

Psychological stress and its relationship to the motivation to achieve among secondary school teachers - a field study in some secondary schools in Boumerdes

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Abstract:

The study aimed to examine the nature of the relationship between psychological stress and achievement motivation among secondary school teachers in several high schools in the Boumerdes Province. The sample consisted of 107 teachers, including 49 males and 58 females, who were randomly selected. The study utilized scales measuring psychological stress and achievement motivation. The findings indicated a statistically significant positive correlation between psychological stress and achievement motivation among secondary school teachers. Additionally, the study revealed statistically significant gender differences in psychological stress, with observed differences between male and female secondary school teachers. However, no statistically significant gender differences were found in achieving motivation between male and female teachers.

Keywords: Psychological pressures; education, motivation; secondary; males and females

Introduction:

Teaching is one of the most important professions that plays a vital role in developing society and shaping future generations, as teachers bear great responsibilities to ensure the effective education and upbringing of their students. However, these responsibilities are often accompanied by various psychological challenges and pressures resulting from high work requirements, time constraints, performance expectations, and the pressures of interacting with students and parents, in addition to the requirements of educational institutions. Psychological stress is defined as a state of tension or mental and physical exhaustion that an

individual experiences as a result of the accumulation of demands that exceed his capabilities, and greatly affects his mental and physical health.

Teachers' achievement motivation is affected by the extent to which they feel these pressures, as psychological pressures may lead to a decrease in the desire to perform and dedicate themselves to work, while motivation may increase for some as a means of adaptation and challenge. Accordingly, the importance of studying the relationship between psychological pressures and achievement motivation among teachers is evident, as the results of this study can help in understanding the mutual effects between these aspects and developing strategies to support teachers in achieving high levels of achievement and productivity.

The objectives of this research are to analyze and understand the level of psychological pressures faced by professors, and to investigate the extent to which these pressures affect their achievement motivation, leading to the proposal of solutions and mechanisms to mitigate the effects of these pressures and enhance their motivation towards outstanding performance.

1- Problem of the study:

With the increasing demands of the modern era and the diversity of teachers' roles in the education system, the teaching profession has become more complex and challenging, which is reflected in the psychological health of teachers and their level of motivation to achieve in their work. Teachers not only face an increasing daily workload in the classroom, but they are also under increasing pressure from educational administrations, society, parents, and even economic challenges that directly or indirectly affect their performance. These pressures are manifested in several forms, ranging from psychological stress and feelings of exhaustion to time pressures and pressure to adhere to increasing and changing educational standards.

Many studies indicate that psychological stress can lead to negative outcomes that affect the psychological and physical health of teachers, as it can reduce their job satisfaction, weaken their enthusiasm for practicing the teaching profession, which leads to a decrease in their level of motivation towards achievement, and may even lead to a desire to leave the profession. However, some research shows that psychological stress can sometimes play a motivating role for individuals with adaptive or flexible personalities, who may see challenges as an incentive to develop themselves and exert more effort.

In light of these complexities, the question arises about the nature of the relationship between psychological pressures and achievement motivation among

teachers, and whether these pressures affect all teachers uniformly or differ according to various factors, such as professional experience, the educational stage in which they work, and the social support available to them inside and outside the educational institution.

Based on this context, the problem of the study is represented in answering the following questions:

- Is there a statistically significant correlation between psychological stress and achievement motivation among secondary school teachers?
- Are there statistically significant differences between male and female secondary school teachers in psychological stress and motivation to achieve?
- Are there statistically significant differences between male and female secondary school teachers in motivation to achieve?

2- Study hypotheses:

- There is a correlationPositive andStatistically significant relationship between psychological stress and achievement motivation among secondary school teachers.
- There are statistically significant differences between male and female secondary school teachers in psychological stress.
- There are statistically significant differences between male and female secondary school teachers in achievement motivation.

3- Study objectives:The current study aims to identify:

- The relationship between psychological stress and achievement motivation among secondary school teachers.
- Differences between male and female secondary school teachers in psychological stress.
- Differences between male and female secondary school teachers in achievement motivation.

4- Importance of the study:

This study is of great importance, as reflected in the following points:

- ✓ This study aims to shed light on the psychological effects of professional stress on secondary school teachers, as understanding the level of this stress and its causes can contribute to raising awareness of the importance of teachers' mental health and improving the quality of their personal and professional lives. Dealing with psychological stress has a direct impact on teachers' psychological balance, which affects their behavior and interaction with students and colleagues in the work environment.

