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Teachers' Self-Efficacy, Job Satisfaction and Job Stress in the United Arab Emirates

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Abstract

Teacher self-efficacy was examined as determinants of their job satisfaction and job stress. In the present study, 115 female teachers from all school cycles in the United Arab Emirates schools were administered an online questionnaire to assess their self-efficacy, job satisfaction, and job stress. The sample contains 79 teachers from Abu Dhabi, 33 teachers from Sharjah and 3 teachers from other emirates. The targeted teachers are the teachers from Abu Dhabi and Sharjah since one of the goals is to investigate if there is a difference between these two emirates' teachers in their satisfaction, self-efficacy and job stress. Mean, standard deviation, t-test and Pearson correlation were used in the analysis. Findings show that there is no significant difference in the means of self-efficacy, job stress, and satisfaction scales and in the relationship among the three variables, even though the two groups of teachers were functioning under two different organizations.

Keywords: Teacher self-efficacy, job satisfaction, job stress, United Arab Emirates

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Introduction

Teachers are one of the most crucial members in all the world's schools. They teach knowledge, model behaviour, assist shaping the student's personalities, create future builders, and innovate to enhance the country's progression. According to all these responsibilities, teachers are still working and spending efforts more than one can imagine. They spend a considerable amount of time and effort to complete assigned tasks from the school administration or from the organization that they work for. These teachers must have certain qualities to help them perform these tasks effectively. Teachers' beliefs, confidence, and self-efficacy are significant factors that affect their achievements and behaviour. Thus, teachers' self-efficacy is playing an imperative role in keeping the teaching and learning process improved and in driving the country to progression.

Teacher's self-efficacy promotes teachers to work hard in order to achieve the school's outcomes. Also, it enhances the teacher's confidence in their abilities, so this will encourage collaboration among teachers in the same school, teachers from other parts of the country and the community in general. Many previous studies like Burley, Hall, Villeme and Brockmeier (1991) and Glickman and Tamashiro (1982) state that teachers' self-efficacy can predict if they are affected by the job stress and resign from work. Another study done by Friedman and Farber (1992) add that teachers with a high level of self-efficacy have less level of burnout than teachers who have less level of classroom management since increased self-efficacy resonates with higher level of teacher's classroom management.

Several studies also reveal that teacher self-efficacy is associated with higher levels of job satisfaction (Johnson & Birkeland, 2003; Klassen & Chiu, 2010). However, despite the high level of self-efficacy, some teachers are still stressed and lack job satisfaction. From the researcher's experience, this may be due to numerous responsibilities that are assigned to the teachers beyond their capabilities. Among the causes of this stress is the nature of teaching process in classrooms. Teachers need to stand most of the time which can affect their health and stress them. Also, in the United Arab Emirates (UAE), the number of teaching hours per week, which averages eighteen hours per week, is another reason that causes stress and lack of job satisfaction. Some teachers are also stressed out because they do not receive their due recognition and promotion in time. Student's behaviour is another reason that can lead teachers to stress. Managing students with a variety of background and social issues can be very challenging to the teachers. Lack of school administration's response and support in tackling issues related to teachers' needs, whether in dealing with student behaviour or teachers' professional needs, often dissatisfy teachers. Teachers' salary is another reason that could affect teachers' efficacy, satisfaction and stress.

Due to some or culmination all of the issues above, teachers nowadays are becoming more and more stressed and lack of job satisfaction. Job satisfaction is one of the most important drivers that affect teachers' performance in school. If teachers are not satisfied, they become demotivated and stressed. This will in turn affect the teachers' performance which will subsequently affect students' performance. Even if the teachers are highly efficacious, these factors are not something which is dismissible.

People engage in tasks differently according to the level of difficulty of the tasks. Once they suffer from the task's hardness, a person with high self-efficacy will display high level of persistence and effort. They also have better concentration on the duty that they have been given (Bandura, 1982). Hence, it follows that teacher's self-efficacy is one of the most significant factors that affect success and accomplishment of the schools' outcomes, whether outcomes related to students or to school community.

For these reasons, this study proposes to investigate how teachers from two different emirates in the United Arab Emirates vary in their self-efficacy, job stress, and job satisfaction scales. The study also aims to assess self-efficacy, job satisfaction, and job stress between teachers in Abu

Dhabi and Sharjah. The study also aims to investigate the relationship between teacher's self-efficacy, job satisfaction and job stress in the two emirates.

The study aims to answer the following research questions:

1) What is the level of self-efficacy, job satisfaction and job stress between teachers from Abu Dhabi and Sharjah?

2) Is there a relationship among self-efficacy, job satisfaction and job stress in teachers from Abu Dhabi and Sharjah?

3) Is there a difference in the level of self-efficacy, job satisfaction and job stress between teachers from Abu Dhabi and Sharjah?

4) Is there a difference in the relationship of self-efficacy, job satisfaction and job stress between teachers from Abu Dhabi and Sharjah?

