

## Assessment of Work Stress and Coping Strategies among Primary School Teachers

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### Abstract

**Background:** Teaching as a profession is progressively becoming a stressful occupation. Stress is one of the worst health problems with which teachers has to deal with. Also coping may be an important resource to teachers in dealing with multiple demands of their profession.

**Aim of Study:** The study aimed to assess the work stress and coping strategies among primary school teachers.

**Material & Methods:** A descriptive design was utilized. The study was conducted at three schools from each of four districts at Cairo Governorate. A simple random sample used to select 12 schools and all teachers included in the study sample (378). Three tools were used to collect data which includes: Primary school teacher's questionnaire, Occupational Stress Rating Scale and Coping Scale.

**Results:** The result reveals that 74.3% had moderate stress while 23.8% had low stress and only 1.9% had high level of stress. The mean score of problem focused coping were ( $37.72 \pm 10.789$ ), while emotional focused were ( $67.63 \pm 13.941$ ) and total mean of coping were ( $105.35 \pm 13.214$ ). There were a statistically significant difference between the teacher's gender & stress and coping score ( $p=.000$ ). There were a statistically significant positive correlation between teacher's age and working data and stress ( $p=.000$ ).

**Conclusion:** The study concluded that majority of teachers had moderate and high level of work stress and used emotional focused coping more than problem focused.

**Key Words:** *Work stress – Coping strategies – Primary school teachers.*

### Introduction

**WORK** is a major element for the development of the individual as well as the economy of the nation. Many adults spend half of their lives in work related activities [1]. World Health Organization (WHO) identified that "In the most favorable circumstances work provides the income and quality outcomes and also have positive impact on

social, psychological and physical health and well-being. In spite of these the fact that conditions at work and work environment, in many countries still involve distinct and even severe hazards to health that reduces the span of working of individuals". The health hazard that is associated with the work are categorized as physical hazards, psychological hazards, organizational hazards and environment hazards which affect workers who operate at the place of work; these hazardous can threatened the occupational health of numerous numbers of workers. Among them, teaching occupation has got several work health hazards [2]. Teachers spend most of their life in such hazardous work environment, which cause a lot of adverse effect on their health [3]. The issue of psychological well-being of employees comes to be a center of attention globally more than any other times. Research findings suggest that, out of all the illnesses that encounter to human beings, 60-90 percent is emanated from stress-related cases. Studies indicate that work stress of workers which confronted them is one of the growing health complications that affect their work motivation, productivity and make them to become absent from their work areas. Due to this reason, work stress costs employers as much as US \$200 billion per year globally [5]. A phrase "stress collapses everything" has a prominent place in the minds of millions. It is a silent killer in the modern age. Work stress can be described as a condition where work related factors interact with the worker to change (disrupt/enhance) his or her psychological or physiological condition, so that the person's mind and/or body is forced to deviate from its normal way of functioning [1]. Recent research has shown that teachers, along with servicemen, social workers, and linguists, are the most affected by rising stress in their respective work environments. One out of three teachers report teaching as being very or extremely stressful,

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causing the teaching profession to have the highest annual turnover rate [6]. Work stress among teacher results in various feelings such as worry, fear and depression. The first symptoms of stress among teachers are; tardiness, absenteeism at work and decrease in performance and production. Stress results in loss of service in the school, increase in costs, and loss of work, dissatisfaction and loss of spirits among teachers, lack of harmony between managers and teachers, lack of productivity, burn-out, lack of job satisfaction in addition to creating personal problems. Apart from these, it is possible that teachers may become ill or lose their lives. Distress is one of the most important obstacles in the realization of education aims. As regarding, sources of stress to teachers may be summarized as low motivation in students, discipline problems, the pressure of time and the work load, being assessed by others, colleague relationship, conflict and indefiniteness of roles, bad working conditions and self-respect, students' discipline problems, the inadequate support of colleagues, family and friends. In addition, students' being late to school, their failure and students' not doing homework may cause stress in teachers [7]. Also author added that heavy work load, role ambiguity, conflicting job demands, frequent interruption and publication efforts were the causes of stress among teachers [8]. Again, this currently given an ongoing awareness to realize the impacts of stress on the overall welfare of employees is definitive in order to develop effective coping strategies for it [5]. Coping of stress is described as the successful management of problems and stressful situations. The coping strategy is defined as an innate or acquired response to a changing environment or to a specific problem or a situation. According to Folkman and Lazarus, coping is the perceived and behavioral effort in order to adjust in specific external or internal requirements, which exceed the individuals' management resources. Two types of coping strategies have been described [9]. Problem-focused coping, that is, the process of taking active steps to remove or circumvent the stressor or to improve its effects, is usually posited as an adaptive, positive way of dealing with stress, especially when individuals view the stressful event as controllable. Emotion-focused methods of coping, on the other hand, typically encompass more indirect methods to avoid the stressor or control its emotional impact [10]. According to National Institute of Occupational Safety and Health (NIOSH) 40% of workers reported that their job was very stressful, 25% view their jobs as the number one stressor in their lives, and work stress is more strongly associated with health complaints than financial or family

