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Sources of Occupational Stress among Primary School Teachers in Ouargla City

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Abstract:

The current study aims to identify the level of occupational stress among primary school teachers in the city of Ouargla, as well as to investigate the differences in occupational stress among teachers according to the variables (gender, seniority in teaching, academic qualification). The study sample consisted of 160 primary school teachers in the city of Ouargla who were selected randomly. The study relied on the collection of information using the Occupational Stress Sources Scale, which consists of 55 items corrected using the Likert scale "five-point scale". The statistical analysis was performed using the IBM SPSS program version 29. After presenting and analyzing the results, the following was reached:

- The level of occupational stress among primary school teachers is moderate.
- There are no statistically significant differences in occupational stress among primary school teachers due to the gender variable.
- There are no statistically significant differences in occupational stress among primary school teachers due to the seniority in teaching variable.
- There are no statistically significant differences in occupational stress among primary school teachers due to the academic qualification variable.

Keywords: Occupational stress, primary school teachers.

Introduction:

In light of the rapid events and the tremendous technological development witnessed in our current era, many challenges and pressures have emerged that deeply affect the lives of individuals and societies. Despite this development, which has facilitated many aspects of daily life and achieved great achievements, these qualitative leaps have come with new burdens, as the pace of work and its requirements have increased, leading to higher levels of stress and tension among individuals.

Occupational stress is one of the most prominent challenges facing employees. It is the primary cause of work disruption due to the problems that arise from it, which directly affect mental and physical health. It also leads to a decline in performance and productivity and reduces job satisfaction. Since the primary school teacher is a member of society, he is not immune to these pressures due to the circumstances and situations he faces that hinder his job performance and affect his professional efficiency, as it represents a major obstacle that negatively affects his activity and motivation inside the classroom. He finds himself tied up and unable to control his emotions and reactions in stressful situations. Consequently, it is difficult for him to focus on the primary goal of the learning process.

Study by Charf Khoja (2018), which aimed to identify the levels of occupational stress and achievement motivation among primary, middle and secondary school teachers, found that teachers in all three educational stages suffer from high levels of occupational stress, with a difference in levels of occupational stress according to the variables of educational stage and age. The study also showed that there is a statistically significant relationship between the sources of occupational stress and achievement motivation among teachers. (Charf Khoja, 2018, p233)

The study by Al-Ahsen (2015), which aimed to identify the level of occupational stress among primary school teachers in the states of Blida and Algiers, as well as to identify the sources causing this stress. There is high occupational stress among the sample individuals. This stress appears as a result of sources related to all the burdens of the profession and working conditions,

students and their parents, educational policy, salary and incentives, professional relationships, professional growth and development, and social status. (Al-Ahsen, 2015, p188)

The study by Anyan Wu *et al*. (2015), which aimed to identify the sources and symptoms of occupational stress and management strategies among secondary school principals in Cross River State, Nigeria, found that a poor work environment and pressure from teachers, among other things, affect the performance of principals regardless of gender. The study also showed that principals suffer from stress symptoms such as constant headaches and high blood pressure. (Anyan Wu &all, 2015, p37)

The study by Chandler (2001), which aimed to analyze the relationship between stress and middle school principals in public schools in Florida, found that all principals suffer from stress. The study also showed that there are differences between males and females in the area of relationships and dealing with the local community. (Chandler, 2001)

The study by Nicole & all (2001), which aimed to identify the sources of stress among Quebec teachers, found that the level of stress among teachers ranges from moderate to high. (2001 Nicole & all,)

Al-Mash'an (2000) pointed out that the problems resulting from work pressures pose a great danger to the teacher, and also threaten his practice of his profession due to the negative effects that arise from these pressures such as dissatisfaction with his profession, his inability to innovate, and his feeling of psychological and physical exhaustion and weakness in his job performance level, which in turn is reflected in student achievement. **(Ben Issa, 2019, p 25)**

Based on this logic, we have decided in this field study to investigate the level of occupational stress among primary school teachers. On this basis, we raise the following questions:

1. What is the level of occupational stress among primary school teachers?
2. Are there any differences in occupational stress among primary school teachers due to the gender variable?
3. Are there any differences in occupational stress among primary school teachers due to the seniority in teaching variable?
4. Are there any differences in occupational stress among primary school teachers due to the academic qualification variable?

Research Hypotheses:

Based on the research problem and the research questions, the following hypotheses are proposed:

H1: The level of occupational stress among primary school teachers is high.

H2: There are no differences in occupational stress among primary school teachers due to the gender variable.

H3: There are no differences in occupational stress among primary school teachers due to the seniority in teaching variable.

H4: There are no differences in occupational stress among primary school teachers due to the academic qualification variable.

Significance of the Study:

The significance of this study lies in the importance of the topic it addresses, which is occupational stress among primary school teachers and its negative effects that hinder the educational process.

The importance of this study is also evident in highlighting the need for the attention of the authorities in charge of the education and training sector, by improving the work environment and providing appropriate conditions for their great impact on the performance of primary school teachers.

