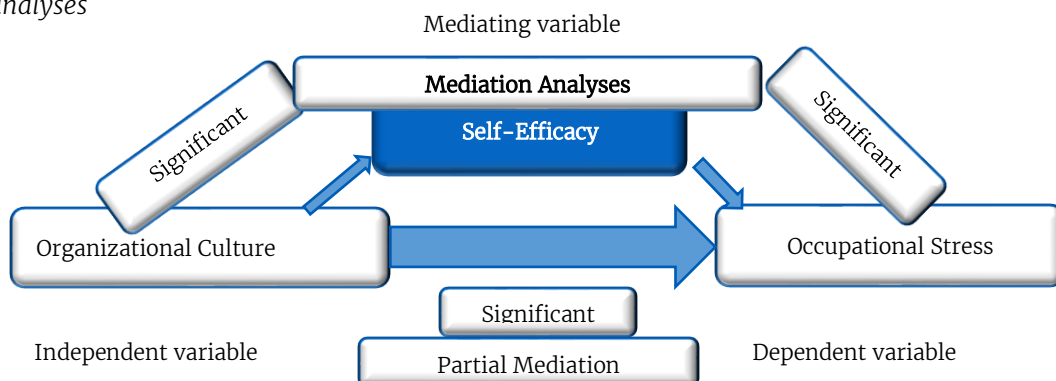## Level of Significance of Direct and Indirect Relationships
Table 10b

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.035
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

Graph 2
Mediation analyses

The above table and diagram depicted that self-efficacy was a partial mediating variable between organizational culture and occupational stress. It was analyzed that teachers were experiencing comfort in organizational culture and had a high level of self-efficacy. Similarly, they were experiencing less stress in a workplace environment. Therefore, alternate hypothesis H_{11}: "There is a significant mediating role of self-efficacy between organizational culture and occupational stress." (Alternate Hypothesis) was accepted.

Mediating Relationship

Hypothesis 1: Self-efficacy mediates the negative relationship between support dimension and workload.

Table 11
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Support dimension	→	Workload	−.047	.042	−1.111	.267

Table 11 was about the direct relationship between support dimension and workload. There was no significant negative relationship because P > 0.05.

Indirect Relationship (S1 to S2)
Table 11(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between support dimension and workload	−.039	−.082	−.001	.024

The above table presented the estimands of S1 to S2, which provided the path from support dimension to self-efficacy and then to workload. This showed the indirect relationship between support dimension and workload through self-efficacy. The table values showed that self-efficacy was the mediating variable between support dimension and workload. Because (β = −0.039, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 11(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.267	0.024
Result	Not significant	Significant
Mediation's type	Due to the direct link not being deemed significant, full mediation	

Self-efficacy provided full mediation between the support dimension and workload. It meant teachers were facing comfort in the support dimension and had high self-efficacy levels. Similarly, they felt less stress from their workload in the workplace. Therefore, it was proved that "Self-efficacy mediates the negative relationship between support dimension and workload."

Hypothesis 2: Self-efficacy mediates the negative relationship between support dimension and student misbehavior.

Table 12
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Support dimension	→	Student misbehavior	−.044	.031	−1.414	.157

Table 12 discusses the direct relationship between the support dimension and student misbehavior. There was no significant negative relationship between the two variables because P > 0.05.

Indirect Relationship (S1 to S2)

Table 12(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the support dimension and student misbehavior	–.142	–.204	–.106	.001

The table presented the estimands of S1 to S2 that provided the path from the support dimension to self-efficacy and then to student misbehavior. This showed the indirect relationship between the support dimension and student misbehavior through self-efficacy. The table values showed that self-efficacy was the mediating variable between the support dimension and student misbehavior. Because (β = -0.142, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships

Table 12(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.157	0.001
Result	Not significant	Significant
Mediation's type	Due to the direct link not being deemed significant, full mediation	

The above table showed self-efficacy provided full mediation between the support dimension and student misbehavior. It was analyzed teachers of high self-efficacy were facing comport in the support dimension and feeling less stress related to student misbehavior in the workplace environment. Therefore, it was true that "Self-efficacy mediates the negative relationship between support dimension and student misbehavior."