problems. According to American Institute of Stress (AIS) reported that 80% of workers feel stress on the job, 25% have felt like screaming or shouting because of job stress [11]. A study done by Badawy, (2015) at British University, Cairo, Egypt to assess Egyptian teachers' burnout and the role of work environment characteristics and job stress, indicated that work environment characteristics (lack of involvement, lack of work cohesion, lack of supervisor support, lack of autonomy, work pressure, lack of physical comfort and lack of innovation) have significant effects on Egyptian teachers' perceived stress and burnout [12]. The findings of this study may be of practical value in helping to identify the nature and sources of work stress among primary school teachers and consequently identify effective and efficient coping strategies. It is hoped that the study will pinpoint the areas and issues of challenge in management and prevention of work stress among school teachers.

### Material and Methods

*Aim:* The aim of the current study was to assess the work stress and coping strategies among primary school teachers, Cairo Governorate.

*Research questions:*

- 1- What is the level of work stress among primary school teachers?
- 2- What are the work stressors among primary school teachers?
- 3- What are the coping strategies used by primary school teachers?

*Setting:* The study was conducted at three schools from each of four districts at Cairo Governorate from 1-8-2016 till 1-11-2016.

*Sample:* The total number of teachers of this study was calculated to be 378 teachers according to the sample size calculator, with confidence level (95%), confidence interval (5%) and population size 20352. Each school has an average of 30-35 teachers, and all teachers were included in this study, 12 schools were chosen randomly by using simple random sample to cover the required sample size.

*Research design:* A descriptive design utilized to fulfill the aim of the study.

*Tools for data collection:* Three tools were utilized to collect data pertinent to the study after extensive review of national and international literature. The study tool was reviewed by a panel of five experts in the field of community health

nursing and psychiatric nursing to ensure content validity; that covered the following areas:

- *The first tool:* A Primary school teacher's questionnaire data sheet developed by the investigator and consists of 42 questions and grouped into 3 parts as following:

- *First part:* Demographic characteristics: As: Age, gender, level of education, marital status, family member, income, place of residence.

- *Second part:* Health status of teacher as the history of chronic illnesses and its relation to work, health habits.

- *Third part:* Work data as work experience, working hours, number of student, grade of teaching.

- *The second tool:* Occupational Stress Rating Scale: The adopted and re-modified rating scale by Reddy & Anuradha (2013) was used in this study as this tool possessed the content, face and intrinsic validity and the calculated reliability value of the tool was found to be 0.93. The final form of 56 statements was framed and arranged under the five dimensions of occupational stress i.e. organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface and environmental factors. Scoring system: Levels of Occupational Stress-Low: 2.25 and below; Moderate: 2.26 to 2.99; High: 3.00 and above.

- The third tool: Coping Processes Scale (CPS) (Ibraheim 1994): The scale consisted of 42 items and divided into two main subscales:

- A- Problem focused coping which included (18 items); seeking out information and social support, positive reinterpretation, exert of restraint, denial and active coping.

- B- Emotional focused coping which included (24 items); helplessness, mental disengagement, wishful thinking, turning to religion, emotional discharge and acceptance. The total scores of the scale ranged from (42-168 scores). The total scale scores were the sum of the items within the subscales.

*Procedure:* The formal approvals were obtained from Faculty of Nursing Cairo/University, the Central Agency of Public Mobilization and Statistics and Cairo educational directorate to conduct the proposed study. An official written permission was obtained from different Educational Department in Cairo governorate and the directorate of the randomly selected twelve schools, teachers were asked to participate in the study and the research investigator clarified the aim and the nature of the study. The research investigator also

explained to teachers the rights to accept or refuse participation in the study. The tools were filled by research investigator from teachers after take acceptance in the classroom or at break time. The time spent to fill the tools ranged between 25 to 30 minutes. Data was collected from August 2016 to November 2016, two days/week at school day. Data was collected within three months where the research investigator met teachers from 9am-1pm at school day till completing the sheet. The researcher investigator distributed tools to 3 or 4 teachers at the same time and each teachers answer separately.