The study gives an idea to those in charge of the education sector about the importance of the psychological training of primary school teachers, which must be accompanied by academic training to prepare a qualified teacher capable of facing the problems he faces.

2- Research Hypotheses:

After presenting the research problem and the research questions that followed it, and in order to statistically verify them, we decided to propose the following hypotheses:

- The level of occupational stress among primary school teachers is high.

- There are no differences in occupational stress among primary school teachers due to the gender variable.
- There are no differences in occupational stress among primary school teachers due to the seniority in teaching variable.
- There are no differences in occupational stress among primary school teachers due to the academic qualification variable.

3- Significance of the Study:

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Research Objectives:

1. To identify the level of occupational stress among primary school teachers.
2. To identify the differences in occupational stress among primary school teachers due to the gender variable.
3. To identify the differences in occupational stress among primary school teachers due to the seniority in teaching variable.
4. To identify the differences in occupational stress among primary school teachers due to the academic qualification variable.

Theoretical Framework:

1. Concept of Occupational Stress:

Hans Selye defines stress as the non-specific response of the body to any demanding request, and it is also the voluntary way in which the body responds to adaptation to the

requirements of the environment by using new methods of the immune system. **(Darbal, 2019, p 29)**

Lazarus defines stress as the set of stimuli that the individual is exposed to, in addition to the resulting responses, as well as the individual's assessment of the level of danger, coping mechanisms with stress, and the psychological pushes that the individual uses in such circumstances. **(Salami, 2008, p 59)**

Mc Shane defines psychological stress as an adaptive response to any situation that is perceived as a challenge or threat to the person, and stress is the person's reactions to the stress-causing situation. Psychological stress is accompanied by a set of psychological and physiological reactions, as individuals when they are exposed to psychological stress feel that this situation poses a challenge or threat to them. **(Mc Shane. 2006. P 200)**

4- Research Objectives:

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4. To identify the differences in occupational stress among primary school teachers due to the academic qualification variable.

2- Occupational Stress among Primary School Teachers:

The World Health Organization (2004) defines occupational stress as a set of possible employee responses in the event that they face professional demands and pressures that are not commensurate with their knowledge and competencies, which require the use of their abilities in the work situation. **(Al-Ahsen, 2015, p1959)**

Nidal (2003) defines occupational stress for teachers as the problems that the teacher faces in his work environment, which cause him a lack of ability to perform the work efficiently and

well, and may even cause him illness or lead to his absence from work or leaving it. **(Al-Arabi, 2017, p 63)**

3- Sources of Occupational Stress:

Many studies have confirmed that the sources of occupational stress are caused by a variety of factors, which researchers have differed in classifying based on models through which they have tried to show the causes of the sources of these pressures and the resulting effects. Some of these classifications are:

3-1 The first model: Researchers have classified the sources of occupational stress into two groups, and examples of this include:

Cooper and Kahn's classification (1993): They divided the causes of occupational stress into:

- Work-related factors: These include job demands, role conflict or ambiguity, workload, lack of support within the organization, and lack of participation in decision-making.
- Individual factors: These include personality type, locus of control, gender, abilities, social support, and social interaction styles. **(Sharek, 2021, p303)**

3-2 The second model: The proponents of this approach have limited the sources of occupational stress to three groups, and examples of this include:

Mcgratn's classification:

This classification pointed to three types of stress as important sources that the individual faces in the organizational work environment, namely:

- Stress resulting from the physical environment, where the individual is exposed to a variety of sources of stress, whether psychological or social, within the organization while performing work and duties.
- Stress resulting from the social environment, which appears in individuals who interact with it in work areas with colleagues.

- Stress resulting from the individual's personal system: This is due to a group of inherited personal characteristics such as anxiety, cognitive styles (sensory perceptions), the need for understanding and clarity, and others. **(Jabril, 2015, p 27)**

c) The third model: Girdano et al. (1990), Lussier (1991), and Luthans (1992) believe that the causes of occupational stress are many and varied and it is difficult to limit them to two or three categories, and they propose four groups for classifying the sources of occupational stress.

- Sources outside the organization: These include factors related to the family or group to which the individual belongs and the economic conditions in which he lives.
- Organizational sources: These include the policies and procedures in place in the organization as well as the environmental conditions within the organization.
- Relationship-related sources: These are represented by the lack of group cohesion, the lack of group support, and conflict between group members.
- Individual-related sources: These are represented by the individual's personality "A" or "B" and the characteristics of the role he performs and changes in professional circumstances. **(Shwaitir, 2005, p41)**

Fieldwork:

1- Methodological Procedures of the Study:

1-1 Research Methodology:

The choice of methodology is related to the nature of the research problem, the type of study being conducted, and the research questions being addressed. Since our study aims to identify psychological resilience in primary school teachers and its relationship to their students' academic achievement, we have chosen to use a descriptive-analytical approach. This approach is appropriate for studying existing phenomena, events, or issues, and it allows us to gather information that answers our research questions without interfering with the phenomenon under study.