Despite the many researches that have been done on teacher's self-efficacy, stress and job satisfaction, few such studies were done in the United Arab Emirates. As a result, this study is essential since it will be done in the context of the UAE. This research was done particularly on Abu Dhabi and Sharjah teachers. This is because Sharjah is the hometown of the researcher and the place where she got her education in while Abu Dhabi is the place where the researcher is living and working in in as a teacher now. The study aims to investigate the relationship between teacher's job stress, job satisfaction, and their self-efficacy. A second purpose is to explore if there is a difference in teacher's self-efficacy, stress, and job satisfaction between Abu Dhabi and Sharjah teachers. The study participants will be from two kinds of schools since Abu Dhabi teachers are operating under Abu Dhabi Department of Education and Knowledge (ADEK) while Sharjah teachers are functioning under the Ministry of Education (MOE). The findings will be compared among these two categories of teachers. The research analysis will support the conceptualization of teacher self-efficacy as a multidimensional concept. The analysis will include several sub-concepts; Instruction, motivating students and teachers, cooperate and liaise with colleagues and parents, participating in indoor and outdoor activities, respecting the school's disciplines and surpass with challenges.

Literature Review

The concept of self-efficacy was coined first by Bandura in 1977 (Kirsch, 1986). According to Bandura (1997), self-efficacy, in general, is the individuals' views about their capabilities and aptitudes to accomplish a certain task in a successful manner. Wide studies support the idea that self-efficacy has the main influence on the attainments in many fields like education and business (Bandura, 1997).

According to Bandura (1982), self-efficacy is the engine of overcoming the difficulty of a certain task. People are distinguished in their engagement in any duty due to the level of the duty's difficulties. Yet, a person with high self-efficacy can overcome this hardness through a high level of persistence and effort. Moreover, these people have a high level of concentration on the task. So, a persons' success in certain tasks is directly proportional to their self-efficacy. Later on, in 1986, Bandura suggests a new formal meaning for self-efficacy: "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p. 391).

Teachers' Self-efficacy

The social cognitive theory identifies teacher's self-efficacy as the teachers' beliefs, ideas and thoughts about their abilities to do the teachers' duties; prepare a lesson or do activities that augment the process of teaching and learning to achieve the educational required outcomes (Skaalvik & Skaalvik, 2010). Caprara, Barbaranelli, Steca, and Malone (2006) identify teachers'

self-efficacy as "the beliefs teachers hold about their capability to influence student learning" (Caprara, Barbaranelli, Steca, & Malone, 2006, p. 741).

According to the social cognitive theory, Bandura (2006) argues that humans are self-organizing by nature. Also, they are self- reasoning and take-charge for an action before it happens instead of responding after it has happened. The perspective of taking-charge for an action before it happens is in line with the quote of the wisdom "Hope for the best and you shall find it". If individuals are highly self-efficacious, then they will trust in their abilities and feel optimistic in achieving the goal. Relating to this idea, Schunk and Meece (2006) argue that achieving goals are affected by the one's self-efficacy. Also, they add that self-efficacy is influenced by the person's situation and condition in the surrounding environment. Self-efficacy influences the individual's perspectives about the surrounding chances (Bandura, 2006), the activity's choice, the needed effort and the expended time to complete the action (Pajares, 1997).

Tschannen-Moran and Woolfolk (2007) and Wolters and Daugherty (2007) posit that teachers' self-efficacy differs according to the years of experience. Veteran teachers' self-efficacy is supple and it increases by the increase of the years of experience. However, Ghaith and Yaghi (1997) test this correlation by sampling 25 teachers and they found that there is a negative relationship between teachers' years of experience and their self-efficacy. This negative correlation was examined later on by Burke Spero and Woolfolk Hoy (2005). They sampled 29 teachers two times; in their teacher-training program and at the end of their first year of teaching. They found a declination for those teachers' self-efficacy from the training-program to the end of the first teaching year. This is consistent with the argument of Tschannen-Moran and Woolfolk Hoy (2007) that self-efficacy is not stable and changeable over time according to surrounding circumstances.

Kirsch (1986) argues that several other features that may affect self-efficacy, one of which is performance feedback. However, if one is experienced in a certain issue, then the person's self-efficacy will be stable and not influenced by the performance feedback (Kirsch, 1986). Trentham, Silvern and Brogdon (1985) confirm the previous idea that teacher's self-efficacy is affected by the principal's reports about their performance. In the same study, they add that teacher's satisfaction of choosing their profession in the beginning of their professional life affects their self-efficacy. The hardness of a certain duty and the persons' authorized power are other elements that affect the individual's self-efficacy (Kirsch, 1986). Few types of researches have been done to explore the relationship between teacher's self-efficacy and the collective efficacy which is the team or the faculty's efficacy, and all of these studies show the positive relation between these two variables (Skaalvik & Skaalvik, 2010). Other findings have fundamental components about the collective efficacy since teacher's self-efficacy does not operate in isolation from the school's collective efficacy.

Meanwhile, when deliberating about teacher's self-efficacy, the person in charge has to refer to the colleagues and other school members' skills and capabilities (Bandura, 1997). Also, Bandura (1997) found that the work's environment affects the self-efficacy beliefs. Caprara, Barbaranelli, Steca and Malone (2006) argue that job commitment and satisfaction are other factors that affect teachers' self-efficacy.