*Ethical considerations:* Primary approval was obtained from the Research Ethics Committee at Faculty of Nursing-Cairo University. An official permission obtained from Central Agency of Public Mobilization and Statistics and official written permission was obtained from different Educational Department in Cairo governorate and the directorate after being informed about the purpose and nature of the study. The research investigator emphasized that participation in the study is completely voluntary, autonomy and confidentiality was assured.

*Statistical analysis:* The collected data was scored, tabulated and analyzed by personal computer using the recent Statistical Package for the Social Sciences (SPSS) program. Descriptive statistics such as mean and standard deviation were utilized in analyzing data. ANOVA (F), *t*-test and correlation (*r*) was used to identify the relation among the study variables. This test was used to identify the significance of the relation, association and interaction among work stress of teachers and their coping strategies. The level of significance, threshold of significances is fixed at the 5 percent (*p*-value). The *p*-value >0.05 indicates non-significant result. The *p*-value <0.05 is significant. The *p*-value <0.01 indicates highly statistically significant difference.

## Results

Table (1) reveals that 66.7% of teacher's age were between 45 to less than or equal 55 years old, 28.0% of teachers were between 35 to less than 45 years old while 5.3% of them were from 25 to less than 35 years old. As regards sex of teachers 52.9% were male while 47.1% were female. The table also illustrates that 79.6% of teachers were married 14% were divorced, 4.5% were widow while 1.9% were single. Regarding education level 43.3% of teachers had bachelor's degree, followed by 31.0% get diploma while 25.7% had postgraduate degree. Regarding place of residence,

(Table 1) also reveals that 69.8% of teachers lived in urban while 30.2% lived in rural area. As regards family members 64.6% of teachers had 3 to less than 5 family members, 20.4% had less than 3 members while 15.1 % had 5 and more than 5 members. The table also shows that 96.8% of teachers had not enough income while 3.2% had enough income.

Table (2) shows that 75.1% of teachers had two meals per day. Also 61.7% said they don't eat healthy food. Furthermore 75.4% of teachers did not take breakfast regularly. Table (2) shows that the mean sleeping hours during 24 hours of teachers were ( $9 \pm 6.07$ ). Regarding practice sports 82.0% of teachers expressed not practice sports regularly while only 18% of them play sports as following 55.9% of them walk, 26.4% play football, and 7.3% play basketball and running while 2.9% practice swimming. Table (2) also illustrates that 55.3% of teachers did not smoke and the mean number of cigarette/day was ( $43.6 \pm 12.3$ ). Also 61.9% of teachers were drink tea and mean tea cups/day was ( $2.2 \pm .66$ ). As regards coffee drink 55.6% of teachers drink it and mean coffee cups/day was ( $1.76 \pm .43$ ).

Fig. (2) shows that 79.6% of teachers had stress due to work, 15.3% of them due to financial causes followed by 2.6% due to family problem while 2.4% had stress due to health problems.

Table (3) reveals that; 78.3% of teachers worked for 10 years and more, 16.7% worked for 5 to less than 10 years and 3.4% from 1 to less than 5 years while 1.6% worked from less than one year. The mean working hours/day of teachers were ( $6.56 \pm .60$ ) and overtime hours/weeks mean were ( $1.89 \pm .35$ ). While mean number of students/class that teacher taught were ( $46.77 \pm 8.13$ ). Regarding grade of teaching, 53.7% of teachers taught more than one classrooms and 46.3% of them taught for only one grade.

Regarding stress facing teachers, (Table 4) reveals that 74.3% had moderate stress while 23.8% had low level of stress and only 1.9% had high level of stress. Concerning organizational structure and climate 59.0% of teachers had moderate stress followed by 22.0% had high stress and 19.0% had low stress. Also personal and professional efficiency dimension 65.3% of teachers had moderate stress, 23.3% had low stress and 11.4% had high stress. As regards intra and interpersonal interactions, 69.3% of teachers had moderate stress, 21.4% of them had low stress and 9.3% had high stress. The table also shows that 60.1% of teachers had mod-

erate stress in home work interface dimension followed by 26.5% had low stress and 13.5% had high stress. Respectively 65.6% of teachers had moderate stress in environmental factors while 26.7% had low stress and 7.7% had high stress.

Table (5) indicates that, the mean percentages of emotional focused coping were (75.14 %), while the mean percentage of problem focused coping were (58.93%) and total mean scores of coping were ( $105.35 \pm 13.214$ ).

Table (5) shows that, there were a statistically significant positive correlation between teacher's daily working hours, overtime hours, number of student per class and working experience and the total stress score ( $p=.000$ ).

Table (1): Percentage distribution of teacher's demographic characteristics (N=378).