1-2 Study Sample:

Gender	Number	Percentage
Males	37	23.1%
Females	123	76.9%
Total	160	100%

Table (01) shows the characteristics of the sample according to gender

Table (01) shows that the study sample consists of 37 male teachers (23.1%) and 123 female teachers (76.9%). This indicates that the teaching profession is predominantly female.

Seniority	Number	Percentage
Less than 5 years	40	25%
5-10 years	50	31.3%
11-15 years	45	28.1%
More than 15 years	25	15.6%
Total	160	100%

Table (02) shows the characteristics of the sample according to seniority in teaching

Table (02) shows the distribution of the study sample according to seniority in teaching. The majority of teachers (56.3%) have between 5 and 15 years of teaching experience, while 25% have less than 5 years of experience and 15.6% have more than 15 years of experience.

Teaching Experience	Number	Percentage
Less than 5 years	41	25.6%
5-10 years	77	48.1%
More than 10 years	42	26.3%
Total	160	100%

Table (02) shows the characteristics of the sample according to teaching experience:

Table (02) reveals that the study sample, in terms of teaching experience, is divided into three categories: those with less than five years of experience, numbering 41 teachers (25.6%); those with 5 to 10 years of teaching experience, numbering 77 teachers (48.1%); and those with more than 10 years of experience, numbering 42 teachers (26.3%). This indicates that the majority of teachers have between 5 and 10 years of experience, which is the period when teachers are at the peak of their productivity. It also suggests that a majority of university graduates are inclined towards the teaching profession.

Academic Qualification	Number	Percentage
Master's Degree	50	31.3%
Bachelor's Degree	98	61.3%
Technological Institute	12	7.5%
Total	160	100%

Table (03) shows the characteristics of the sample according to academic qualifications

Table (03) shows that the study sample consists of 50 teachers with a Master's degree (31.3%), 98 teachers with a Bachelor's degree (61.3%), and 12 teachers who graduated from a Technological Institute (7.5%). This indicates that the majority of teachers hold a Bachelor's degree, suggesting that a majority of university graduates are inclined towards the teaching profession. Furthermore, the number of teachers with a degree from a Technological Institute is very small, indicating that this category is gradually diminishing.

3. Pilot Study:

1.3.1 Description of the Pilot Study Sample:

The researcher conducted a pilot study on a sample of 30 teachers from the study population. This sample was selected randomly. Table 2 shows the distribution of the pilot study sample members according to gender, years of experience, and academic qualifications.

Gender	Academic Qualification	Years of Experience
Male	Technological Institute	More than 10 years

		5-10 years
	Bachelor's	More than 10 years
		5-10 years
		Less than 5 years
	Master's	More than 10 years
		5-10 years
		Less than 5 years
Female	Technological Institute	More than 10 years
		5-10 years
	Bachelor's	More than 10 years
		5-10 years
		Less than 5 years
	Master's	More than 10 years
		5-10 years
		Less than 5 years

Table 4: Distribution of the pilot study sample according to gender, years of experience, and academic qualifications

From Table 4, we observe that the pilot study sample was tested for both genders based on their years of experience and academic qualifications.

1.3.2 Instruments of the Pilot Study:

In this study, the researcher used two instruments: the Occupational Stress Sources Scale developed by Professor Qadja Kalthom.

Occupational Stress Sources Scale:

The current study relied on the Occupational Stress Sources Scale used by Professor Qadja Kalthom (2010) in her study aimed at identifying sources of work stress among elementary school teachers. The scale consists of 55 items distributed across 11 dimensions, as shown in the following table:

Dimensions	Number of Items
Stress sources related to students' low level	4
Stress sources related to curricula	4
Stress sources related to long working hours	3
Stress sources related to status and salary	5
Stress sources related to the burden of the profession	5
Stress sources related to parents	5
Stress sources related to the physical work environment	9
Stress sources related to teaching aids	5
Stress sources related to the teacher's relationship with the inspector	6
Stress sources related to school administration	5
Stress sources related to dealing with colleagues	4
Total	55

Table 5: Dimensions of the Occupational Stress Sources Scale

Scoring Key:

To answer the items on the Occupational Stress Sources Scale, the following response options were used:

- Happens a lot and bothers me a great deal: 5 points
- Happens and bothers me moderately: 4 points
- Happens and bothers me a little: 3 points
- Happens but does not bother me: 2 points
- Never happens: 1 point

The scale demonstrated adequate levels of reliability and validity. The author verified these properties after administering it to a sample of 121 elementary school teachers in 2010. The Cronbach's alpha coefficient was 0.90, and the split-half reliability was 0.94, indicating that the instrument possesses highly suitable psychometric properties.

In the current study, the researcher adopted the Occupational Stress Sources Scale, which consists of 55 items. However, slight modifications were made to two terms to suit the study sample. The term "ink" was used instead of "chalk," and "teacher" was used instead of "instructor."