Based on many researches, teachers' self-efficacy can predict and direct a person's behaviour toward a certain goal (Skaalvik & Skaalvik, 2010). Muijs and Renold (2002) argue that teachers' self-efficacy can foretell the teacher's goals and ambitions. Also, teacher's self-efficacy can direct teachers' performance in order to innovate and implement modifications (Fuchs, Fuchs, & Bishop, 1992; Guskey, 1988). Likewise, it affects how teachers apply new teaching strategies and pedagogies in their classrooms (Allinder, 1994; Woolfolk, Rossoff, & Hoy, 1990). Also, students' attainments, students' motivation and teaching behaviours are structures that are affected by the average of self-efficacy that teachers have (Klassen & Chiu, 2010). Moreover, many studies state that the higher teachers' self-efficacy, the higher

probability for teachers to stay at the instruction career (Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro, 1982). Allinder (1994) documented that the robust sense of efficacy displays a proceeded stages in organizing and planning. He enhances the idea that these teachers have a strong passion for teaching in addition to strong commitment sense to the teaching profession.

Students' achievement is an external factor that may affect teacher's self-efficacy since lots of researchers argue that teachers' self-efficacy can be raised if teachers have faith that instruction and education can affect the student's achievement and performance (Guskey & Passaro, 1994; Rose & Medway, 1981). On the other hand, Soodak and Podell (1996) demonstrate that teachers' self-efficacy can be declined if teachers believe that other external factors that are surrounding students can influence their learning more than the education they attained.

Job Satisfaction

Skaalvik and Skaalvik (2010) define job satisfaction as "an affective reaction to one's work" (p. 1061). Besides, Judge, Thoresen, Bono and Patton (2001) describe job satisfaction as "perceptions of fulfilment derived from day-to-day work activities" (p. 742). In the teaching profession, different teachers' conditions cause the differing teachers' job satisfaction. Dissimilar teachers' circumstances impact the overall teachers' performance differently according to how a certain condition is crucial to a teacher (Skaalvik & Skaalvik, 2010).

Cockburn and Haydn (2004) argue that teachers' job satisfaction can be attained via teaching profession routine. For example, teachers can be satisfied in their job when observing their student's progress and working with motivating colleagues. Skaalvik and Skaalvik (2010) argue that teachers' job satisfaction should not be measured according to teachers' different circumstances. Job satisfaction have to be measured relating to the school context and the nature of teaching profession. A number of researchers relates the declination of the teacher's job satisfaction in Italy to the profession's position reduction as well as to the numerous teaching professions' responsibilities.

Job Stress

Schuler (1980) argues that there is no general description or conceptualization of stress. But, there are simple descriptions that could define the concept of stress physiologically and psychologically. Stress is a medical term for many strong external incentives such as, worry, antagonism, fatigue, frustration, suffering, misery, overburden, focusing more than natural, and fear. Stress at work place is the emotional feeling of an individual to fight or flee when faced with a problem or demand. Not all studies come to the same conclusion about the relationship between job stress and job satisfaction. Many reports found that although many teachers have a high percentage of job stress, they still live in an atmosphere of job satisfaction (Klassen & Chiu, 2010). Although a little stress is natural in the teaching profession, most teachers manage themselves and their conditions to survive and adapt. According to Jennett, Harris and Mesibov (2003), teachers who are suffering from stress for a long time result in a status of burnout. Moreover, teachers' burnout comes as a result of a deep-seated teachers' stress (Jennett et al., 2003). Teachers' job stress is caused by many factors. Based on Boyle, Borg, Falzon and Baglioni (1995) study, teachers' job stress is caused by the teaching load and the students' misbehaviour since these two factors are classroom elements. On the other hand, stress has bad effects on teachers' health and their professional accomplishments. These effects start from absenteeism and extend to leaving the teaching profession all together (Klassen & Chiu, 2010).

Self-efficacy, Satisfaction and Stress

Caprara et al. (2006) found that the teachers' behaviour and how they perform in their profession depends on their job satisfaction and their self-efficacy since these two variables do not function in isolation from each other. Less self-efficacy indicates higher percentage of teaching difficulties, higher percentage of job stress and less of job satisfaction (Klassen &

Chiu, 2010). As an example of the way these variables are functioning together, teachers' long-term stress results in teachers' burnout. Studies show that an intermediate relationship between teachers' burnout and their self-efficacy (Chwalisz, Altmaier, & Russell, 1992; Evers, Brouwers, & Tomic, 2002; Friedman & Farber, 1992). On the other hand, other research done by Scaalvik and Scaalvik (2007) shows that the correlation between these two variables is significant. Also, many other studies show the negative correlation between teachers' job stress and their self-efficacy since the higher teachers' job stress, the lower their self-efficacy (Skaalvik & Skaalvik, 2015). Moreover, high stress is a source of a poor relation among teachers and their students. Besides, it reduces the teachers' performance and accomplishments (Abel & Sewell, 1999; Kokkinos, 2007).

Evans (2001) and Ingersoll (2001) argue that if teachers are unsatisfied with their occupation, then their commitment will be less, so too the probability of staying in their profession (Skaalvik & Skaalvik, 2015). Other studies illustrate a positive correlation between the self-efficacious teachers and their commitment to their work as well as their relationships with colleagues and parents (Caprara, Barbaranelli, Steca & Malone, 2006). Liu and Ramsey (2008) reveal that the stress that results from inappropriate school environment leads to a vital teachers' job dissatisfaction. Greenglass and Burke (2003) add that poor school circumstances could raise the teachers' job stress, for instance, the high number of orders and instructions that come from the principal, colleagues, parents and students. Also, they consider the students' bad behaviour as a major cause of teachers' stress.

