



The effectiveness of self-hypnosis training and ego strengthening on reducing job stress and increasing job self-efficacy of Mashhad girls' primary school teachers

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Abstract

Introduction: Job stress and low job self-efficacy are among the most important job hazards in the modern era. Therefore, this study was conducted with the aim of the effectiveness of self-hypnosis training and ego strengthening on reducing job stress and increasing job self-efficacy of Mashhad girls' primary school teachers. **Method:** The present study is a quasi-experimental study that was conducted in 1398 on 24 teachers working in girls' primary schools in two groups of self-hypnosis ($n = 12$) and control ($n = 12$). The intervention group underwent 3 individual sessions of self-hypnosis training and ego strengthening, each session for 90 minutes once a week. Data were collected by Riggs-Knight Job Self-Efficacy Scale and Cohen Job Stress during three stages before intervention, after intervention and one month later and analyzed using Mancova test. **Results:** The results showed that the mean scores of job self-efficacy and job stress during the test stages in the self-hypnosis and ego strengthening training groups showed a significant increase and decrease compared to the control group ($P < 0.05$), respectively. Also, in the follow-up stage after one month, the experimental group showed a significant decrease in job stress compared to the control group compared to the post-test and pre-test ($P < 0.05$), but in job self-efficacy, no significant difference was observed between the post-test and follow-up. ($P > 0.05$). **Conclusion:** According to the research findings, self-hypnosis training and ego strengthening are effective in reducing job stress and increasing job self-efficacy.

Keywords: job stress, job self-efficacy, self-hypnosis training, ego strengthening



Introduction

Today, manpower is considered as the most valuable asset of any organization, but this asset faces many problems and issues that can negatively affect their quantitative and qualitative efficiency and ultimately the overall performance of the organization. One of the main problems that has plagued human societies in recent decades and with the gradual transition of societies to modern life, is the phenomenon of job stress (1). Stress in the teaching profession is a common phenomenon and teachers at different levels and in different time periods have all reported a degree of job stress from mild to severe. According to research conducted in different countries, teaching is one of the ten most stressful professions in the world and one third of teachers do not trust, teaching is a stressful and highly stressful profession (2). Job stress (tension) can be considered as a combination of stressors and job-related situations that most people in They agree that it is stressful. In other words, job-related stress is the stress that a particular person experiences over a particular job (3). Job stress, as one of the occupational hazards in the modern era, can lead to absenteeism, relocation, work conflicts and huge health care costs (4).

Although job stress is present in all occupations, it is more important and prevalent in occupations that deal directly with humans (5). In this regard, many studies have shown that job stress is associated with many problems in individual, family and organizational contexts, problems such as: poor emotional health (6), reduced productivity (7), reduced job satisfaction (8), Increasing the delay and absence of employees from work and increasing resignation from work and increasing resignation from work and reducing organizational commitment (9), increasing risks to the health of working parents (10) and inefficient performance of parental and marital duties (11). In confirmation of the above, the Institute for Health and Safety reports that from 2007 to 2015, more than 13.5 million working days and more than 4 million a year are wasted due to work-related injuries (12). Also, various studies have shown that in many cases job stress is associated with reduced job self-efficacy (13).

Job stress explicitly refers to the characteristics of teachers' work environment. But some personal characteristics of teachers can also affect their job stress. Teacher self-efficacy (14) is one of the factors of personal influence. Self-efficacy is a person's perception or belief in his or her ability to do things or achieve goals (15). Teachers' self-efficacy refers to their judgment of their ability to incline students to engage in the learning process. In other words, teacher self-efficacy is related to his / her personal belief in his / her ability to plan, organize and implement activities necessary to achieve educational goals (14). Teachers' self-efficacy is negatively related to school stress and emotional fatigue in them (16). Research has shown that teacher self-efficacy has a negative and significant relationship with the dimensions of depersonalization and emotional fatigue. In another study, they have a negative and significant relationship. In another study, they reported a negative relationship between self-efficacy and burnout (17). The relationship between teachers' job self-efficacy and burnout and job stress in them has been confirmed in other studies (18, 19).