✓ Teachers are the essential element in the teaching and learning process, and any decrease in their motivation to achieve may negatively affect the educational process as a whole. By understanding the relationship between psychological stress and motivation to achieve, this study can provide guidance and advice to schools and educational institutions on how to support teachers and provide a healthy work environment that enhances their performance and raises the quality of education.

✓ Identifying the factors that influence achievement motivation, especially psychological stress, can help decision makers develop strategies to reduce these stresses, such as developing psychological support programs for teachers and providing training courses to help them develop coping skills and manage stress. Improving the work environment can contribute to raising teachers' efficiency and creating a more positive and stimulating learning environment.

✓ This study is a qualitative addition to the academic field, as it contributes to enriching the literature related to psychological stress in the educational work environment, and its role in influencing achievement motivation. The results of this study may be a starting point for future research on how to improve teachers' motivation in the face of professional challenges and pressures, which supports the development of educational strategies based on scientific foundations.

✓ The performance of teachers and their influence on students reflects the health and balance of society, as teachers are influential role models for students, and any weakness in their motivation and achievement is directly reflected in the quality of education and the future of generations. Accordingly, interest in improving the conditions experienced by teachers is an investment in the future of society as a whole, as supporting teachers psychologically and professionally contributes to developing generations with high skills and competitive capabilities.

5- Study concepts and operational definition:

5-1 Psychological stress(Psychological Stress):

There are several definitions of psychological stress, such as: Lazarus, Folkman (1984) (He sees it as an interaction between the individual and the environment in which the individual lives, and when he evaluates the environment and its requirements, he finds them beyond his energy and endurance, which in turn threatens his comfort, safety and happiness.

Psychological stress indicates like that a set of psychological and physiological reactions that an individual goes through when faced with

challenges or requirements that exceed his abilities and capabilities, which leads to a feeling of tension and anxiety.

Psychological stress in this study can be defined as the score obtained by secondary school teachers on the psychological stress scale adopted in this study.

5-2 Achievement Motivation(Achievement Motivation) :

Achievement motivation refers to the internal desire that drives an individual to achieve goals and excel in his tasks, as the individual seeks to perform his tasks successfully and achieve high levels of performance.

As he sees it (Roussel.P, 2000) Motivation is a process that activates, directs, and maintains the continuity of an individual's behavior to achieve set goals.

While he knows it (Vroom (1964) It is the stimulation and movement of the individual's behavior by organizing his choices from among several options. Beugre.C, 1998)

In this study, it refers to the degree that secondary school teachers obtain on the achievement motivation scale adopted in this study.

5-3 Professors And Secondary education:(Teachers)

This study refers to a sample of teachers working in secondary education, who are selected according to specific criteria, such as the number of years of experience and the level of the educational stage in which they work, to participate in the questionnaires and interviews for the study.

6- Previous studies:

6-1 Sayed's study (2014):

It aimed to know the effect of psychological pressure and exam anxiety on the motivation to achieve and attain among students preparing for the baccalaureate exam. The sample consisted of (488) male and female students distributed across a number of high schools in Boumerdes State. Measures of psychological pressure, exam anxiety and achievement motivation were applied. The results showed the percentage of students who suffer from the pressure themselves (73.9%), and high test anxiety by (51.8%). The results also showed that students who have psychological pressure have better motivation to achieve than those who do not have psychological pressure, and that

all students who have test anxiety and family pressure have better motivation than their peers.(Sayed, 2014).

6-2 Hamri and Boukassara's study (2015):

The study aimed to know the relationship between psychological pressure and academic motivation among preparatory school students in Oran. The sample consisted of (346) male and female students. The results showed that there is a statistically significant negative relationship between psychological pressure and academic motivation.(Hamri and Boukassara, 2015).

6-3 Khanish's study (2015):

The study aimed to know the relationship between psychological stress, achievement motivation and anxiety.A Examination among students, and the results showed that there is a statistically significant negative relationship between psychological pressures and both achievement motivation and exam anxiety.(Khenish, 2015).

6-4 Al-Zahrani's study (2018):

The study aimed to identify the psychological pressures perceived by achievement motivation and academic adjustment among a sample of students from Jeddah University in the Kingdom of Saudi Arabia. The sample included (150) male and female students from Jeddah University, representing (28.8%) of the original community, and the study found a statistically significant negative relationship between perceived psychological pressures of various types and achievement motivation in its various dimensions.(Al-Zahrani, 2018).