Skaalvik & Skaalvik (2015) report that teaching is perceived as rewarding by most teachers but that many teachers also report a high degree of stress and symptoms of burnout (Johnson & Birkeland, 2003; Neves de Jesus & Lens, 2005; Stoeber & Rennert, 2008). Kyriacou (2001) suggests that teaching is one of the most stressful professions.

Research Design

Based on the objectives, the study adopted a quantitative research paradigm using 5-point Likert-scale questionnaire method to investigate the relationship between teacher's self - efficacy, stress and job satisfaction among Abu Dhabi and Sharjah teachers. The design provides meaningful analysis of the response since comparable information from everyone taking the survey is ensured.

Sample

Of the 115 female teachers who underwent the teaching practice, a total of 79 (68.7%) teachers from Abu Dhabi, 33 (28.7%) teachers from Sharjah and 3 (2.6%) teachers from other emirates are participated in the present study. Participants were teaching at government schools and are relatives and friends of the researcher. All sampled teachers are Arabs-citizens and expatriates. As shown in Table 1 below, participants varied in years of experience and their qualification. The years of experience categorized from 1 year to more than 15 years whereas the qualifications are categorized from diploma to Doctorate degree.

Table 1. Participants' gender, Academic Qualification and Years of experience

As shown in Table 1, all participants were females and most have been on the job for more than 15 years. More than two thirds of the participants have a Bachelor's degree.

Instruments

The three questionnaires were already in previous validated studies. One questionnaire was adapted in part from an existing instrument with the purpose of matching the present study objectives. The questionnaire which was adapted was approved by the researcher's supervisor. All questionnaires were then translated into Arabic in order to suit all Arab participants and to make the administering and answering processes easier and faster. In order to ensure the validity of the translated questionnaires, the researcher asked a friend who is a proficient in both Arabic

and English languages to check the translations. The questionnaires were done online via Google paradigms. The three questionnaires were grouped under one link to keep the fluency and for saving the participants' time. The link is spread to the participants utilizing WhatsApp application.

Self-efficacy. A long form of Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Hoy, 2001) was used to investigate teachers' self-efficacy. This questionnaire was used to help the researcher gain a better understanding of the kinds of activities that create difficulties for teachers in their schools. This questionnaire consists of 24 items measuring three teaching efficacy sub-constructs, namely the efficacy in classroom management (8 items), students' engagement (8 items) and instructional strategies (8 items) (as shown in Table 2). The teachers could indicate their perceptions on a five-point scale, from 'nothing' to 'a great'.

Table 2. The Efficacy Sub-constructs Items

Table 2 shows that each sub-construct of Teachers' Sense of Efficacy Scale (TSES) consists of 8 different items. The total items of this scale is 24 items. Participants will be considered as highly self- efficacious if the scores of means and standard deviations were high. In contrast, they will be considered low self-efficacious if the means and standard deviation were low.

Table 3. Level of Mean Depending on the Mean Score

Validity. The instrument is validated via passing through several steps to view as it is seen in the present study. Internal consistency reliability is a method for judging how well the questions on a questionnaire are projected to measure the same idea that the question is proposed for. In general, the internal consistency estimated for TSES instrument is 0.78 (Tschannen-Moran & Hoy, 2001).

Job Satisfaction. A short form Minnesota Satisfaction Questionnaire (MSQ) was used to examine teachers' job satisfaction (Weiss et al., 1967). This questionnaire was used to help the researcher to attain better understanding about the work and the work environment aspects that teachers are satisfied with and aspects they are not satisfied with. An example The short-version MSQ questionnaire consists of 20 items grouped into three sub-scales; namely the intrinsic satisfaction (12 items), extrinsic satisfaction (6 items) and the general satisfaction (2 items) (Weiss, Dawis, England & Lofquist, 1967). The 20 MSQ-short version items are rated on a 5-Likert scale, starts with "very dissatisfied with this aspect of my job", "dissatisfied with this aspect of my job", "can't decide if I'm satisfied or dissatisfied with this aspect of my job", "satisfied with this aspect of my job" and ends with "very satisfied with this aspect of my job". Participants will be considered as highly satisfied if the scores of means of items were high. In contrast, they will be considered less satisfied if the mean were low.

Job Stress. A modified-form from Teacher's Stress Scale questionnaire is used in the present study. The original scale was done by Cheung (2006). It consists of 36 items. Cheung selected these 36 items from three famous stress scales; 10 related items from the original Teacher Stress Inventory (TSI), 13 related items from the original Maslach Burnout Inventory (MBI), and 13 related items from the original Barksdale Personal Stress Evaluation, with a paraphrased 5 items (Cheung, 2006). Cheung invented new teachers' stress scale which is more relevant to the teaching profession from the more general scales for measuring stress. Meanwhile, the modified Teacher's Stress Scale questionnaire which was used in this study contains 23 items. The researcher modified the questionnaire on March 12, 2016 to suit the study's objectives and the participants' time. The researcher removed the questions that deal with similar concepts. The items of this scale reflect different situations that teachers may face in their daily school life. The participants indicated to what extent they agree or disagree with each questionnaire's statements. The items of the modified-form of Teacher's Stress Scale are ranked on a 5-Likert scale, starts with "Strongly Disagree", "Disagree", "Neutral", "Agree" and ends with "Strongly Agree". This modified questionnaire was used to help the researcher to have a better

understanding of the stress that teachers were facing. Participants will be considered as highly stressed if the scores of means of items were high. In contrast, they will be considered less stressed if the mean were low.