To reduce the effects of stress in these high-stress jobs, some researchers have focused on the job-related aspects of stress and some on the individual status of individuals. Considering the relatively high prevalence of job stress and reduced job self-efficacy, and considering the lack of initial prevention, early detection and timely control of this disorder, its onset and continuation follows. Various treatments on job stress and job self-efficacy have been performed so far, including cognitive-behavioral therapies, mindfulness-based therapies, and so on. In this study, the aim is to reduce job stress and increase job self-efficacy by teaching self-hypnosis and strengthening the ego. Hypnosis and



scientifically developed relaxation techniques are among the special treatments that are used more widely than in the past. Hypnosis is an advanced concentration condition in which a person focuses on a specific stimulus and does not pay attention to other stimuli such as environmental or physical stimuli (20).

According to Kaplan and Zadok, hypnosis is a method of psychotherapy that by changing the state of consciousness and using three focused components (attraction), separates and indoctrinates the audience in a situation where the process of hypnosis treatment can be employed. In this particular state of consciousness, the therapist's sentences (instincts) penetrate the subject's conscious and subconscious mind and are recorded deep in his mind. This feature has a tremendous effect on the effectiveness of hypnotherapy. In hypnosis, people who are more hypnotic respond more to indoctrination (21). Many studies have shown that the use of hypnosis therapy is very effective in treating depression as well as stress symptoms such as insomnia, muscle tension, anxiety, etc.; However, research focuses more on its effect on reducing stress and anxiety (22).

Therefore, considering the prevalence and importance of diagnosing job stress in teachers and reducing the subsequent job self-efficacy and to prevent the progression of symptoms, it seems that measures should be taken. Therefore, the researchers decided to conduct a study examining the effectiveness of self-hypnosis training and ego strengthening on reducing job stress and increasing job self-efficacy of Mashhad girls' primary school teachers.

Method

The present study was a quasi-experimental study with a pretest, posttest and follow-up design with a control group. The statistical population of this study included 24 primary school teachers in Mashhad in 1399 who after available clinical interview through sampling and using inclusion criteria (willingness to participate in the study, age range 40-25 years, minimum bachelor's degree) and exit (suffering from physical illness or other psychiatric disorders simultaneously, unwillingness to continue participating in the study, absence of more than two sessions in the intervention group) and then randomly tossing coins into two groups of self-hypnosis training and ego strengthening and Controls were assigned. Data collection tools in this study were:

Cohen Job Stress Questionnaire (1983)

Cohen et al. (1983) developed the Job Stress Questionnaire, which consists of three versions: 4, 10, and 14, which are used to measure perceived general stress over the past month. Thoughts and feelings about stressful events, control, coping, coping with stress and experienced stress, as well as this scale examines the risk factors for behavioral disorders and the relationship process. Displays stressful situations. This questionnaire has many uses in different countries and accordingly has been translated into different languages and has been used and standardized in many countries. In this collection, a 10-item version of the norm was used in Iran. Cronbach's alpha for this scale was obtained in three studies: 0.84, 0.85 and 0.86. The scoring method of the questionnaire is such that according to the 5-point Likert scale, never = 0, almost never = 1, sometimes = 2, often = 3, and many times = 4. Phrases 4-5-6-7-9-10 and 13 are scored in reverse (never = with 4 to many times = 0) The highest score is 56. The higher the score, the greater the perceived stress. Used to measure Cronbach's alpha reliability. The alpha value must be greater than 0.70, and this is based on the high validity of the questionnaire.

Riggs & Knight Job Self-Efficacy Scale



Riggs and Knight (1994) designed this questionnaire, which has 31 items and is divided into four groups of items to measure beliefs of individual self-efficacy (10 items), expectation of individual consequences (8 items), beliefs of collective effectiveness (7 items) and expectation of collective consequences. (6 articles). Each article has a five-point answer from "strongly disagree to strongly agree". Also, the scoring of this test is 1,2,3,3,5, and the lowest and highest scores of each person in this test are 31 and 155, respectively (quoted by Marashian, 1392).

The following sentences are one of the items in this questionnaire:

1. I am confident in my ability to perform my job duties. 2. I am not able to perform some of the tasks that are necessary for my job (Marashian, 2013). Saei and Naami (2009) translated and validated this questionnaire for the first time in Iran. The reliability of this tool in Riggs and Knight (1994) research was about 0.85 to 0.88. In Najjar Asl (2010) research, a confirmatory factor analysis method was used for the validity of the questionnaire. Also, in the research of Marashian and Saffarzadeh (2013), the reliability coefficients of this questionnaire were calculated using Cronbach's alpha and descriptive methods, which were reported as coefficients of 0.53 and 0.75, respectively (quoted by Marashian, 2013).