Hypothesis 3: Self-efficacy mediates the negative relationship between support dimension and lack of professional recognition.

Table 13

Direct relationship

	Estimate (β)	S.E.	C.R.	P
Support dimension ➔ Lack of professional recognition	.060	.040	1.503	.133

Table 13 discusses the direct relationship between the support dimension and the lack of professional recognition. No relationship was found between the two variables because P > 0.05.

Indirect Relationship (S1 to S2)

Table 13(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the support dimension and the lack of professional recognition	–.169	–.227	–.121	.002

The above table illustrated the estimands of S1 to S2, which provided the path from support dimension to self-efficacy and then lack of professional recognition. This showed the indirect relationship between the support dimension and lack of professional recognition through self-efficacy. The table values pointed out

that self-efficacy was the mediating variable between the support dimension and lack of professional recognition because β = -0.169, there was no zero between lower and upper values, and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 13(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.133	0.002
Result	Not significant	Significant
Mediation's type	Due to the direct link not being deemed significant, full mediation	

The table showed self-efficacy was a full mediating variable between the support dimension and lack of professional recognition. It was analyzed that teachers of high self-efficacy faced comfort in the support dimension and felt less stress caused by a lack of professional recognition in the organization. Therefore, it was true that "Self-efficacy mediates the negative relationship between support dimension and lack of professional recognition."

Hypothesis 4: Self-efficacy mediates the negative relationship between the support dimension and the lack of school resources.

Table 14
Direct relationship

	Estimate (β)	S.E.	C.R.	P
Support dimension → Lack of school resources	-.031	.050	-.618	.537

Table 14 was about the direct relationship between the support dimension and the lack of school resources. It revealed that there was no statistically significant negative correlation between the two sub-variables because P > 0.05.

Indirect Relationship (S1 to S2)
Table 14(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the support dimension and the lack of school resources	-.103	-.165	-.065	.002

Table illustrated the estimands of S1 to S2 that provided the path from support dimension to self-efficacy and then to lack of school resources. This showed the indirect relationship between the support dimension and the lack of school resources through self-efficacy. The table values showed that self-efficacy was the mediating variable between the support dimension and lack of school resources because (β = -0.103, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 14(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.537	0.002
Result	Not significant	Significant
Mediation's type	Due to the direct link not being deemed significant, full mediation	

Analysis of the above table derived self-efficacy was a full mediating variable between the support dimension and lack of school resources. It was analyzed that teachers with high levels of self-efficacy were

relaxed in the support dimension. Similarly, they did not feel stressed due to the lack of school resources in an organization. Therefore, it was proved that "Self-efficacy mediates the negative relationship between support dimension and lack of school resources."

Hypothesis 5: Self-efficacy mediates the negative relationship between support dimension and poor colleague relations.

Table 15
Direct relationship

	Estimate (β)	S.E.	C.R.	P
Support dimension → Poor colleague relations	.044	.047	.949	.343

Table 15 shows the direct relationship between the support dimension and poor colleague relations, which showed no significant negative relationship because of P > 0.05.

Indirect Relationship (S1 to S2)
Table 15(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the support dimension and poor colleague relations	−.054	−.102	−.017	.003

The table presented the estimates of S1 to S2, which provided the path from the support dimension to self-efficacy and then to poor colleague relations. This demonstrated the indirect relationship between the support Dimension and poor colleague relations through self-efficacy. The table values showed that self-efficacy was the mediating variable between support dimension and poor colleague relations because (β = −0.054, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 15(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.343	0.003
Result	Not significant	Significant
Mediation's type	Due to the direct link not being deemed significant, full mediation	

The above table showed self-efficacy was a full mediating variable between the support dimension and poor colleague relations. It was analyzed that teachers of high self-efficacy were experiencing comfort in the support dimension, and they were feeling less stress due to poor colleague relations in the workplace. Therefore, it was proved that "Self-efficacy mediates the negative relationship between support dimension and poor colleague relations."