Data Analysis

The data analysis for the present study used the SPSS program. The researcher employed both descriptive and inferential statistics. Mean and standard deviations were used to describe the level of overall teaching efficacy, job satisfaction, and job stress as well as the sub-constructs. Bivariate correlations and independent sample test (t-tests) were used to explore the relationship between teachers' self-efficacy and job satisfaction as well as the relationship between teachers' self-efficacy and their job stress.

Results

Teachers' Self-efficacy

The overall teacher's efficacy shows high mean (M = 3.98, SD = 0.81). This shows that teachers may already feel highly efficacious. Teacher self-efficacy separated into three indices; students' engagement, classroom management, and instructional strategies. Teachers' self-efficacy in using instructional strategies in teaching is close to being similar as their efficacy in classroom management (M= 4.09, SD= 0.61) and (4.07, SD= 0.58), respectively since the mean and the standard deviation for these two sub-constructs are almost comparable. Teaching efficacy shows the lowest level in the domain of their experience in their teaching years in the Students' engagement sub-scale (M = 3.78, SD = 0.54). Table 4 represents means and standard deviations for the teachers' self-efficacy sub-scales as well as means and standard deviations of the included items.

Table 4. Mean and Standard Deviation of the Self-Efficacy Sub-Constructs

Table 4 shows that the mean of students' engagement sub-construct is the lowest among the three sub-constructs. The mean of instructional strategies and classroom management sub-constructs are high and close to each other.

Comparison between Abu Dhabi and Sharjah Teachers' Self-efficacy (Overall). The data gathered in this study shows Abu Dhabi and Sharjah teachers' self-efficacy separately. Both Abu Dhabi and Sharjah teachers' self-efficacy were positive and high (M= 3.9687, SD = 0.54 and M= 3.9917, SD = 0.52), respectively. There is no statistically significant difference in the self-efficacy scales between teachers from Abu Dhabi and Sharjah.

Comparison between Abu Dhabi and Sharjah Teachers' Self-efficacy (Sub-constructs). In terms of engaging students, Sharjah and Abu Dhabi teachers are at the average level (M = 3.81, SD = 0.574 and M = 3.77, SD = 0.541), respectively. Both Sharjah and Abu Dhabi teachers are high in their classroom management (M = 4.03, SD = 0.605 and M = 4.08, SD = 0.580), respectively. Also, the biggest difference between these two emirates' teachers is in the index of instructional strategies that teachers use in their classrooms (M = 4.22, SD = 0.562 and M = 4.05, SD = 0.636), respectively. Even the difference is too little, but it is still big with the comparison of the differences of the other two indices. Regarding the data above, Sharjah teachers do a good job in the instructional strategies that they utilize in their classrooms. On the other hand, the mean of students' engagement index is the lowest among the three indices (M=3.81) though it is still above the average. Conversely, the amount of Abu Dhabi teachers' efforts in both classroom management and instructional strategies are high (M=4.08, M=4.05). In contrast, the mean of students' engagement index for Abu Dhabi teachers is the lowest among the three indices (M=3.77) even though it is more than the average.

Comparison between Abu Dhabi and Sharjah Teachers' Self-efficacy (Specific Items). Sharjah and Abu Dhabi teachers are similar in some of self-efficacy issues and different in others. For example, they do some effort to get through the most difficult students in their

classrooms. This item got the lowest mean among all other items in TSES questionnaire for the two emirates (M=2.88). Teachers of these two emirates did a good job in most of the self-efficacy issues. For instance, they own a responsible capability in controlling disruptive behaviour in their classrooms (M=4.21), responding to difficult questions from their students (M=4.17), helping their students' value learning (M=4.35), assessing students' understanding of what they have taught (M=4.18) and crafting good questions for their students (M=4.36). On the other hand, both Sharjah and Abu Dhabi teachers have less aptitude in other self-efficacy issues, such as, enhancing their students to think critically (M=3.81), motivating students who display low curiosity in school (M=3.88), establishing routines to keep activities running smoothly in their classrooms (M=3.7), improving the failing students' understanding (M=3.63) and assisting families in helping their children do well in schools (M=3.6).

Among Sharjah teachers, the highest mean is in their ability to craft good questions for their students (M=4.53, SD=.621) while the lowest mean is in what they can do to get through difficult students (M=2.64, SD=1.11). On the other hand, among Abu Dhabi teachers, the teachers' ability to make good questions for their students as well as their capability to help their students' value learning have the highest percentage while compared to other items' means (M=4.31, SD=.811 and M=4.31, SD=.712) respectively. Besides, the lowest mean is in what they can do to get through difficult students (M=2.99, SD=1.006).