Dimensions	Item Numbers
Stress sources related to students' low level	4, 14, 24, 35
Stress sources related to curricula	5, 16, 37, 54
Stress sources related to long working hours	10, 20, 31
Stress sources related to status and salary	9, 19, 30, 41, 47
Stress sources related to the burden of the profession	1, 11, 21, 32, 42
Stress sources related to parents	15, 25, 36, 46, 55
Stress sources related to the physical work environment	7, 17, 28, 39, 45, 49, 50
Stress sources related to teaching aids	6, 16, 27, 38, 51
Stress sources related to the teacher's relationship with the inspector	3, 13, 23, 34, 44, 48
Stress sources related to school administration	2, 12, 22, 33, 43
Stress sources related to dealing with colleagues	8, 18, 29, 40
Total	55

Table 6: Distribution of Items on the Occupational Stress Sources Scale Across Dimensions

1.4 Psychometric Properties of the Occupational Stress Sources Scale:

1.4.1 Validity of the Instrument:

To assess the validity of the instrument, the following methods were used:

- **Discriminant Validity (Extreme Groups Comparison):** Discriminant validity was calculated using the extreme groups comparison method to test the scale's ability to differentiate between the highest and lowest groups on the trait being measured within the pilot study sample of 30 teachers.

Scale	Groups	Sample Size	Mean	Standard Deviation	Calculated t	Degrees of Freedom	Significance Level
Occupational Stress Sources	High	10	222.01	14.83	22.616	87.269	>50.001
	Low	10	135.09	23.72			

Table 7 shows the results of the discriminant validity of the Occupational Stress Sources Scale.

As shown in Table 7, the mean score for occupational stress was 222.01 with a standard deviation of 14.83 for the high group, while the mean score for the low group was 135.09 with a standard deviation of 23.72.

The calculated t-value was 22.616 with 87.269 degrees of freedom and a significance level greater than 50.001. Since this value is smaller than the significance level of 0.05, the instrument is capable of differentiating between the high and low groups, indicating that the instrument is valid.

- **Internal Consistency Reliability:**

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
01	Some students don't pay attention to me in class.	0.622	>0.001
02	Some students don't review their lessons at home.	0.622	>0.001
03	Some students don't complete their homework.	0.694	>0.001
04	Students' motivation is low in some subjects.	0.606	>0.001

Table 8: Internal Consistency Reliability of the Dimension "Stress Sources Related to Students' Low Level"

As shown in Table 8, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Students' Low Level." This suggests that the dimension effectively measures sources of occupational stress.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
05	Difficulty of some topics for students	0.627	>0.001
06	Lack of time allocated for exercises	0.696	>0.001
07	Inappropriateness of some textbooks	0.691	>0.001

08	Some topics do not align with students' needs	0.649	>0.001

Table 9: Internal Consistency Reliability of the Dimension "Stress Sources Related to Curricula"

As shown in Table 9, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Curricula." This suggests that the dimension effectively measures sources of occupational stress related to the curriculum.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
09	I am often late to school due to the long school day.	0.749	>0.001
10	I cannot attend to my personal matters due to the school schedule.	0.744	>0.001
11	I feel tired due to the large number of classes scheduled per day.	0.722	>0.001

Table 10: Internal Consistency Reliability of the Dimension "Stress Sources Related to Long Working Hours"

As shown in Table 10, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Long Working Hours." This suggests that the dimension effectively measures sources of occupational stress related to long working hours.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
12	The salary is not adequate compared to the effort exerted..	0.700	>0.001
13	Society considers the teaching profession to be easy.	0.666	>0.001
14	Society believes that teachers get too many vacations.	0.743	>0.001
15	Low social status of teachers.	0.714	>0.001

16	Discrimination between primary, middle, and high school teachers	0.673	>0.001

Table 11: Internal Consistency Reliability of the Dimension "Stress Sources Related to Status and Salary"

As shown in Table 11, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Status and Salary." This suggests that the dimension effectively measures sources of occupational stress related to teachers' status and salary.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
17	I am assigned to supervise students in the playground.	0.628	>0.001
18	I am assigned to supervise students during meals in the school cafeteria.	0.726	>0.001
19	I am required to prepare daily lessons, even if it's just for review.	0.665	>0.001
20	There is no school psychologist to address students' issues.	0.646	>0.001
21	High number of students per class	0.580	>0.001

Table 12: Internal Consistency Reliability of the Dimension "Stress Sources Related to Workload"

As shown in Table 12, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Workload." This suggests that the dimension effectively measures sources of occupational stress related to the teacher's workload.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
22	Parents do not appreciate that I work for the benefit of their children.	0.689	>0.001
23	Parents blame me for their children's low academic performance.	0.734	>0.001

24	Parents accuse me of negligence if their child fails a grade.	0.752	>0.001
25	Lack of cooperation between family and school.	0.567	>0.001
26	Parents place the full responsibility for their children's education on me	0.754	>0.001

Table 13: Internal Consistency Reliability of the Dimension "Stress Sources Related to Parents"

As shown in Table 13, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Parents." This suggests that the dimension effectively measures sources of occupational stress related to interactions with parents.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
27	The school building is unfit for studying.	0.695	>0.001
28	The schoolyard is unfit for playing.	0.525	>0.001
29	There is no playground for physical activities.	0.562	>0.001
30	There are no dedicated restrooms for teachers.	0.671	>0.001
31	The restrooms are not clean	0.623	>0.001
32	Classrooms are not clean.	0.650	>0.001
33	There is no dedicated teachers' lounge	0.496	>0.001
34	Insufficient heating.	0.775	>0.001
35	Insufficient heating	0.670	>0.001