Demographic characteristics	No.	%
<i>Teachers' age:</i>		
25 less than 35	20	5.3
35 less than 45	106	28.0
45 less than or equal 55	252	66.7
Total	378	100
<i>Gender:</i>		
Male	200	52.9
Female	178	47.1
Total	378	100
<i>Marital status:</i>		
Single	7	1.9
Married	301	79.6
Divorced	17	4.5
Widowed	53	14.0
Total	378	100
<i>Educational level:</i>		
Diploma	117	31.0
Bachelor degree	164	43.3
Postgraduate degree	97	25.7
Total	378	100
<i>Place of residence:</i>		
Rural	114	30.2
Urban	264	69.8
Total	378	100
<i>Family members:</i>		
Less than 3	77	20.4
3 less than 5	244	64.6
5 and more	57	15.1
Total	378	100
<i>Income:</i>		
Not enough	366	96.8
Enough	12	3.2
Total	378	100

Table (2): Percentage distribution of teachers regarding their nutrition, sleeping and sports, smoking, drinking tea and coffee (health habits) (N=378).

Health habits	No	%
<i>Meals per day:</i>		
Two meals	284	75.1
Three meals	88	23.3
Four meals	6	1.6
Total	378	100
<i>Eat healthy food:</i>		
Yes	69	18.2
No	233	61.7
Don't know	76	20.1
Total	378	100
<i>Breakfast:</i>		
Yes	93	24.6
No	285	75.4
Total	378	100
Sleeping hours	Mean ± SD (9±6.07)	
<i>Practice sports regularly:</i>		
Yes	68	18.0
No	310	82.0
Total	378	100
<i>Types of sports:</i>		
Walking	38	55.9
Running	5	7.3
Football	18	26.4
Basketball	5	7.3
Swimming	2	2.9
Total	68	100
<i>Smoking:</i>		
Yes	169	44.7
No	209	55.3
Total	378	100
Number of cigarettes/day	Mean ± SD (43.6±12.3)	
<i>Drink tea:</i>		
Yes	234	61.9
No	144	38.1
Total	378	100
Number of cubs/day	Mean ± SD (2.2±.66)	
<i>Drink coffee:</i>		
Yes	210	55.6
No	168	44.4
Total	378	100

Table (3): Percentage distribution of teachers according to their working data (N=378).

Work data	No	%
<i>Work experience:</i>		
<1 year	6	1.6
1<5 years	13	3.4
5<10 years	63	16.7
equal & >10 years	296	78.3
Total	378	100
Number of working hours/day	Mean ± SD (6.56±.60)	
Number of overtime hours/weeks	Mean ± SD (1.89±.35)	
Number of students/class, which teaches them	Mean ± SD (46.77±8.13)	
<i>Grade of teaching:</i>		
Only one grade	175	46.3
More than one grade	203	53.7
Total	378	100

Table (4): Percentage distribution of teachers with low, moderate and high levels of work stress (N=378).

Stress dimensions	Number and percentage of teachers					
	Low		Moderate		High	
	No	%	No	%	No	%
Organizational structure and climate	72	19.0	223	59.0	83	22.0
Personal and professional efficiency	88	23.3	247	65.3	43	11.4
Intra and interpersonal interactions	81	21.4	262	69.3	35	9.3
Home-work interface	100	26.5	227	60.1	51	13.5
Environmental factors	101	26.7	248	65.6	29	7.7
Total	90	23.8	281	74.3	7	1.9

Table (5): Mean percentage of coping strategies used by teachers (N=378).

Total coping score	Max Mean	Total sample (n=378) Mean ± SD	Mean percentage
Problem-focused coping	64.00	3 7.72±10.789	58.93
Emotional-focused coping	90.00	67.63±13.941	75.14
Total	146.00	105.35±13.214	

Table (6): Correlation between teacher's working data and total stress scores (N=378).

Teacher's working data	Total stress	
	r	p
Number of daily working hour	.335	.000
Number of overtimes hour per week	.361	.000
Number of student per class	.773	.000
Work experience	.420	.000

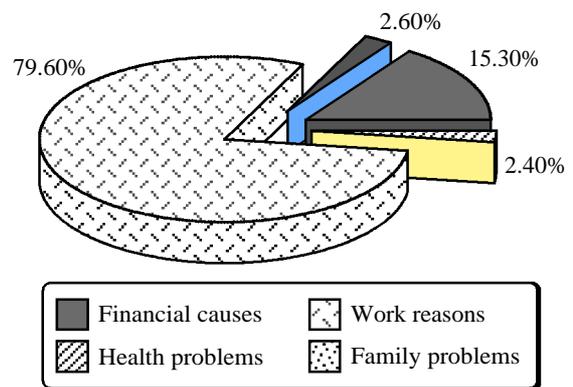


Fig. (1): Percentage distribution of teachers regarding their reasons of stress (n=378).