Correlations: *The Study Variables*. Pearson correlation is used to measure the relationship between variables. The strength of the correlation will depend on the correlation coefficient as shown in Table 5. In this study, the high means in the sub-constructs suggest that the Pearson correlations between the three indices are varied. There is a strong positive Pearson correlation between students' engagement and classroom management ($r = 0.737$, $p < 0.01$). Also, there is a strong positive Pearson correlation between students' engagement and the instructional strategies ($r = 0.744$).

Table 5. Strength of the Correlation

Years of Experience, Age and Qualification (Overall). Correlations were also calculated between self-efficacy and years of experience, qualification and age. Correlation was not studied according to gender because participants were all females. The relation between the overall self-efficacy and years of experience is positive and weak ($r = 0.096$). Besides, the relationship between teachers' age and their overall self-efficacy considered as positive and weak ($r = 0.173$). The relation between teachers' self-efficacy and their qualification is also not considerable (positive and weak) ($r = 0.058$). These findings show that there is no significant relationship between teachers' years of experience, age and qualifications and their overall self-efficacy. Same results are observed when testing the relation between teachers' teaching years and each sub-scale of teachers' self-efficacy.

Teachers' Satisfaction

Overall. In this study, the overall teachers' satisfaction is between moderate and high ($M = 3.1$, $SD = 0.679$). Based on the data analysis, Sharjah and Abu Dhabi teachers appear to be highly satisfied in their jobs. However, both teachers view similar on certain items related to satisfaction. The overall Sharjah and Abu Dhabi teachers' intrinsic satisfaction is higher than their extrinsic satisfaction ($M = 3.43$, $SD = .637$ and $M = 2.65$, $SD = .963$), respectively.

Similarity (Satisfaction). Sharjah and Abu Dhabi teachers are less satisfied that they are busy all the time ($M = 2.34$, $SD = 1.213$). Also, they are dissatisfied since they are working alone most of the time ($M = 2.68$, $SD = 1.117$). Sharjah and Abu Dhabi teachers are very dissatisfied with their payment and they agree with the fact that their pay is not consistent with the amount of work that they do ($M = 2.39$, $SD = 1.266$). This could be noticed from the mean of items discussing the chances for promotion and salary which are low. Likewise, they are dissatisfied

with the opportunity of using their own judgment in the school (M = 2.66, SD = 1.196). Besides, they are not satisfied with the working conditions (M = 2.36, SD = 1.242).

Similarity (Dissatisfaction). Conversely, they are consistent in other satisfaction issues. For example, they are satisfied with the chance to be "somebody" in the community (M = 4.25, SD = 1.054), the chance to do things for other people (M = 4.21, SD = .949), the chance to tell people what to do (M = 4.19, SD = .901) and the chance to do something that makes use of their abilities (M = 4.17, SD = .968).

Dissimilarity. Sharjah teachers' satisfaction is higher than Abu Dhabi teachers since the mean of Sharjah and Abu Dhabi teachers' satisfaction is (M = 3.24, SD = 0.813 and M = 3.09, SD = 0.60), respectively. Although there is a difference in the satisfaction scales between teachers from Abu Dhabi and Sharjah, the difference is not statistically significant. Sharjah teachers' intrinsic satisfaction slightly higher than Abu Dhabi teachers (M = 3.55, SD = .748 and M = 3.40, SD = .565), respectively. Besides, Sharjah teachers' extrinsic satisfaction is higher than Abu Dhabi teachers (M = 2.89, SD = 1.055 and M = 2.596, SD = .9), respectively. Based on the data analysis, both Sharjah and Abu Dhabi teachers' satisfaction is moderate.

Among Sharjah teachers, they are very dissatisfied with their payment and they think that it is lower than the efforts that they spend at work (M = 2.34, SD = 1.285), but they are very satisfied with the chance that they have to tell people what to do (M = 4.39, SD =.788). Among Abu Dhabi teachers, they are very dissatisfied with the chances for advancement on their job (M = 1.60, SD = 1.061) whereas they are very satisfied with the chance to be "somebody" in the community (M = 4.25, SD =.954).

Correlations. ***Years of Experience, Age and Qualification (Overall)***. This study reveals that there is a positive weak correlation between teachers' satisfaction and their age (r = 0.128). On the other hand, the correlation between Teachers' satisfaction and their years of experience is positive and too low (r = 0.076). Also, there is a weak negative correlation between teachers' satisfaction and their qualification (r = -0.091).

Teachers' job stress

The overall participants' job stress is moderate (M = 3.61, SD = 0.55). Sharjah teachers' job stress surpasses, although by small portion, the Abu Dhabi teachers' job stress (M = 3.73, SD = 0.548 and M= 3.54, SD = 0.536), respectively. Although there is a difference in the stress scales between teachers from Abu Dhabi and Sharjah, the difference is not statistically significant.

Correlations. There is a negative weak relationship between teachers' job stress and the emirate that they are belong to (r = -0.049). Besides, there is a positive weak relationship between the participants' age and their work load (r = 0.014). Also, with regards to teachers' years of experience, there is a negative weak correlation between the teachers' job stress and their working years (r = -0.025). With regard to teachers' qualification and their job stress, there is a negative weak correlation between these two variables (r = -0.109).