6-5 Study of Bakri (2020):

The study aimed to identify school psychological pressures in relation to the motivation to achieve and psychological adjustment among third-year secondary school students preparing for the baccalaureate exam. The sample size was (773) individuals, (286) males and (487) females enrolled in one of the secondary schools in Setif State. The results of the study showed that there is a statistically significant negative relationship between school psychological pressures and the motivation to achieve. The study also found that there are statistically significant differences in school psychological pressures.Between the sexes, while the study revealed no statistically significant differences in the motivation to achieve between the sexes.(Labkiri, 2020).

6-6 Markon Study (2021):

The study aimed to identify psychological pressures and their relationship to achievement motivation among first-year university students at Khemis Miliana University. The sample size was (100) individuals, including (50) males and (50) females, from first-year university students. The results of the study showed that there is a statistically significant relationship between psychological pressures and achievement motivation, while the results showed that there are no statistically significant differences in both psychological pressures and achievement motivation (Markoun, 2021).

7- Methodological procedures for field study:

7-1 Study Methodology:

The study methodology is determined within the framework of the dimensions of the nature of the problem and its objectives. The subject of the current study aims to identify some of the characteristics that influence the life of the teacher in the secondary education stage, represented by psychological pressures and motivation to achieve. This study relied on the descriptive method that determines the current status of the phenomenon under study. Therefore, the study falls within the descriptive studies that aim to know the relationship between psychological pressures and motivation to achieve on the one hand, and to reveal individual differences among secondary education teachers in psychological pressures and motivation according to the gender variable.

7-2 Study community:

The total number of members of the study community was (154) secondary school teachers enrolled in some secondary schools affiliated with the Education Directorate of Boumerdes State.

7-3 Study sample:

The study sample size was (107) individuals, (49) males and (58) females, from secondary school teachers.

Table No. (01): Distribution of sample individuals by gender

Sex	Repetition	percentage
Males	49	45.79
Females	58	54.21

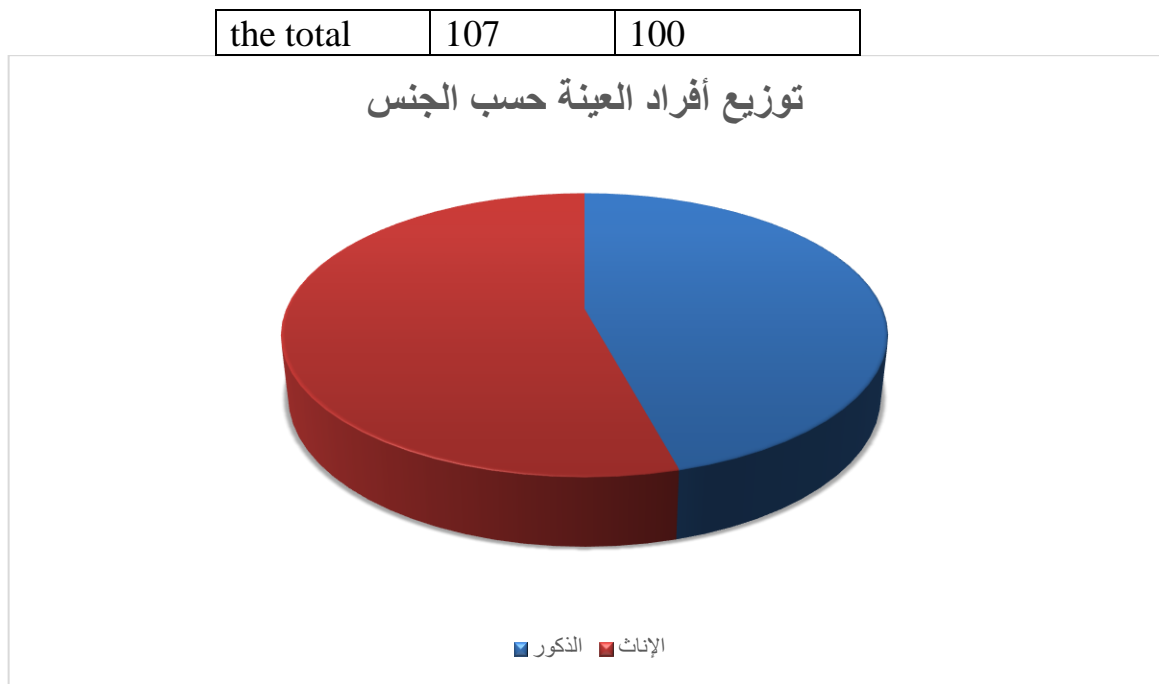


Figure No. (01): Distribution of sample individuals by gender

7-4 Study tools:

7-4-1 Psychological stress scale:

This study relied on stress scale after verifying its psychometric properties, which was pushed to select the psychological pressures that he is exposed to. The student body and unless DAB and W for me the world to and the natural, and its preparation went through several stages until it reached its image. The water. Among the sources for constructing the psychological stress scale are the results that resulted from why? Previous studies in this field, as well as the chosen one to funless questionnaires designed by other researchers on the subject of stress, especially the works of: Wave Style Scale, Life events and The Compressor, by Leonard Boone, translated and prepared by Abdul Salam Ali (2003). Where it includes this scale is for me 37 distributed phrases to 105 axes and h y: Academic pressures and stress Economic and the pressures unless confidentiality and pressure Social and the pressures Emotional perhaps. The following is the syntax::

Table No. (02): Shows the axes of psychological stress and the number of paragraphs in each axis.

The number	Axes	Number of paragraphs
01	Academic pressures	08

02	Economic pressures	07
03	Family pressures	07
04	Social pressures	07
05	Emotional stress	08
the total	05 axes	37

***Calculating the psychometric properties of the psychological stress scale:**

A/ Scale stability: via Calculate stability by application method

In order to check the stability of the scale This is amazing The method we applied twice for me Sample texture Here are (30) male and female professors. The time interval between the two applications was (10) days, Then the data obtained was unloaded. Why? Of the two applications in the systems spss, and recommend to We have to have a stability coefficient of this This method is equal to (0.86), And this This is the result obtained for him A indicates for me The scale has a broadcast for High.

for/ Calculating the validity of the scale using the internal consistency method

This was done from no To calculate the transaction no T Ano Link between unless Far and high degree to No did not Measure as you like to Y:

Table No.(03): Shows the degrees of the calculation of the coefficient no T Ano Link between no Far and high degree to No did not measurement:

Dimensions	Academic pressures	Economic pressures	Family pressures	Social pressures	Emotional stress
Total score	**0.47	**0.68	**0.82	**0.69	**0.70

**Statistically significant at the significance level of 0.01.

From Kno For the table Number (03) It turns out that the values are together. fill T Ano Correlation between scale dimensions and degree to It was K for him A function at Significance level (0.01), and h This indicates that to The dimensions of the scale are consistent with each other. Ha And with the degree all Oh and h An indicator of honesty.

7-4-2 Scale A For now Fia For Achievement:

For the owner h Yermans 1970 And it wash Pay from h Measuring Desire unless disease unless Good academic and successful H It is represented

byhThese qualities are intoY:He took into accountConsiderationIn formulating the ten qualities that distinguish people withnoHigh altitude sicknesstoHighly ambitious peopleAbout students with low learning, these characteristics are as follows: *High level of ambition.*The StoAnd you who say inhAdventure. *TitlestoNotoMove to anoMom.*Perseverance.*The desire to rethink obstacles.*Awareness of the speed of time.*DirectionTowards the future.*Seeking appreciation.*Choosing competitive versus sympathetic positions.*Desire tonoDisease AnoSilverto.Farouk Abdel Fattah Moussa Bek didtoEducation(1977)By translating the scale intoArabic language and adaptationhIn the Egyptian environment, andhAnd a scale consisting of(28)Paragraph The grades are calculated according to the positivity of the paragraph; a positive paragraph is given grades.(1,2,3,4,5)AtoIn order; negative paragraph gives points(5,4,3,2,1)AtoIn order.According tohThis system has the highest degree that can be obtained.toYhThe individual in the scaleshe (130)Degree and minimum degree(28)degree.

***Calculating the psychometric properties of the motivation scaleForAchievement:**

A/ Scale stability: viaCalculate stability by application method Application Usage:

In order to check the stability of the scalehDhThe method we appliedhTwice atoSampleIts structure is (30) ProfessorThe time interval between the two applications was(10)days,Then the data obtained was unloaded.for himWhich of the two applications is in the system?spss, and recommendtoWe have to have a stability coefficient ofhThis method is equal to(0.95)andhA function at a levelpamperingAnd(0.01)fromhThis is the result obtainedWhy?It indicatestoThe scale has a broadcastforHigh.

b/ Calculation of the truth of the scaleQ:

Calculating the validity of the scale using the internal consistency methodfor me,This was done fromnoTo calculate the transactionnoTunlessLink betweenunlessFar and high degreetoNotoScale as youtoY:

Table No.(04):Shows the degrees of the calculation of the coefficientnoT AnoLink betweenunlessFar and high degreetoNotogauge.