Intervention

In this study, self-hypnosis and ego strengthening training designed by Dr. Fathi (2020) was used. The treatment program consisted of 3 intervention sessions that were performed individually during 90-minute sessions for 3 consecutive weeks. Meetings were held once a week based on the meeting schedule in the table below. The meetings are described in Table 1.

Table 1. Self-hypnosis training protocol

Meeting	Targets
Introductory	Set therapeutic goals using self-hypnosis training, ask and answer questions about hypnosis experiences, define clinical hypnosis, give a brief explanation of the words and expressions used in hypnosis, give a brief overview of the topic of covert observation, eradicate Misconceptions about clinical hypnosis, why hypnosis is used, and several hypnosis tests
First session	Induction of hypnotic trance with PMR method, training of peace of mind in self-hypnosis space
Second session	Teach one-way mindfulness and focus on muscle relaxation and relaxation with self-hypnosis inductions, provide dialogues to strengthen the ego
Third session	Clients are trained and debugged, a conversation is held in this session, and the experiences of individuals in these six sessions are asked, and whether this treatment has had an effect on their moods and symptoms. They are also given information about the future and how to use it properly in their daily lives. If each person has a problem with their hypnotic dialogues, their problem will be solved. If there is a general problem in any of the dialogues, especially PMR, which is the most important dialogue in this style of therapy, this dialogue is repeated briefly. Finally, individuals are asked to use the recorded dialogues only for their intended purpose.

The control group was placed on a waiting list to undergo these treatments at the end of data collection. Data were collected in three stages before the intervention, one month after the intervention.



Data analysis was performed using SPSS software version 22 and MANOVA statistical test. Its significance level was determined by Pillai, s Trace (due to low sample size) with 95% confidence level and $\alpha = 0.05$ and the direction Assumption of covariance equivalence of dependent variables was used at all levels of the independent variable of the box test ($P > 0.05$) and pre-test scores were considered as the variable of covariance.

Findings

The aim of this study was to evaluate the effectiveness of self-hypnosis and ego strengthening training on reducing job stress and increasing job self-efficacy of Mashhad girls' primary school teachers in two groups of self-hypnosis training and ego strengthening ($n = 12$) and control ($n = 12$). The demographic information of the participants is presented in Table 2.

Table 2: Demographic Characteristics of Persons in the Present Study

Variable		Experimental group		Control group	
		N =12	%	N=12	%
Age	25-30	5	42	6	50
	30-35	6	50	4	34
	35-40	1	8	2	16
Education	Bachelor	6	50	7	58
	Master's Degree	5	42	5	42
	Phd	1	8	0	0
Marital status	Single	2	17	3	25
	Married	10	83	9	75

Indices of tendency toward the center of the components of job stress and job self-efficacy are shown in Table 3. The results of MANOVA test showed that there was a significant difference between the two groups of intervention and control in terms of mean overall score of job stress and job self-efficacy during all three stages after the intervention, one month later and three months later (Table 4). The results of Benferoni post hoc test in comparison of two groups of intervention and control are given in Table 5.

Table 3: Mean and standard deviation of variables in individuals symptoms

Variable	Exprimental group			Control group		
	T1	T2	T3	T1	T2	T3
	m	m	m	m	m	m
	sd	sd	sd	sd	sd	sd
job stress	33.12	10.13	8.23	32.89	33.06	33.12
	4.45	3.67	3.23	4.87	4.47	4.56
job self-efficacy	4.23	7.45	7.48	4.12	4.05	4.08
	0.06	1.22	1.23	0.04	0.04	0.03

*T1= Pre-test, T2= Post-test, T3=Follow-up

Table 4. Results of MANOVA test analysis between three groups

Dependent Variable	T2				T3			
	f	df	p	Parital	f	df	p	Parital



				eta				eta
job stress	24.1	2	0.001	0.7	25.1	2	0.001	0.7
job self-efficacy	16.5	2	0.001	0.62	25.6	2	0.001	0.7

Table 5. The results of post-hoc test for paired comparison with Bonferroni correction for job stress and job self-efficacy scale mean and their subscales in two groups of intervention and control

Dependent Variable	Post-test	Follow-up
job stress	0.001	0.001
job self-efficacy	0.001	0.10