Hypothesis 6: Self-efficacy mediates the negative relationship between bureaucracy dimension and workload

Table 16
Direct relationship

	Estimate (β)	S.E.	C.R.	P
bureaucracy dimension → Workload	−.696	.040	−17.509	***

Table 16 discusses the direct relationship between the bureaucracy dimension and the load. This showed a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)
Table 16(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the Bureaucracy Dimension and workload	−.008	−.024	.000	.039

The table presented the estimands of S1 to S2, which provided the path from the bureaucracy dimension to self-efficacy and then to workload. This showed the indirect relationship between bureaucracy dimension and workload through self-efficacy. The table values showed that self-efficacy was the mediating variable between the bureaucracy dimension and workload because (β = –0.008, there is a zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 16(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.039
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The above table indicated that self-efficacy was a partial mediating variable between bureaucracy dimension and workload. Therefore, it was proved that "Self-efficacy mediates the negative relationship between bureaucracy dimension and workload.

Hypothesis 7: Self-efficacy mediates the negative relationship between the bureaucracy dimension and student misbehavior.

Table 17
Direct relationship

	Estimate (β)	S.E.	C.R.	P
bureaucracy dimension ➔ Student misbehavior	–.079	.029	–2.727	.006

Table 17 regards the direct relationship between the bureaucracy dimension and student misbehavior, which showed a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)
Table 17(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the bureaucracy dimension and student misbehavior	–.029	–.061	–.004	.027

The table illustrated the estimands of S1 to S2, which provided the path from the bureaucracy dimension to self-efficacy and then to student misbehavior. This showed the indirect relationship between the bureaucracy dimension and student misbehavior through self-efficacy. The table values showed that self-efficacy was a mediating variable between the bureaucracy dimension and student misbehavior because (β = –0.029, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 17(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.006	0.027
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The table showed that self-efficacy was a partial mediating variable between the bureaucracy dimension and student misbehavior. Therefore, it was proved that "Self-efficacy mediates the negative relationship between bureaucracy dimension and student misbehavior."

Hypothesis 8: Self-efficacy mediates the negative relationship between the bureaucracy dimension and lack of professional recognition.

Table 18
Direct relationship

	Estimate (β)	S.E.	C.R.	P
Bureaucracy dimension ➔ Lack of professional recognition	−.166	.037	−4.460	***

Table 18 was about the direct relationship between bureaucracy dimension and lack of professional recognition that showed a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)
Table 18(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the bureaucracy dimension and lack of professional recognition	−.034	−.068	−.005	.029

Table 18 presented the estimates of S1 to S2, which provided the path from the bureaucratic dimension to self-efficacy and then to the lack of professional recognition. This showed the indirect relationship between the bureaucracy dimension and the lack of professional recognition through self-efficacy. The table values showed that self-efficacy was the mediating variable between the bureaucracy dimension and lack of professional recognition because (β = -0.034, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 18(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.029
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The above table showed that self-efficacy was a partial mediating variable between the bureaucracy dimension and lack of professional recognition. Therefore, it was proved that "Self-efficacy mediates the negative relationship between bureaucracy dimension and lack of professional recognition."

Hypothesis 9: Self-efficacy mediates the negative relationship between the bureaucracy dimension and the lack of school resources.

Table 19
Direct relationship

	Estimate (β)	S.E.	C.R.	P
Bureaucracy dimension ➔ Lack of school resources	−.094	.046	−2.029	.042

Table 19 shows the direct relationship between bureaucracy Dimension and lack of school resources, which showed no significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)
Table 19(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the bureaucracy dimension and the lack of school resources	–.021	–.051	–.004	.025

Table 19a presented the estimands of S1 to S2, which provided the path from the bureaucracy dimension to self-efficacy and then to the lack of school resources. This showed the indirect relationship between the bureaucracy dimension and the lack of school resources through self-efficacy. The table values showed that self-efficacy was a mediating variable between the bureaucracy dimension and the lack of school resources because (β = –0.021, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 19(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.042	0.025
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The above table showed that self-efficacy was a partial mediating variable between the bureaucracy dimension and the lack of school resources. Therefore, it was proved that "Self-efficacy mediates the negative relationship between bureaucracy dimension and lack of school resources."