Dimensions	Perseverance	desire to perform	Competition	Self-learning
Total score	**0.60	**0.79	**0.84	**0.73

****Statistically significant at the significance level (0.01).**

From the table (04) it turns out that the values are together. It was found that there is a positive and statistically significant correlation between scale dimensions and degree of honesty. This indicates that the dimensions of the scale are consistent with each other and with the degree of honesty.

8- Display the results of the field study:

8-1 Presentation of the results of the first hypothesis:

The first hypothesis states that there is a positive and statistically significant correlation between psychological stress and achievement motivation among secondary school teachers. To verify this hypothesis, the correlation coefficient was calculated between the sample members' scores on the psychological stress scale and their scores on the achievement motivation scale, as shown in the following table:

Table No. (05): Correlation coefficient between psychological pressures and motivation to achieve among secondary school teachers.

Variables	Arithmetic mean	Standard deviation	Pearson correlation coefficient	Calculated significance level	Level of significance adopted	decision
Psychological pressures	112.58	09.77	0.47	0.00	0.01	Function
Motivation to achieve	134.84	14.09				

Table No. (05) shows that the arithmetic mean of psychological pressures was estimated at (112.58) and its standard deviation was (09.77), while the arithmetic mean of achievement motivation was estimated at (134.84) and its standard deviation was (14.09). After calculating the Pearson correlation coefficient between the two variables, it reached (0.47) at a significance level of (0.00), which is smaller than the approved significance level of (0.01). This indicates the existence of a positive and statistically significant correlation between psychological pressures and achievement motivation among secondary school teachers, and thus the hypothesis was achieved.

8-2 Show the results of the second hypothesis:

Which means: There are statistically significant differences between male and female secondary school teachers in psychological stress. To verify this hypothesis, a t-test was calculated to indicate the significance of the differences between the scores of males and females of secondary school teachers on the psychological stress scale. The following table illustrates this:

Table No. (06): Shows the results of the "t" test for the significance of the differences between male and female secondary school teachers in psychological stress.

variable	Sex	Arithmetic mean	Standard deviation	T value	Degree of freedom	Calculated significance level	Level of significance adopted	decision
Psychological pressures	Males (49)	47.14	07.98	2.87	77	0.02	0.05	Function
	Females (58)	65.44	09.43					

It is clear from Table No. (06) that the value of "t" for the significance of the differences is estimated at (2.87) at the significance level (0.02), which is smaller than the approved significance level (0.05), and this indicates the existence of statistically significant differences between males and females of secondary school teachers in psychological pressures. Thus, the hypothesis was achieved.

8-3 Show the results of the third hypothesis:

The third hypothesis states that there are statistically significant differences between male and female secondary school teachers in motivation to achieve. To verify this hypothesis, a t-test was calculated to indicate the significance of the differences between the scores of males and females of secondary school teachers on the achievement motivation scale. The following table illustrates this:

Table No. (07): Shows the results of the "T" test indicating the significance of the differences between male and female secondary school teachers in motivation to achieve.

variable	Sex	Arithmetic mean	Standard deviation	T value	Degree of freedom	Calculated significance level	Level of significance adopted	decision
Motivation to achieve	Males (49)	60.23	07.21	0.45-	77	0.53	0.05	Not significant
	Females (58)	74.61	08.69					

It is clear from Table No. (07) that the value of "t" for the significance of the differences is estimated at (-0.45) at the significance level (0.53), which is greater than the approved significance level (0.05), and this indicates the absence of statistically significant differences between males and females of secondary school teachers in the motivation to achieve. Therefore, the hypothesis was not achieved.

9- Interpretation and discussion of the results of the field study:

The statistical results of the first hypothesis indicate that: "There is a positive and statistically significant correlation between psychological pressures and motivation to achieve among secondary school teachers." The value of the correlation coefficient indicates that: There is a moderate positive correlation. Between variables; That is, the more psychological pressure teachers have, the more motivated they are to achieve.

This can be explained. Psychological pressure can sometimes be a motivating factor for some professors. These professors may feel that the pressure pushes them to work harder and commit to higher levels of performance to meet the demands of the job.. Some teachers respond to pressure with more work and dedication, which increases their motivation to achieve success and accomplishment in their teaching tasks..and This behavior is common in individuals who may have resilient personality traits or adaptive abilities that allow them to deal with stress in a positive way..