From the findings, Sharjah and Abu Dhabi teachers are consistent in their disagreement with the issue that they are easily angered by others' undesirable attitudes and behaviour. Also, they are disagreeing that they are impatient and easily frustrated. Moreover, they are disagreeing that they find it difficult to make decisions and stick with them. But, Sharjah and Abu Dhabi teachers highly agree with the issue that there is too much work to do, they need more status and respect on their job, they feel physically exhausted at the end of the workday, they feel they are working too hard on their job and they have accomplished many worthwhile things in teaching.

Based on findings, Sharjah teachers disagree that they find it difficult to make decisions and stick with them, but they strongly agree that they are working too hard on their job as well as Abu Dhabi teachers.

Teacher's Self-efficacy, Satisfaction and Stress

Mean and Standard Deviation. Table 6 displays the mean and the standard deviation of the researches' variables; teacher's self-efficacy, satisfaction and stress and their sub-constructs.

Table 6. The Mean and the Standard Deviation of the Three Variables

Table 6 shows that means range from average to high. The mean of teachers' self-efficacy is the highest among the three variables while the mean of teachers' satisfaction is the lowest.

Correlations. *Pearson correlation*. Table 7 displays the relationships (correlation coefficient, r) between the researches' variables; teacher's self-efficacy, satisfaction and stress and their sub-constructs.

Table 7. The Correlation (r) between the Three Variables

Table 7 shows that the correlations between the variables and their sub-constructs are varying in strength and if they are positive or negative. Table 7 shows that the relation between teachers' self-efficacy and their usage of instructional strategies is the highest among all other correlations. The lowest positive relation was between teachers' stress and their using instructional strategies in their classrooms. There is a negative correlation between teachers' satisfaction and their job stress. Overall, there is a statistically significant difference in the relationship between self-efficacy, job stress and job satisfaction scales between teachers from Abu Dhabi and Sharjah.

Independent Sample Test. Table 8 displays the relationships between the study's variables; teacher's self-efficacy, satisfaction and stress using the independent sample test.

Table 8. Independent Sample Test

Table 8 shows that an independent-samples t-test was conducted to compare teachers' self-efficacy, job satisfaction and job stress between teachers from Abu Dhabi and Sharjah. There was a significant difference in the scores for Abu Dhabi teachers self-efficacy (M=3.96, SD=.54) and Sharjah teachers self-efficacy (M=4.02, SD=.52) conditions; t (110) =.507, p = .613. Also, there was a significant difference in the scores for Abu Dhabi teachers job satisfaction (M=3.09, SD=.61) and Sharjah teachers job satisfaction (M=3.30, SD=.81) conditions; t (110) =1.43, p = .149. Moreover, there was a significant difference in the scores for Abu Dhabi teachers job stress (M=3.54, SD=.53) and Sharjah teachers job stress (M=3.73, SD=.54) conditions; t (108) =1.62, p = .107. Overall, there is a statistically significant difference in the relationship between self-efficacy, job stress and job satisfaction scales between teachers from Abu Dhabi and Sharjah.

Abu Dhabi and Sharjah Teachers' Self-efficacy, Satisfaction and Stress. Means and standard deviations of Abu Dhabi and Sharjah teachers' self-efficacy, satisfaction and stress are presented in Table 9.

Table 9. Abu Dhabi and Sharjah Teachers' Self-efficacy, Satisfaction and Stress

Table 9 summarizes that the two emirates self-efficacy, job satisfaction and job stress are comparable. Sharjah teachers are more satisfied than Abu Dhabi teachers. Also, Abu Dhabi teachers are less stressed than Sharjah teachers. Although there is a slight difference in the self-efficacy, job satisfaction and job stress scales between teachers from Abu Dhabi and Sharjah, the difference is not statistically significant.

Discussion and conclusion

This research supports the idea that teachers' self-efficacy is a multidimensional concept since Caprara et al. (2006) reveals that teachers' performance and how do they behave at their work arise as a result of their self-efficacy and satisfaction. Besides these two variables are a compound construct and do not function in isolation from each other. Regarding the significant

effect of satisfaction on the person's life and on the association's level (Alemi, 2013), it is crucial in this study to focus on how this concept is correlate with teachers' self-efficacy and their job stress since Caprara et al., (2006) argue that satisfaction affect teachers' self-efficacy in somehow. Furthermore, this research illustrates that the three instruments that are used in this study are useful in measuring the relationship between teachers' self-efficacy and their job satisfaction and stress. However, the instrument did not reveal any significance in comparing the difference between Sharjah and Abu Dhabi teachers' self-efficacy. In this study, the researcher modeled the relationships between teachers' self-efficacy and their age, qualification, and years of experience.

In view of the results of this research, findings may enhance what is mentioned in literature review about the nature of human beings. Bandura (2006) argues that (relating to cognitive theory) humans are self-organizing by nature. Also they are self- reasoning and take-charge for an action before it happens instead of responding after it has happened. Maybe this has been showed in the results of the overall teachers' self-efficacy in the two emirates since they are high self-efficacious teachers. There is no crucial difference between their self-efficacy even Abu Dhabi and Sharjah teachers are operating under two different organizations (ADEK and MOE). Cognitive theory supports this result since Abu Dhabi and Sharjah teachers could be efficacious as an innate feature in them. Other reason could be, the United Arab Emirates religion, since we are Muslims, we have the perspective of when one optimize the welfare, s/he will get it. This is consistent with the quote of wisdom "Hope for the best and you shall find it".