Hypothesis 10: Self-efficacy mediates the negative relationship between the bureaucracy dimension and poor colleague relations.

Table 20
Direct relationship

	Estimate (β)	S.E.	C.R.	P
Bureaucracy dimension → Poor colleague relations	–.175	.044	–3.998	***

Table 20 shows the direct relationship between the bureaucracy dimension and poor colleague relations, which showed a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)
Table 20(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the bureaucracy dimension and poor colleague relations	–.011	–.031	–.002	.016

The table presented the estimands of S1 to S2, which provided the path from the bureaucracy dimension to self-efficacy and then to poor colleague relations. This showed the indirect relationship between the bureaucracy dimension and poor colleague relations through self-efficacy. The table values showed that self-efficacy was a mediating variable between the bureaucracy dimension and poor colleague relations because (β = –0.011, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 20(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.016
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The table demonstrated that self-efficacy was a partial mediating variable between the bureaucracy dimension and
poor colleague relations. Therefore, it was true that "Self-efficacy mediates the negative relationship between bureaucracy dimension and poor colleague relations."

Hypothesis 11: Self-efficacy mediates the negative relationship between mission dimension and workload.

Table 21
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Mission dimension	→	Workload	−.049	.051	−.963	.335

Table 21 was made regarding the direct relationship between mission dimension and workload, which showed no significant negative relationship because P > 0.05.

Indirect Relationship (S1 to S2)
Table 21(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between mission dimension and workload	−.044	−.096	−.002	.025

The table presented the estimands of S1 to S2 and provided the path from mission dimension to self-efficacy and then to workload. This showed the indirect relationship between mission dimension and workload through self-efficacy. The table values showed that self-efficacy was a mediating variable between mission dimension and workload because (β = −0.044, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 21(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.335	0.025
Result	Not significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The table showed that self-efficacy was a mediating variable between mission dimension and workload. Therefore, it was true that "Self-efficacy mediates the negative relationship between mission dimension and workload."

Hypothesis 12: Self-efficacy mediates the negative relationship between the mission dimension and students' misbehavior.

Table 22
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Mission dimension	→	Students misbehavior	−.153	.038	−4.020	***

Table 22 was about the direct relationship between the mission dimension and students' misbehavior. There was a significant negative relationship between mission dimension and students' misbehavior because P < 0.05.

Indirect Relationship (S1 to S2)
Table 22(a)

Parameter	Estimate (β)	Lower	Upper	P

	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the mission dimension and students' misbehavior	–.161	–.228	–.118	.002

The above table presented the estimates of S1 to S2, which provided the path from the mission dimension to self-efficacy and then to students' misbehavior. This showed the indirect relationship between the mission dimension and student misbehavior through self-efficacy. The table values showed that self-efficacy was a mediating variable between mission dimension and students' misbehavior because (β = -.161, there is no zero between lower and upper values and $P < 0.05$).

Level of Significance of Direct and Indirect Relationships
Table 22(b)

	Direct relationship P–value	Indirect relationship P–value
P–Value	0.000	0.002
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The table showed that self-efficacy was a partial mediating variable between the mission dimension and students' misbehavior, which meant that efficacious teachers were facing comport in the mission dimension and felt less stress related to student's misbehavior in the workplace. Therefore, it was true that "Self-efficacy mediates the negative relationship between mission dimension and students' misbehavior."

Hypothesis 13: Self-efficacy mediates the negative relationship between mission dimension and lack of professional recognition.

Table 23
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Mission dimension	→	Lack of professional recognition	–.008	.048	–.158	.875

Table 23 was about the direct relationship between mission dimension and lack of professional recognition. There was not a significant negative relationship between mission dimension and lack of professional recognition because $P > 0.05$.

Indirect Relationship (S1 to S2)
Table 23(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the mission dimension and the lack of professional recognition	–.192	–.259	–.135	.004

The above table presented the estimands of S1 to S2, which provided the path from mission dimension to self-efficacy and then to lack of professional recognition. This showed the indirect relationship between the mission dimension and the lack of professional recognition through self-efficacy. The table values showed that self-efficacy was the mediating variable between mission dimension and lack of professional recognition because (β = - 0.192, there is no zero between lower and upper values and $P < 0.05$).