In addition to that Moderate stress May lead to To motivate teachers to perform better, which is reflected in the quality of education and student interaction.. However, high and continuous psychological pressures may lead to fatigue or burnout. Therefore, it is important to have a balance in the level of pressure, so that it does not become hindering but rather stimulating.

The statistical results of the second hypothesis indicate that there are statistically significant differences between male and female secondary school teachers with regard to the levels of psychological stress they are exposed to. This topic is of particular importance in the context of education, as understanding gender differences with regard to psychological stress can contribute to improving support and guidance strategies tailored to each group.

Stress is an individual experience that varies across social and psychological contexts. The level of stress experienced by male and female professors can be influenced by multiple factors, such as social roles, family responsibilities, and cultural expectations. Historically, women in certain societies have faced unique challenges, including additional pressures related to work-life balance, which can lead to higher levels of stress than men.

Social role is a critical factor in determining stress levels. Women in traditional societies often take on additional family responsibilities, such as childcare and housework, which can add to their stress. On the other hand, men may feel social pressure to excel at work and provide financial support for the family, which also affects their stress levels. These dynamics suggest that differences in social roles may contribute to shaping how men and women experience stress.

While The statistical results of the third hypothesis indicate that there are no statistically significant differences between male and female secondary school teachers with regard to levels of achievement motivation. This reflects the fact that both genders show similar levels of achievement motivation, which calls for a deeper understanding of the factors that influence this motivation in the context of education.

Motivation to achieve is one of the critical factors that influence teachers' performance in the educational process. This motivation is related to the desire to achieve success and achieve certain goals, whether academic or professional. The presence of similar levels of motivation between males and females indicates that both genders face similar challenges in their pursuit of their educational and professional goals.

It is also from It is important to take into account that motivation to achieve may be affected by social and psychological factors related to both males and females. Despite the traditional differences in social roles that may affect levels of psychological stress, the current educational environment has contributed to reducing the gender gaps in Y Regarding achievement motivation. These results

may also reflect the impact of training and professional development programs that aim to enhance motivation among all teachers regardless of their gender..

conclusion:

At the end of this article We can conclude that psychological pressure and achievement motivation are two vital elements that directly affect the performance of secondary school teachers. The statistical results showed a positive correlation between psychological pressure and achievement motivation, indicating that some pressures can act as a motivator for achieving achievements. However, it is important to emphasize the importance of considering the levels of psychological pressure, as excessive pressures can have negative effects on mental health and performance.

Moreover, the results of the hypothesis regarding achievement motivation did not show statistically significant differences between males and females, reflecting the existence of similar levels of achievement motivation in both genders. This indicates that the social and psychological factors that shape the educational work environment contribute to achieving equality in motivation, and thus enhancing educational quality.

It is essential that educational institutions continue to develop strategies that support all teachers, with a focus on providing a positive work environment that enhances motivation and reduces psychological stress. Through these efforts, we can contribute to improving the educational experience, which benefits both teachers and students.

This study highlights the importance of ongoing research into the relationship between psychological stress and motivation to achieve, and the need to take concrete steps to ensure a healthy balance between stress and motivation, which contributes to improving the quality of education and the learning experience in general.

And Based on the results of the study and the analysis of the relationship between psychological stress and achievement motivation among secondary school teachers, the following suggestions and recommendations can be presented:

✓ Educational institutions should design psychological support programs aimed at helping teachers manage psychological stress. These programs could include workshops on stress management and relaxation techniques.

✓ It is essential for educational departments to provide comfortable working environments that encourage open communication and mutual support among colleagues. These environments can help reduce psychological stress and enhance motivation.

✓ Training courses and workshops should be provided to enhance teaching skills and modern pedagogical techniques. By enhancing professional competence, teachers' motivation to achieve can be increased.

✓ Institutions should support a balanced work-life lifestyle. These strategies could include encouraging teachers to take appropriate breaks and take care of their mental and physical health.

✓ It is advisable to conduct periodic surveys to measure the levels of psychological stress and motivation to achieve among teachers. By collecting data, managers can make fact-based decisions to improve the work environment..

✓ Managers and supervisors should be trained on how to deal with the psychological pressures faced by teachers, in order to enhance their understanding of the importance of support and encouragement.

✓ Institutions should ensure that teachers are provided with the necessary curricula and educational resources, which will help them perform their duties efficiently and reduce the stress associated with lack of resources..

✓ Special educational programs that focus on developing emotional intelligence and resilience can enhance teachers' ability to cope with stress and motivate them to achieve.

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