Table 14: Internal Consistency Reliability of the Dimension "Stress Sources Related to the Physical Work Environment"

As shown in Table 14, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to the Physical Work Environment." This suggests that the dimension effectively measures sources of occupational stress related to the physical conditions of the school environment.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
36	There is a shortage of basic teaching materials such as ink.	0.680	>0.001
37	The available ink is of poor quality.	0.720	>0.001
38	There is a shortage of modern teaching aids.	0.546	>0.001
39	I have to provide some teaching materials from my own pocket.	0.624	>0.001
40	The blackboard is unusable.	0.655	>0.001

Table 15: Internal Consistency Reliability of the Dimension "Stress Sources Related to Teaching Materials"

As shown in Table 15, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Teaching Materials." This suggests that the dimension effectively measures sources of occupational stress related to a lack of or poor quality teaching materials.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
41	The inspector is more concerned with formalities.	0.679	>0.001
42	The inspector judges my teaching performance based on a single visit.	0.780	>0.001
43	The inspector visits me infrequently.	0.697	>0.001
44	The inspector imposes their opinion on me without discussion.	0.834	>0.001
45	The inspector looks for my mistakes.	0.777	>0.001
46	The inspector uses a commanding tone when giving me instructions.	0.857	>0.001

Table 16: Internal Consistency Reliability of the Dimension "Stress Sources Related to the Teacher-Inspector Relationship"

As shown in Table 16, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to the Teacher-Inspector Relationship." This suggests that the dimension effectively measures sources of occupational stress related to the teacher's relationship with the school inspector.

Item No.	**Statements**	**Correlation Coefficient (R)**	**Significance Level (sig)**
47	The principal treats all teachers equally.	0.768	>0.001
48	The principal interferes in matters that do not concern him/her.	0.825	>0.001
49	The principal does not intervene when a problem arises.	0.716	>0.001
50	The principal imposes his/her opinion on me.	0.787	>0.001
51	The principal does not appreciate the efforts I make at school.	0.766	>0.001

Table 17: Internal Consistency Reliability of the Dimension "Stress Sources Related to School Administration"

As shown in Table 17, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to School Administration." This suggests that the dimension effectively measures sources of occupational stress related to the teacher's interactions with the school administration.

Item No.	Statements	Correlation Coefficient (R)	Significance Level (sig)
52	There is no cooperation among colleagues.	0.774	>0.001
53	There is a difference in educational qualifications between me and some colleagues.	0.651	>0.001
54	Colleagues do not support me when a problem arises.	0.762	>0.001
55	Colleagues do not consult with each other to solve problems that hinder the educational process.	0.770	>0.001

Table 18: Internal Consistency Reliability of the Dimension "Stress Sources Related to Interactions with Colleagues"

As shown in Table 18, all items are correlated with the dimension, indicating that there is internal consistency for the dimension "Stress Sources Related to Interactions with Colleagues." This suggests that the dimension effectively measures sources of occupational stress related to interactions with colleagues.

As a result, since all items are consistent with the dimension, it confirms the validity of the instrument.

1-4-2 Instrument Reliability: In the current study, Cronbach's alpha coefficient was used to assess the reliability of the scale using statistical software (IBM SPSS v.29). The results are as follows:

Scale	Cronbach's Alpha
Occupational Stress	0.939

Table 19: Cronbach's Alpha Coefficient for the Occupational Stress Scale

As shown in Table 19, Cronbach's alpha coefficient for the scale is 0.939, indicating a high level of reliability. This suggests that the instrument is consistent and measures the construct of occupational stress accurately.

Presentation and Analysis of Results: 2

2-1 Presentation and Analysis of the First Hypothesis:

The hypothesis states that: The level of occupational stress among primary school teachers is high.

To determine the level of occupational stress among primary school teachers, each stress score on the teacher-oriented scale was assigned a graded value according to a five-point Likert scale. The categories of the mean value for each score were defined as follows:

"Weighted Arithmetic Mean"

Step: Largest weight - Smallest weight

$1.33 = \frac{4}{3} = \frac{1-5}{3} =$

Area	Judgment
2.33 – 1	Low
267 – 2.34	Medium
5 - 2.68	High

Table 20: Weighting of Respondents' Answers

No.	Dimension	Mean	Standard Deviation	Direction	Relative Importance
01	Stress Level Related to Students' Weak Performance	3.94	0.250	High	78.8%
02	Stress Level Related to Curriculum Weakness	3.96	0.209	High	79.2%
03	Stress Level Related to Long Working Hours	3.87	0.559	High	76.6%
04	Stress Level Related to Status and Salary	3.86	0.173	High	77.2%
05	Stress Level Related to Workload	3.90	0.309	High	66.4%
06	Stress Level Related to Parents	3.32	0.353	Medium	61.2%
07	Stress Level Related to Physical Work Environment	3.06	0.545	Medium	66.2%
08	Stress Level Related to Teaching Aids	3.31	0.556	Medium	66.2%
09	Stress Level Related to Teacher-Supervisor Relationship	2.55	0.17	Medium	51.0%
10	Stress Level Related to School Administration	2.30	0.164	Low	46.0%
11	Stress Level Related to Dealing with Colleagues	2.42	0.748	Medium	48.4%
	Overall Occupational Stress	3.26	0.681	Medium	-