### Discussion

Stress is a human condition that affects the body, mind and psychology of an individual. Work stress refers to a mental and physical condition

which affects an individual's productivity at the workplace, as well as his effectiveness, personal health and quality of work. Teaching has been seen as a stressful occupation and teachers are often exposed to high levels of stress which affect their ability to function effectively [15]. The result of the current study revealed that more than two third of teacher's age were between 45 to less than 55 years old. Such result was in disagreement with results of a study done by Omari, who conducted a study on 472 teachers in Riyadh, Saudi Arabia about work stress among teachers; he found that only twelve point eight of teachers were aged between 45 to less than 55 years old. From the research investigator point of view the age of teachers sometimes could affect on the quality of handling situation in positive way due to many causes such as awareness, power and resources [16].

The result of the current study revealed that more than half of teacher's sex was males while more than one third was females. These findings completely agree with the study done by Mohanasundaram (2013) on 422 teachers in Trichy, India about occupational stress amongst teachers, he found that more than half were males and more than one third were females [8]. Regarding teacher's gender, more than three quarters of teachers were married. This result was supported by a study done by Pagayanan, on 267 teachers in Tacloban City, Philippines about stress profile of public elementary school teachers; that found majority of teacher were married [17]. The result of the current study revealed that education level of teachers have bachelor's degree were more than one third. This result was supported by a study done by Munell, (2013) who conducted a study on 140 teachers in South Carolina and found that more than one third of teachers have bachelor's degree [18].

Concerning the place of residence, the current study showed that more than two third of teachers were living in urban while only one third was living in rural. This result was agree with study done by Clipa & Boghean, on 150 teachers who teach in two Romanian countries, about stress factors and solutions for the phenomenon of burn-out; they found that about two third of teachers were living in urban and more than one third were living in rural areas [19]. As regards family members more than two quarters of teachers have 3 to less than 5 family members. This results against the results of the study done by Gebrekirstos, on 321 teachers in Tigray Region, Ethiopia about occupational stress among secondary school teachers and their coping strategies; and found that more than

one quarter of teachers have 3 to less than 5 family members. It could be related to culture differences and the criteria of the included sample [5]. The results of the current study illustrated that majority of teachers were not take enough income. This result contradicted the study done by Nyamubi, who conducted study in eight secondary schools in two regions of Tanzania about determinants of school teachers' job satisfaction; he found that teachers were satisfied with their income. From the research investigator point of view income not enough despite salary increase, inflation that left the teachers still living in poor conditions. Also poor salary may be main cause of job dissatisfaction and insecurity [20].

The results of the current study illustrated that more than three quarters of teachers had two meals per day and don't take breakfast regularly. Furthermore, more than half of teachers said they don't eat healthy food. This result contradicted by the results of a study done by Mohamed & Mohamed, on 91 participant in Saudi Arabia about occupational stress and coping strategies; they founded that more than half of participant were eat healthy diet. From the research investigator point of view this result may be due to changing healthy habits and lack of knowledge about important of healthy diet as maintain health condition, increase productivity at work [21]. The results of the current study illustrated that more than half of teachers slept more than 6 hours per day. This result was congruent with study done by Garg & Rani, on 30 teachers in Kurukshetra, India about Analytical Study of Occupational Stress in Education Sector, they found that more than half of teachers were slept more than 6hrs/day [22]. Concerning practice sports, results of current study revealed that about one quarter of teachers regularly practice sports. Moreover the results of the current study revealed that more than half of them were practice walking. This result supported by the results of a study done by Raju & Rani, on 60 teachers in Visakhapatnam, India about understanding teacher's stress; that found more than one third of teachers play sports and about half of them were practice walking.

The current study also illustrated that more than half of teachers were smoker with mean number of cigarette/day forty three cigarettes [23]. This result supported by the results of a study done by Manabete, John, Makinde & Duwa, they conduct study on job stress among teachers in Nigerian secondary schools they founded that more than half of teachers are smoker [15]. The result also revealed that more than half of teachers were drink tea and coffee. This result was congruent with

study done by Garg & Rani, on 30 teachers in Kurukshetra, India about Analytical Study of Occupational Stress in Education Sector; they found that more than half of teachers were drinking tea and coffee [24]. Regarding reasons of distress, the results of the current study revealed that majority of teachers reported work reason. This result contradicted the result of the study done by Pagayanan, on 267 public elementary school teachers in Tacloban City, he found that more than two third of teachers reported financial and health problems as common reason of distress. From the research investigator point of view this result may be due to teachers thought that all problems they have as health or financial related to their difficult circumstances of work [19].

