

and Negative Affect Scale (PANAS; Tellegan, 1984) to collect scores for (IV) negative affect; and the Occupational Stress Inventory – Revised (OSI-R; Osipow, 1998), which measured stress in terms of (DV's:) Role Overload, Vocational Strain and Responsibility. Participants were recruited from masculine (autonomous), feminine (nurturing) and other organisations across a diverse range of industry sectors. One hundred and forty employees (69 males, 70 females), aged between 18 and 65, completed the paper-based or online questionnaire which indicated their individual and their organisations' gender attributes. Occupational stress, coping mechanisms and personality attributes are recorded. The model as a whole explains 16.5% of stress in the form of Role Overload and 36.3% of stress in the form of Vocational Strain after block 5 variables have been included. Gender Incongruence is found to be associated with occupational stress for nurturance incongruence and not for autonomy incongruence. Results do not support that negative affect moderates on relationship between gender incongruence and occupational stress. It is hoped that the findings will encourage more research that incorporates gender identity in the areas of occupational stress. Otherwise, researchers may miss an opportunity to explore the construct of occupational stress from a gendered, systematic perspective within an organization and its culture, which in turn, could aid both employers and employees to better understanding and managing this occupational health hazard.

Keywords: workplace stress, job-related illness, gender attributes, coping strategies, organizational management

Generalised self-efficacy in relation to the life transitions of adult learners in a university setting: Towards a narrative constructivist model of self-regulation

DU PREEZ, J. (University of Southern Queensland)

This paper demonstrates a model of self-regulation based on a qualitative research project with adult learners undertaking an undergraduate degree. The narrative about the participant's life transitions, co-constructed with the researcher, yielded data about their generalised self-efficacy and resulted in a unique

self-efficacy narrative for each participant. A model of self-regulation is proposed with potential applications for coaching, counselling and psychotherapy. A narrative method was employed to construct narratives about an individual's self-efficacy in relation to their experience of learning and life transitions. The method involved a cyclical and iterative process using qualitative interviews to collect life history data from participants. In addition, research participants completed reflective homework tasks, and this data was included in the participant's narratives. A highly collaborative method entailed narratives being co-constructed by researcher and research participants as the participants were guided in reflecting on their experience in relation to learning and life transitions; the reflection focused on behaviour, cognitions and emotions that constitute a sense of self-efficacy. The analytic process used was narrative analysis, in which life is viewed as constructed and experienced through the telling and retelling of stories and hence the analysis is the creation of a coherent and resonant story. The method of constructing self-efficacy narratives was applied to a sample of mature aged students starting an undergraduate degree. The research outcomes confirmed a three-factor model of self-efficacy, comprising three inter-related stages: initiating action, applying effort, and persistence in overcoming difficulties. Evaluation of the research process by participants suggested that they had gained an enhanced understanding of self-efficacy from their participation in the research process, and would be able to apply this understanding to their studies and other endeavours in the future. A model of self-regulation is proposed as a means for coaches, counsellors and psychotherapists working from a narrative constructivist perspective to assist clients facing life transitions by helping them generate self-efficacious cognitions, emotions and behaviour.

Keywords: self-efficacy, adult learners, narrative constructivist model, self-regulation, narrative analysis

Government corruption perception, political trust and "hedonic balance" in Argentina and Spain: A transcultural study