Level of Significance of Direct and Indirect Relationships
Table 23(b)

	Direct relationship P-value	Indirect relationship P-value
P–Value	0.875	0.004
Result	Not significant	Significant

Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.

The above table shows that self-efficacy is a mediating variable between mission dimension and lack of professional recognition. It was analyzed that teachers with high self-efficacy experienced comfort in the mission dimension and felt less stressed because of their lack of professional recognition at work. Therefore, it was true that "Self-efficacy mediates the negative relationship between mission dimension and lack of professional recognition."

Hypothesis 14: Self-efficacy mediates the negative relationship between the mission dimension and the lack of school resources.

Table 24
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Mission dimension	➔	Lack of School Resources	−.234	.060	−3.896	***

Table 24 shows the direct relationship between mission dimension and lack of school resources, which showed a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)
Table 24(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the mission dimension and the lack of school resources	−.117	−.186	−.075	.003

The above-mentioned table illustrated the estimands of S1 to S2 that provided the path from mission dimension to self-efficacy and then to lack of school resources. This showed the indirect relationship between the mission dimension and the lack of school resources through self-efficacy. The table values showed that self-efficacy was the mediating variable between mission dimension and lack of school resources because (β = −0.117, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 24(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.003
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The table showed that self-efficacy was a partial mediating variable between the mission dimension and the lack of school resources. It meant teachers of high self-efficacy were facing comfort in the mission dimension and felt less stress related to the lack of school resources in the workplace. Therefore, it was true that "Self-efficacy mediates the negative relationship between mission dimension and lack of school resources."

Hypothesis 15: Self-efficacy mediates the negative relationship between mission dimension and poor colleague relations.

Table 25
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Mission dimension	➔	Poor colleague relations	.096	.057	1.678	.093

Table 25 discusses the direct relationship between the mission dimension and poor colleague relations, which shows no relationship because P > 0.05.

Indirect Relationship (S1 to S2)

Table 25(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between mission dimension and poor colleague relations	−.062	−.110	−.019	.004

The above table presented the estimands of S1 to S2, which provided the path from mission dimension to self-efficacy and then to poor colleague relations. This showed the indirect relationship between the mission dimension and poor colleague relations through self-efficacy. The table values showed that self-efficacy was the mediating variable between mission dimension and poor colleague relations because (β = − 0.062, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships

Table 25(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.093	0.004
Result	Not-significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The above table shows that self-efficacy is a full mediating variable between the mission dimension and poor colleague relations. It was analyzed that teachers who had self-efficacy were more relaxed in the mission dimension, and they felt less stress related to poor colleague relations in the workplace. Therefore, it was true that "Self-efficacy mediates the negative relationship between mission dimension and poor colleague relations."

Hypothesis 16: Self-efficacy mediates the negative relationship between success dimension and workload.

Table 26
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Success dimension	→	Workload	−.142	.053	−2.706	.007

Table 26 was about the direct relationship between the success dimension and workload, which showed a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)

Table 26(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between success dimension and workload	−.017	−.042	−.001	.022

The table presented the estimates of S1 to S2, which provided the path from the dimension of success to self-efficacy and then to workload. This showed the indirect relationship between success dimension and workload through self-efficacy. The table values showed that self-efficacy was the mediating variable between success dimension and workload because (β = − 0.017, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships

Table 26(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.007	0.022
Result	Significant	Significant

Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.

The above showed that self-efficacy was a partial mediating variable between the success dimension and workload. It was analyzed that teachers of high self-efficacy were experiencing comfort in the success dimension and felt less stress caused by the workload in the workplace. Therefore, it was true that "Self-efficacy mediates the negative relationship between success dimension and workload."

Hypothesis 17: Self-efficacy mediates the negative relationship between the success dimension and student misbehavior.