Regarding work experience, the result of the current study showed that majority of teachers worked for 10 years and more. This result supported study done by Aftab & Khatoon who conducted a study on 608 teachers in Uttar Pradesh (India) about Demographic differences and occupational stress and found that majority of teachers worked for 10 years and more [24]. The result of the current study revealed that more than half of teachers were working 7 hours/day. This result contradicted the study done by Cezar-Vaz, Bonow, Almeida, Rocha & Borges, on 37 elementary school teachers in Southern Brazil they found that more than one quarter were working 7 hours/day. From the research investigator point of view this results may be due to setting differences, and the criteria of the included sample. These problems may affect on their performance that teachers have less opportunity to assess and evaluate their students' work and achievement, and consequently on productivity [25]. Concerning number of students/class, which teaches them, the current study showed that more than one third of teachers are teaching big number of student were with mean  $\pm$  SD ( $46.77 \pm 8.13$ ). Such result was completely agree with results of a study done by Bahanshal, on six Saudi English teachers from two public schools-Saudi Arabia that found all the participants are teaching big number of student up to 50 [26]. The results also showed that more than half of teachers were teach multiple grades. This result disagreed study done by Munell, (2013) who conducted a study on 140 teachers in South Carolina and found that more than one quarters of teachers were teach multiple grade. From the research investigator point of view this directly cause teachers confusion due to diversity among students and puts too much pressure on their teachers leaving them mentally and physically exhausted [27].

The result of the current study revealed that about two third of teachers had moderate level of stress due to organizational structure and climate. While more than two third of teachers had moderate level of stress due to personal and professional efficiency, intra and interpersonal interactions, home work interface and environmental factors dimensions. Concerning total level of stress, majority of teachers had moderate level of stress and about two percentages only had high level of stress. This results was agree the result of the study done by Reddy & Poornima, on 9 teachers in South India about occupational stress and professional burnout of teachers, they found that majority of teachers had moderate level of stress [27].

In relation to coping strategies used by primary school teachers, results of the study revealed that, the majority of the primary school teachers were using emotional focused coping more often than problem focused coping. These results were contradicted the result done by Beer, (2012) on 57 participant in Portland about teacher stress and coping who found that, the main coping strategies used by teacher were problem focused coping strategies followed by emotional focused coping strategies. From the research investigator point of view teachers of this study must learn how to cope with stress in effective ways, affording them the opportunity to work successfully. Indeed, teachers with more access to coping strategies reported less stress level than those with limited access to such strategies [28].

Regarding relation between teachers's working data and total stress scores, the finding of the current study indicated a statistically significant positive correlation between teacher's daily working hours, overtime hours, number of student per class and working experience & the total stress score. This result in contrast with the result of the study done by Bolton, on 80 teachers in Ireland about work related stress among teachers found that, working data have statistically significant difference in experiencing their work stress as the working data increases, the work stress level of the teachers also increases [29].

#### *Conclusion:*

The study concluded that majority of teachers had moderate and high level of work stress, and majority suffer from work stress related to organizational structure and climate. The majority of teachers used emotional focused coping more frequent than problem focused coping.

**Recommendation:**

Based on the findings of this study, the following are recommended:

**For occupational health nurse:**

- Activate the role of the occupational health nurse in such areas through:

- Applying frequent educational sessions to raise teacher's awareness about the negative effect of stress and the appropriate use of coping strategies to overcome their work stress & enhance productivity.
- Educate them about the different ways and how to cope with stressful situations.

- The educational bureaus of the central zone and the region, stakeholders and others will need to take actions in collaboration with the schools in order to improve the organizational structure and climate which is the common source of work stressors.

- The Education Department should restrict the student teacher ratio.

- *For research:* Further research is recommended for more target population and study different strategies of coping to enhance and identify better coping strategies that can be used as inputs for a more comprehensive stress management program.

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## تقييم ضغوط العمل وإستراتيجيات التكيف بين معلمى المدارس الإبتدائية، محافظة القاهرة

المقدمة: التدريس هو مهنة حيث تحدث به كل يوم تغييرات جذرية فى النظام التعليمى. ومن المرجح أن تؤدي هذه التغييرات إلى زيادة مستوى التوتر بين المعلمين. ويواجه معلمى المدارس الإبتدائية مستويات أعلى من الإجهاد بسبب الحالات الصعبة، فى حين يتعاملون مع الطلاب. فالفصول المكتظة والمقررات الثقيلة وعدم كفاية المرافق تجعل عمل المعلمين أكثر تعقيدا. التدريس قد حصلت على أن تكون واحدة من أفضل ه وظائف الأكثر إجهادا فى العالم. وفى الواقع، أثبتت أبحاث ونتائج أخرى أن التدريس أصبح الآن مرتبا فى الوظيفة المرهقة رقم واحد.