Table 21: Mean, Standard Deviation, Direction, and Relative Importance of Occupational Stress

From Table 21, we can observe that the mean occupational stress score is 3.26, with a standard deviation of 0.681. This indicates that the level of occupational stress among primary school teachers is moderate.

Furthermore, the table reveals that the most significant dimensions are the first, second, third, fourth, and fifth, with a relative importance ranging between 76.6% and 79.2%. This is followed by dimensions six, seven, eight, nine, and eleven, with a relative importance ranging between 48.4% and 66.4%. The tenth dimension has the lowest relative importance at 46%.

Consequently, the level of occupational stress among primary school teachers can be considered moderate.

2-2 Presentation and Analysis of the Second Hypothesis:

The hypothesis states that: There is no significant difference in occupational stress among primary school teachers based on gender.

Assumptions for using the t-test:

- Data is quantitative.
- Samples are independent.
- Normality.

Since the first two assumptions are met, we need to verify the normality assumption.

	Gender	Test Statistic	Degrees of Freedom	Significance Level (sig)
Scale	Male	0.103	37	0.200
	Female	0.059	123	0.200

Table 22: Normality Test for Kolmogorov-Smirnov

From Table 22, we can observe that the test statistic for the male group is 0.103 with 37 degrees of freedom and a significance level of 0.200. Since this value is greater than the significance level of 0.05, the normality assumption is met for this group.

Similarly, for the female group, the test statistic is 0.059 with 123 degrees of freedom and a significance level of 0.200. This value is also greater than 0.05, indicating that the normality assumption is met for the female group as well.

Therefore, the normality assumption is met for both groups, allowing us to proceed with the independent samples t-test.

Scale	Gender	Mean	Standard Deviation	t-value	Significance Level (sig)
	Male	185.19	45.049	1.005	0.316
	Female	177.77	37.520		

Table 23: Results of the t-test for Differences in Occupational Stress by Gender

Table 23 shows that the mean occupational stress score for males is 185.19 with a standard deviation of 45.049, while the mean for females is 177.77 with a standard deviation of 37.520.

The calculated t-value is 1.005 with a significance level of 0.316. Since this p-value is greater than the conventional alpha level of 0.05, we fail to reject the null hypothesis. This means that there is no statistically significant difference in occupational stress levels between male and female primary school teachers.

2-3 Presentation and Analysis of the Third Hypothesis:

The hypothesis states that: There are no significant differences in occupational stress among primary school teachers attributed to years of teaching experience.

To test the null hypothesis (Ho), a one-way analysis of variance (ANOVA) was used. The requirements for this test are:

- Data is quantitative.
- Samples are independent.
- Normality. Since the first two conditions are met, we need to verify the normality assumption.

	Years of Teaching Experience	Test Statistic	Degrees of Freedom	Significance Level (Sig)

Scale	Less than 5 years	0.096	41	0.200
	5 to 10 years	0.083	77	0.200
	More than 10 years	0.116	42	0.173

Table 24: Kolmogorov-Smirnov Normality Test

From Table 24, we can observe that for the group with less than 5 years of teaching experience, the test statistic is 0.096 with 41 degrees of freedom and a significance level of 0.200. Since this value is greater than the significance level of 0.05, the normality assumption is met.

Similarly, for the groups with 5 to 10 years and more than 10 years of teaching experience, the test statistics are 0.083 and 0.116, respectively, with corresponding significance levels greater than 0.05. This indicates that the normality assumption is met for these groups as well.

Therefore, we can conclude that the normality assumption is met for all groups, allowing us to proceed with the one-way ANOVA.

Scale	**Years of Teaching Experience**	**Mean**	**Standard Deviation**	**F-value**	**Significance Level (Sig)**
	Less than 5 years	175.48	40.66	0.346	0.708
	5 to 10 years	179.90	36.76		
	More than 10 years	182.61	43.16		

Table 25: Results of ANOVA for Differences in Occupational Stress by Years of Teaching Experience

Table 25 shows the results of the ANOVA test. The mean occupational stress score for teachers with less than 5 years of experience is 175.48 with a standard deviation of 40.66. For those with 5 to 10 years of experience, the mean is 179.90 with a standard deviation of 36.76. Finally, for teachers with more than 10 years of experience, the mean is 182.61 with a standard deviation of 43.16.

The calculated F-value is 0.346 with a significance level of 0.708. Since this p-value is greater than the conventional alpha level of 0.05, we fail to reject the null hypothesis. This means

that there is no statistically significant difference in occupational stress levels among primary school teachers based on years of teaching experience.