Table 27
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Success dimension	→	Students misbehavior	.026	.039	.666	.506

Table 27 was about the direct relationship between the success dimension and students' misbehavior, which showed no relationship because of P > 0.05.

Indirect Relationship (S1 to S2)
Table 27(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the success dimension and students' misbehavior	–.061	–.113	–.015	.007

The above table presented the estimands of S1 to S2, which provided the path from the success dimension to self-efficacy and then to students' misbehavior. This showed the indirect relationship between the success dimension and students' misbehavior through self-efficacy. The table values showed that self-efficacy was the mediating variable between the success dimension and students' misbehavior because (β = –0.061, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 27(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.506	0.007
Result	Not-significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The above table showed self-efficacy given full mediation between the success dimension and students' misbehavior. There was no problem with efficacious teachers regarding students' misbehavior, and they were satisfied with the success dimension of organizational culture. Therefore, it was proved that "Self-efficacy mediates the negative relationship between success dimension and students misbehavior."

Hypothesis 18: Self-efficacy mediates the negative relationship between success dimension and lack of professional recognition.

Table 28
Direct relationship

			Estimate (β)	S.E.	C.R.	P
Success dimension	→	Lack of professional recognition	–.232	.050	–4.647	***

Table 28 indicates the direct relationship between success dimension and lack of professional recognition. There was a significant negative relationship because P < 0.05.

Indirect Relationship (S1 to S2)

Table 28(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the success dimension and the lack of professional recognition	–.072	–.131	–.020	.007

The above table presented the estimands of S1 to S2 that provided the path from success dimension to self-efficacy and then to lack of professional recognition. This showed the indirect relationship between the success dimension and the lack of professional recognition through self-efficacy. The table values showed that self-efficacy was the mediating variable between the success dimension and lack of professional recognition because (β =.–.072, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships

Table 28(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.007
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The table showed that self-efficacy was a partial mediating variable between the success dimension and lack of professional recognition. It was analyzed that teachers of high self-efficacy were facing comfort in the success dimension and felt less stress due to a lack of professional recognition at work. Therefore, it was proved that "Self-efficacy mediates the negative relationship between success dimension and lack of professional recognition."

Hypothesis 19: Self-efficacy mediates the negative relationship between the success dimension and the lack of school resources.

Table 29

Direct relationship

			Estimate (β)	S.E	C.R	P
Success dimension	→	Lack of school resources	–.084	.062	–1.359	.174

Table 29 was about the direct relationship between the dimension of success and the lack of school resources, which showed no relationship because P > 0.05.

Indirect Relationship (S1 to S2)

Table 29(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the success dimension and the lack of school resources	–.044	–.097	–.014	.005

The above table presented the estimates of S1 to S2, which provided the path from the dimension of success to self-efficacy and then to the lack of school resources. This showed the indirect relationship between the success dimension and the lack of school resources through self-efficacy. The table values showed that

self-efficacy was the mediating variable between the success dimension and lack of school resources because (β = -.044, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 29(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.174	0.005
Result	Not-significant	Significant
Mediation's type	Due to the direct link not being deemed significant, full mediation	

The above table showed that self-efficacy was a full mediating variable between the success dimension and the lack of school resources. It was analyzed that teachers of self-efficacy were experiencing comfort in the success dimension, and they felt less stress caused by the lack of school resources in the organization. Therefore, it was true that "Self-efficacy mediates the negative relationship between success dimension and lack of school resources."

Hypothesis 20: Self-efficacy mediates the negative relationship between success dimension and poor colleague relations.

Table 30
Direct relationship

			Estimate (β)	S.E	C.R	P
Success dimension	→	Poor colleague relations	-.248	.059	-4.237	***

Table 30 was about the direct relationship between the success dimension and poor colleague relations. There was a significant negative relationship between the success dimension and poor colleague relations because P < 0.05.