الهدف من البحث: يهدف هذا البحث إلى تقييم ضغوط العمل وإستراتيجيات التكيف بين معلمى المدارس الإبتدائية بمحافظة القاهرة.

تصميم البحث: استخدام المنهج الوصفى لتحقيق هدف الدراسة.

عينة البحث: شملت عينة البحث ٣٧٨ مدرس من ١٢ مدرسة.

مكان البحث: تم تنفيذ هذا البحث فى المدارس الإبتدائية الحكومية بمحافظة القاهرة.

أدوات البحث: ثلاث أدوات لجمع البيانات تغطى المجالات التالية:

• الأداة الأولى: إستمارة مقابلة لجمع البيانات عن معلم المدرسة الإبتدائية التى أعدها الباحث. يتكون الإستبيان من ٤٢ سؤالاً وتنقسم إلى ثلاثة أجزاء:

١- البيانات الديموجرافية: سبعة أسئلة من الخصائص الديموجرافية للمعلمين. وشملت السن والجنس والمستوى التعليمى والحالة الزوجية وعدد أفراد الأسرة والدخل ومكان الإقامة.

٢- البيانات الصحية: غطت تاريخ الأمراض المزمنة وعلاقتها بالعمل. السؤال (١٢-٢٨) عن نمط الحياة ويشمل ساعات النوم، القيلولة، التدخين، التمارين الرياضية، التغذية، الرياضة، الأعراض التى يشعر بها أثناء العمل والإجراء المتخذ لتخفيف أعراض الضغوط. تضمنت الأسئلة (٢٩-٣٠) أسباب شعور المعلمين بالضيق فى الحياة العادية وشخصية المعلم.

٣- بيانات خاصة بالعمل: وشملت تسعة أسئلة (من ٣١-٤٠) مثل سنوات الخبرة، وعدد ساعات العمل الرسمية والإضافية، وعدد الطلاب، المستوى الذى يقوم بالتدريس لهم والعلاقة مع الزملاء والرؤساء، ووصف بيئة العمل ودور المشرف التربوى.

• الأداة الثانية: إستمارة مقياس تصنيف الإجهاد المهني:

٤- تم إستخدام مقياس التصنيف المعتمد والمعدل من قبل (ريدى واندورا، ٢٠١٣) فى هذه الدراسة حيث إمتلكت هذه الأداة المحتوى والوجاهة والصدق الجوهرى وتم العثور على القيمة الموثوقية المحسوبة للأداة لتكون ٠.٩٣. تم تأطير الشكل النهائى ل٥٦ بيان وترتيبه تحت الأبعاد الخمسة للضغط المهني وتشمل الهيكل التنظيمى والمناخ، والكفاءة الشخصية والمهنية، العلاقات البيئية والتفاعلات الشخصية، واجهة المنزل والعمل، والعوامل البيئية. نظام النقاط للمقياس: مستويات الإجهاد المهني-منخفض: ٢٠.٢٥ وأدناه، متوسط: ٢٠.٢٦ إلى ٢٠.٩٩، عال: ٣٠.٠٠ وما أعلى.

• الأداة الثالثة: مقياس عمليات التكيف: أعدت (إبراهيم، ١٩٩٤). يتكون هذا المقياس من ٤٢ سؤالاً، وينقسم هذا المقياس إلى محورين أساسيين وهما:

١- إستراتيجيات التكيف الموجهة نحو مصدر المشكلة: والتي شملت (١٨ سؤال) وهما البحث عن المعلومات والدعم الإجتماعى (٣ أسئلة)، وإعادة التفسير (٥ أسئلة)، التريث الموجه (٤ أسئلة)، والإنكار (٣ أسئلة) والمواجهة النشطة (٣ أسئلة).

٢- إستراتيجيات التكيف الموجهة نحو الإنفعال: والتي شملت (٢٤ سؤال) وهما السلبية (٦ أسئلة)، الإنسحاب المعرفى (٥ أسئلة)، التفكير الإيجابى (٤ أسئلة)، التحول إلى الدين (٣ أسئلة) التنفيس الإنفالى المترىث (٣ أسئلة) والقبول والإستسلام (٣ أسئلة). نظام تسجيل النقاط: أربعة مستويات من مقياس ليكرت، إستخدم لتقييم إستراتيجيات المواجهة على النحو التالى لا أوافق (١)، أوافق إلى حد ما (٢)، أوافق (٣)، أوافق بشدة (٤). تراوحت الدرجات الإجمالية للمقياس من (٤٢-١٦٨ درجة). كانت الدرجات المقياس الكلى لمجموع العناصر الموجودة داخل المقياس.