2-4 Presentation and Analysis of the Fourth Hypothesis:

The hypothesis states that: There are no significant differences in occupational stress among primary school teachers attributed to educational qualifications.

To test the null hypothesis (Ho), a one-way analysis of variance (ANOVA) was used.

- **Checking for Normality:** Table 26 shows the Kolmogorov-Smirnov normality test.

Scale	Educational Qualification	Test Statistic	Degrees of Freedom	Significance Level (Sig)
	Master's	0.073	50	0.200
	Bachelor's	0.073	98	0.200
	Technological Institute	0.192	12	0.200

Table 26 presents the Kolmogorov-Smirnov test for normality

From Table 26, we can see that for the Master's group, the test statistic is 0.073 with 50 degrees of freedom and a significance level of 0.200. Since this value is greater than the significance level of 0.05, the normality assumption is met. Similarly, for the Bachelor's and Technological Institute groups, the test statistics are 0.073 and 0.192, respectively, with corresponding significance levels greater than 0.05. This indicates that the normality assumption is met for these groups as well.

Therefore, we can conclude that the normality assumption is met for all groups, allowing us to proceed with the one-way ANOVA.

Scale	Educational Qualification	Mean	Standard Deviation	F-value	Significance Level (Sig)
	Master's	180.68	43.47		

	Bachelor's	177.89	36.19	0.349	0.706
	Technological Institute	187.50	48.24		

Table 27: Results of ANOVA for Differences in Occupational Stress by Educational Qualifications

Table 27 shows the results of the ANOVA test. The mean occupational stress score for teachers with a Master's degree is 180.68 with a standard deviation of 43.47. For those with a Bachelor's degree, the mean is 177.89 with a standard deviation of 36.19. Finally, for teachers with a degree from a Technological Institute, the mean is 187.50 with a standard deviation of 48.24.

The calculated F-value is 0.349 with a significance level of 0.706. Since this p-value is greater than the conventional alpha level of 0.05, we fail to reject the null hypothesis. This means that there is no statistically significant difference in occupational stress levels among primary school teachers based on their educational qualifications.

3- Interpretation and Discussion of the Results:

3-1 Interpretation of the Results of the First Hypothesis:

The hypothesis states that the level of occupational stress among primary school teachers is high.

The results of the first hypothesis, as shown in Table 21, indicate that the level of occupational stress among primary school teachers is moderate. This finding aligns with a number of previous studies, such as those by Mansouri and Larit (2017) who aimed to identify the level of occupational stress among their sample and found it to be moderate, and by Omran (2018) who studied the level of occupational stress among science teachers at the middle school level and its relationship with some demographic variables, finding that the average level of occupational stress among teachers was moderate. Khweldi's (2019) study on occupational stress among workers in the hydrocarbon sector also reported similar findings.

This result can be attributed to the fact that primary school teachers face significant challenges in their work environment, yet they are able to cope with them effectively. There is no doubt that the teaching profession is one of the most demanding and stressful professions, due to the multiple demands and responsibilities placed on primary school teachers. These include implementing curricula and programs, conducting assessments, and interacting positively with students, taking into account their individual differences and meeting their academic needs. Additionally, teachers must also interact effectively with administration and colleagues, developing strong communication skills and the ability to negotiate and resolve conflicts constructively.

The fact that teachers have reached this level of coping despite the difficult circumstances they face reflects their awareness and ability to shoulder their responsibilities. It also indicates their ability to reassess situations and express their needs and concerns in a healthy and rational manner.

3-2 Interpretation of the Results of the Second Hypothesis:

The hypothesis states that there are no significant differences in occupational stress among primary school teachers attributed to gender.

The results of the hypothesis, as shown in Table 23, indicate that there are no significant differences in stress levels among primary school teachers based on gender. This finding is consistent with the results of Abu Mustafa and Al-Ashqar (2011) in their study on occupational stress and its relationship with job satisfaction among Palestinian teachers, as well as Mansouri and Al-Arit (2018), and Al-Marsoumi (2019) on occupational stress among faculty members at Al-Ma'arif University. However, it contradicts the findings of Askar (2005) who showed significant differences between genders, with males experiencing higher levels of occupational stress, as well as Abu Ghazaleh (2017) who found that male school principals experienced higher levels of occupational stress.

The researcher attributes this finding to the fact that primary school teachers, regardless of gender, bear significant professional burdens. Both male and female teachers face similar challenges and situations that increase their stress levels. Obstacles are faced by individuals in

general, and dealing with problems and setbacks is part of life experiences. The ability to overcome challenges depends on an individual's personality, resilience, and ability to adapt to stressful situations, regardless of gender. Since teachers work in the same environment and are exposed to the same professional conditions, they are subject to the same levels of stress. This is supported by the similar responses of both male and female teachers to the intervention program, indicating that gender is not a determining factor in the ability to cope with occupational stress. Rather, it depends on individual abilities, skills, and past experiences.

3-3 Interpretation of the Results of the Third Hypothesis:

The hypothesis states that there are no significant differences in occupational stress among primary school teachers attributed to years of teaching experience.