Indirect Relationship (S1 to S2)
Table 30(a)

Parameter	Estimate (β)	Lower	Upper	P
Self-efficacy is the mediating variable between the success dimension and poor colleague relations	-.023	-.055	-.004	.006

The above table presented the estimates of S1 to S2, which provided the path from the dimension of success to self-efficacy and then to poor colleague relations. This showed the indirect relationship between the success dimension and poor colleague relations through self-efficacy. The table values showed that self-efficacy was the mediating variable between the success dimension and poor colleague relations because (β = -.023, there is no zero between lower and upper values and P < 0.05).

Level of Significance of Direct and Indirect Relationships
Table 30(b)

	Direct relationship P-value	Indirect relationship P-value
P-Value	0.000	0.006
Result	Significant	Significant
Mediation's type	Because both direct and indirect associations were shown to be significant, partial mediation was used.	

The above table showed that self-efficacy was a partial mediating variable between the success dimension and poor colleague relations. It was found that teachers with high self-efficacy were satisfied in the success dimension, and there was no stress in the case of poor colleague relations in the organization. Therefore,

it was proved that "Self-efficacy mediates the negative relationship between success dimension and poor colleague relations."

Hypothesis about Self-Efficacy as a Mediating Variable

Table 31

Crosstab

		Overall self-efficacy					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Participants	Public school teachers	26	306	8	12	32	384
	Private school teachers	24	145	121	59	35	384
Total		50	451	129	71	67	768

Chi-Square Tests

Table 32

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	187.786[a]	4	.000
Likelihood Ratio	211.743	4	.000
Linear-by-Linear Association	56.901	1	.000
N of Valid Cases	768		

a. Expected count for 0 cells (.0%) is less than 5. The least anticipated count is 25.00.

It was proved through analysis that significant differences regarding self-efficacy between the government and private sector were investigated. Because $\chi^2(4) = 187.786$ and p = 0.000. The self-efficacy level of the government sector's SSTs was higher than that of the private sector's SSTs.

Conclusion

This current work was designed to investigate the mediating role of self-efficacy between organizational culture and occupational stress at the secondary school level. After data analysis, the following conclusion was derived.

1. The relationship between corporate culture and occupational stress was found to be significantly negative. Organizational culture and self-efficacy were found to have indirect relationships with occupational stress and self-efficacy, respectively. Self-efficacy was found to be a mediating variable between organizational culture and occupational stress. Partial mediation was found because there was a direct relationship (organizational culture to occupational stress) and an indirect relationship (organizational culture to self-efficacy and self-efficacy to occupational stress). It was concluded that self-efficacy was a partial mediating variable between organizational culture and occupational stress. Four dimensions/subscales of organizational culture (support, bureaucracy, mission, and success) and (workload, student misbehavior, lack of professional recognition, lack of school resources, and poor colleague relations) were evaluated as five characteristics of occupational stress. Self-efficacy given mediation in current research work. Self-efficacy is mediated both fully and partially in subscales of organizational culture and occupational stress.

Recommendations

1. Organizational culture is of paramount importance to any organization. It should be staff-friendly. The organizational culture of private secondary schools was found to be more stressful than public sector schools. The organizational culture of private schools should be improved.
2. The self-efficacy of teachers is most important to reduce occupational stress of teachers. Private secondary school teachers were found to be less efficacious as compared to public secondary school teachers.

In light of the above recommendations, the following steps should be taken for both public sector schools in general and private sector schools in particular.

1. Recruitment of teachers should be carried out on a priority basis. New induction is very crucial at all levels. Sufficient strength of teaching staff can reduce work overload, and teachers can get rid of stress at the workplace.
2. Handsome and sound salary packages should be introduced in accordance with the current inflation rate. Their stress level can be reduced by giving them a sound salary package with all the necessary allowances.
3. Certain measures can be initiated to reduce stress levels and strengthen the confidence level of teachers, such as counseling, meditation, and recreation facilities. These steps are helpful for coping with stress.
4. Seminars can be conducted about self-efficacy and occupational stress of teachers.
5. Counselors should be hired by the School Education Department (SED) at all levels of its schools. By doing this, not only teachers but also pupils and other staff members can solve all physiological and psychological issues.
6. Organizations ought to choose educators with strong self-efficacy.
7. The self-efficacy beliefs of teachers can be strengthened through teacher training and teaching practice.

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