النتائج الرئيسية للدراسة: أظهرت نتائج الدراسة أن ٦٦.٧٪ من عمر المعلم كانت تتراوح بين ٤٥ إلى أقل من أو يساوى ٥٥ سنة مع متوسط العمر (٤٠.٩٦±٤٦.٥). فيما يتعلق بالجنس كان ٥٢.٩٪ من المدرسين ذكور. وفيما يتعلق بالحالة الإجتماعية، كان ٧٩.٦٪ من المعلمين متزوجين. فيما يتعلق بمستوى التعليم كان ٤٣.٣٪ من المعلمين يحملون درجة البكالوريوس و ٦٩.٨٪ كانوا يعيشون فى المناطق الحضرية. فيما يتعلق بأفراد الأسرة، فإن ٦٤.٦٪ من المعلمين لديهم ٣ إلى أقل من ٥ أفراد. فيما يتعلق دخل المعلمين، كان ٩٦.٨٪ من المعلمين ليس لديهم دخل كافى. وفيما يتعلق بالعادات الصحية للمعلم وتشمل: عدد الوجبات فى اليوم، ٧٥.١٪ من المدرسين يتناولون وجبتين فى اليوم، قال ٥٩٪ منهم أنهم لا يتناولون طعاماً صحياً و ٧٥.٤٪ من المعلمين لا يتناولون وجبة الإفطار بانتظام. فيما يتعلق بمتوسط ساعات النوم خلال ٢٤ ساعة من المعلمين كانت (٦.٠٧±٩). كما أن ٨٢.٠٪ من المعلمين لا يمارسون الرياضة بانتظام، و ٥٥.٣٪ من المعلمين غير مدخنين، و ٦١.٩٪ من المعلمين كانوا يشربون الشاي والقهوة. وفيما يتعلق ببيانات المعلم الخاصة بالعمل، فإن ٧٨.٣٪ من المعلمين يعملون لمدة ١٠ سنوات فأكثر وكان متوسط ساعات العمل فى اليوم للمعلمين (٦.٥٦±٠.٦) وساعات العمل الإضافية/الأسابيع (١.٨٩±٣٥). بينما كان متوسط عدد الطلاب/الفصل الذى قام المعلم بتدريسه (٨.١٣±٤٦.٧٧). فيما يتعلق بفصول التدريس، ٥٣.٧٪ من المعلمين يقومون بالتدريس لأكثر من مستوى. فيما يتعلق بمستوى الإجهاد الذى يواجه المعلمين، كان ٧٤.٣٪ يعانون من إجهاد متوسط فى حين أن ٢٣.٨٪ لديهم مستوى منخفض من الإجهاد و ١.٩٪ فقط لديهم مستوى عالى من الإجهاد. فيما يتعلق إستراتيجيات التكيف المستخدمة من قبل المعلمين، كانت متوسط درجات إستراتيجيات التكيف الموجهة نحو مصدر المشكلة (١٠.٧٨٩±٢٧.٧٢)، فى حين كانت متوسط درجات إستراتيجيات التكيف الموجهة نحو الإنفعال (١٣.٩٤±١٦.٦٣). وفيما يتعلق بالعلاقة بين بيانات عمل المعلم ومجموع درجات الضغوط، كانت هناك علاقة إيجابية دالة إحصائياً بين ساعات العمل اليومية للمعلم وساعات العمل الإضافية وعدد الطلاب لكل فصل وسنوات الخبرة ومعدل الضغوط الإجمالى ( $p=0.000$ ).

التوصيات:

١- تفعيل دور ممرض الصحة المهنية فى هذه المجالات من خلال:

- تطبيق دورات تعليمية متكررة لرفع وعى العلم حول التأثير السلبي لضغوط العمل والإستخدام المناسب لإستراتيجيات التكيف للتغلب عليه وتحسين الإنتاجية.

- تثقيفهم حول الطرق المختلفة للتعامل مع المواقف التى تؤدى إلى العصبية.

٢- سيتعين على المكاتب التعليمية للمنطقة المركزية وأصحاب المصلحة وغيرهم إتخاذ إجراءات بالتعاون مع المدارس من أجل تحسين الهيكل التنظيمى والمناخ الذى يعتبر المصدر الشائع لضغوط العمل.

٣- يجب على إدارة التعليم تقليل معدل نسبة المعلمين إلى الطلاب بالمدارس.

٤- يمكن توسيع الدراسة لتشمل عينة أكبر من المدرسين - ودراسة إستراتيجيات أخرى لتعزيز وتحديد أفضل إستراتيجيات التكيف التى يمكن إستخدامها كمدخلات لبرنامج شامل لإدارة ضغوط العمل.