The results of the third hypothesis, as shown in Table 25, indicate that there are no significant differences in stress levels among primary school teachers based on years of teaching experience. This finding is consistent with the results of Al-Ajmi's study (2012), which aimed to identify the sources of occupational stress among special education teachers and showed that there were significant differences attributed to experience. However, it contradicts the findings of Sharif Khoja (2018) on the sources of occupational stress and achievement motivation among Algerian teachers, who found no difference in stress levels based on years of experience. Similarly, Al-Shabab's study (2016) on work stress among secondary school principals and its relationship with their job performance found no significant differences attributed to years of experience. The current study also differs from Al-Sharari's study (2012), which aimed to identify the impact of work stress on the performance of employees at Jouf University, as viewed by administrative department managers, and found significant differences in the level of work stress attributed to experience, with 10 years of experience showing higher levels of stress.

Undoubtedly, professional experience plays a significant role in developing a teacher's personality and in how they deal with the challenges they face while performing their duties. Diverse experiences and expertise provide teachers with maturity and flexibility in dealing with stress, enabling them to better control their reactions and behaviors in the face of various challenges, both inside and outside the classroom. With experience, teachers are better able to

manage their emotions and express their needs, making them more psychologically and professionally stable.

However, regardless of the level of professional experience, continuous exposure to occupational stress can lead to psychological problems such as stress, anxiety, and depression, not to mention the physical and behavioral problems that have affected many segments of our society, especially the education sector, which has been classified by many as a demanding profession due to its mental and physical demands and its negative impact on the psychological and physiological health of primary school teachers.

3-4 Interpretation of the Results of the Fourth Hypothesis:

The hypothesis states that there are no significant differences in occupational stress among primary school teachers attributed to educational qualifications.

The results of the hypothesis, as shown in Table 27, indicate that there are no significant differences in stress levels among primary school teachers based on their educational qualifications. This finding aligns with Abu Zeid's study (2016), which aimed to identify work stress and its relationship with professional performance among teachers in British schools in Khartoum and found no significant differences among the sample based on academic qualifications. Similarly, Bouzqazi's study (2023) on the relationship between occupational stress and job satisfaction among secondary school teachers found no significant differences in stress levels among the sample based on educational qualifications. Hamaida's study (2011) also found no significant differences in work stress attributed to educational qualifications among secondary school teachers in government schools in Jordan. However, the current study contradicts the findings of Marniz and Ben Hajj (2016), who found significant differences in occupational stress among educational and career guidance counselors attributed to academic specialization. Additionally, Qasmi and Belkhir's study (2012) found differences in exposure to occupational stress based on educational qualifications among sports facility workers.

The absence of significant differences in occupational stress attributed to educational qualifications can be explained by the similarity of professional circumstances, particularly for primary school teachers. Their stress levels are not affected by their academic qualifications due

to the similar responsibilities and burdens they bear within the work environment. Factors such as the nature of the work, the challenges of classroom management and daily lesson preparation, and the demands of the organizational culture and support have a significant impact on their psychological and physical health compared to their educational qualifications. Additionally, dealing with students' behavioral and cognitive problems, feeling marginalized due to a lack of opportunities to improve their academic skills and professional development, and being excluded from participating in curriculum development and planning, as well as a lack of opportunities to communicate with administrators to express their concerns and needs for psychological and social support, all contribute to increased stress. The researcher observed that primary school teachers, regardless of their educational qualifications, shared common challenges that hindered their work within the classroom and the educational institution as a whole, leading to feelings of neglect and a lack of recognition for their role by society.

Study Summary and Recommendations:

This study aimed to determine the level of occupational stress among primary school teachers and to identify differences in occupational stress among teachers based on gender, years of teaching experience, and educational qualifications. The study sample consisted of 160 primary school teachers in the city of Ouargla, who were selected randomly. A questionnaire on sources of occupational stress, consisting of 55 items rated on a 5-point Likert scale, was used to collect data. Data was analyzed using IBM SPSS version 29.

The following results were obtained:

- The level of occupational stress among primary school teachers was moderate.
- There were no significant differences in occupational stress among primary school teachers based on gender.
- There were no significant differences in occupational stress among primary school teachers based on years of teaching experience.
- There were no significant differences in occupational stress among primary school teachers based on educational qualifications.

Based on these results, the following recommendations were made:

- Provide ongoing psychological counseling services within educational institutions to help primary school teachers effectively manage occupational stress.

- Enhance communication and support among teachers by creating groups for internal workshops to exchange professional experiences and knowledge.
- Improve the physical and organizational work environment by providing adequate resources, competencies, and administrative support to reduce occupational stress.
- Support primary education institutions with psychological counselors to address the mental health of both teachers and students.
- Conduct multidimensional studies to measure the impact of counseling programs on various aspects such as job satisfaction and overall mental health of teachers.
- Develop training programs on cognitive-behavioral therapy techniques and their role in developing strategies for addressing occupational stress among primary school teachers.
- Conduct in-depth studies on the relationship between occupational stress and job satisfaction, and between mental health and occupational stress.

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