Discussion

The aim of this study was to determine the effectiveness of self-hypnosis training and ego strengthening on reducing job stress and increasing job self-efficacy of Mashhad girls' primary school teachers. Findings of research on job stress showed that self-hypnosis training and ego strengthening on reducing the overall score in the post-test and follow-up compared to pre-test and also the results showed that self-hypnosis training and ego strengthening on increasing job self-efficacy of the experimental group compared to The control group had post-test and follow-up compared to pre-test; But no significant difference was observed between post-test and follow-up. For the first time, this study examines the effectiveness of self-hypnosis training and ego reinforcement in reducing job stress and increasing self-efficacy. The results of this study with the results of Heidarian et al.(20) to evaluate the effectiveness of hypnosis therapy on perceived stress and blood pressure in patients with primary hypertension, Abrin et al.(23) to evaluate the effectiveness of cognitive-behavioral hypnotherapy on body dysmorphic disorder: A case study of Mani Sefat et al. (24) comparing the effectiveness of cognitive-behavioral therapy and hypnosis therapy on pain self-efficacy and pain intensity in girls with primary dysmenorrhea, Barkes, Greenleys, Jones (25) to evaluate the effect of hypnotherapy on self The efficiency and function of football are consistent.

Self-hypnosis training can lead a person to achieve deep relaxation and avoid all the tensions and anxieties that are the root of his illness and pain, in addition to relieving severe pain, to achieve a pleasant and deep relaxation that reduces stress. It becomes a job for teachers. Job stress means physical and psychological stress. For this reason, relaxation is one of the ways to overcome stress, the end result of which is to moderate stress and feel relaxed. In fact, in the above explanation, it can be said that since relaxation is one of the main techniques of hypnosis. So it starts to reduce the number of breaths and helps the person to control the tension of his muscles. It also coordinates physiological changes, including decreased oxygen consumption and increased carbon dioxide excretion, decreased heart rate and blood pressure, decreased energy consumption and decreased muscle contraction, resulting in reduced perceived job stress and stress. These changes are caused by a general decrease in the activity of the sympathetic nervous system. Self-hypnosis is also performed by the person himself and the person removes the resistance by going into his childhood memories. When a person increases self-awareness with self-hypnosis and ego strengthening, in fact, the person has a set of beliefs, beliefs that he becomes aware of. Awareness of the person increases moment by moment. When a person becomes



aware of these beliefs and ideas in his work environment, it reduces his job stress. That is, self-awareness leads to a reduction in job stress.

Because the clients are pictured lying on the grass in a forest by the river, looking at the blue sky and hearing the pleasant sound of birds; Feel cool and let go of anger. It should be noted that one of the special benefits of this treatment – that is, the treatment with hypnosis – is that because the subject himself does mental imagery, these positive images are replaced by negative images by repeating the sessions in his mind. At the same time, during the treatment sessions of the present study, he was taught that whenever he wants, he can immerse these images in his mind, immerse himself in that imaginary space again, and feel free from all the failures, and record these failures. He closes it and throws it in the fire of the fireplace sitting next to him and burns it, and frees himself from the past and everything that has happened to him, and this feeling frees them from the feeling of the need to harm others.

Self-hypnosis training helped subjects in the experimental group to always think positively of events, and instead of thinking about failures and problems, what to do in life, or what programs to implement, or what to do. What plans can they have for the future with a good quality of life; To think. Therefore, pay attention to their turning away from thinking about the weaknesses of their lives and situations, to their strengths, and positive thinking about the fact that God has a great power in them and in fact that great power, the same use of positive thinking power, great power of self-hypnosis and power. Positive imagery has positive consequences, which increase job self-efficacy. Also, by using self-hypnosis training and strengthening the ego, when a person's awareness increases, his stress decreases, the person enjoys more favorable conditions, and finally job self-efficacy increases. Finds. Because the person's rumination and anxiety are reduced.

Therefore, according to the results of the present study, it seems that teaching self-hypnosis and strengthening the ego is effective in reducing job stress and increasing job self-efficacy of girls' primary school teachers. One of the limitations of the present study was the limited sample size, which could not be increased according to the inclusion criteria. In the end, according to the results of the research, it is suggested that specialists and therapists in working with people with symptoms of job stress and job self-efficacy, as well as developing treatment programs for these people, consider the approach of self-hypnosis training and ego strengthening. Put. Also, this study is only a cross-sectional study and examines the positive effects of this program over a period of only a few months. It is suggested that to evaluate the long-term effects of this intervention program, appropriate longitudinal research should be done and the extent of reducing job stress symptoms and increasing job self-efficacy over the next few years should be examined.

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