Many studies support the idea that self-efficacy has main influence on the attainments in many fields like education and business (Bandura, 1997). Also, other study demonstrates that students' attainments, students' motivation and teaching behaviours are constructs that be affected by the level of self-efficacy that teachers have (Klassen & Chiu, 2010). Regarding Abu Dhabi and Sharjah teachers are highly self-efficacious; naturally, they will be highly self-efficacious in students' engagement, classroom management and instructional strategies that they are using in the teaching process. When students' behaviour and tasks are well managed and when students are highly engaged in the lesson activities, then, their attainment will be enhanced. This leads schools to achieve their vision and mission since students' accomplishment is the main goal of the education system of a country. This suggests that improvement and progress in education leads to progress of the nation in all fields.

Abu Dhabi and Sharjah teachers accomplished high rates in supporting and applying effective instructional strategies in their classes. This comes as a result of their great self-efficacy. This findings are consistent with Allinder (1994) and Woolfolk, Rossoff and Hoy (1990), which suggest that teachers' self-efficacy affects how teachers apply a new teaching strategies and pedagogies in their classrooms.

Relating to what mentioned in the literature review, studies are varied in considering the relationship between teachers' self-efficacy and their years of experience. Some studies state the relation as a directly proportional where others reveal that there is an inverse relationship between these two variables. Tschannen-Moran and Woolfolk (2007), Wolters and Daugherty (2007) illustrate that teachers' self-efficacy differs according to teachers' years of experience. They finalize that experienced teachers are more self-efficacious than novice teachers. However, another study demonstrates an inverse relationship between these two variables (Ghaith & Yaghi, 1997). The findings reported in this study prove that there is a slight positive relationship between teachers' self-efficacy and their years of experience. This is consistent with the teachers of both emirates.

The Relation among the Three Variables (Overall)

Based on the results, teachers from the two emirates are almost similar in their high self-efficacy, but they vary slightly in their job stress. Hence, there is no statistically significant difference in the self-efficacy and stress scales between teachers from Abu Dhabi and Sharjah.

Regarding the relation between teachers' satisfaction and their job stress, there is a contradiction from the previous studies about the impact of stress on teachers' self-efficacy. According to Jennett, Harris and Mesibov (2003), teachers who are suffering from stress for a long time result in a state of burnout. But other report found that many teachers still live in an atmosphere of job satisfaction although they have a high proportion of job stress (Klassen & Chiu, 2010). The research findings are consistent with Jennett, Harris and Mesibov (2003) since there is a significant negative correlation between Abu Dhabi and Sharjah teachers' satisfaction and their job stress is (r = -.294). The greater teachers' self-efficacy shows a declination of teaching obstacles, more of job stress and decline of job satisfaction (Klassen & Chiu, 2010). This study is consistent with Klassen and Chiu (2010) since the correlation between Sharjah and Abu Dhabi teachers' self-efficacy and their satisfaction is directly proportional. Hence, there is a statistically significant difference in the relationship between self-efficacy, job stress and job satisfaction scales between teachers from Abu Dhabi and Sharjah.

The Relation among the Three Variables (Abu Dhabi and Sharjah teachers)

One of the research questions is to identify if there is similarity between Abu Dhabi and Sharjah teachers' self-efficacy, job satisfaction, and stress. The findings reveal that the two emirates are almost similar in the three measures (teachers' self-efficacy, job satisfaction and job stress). Since there is no statistically significant difference in the self-efficacy scales between teachers from Abu Dhabi and Sharjah. Teachers' self-efficacy is the index that the two emirates are most similar in while stress is the index that they most differ at since Sharjah teachers are more stressed than Abu Dhabi teachers.

Considerable research has been done to examine teachers' self-efficacy, job satisfaction and stress but none has been done to compare teachers' efficacy of two states in the same country. In the present study, the relationship between teachers' self-efficacy, job satisfaction and stress were examined and compared between teachers in Abu Dhabi and Sharjah in the UAE. This study enhances an understanding among teachers and education personnel about teachers' self-efficacy, and how job satisfaction and job stress affect it.

On the other hand, teachers' efficacy, knowledge and skills are elements that should be updated through Professional development programs since they are changed over time. These updates have to be implemented for the individual teachers, school groups, administrators and even for the officials (Drake, 2002). The findings of this study and many earlier studies emphasized the imperative need to highlight the significance of self-efficacy on accomplishing the schools' outcomes. This study extends the knowledge about teachers' self-efficacy with the three indices (students' engagement, classroom management and instructional strategies) and how it is correlate with the teachers' overall satisfaction (or with the internal and external satisfaction) and with job stress. The research findings are consistent with previous researches. Teachers' self-efficacy is directly proportional to teachers' satisfaction and inversely proportional to job stress. Hence, there is a statistically significant difference in the relationship between self-efficacy, job satisfaction and job stress among teachers from Abu Dhabi and Sharjah.

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