

Table 4. Result of the Sobel test

			B	SE	z	p
IN	→	JS	.279	.115	-2.210	0.027
JS	→	TE	-.284	.053		

IV. Conclusion

This study was conducted to verify the mediating effect of job stress on the relationship of incivility and teacher efficacy of kindergarten teachers. The results of this study are summarized in this section.

First, there was a significant positive correlation between incivility and job stress. In addition, incivility and job stress were found to have a significant negative correlation with teacher efficacy. This is a result similar to previous studies (Penny, & Spector, 2005; Reio, & Reio, 2011; Roberts, Scherer, & Bowter, 2011) that showed a positive correlation with incivility and job stress or exhaustion. Previous studies (Ali, Ashraf, & Shuai, 2019; Shin, 2016) also reported that teacher incivility has a negative correlation with educational outcome or teacher efficacy, i.e., the higher the incivility of the kindergarten teacher, the higher the job stress. Also, results illustrate that the higher the incivility and job stress of a kindergarten teacher, the lower the teacher efficacy.

Second, incivility and job stress were found to have a significant negative effect on teacher efficacy. This is similar to the results of previous studies (Boysen, 2012; Shin, 2016) that showed that incivility and job stress had a significant negative effect on teacher efficacy. Therefore, this study suggests that it is necessary to regulate incivility and relieve job stress to increase the teaching efficacy of kindergarten teachers.

Third, the mediating effect of job stress was verified on the relationship between incivility and teacher efficacy. This is similar to the result that supervisor incivility significantly affects employee job performance through job insecurity (Shin

&Hur, 2020). This implies that in order to relieve the job stress of kindergarten teachers, lowering the level of incivility experienced by early childhood educators will prove helpful.

V. Limitations and Future Directions

The limitations of this study and recommendations for further studies are as follows. First, this study is delimited by its scope as only targeted kindergarten teachers working in kindergarten in Seoul and Gyeonggi-dowere studied. Future studies with a broader locale and larger number of subjects are recommended in order to increase the generalizing aspect of this study. Second, the focus of this study is incivility, job stress, and teacher efficacy, but in future studies, it is beneficial to examine other factors as well, e.g., the structural model of incivility correlated with other variables.

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