

Phenomenon of job stress among teachers in primary schools in Erbil City-Iraq

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Abstract

Background and objectives

Job stress also known as stress during the work. Has been defined as negatively experience of emotional states such as feeling annoyed, unhappy, worry and bad attitude. If they cannot cope with the stress may be due to potentially physiological and biochemical changes that associated with some disease like depression and anxiety. This study aimed to identify job stress among teachers in primary school and to identify association between variables and job stress and factors due to life stress.

Methods

A quantitative design cross sectional descriptive study. The study was carried out from 1-6-2015 to 1-6-2016, the study was carried in 8 primary schools in Erbil city depending on four geographical area in Erbil (east, west, north and south) taken two main schools in each area. Non probability purposive sample of the study/ included (104) teachers from primary schools depending on estimation of sample size and using formula (Z^2pq/d^2) (Araoye, 2003). Tools of the study/ the questionnaire was used for data collection it contains many questions related to job stress and factors or sources of stress among teachers in their school and information about socio demographic charters tics. Data was collected by interview technique face to face with teachers and using SPSS program version 20 for data analysis.

Results

Results of the study indicated that most causes of job stress among teachers included bad curriculum, students upset in class room, low economic status and overcrowded in the class while some other sources of job stress were included education process and system of education. The study also revealed that there was no significant association between job stress and demographic data of teachers except age and about their certification most of them held diploma degree and most of them from city center.

Conclusion

The study concluded that the main sources or factors of job stress among teachers were over crowded students in the class, bad curriculum, low economic status, education system, education process and upset of students against their teachers, regarding relationship between job stress and variables of sample study there was not significant association except age of teachers so there was significant association.

Introduction

Stress is an unpleasant emotion, and unhappy which arises when individuals may worry that they cannot cope with excessive pressures in their life and life stress or other types of overload [1]. Kyriacou and Sutcliffe had simply defined teacher stress as a response to negative effect and factors such as anger or depression by a teacher, usually accompanied by potentially physiological and biochemical changes resulting from aspects of the teacher's job, and other life stress that associated with depression and not cope with the life stressor as stressors from students, management, friends and peer work in the school [2]. Coping mechanisms activated to reduce the perceived threat, the phenomenon of job stress among teachers has been receiving increased all over the world and global attention and concern in some of recent years [3]. Several studies had been achieved to examine the prevalence, level and major sources of work stress among school teachers in England [3], Malta [4-5], New South Wales [6], Pakistan [7], U.S. [8-9], Welsh [10], West Indies [11], and Hong Kong [12-15]. The results of these studies revealed that the phenomena of job stress especially among teachers in east Mediterranean countries and even all over the world is a major problem in the world and not restricted in a particular country [11]. In Hong Kong, public awareness of the work stress problem of teachers had been heightened with the increasing occurrence of suicide cases among teachers [16]. The health of teachers and their emotion, social, and psychological condition may be seriously affected by job stress and other life stressors and may cause decrease the competency of teachers in education process [17]. Moreover, there are a part of teachers who suffer from job stress or life stress may affect their students, learning process, their team work and friends and also learning environment [18]. so as to minimize the adverse effects of work stress of teachers on students, classrooms, schools and teachers themselves there should be an intervention from social analysis and psychological support and special training from ministry of education and support from other experts in the teaching field. Studying the issue of work stress, life stress of teachers is very essential

and important for the management of work of teachers and encourage them to work together as a team work to improve learning and teaching process [19].

Objectives

- 1- To identify job stress among teachers in primary school and sources of stress.
- 2- Find out association between Socio-demographic and job stress.

Methodology

Design of the study

Quantitative design cross sectional descriptive study.

Time of the study

The study began in 1-6-2015 to 1-6-2016.

Setting of the study

The study was done at 8 primary schools in Erbil city depending on four geographical area in Erbil (south, north, east and west) taking two main schools in each area.

Ethical consideration

The permission was taken from general directorate of education in Erbil and approval from nursing college.

Sample of the study

Non probability purposive sample of the study of (104) teachers from primary schools depending on estimation of sample size and using formula (Z^2pq/d^2) (Araoye, 2003).

Tools of the study

The questionnaire was used for data collection it contains many questions related to job stress and factors or sources of stress among teachers in their school and information about socio demographic characteristics. The questionnaire consist of three parts socio-demographical data, job stress and sources of job stress among teachers in their schools.

Validity and reliability of questionnaire

The questionnaire is viewed by experts in nursing field and statistical field for validity and for reliability the pilot study was conducted.

Data analysis and data collection

Data was collected with interview technique with teacher's face to face, and using SPSS program version 20 for data analysis.

Results

Table 1: Socio-demographic characteristics of sample study

Socio-demographic characteristics		*n.= 104	
		F	(%)
Age	27-38	27	26.0
	39-50	56	53.8
	51-62	21	20.2
Years of teaching experience	5	1	1.0
	6-10	7	6.7
	11-15	25	24.0
	16-20	27	26.0
	≥21	44	42.3
Address	City center	102	98.1
	Suburban	2	1.9
Sex	Male	33	31.7
	Female	71	68.3
Level of education	Diploma	83	79.8
	Bachelor	21	20.2
Marital status	Married	102	98.1
	Single	2	1.9

* Number of Participants

Table 2: Sources of job stress among sample study

Items	*n.= 104			
	Yes		No	
	F	(%)	F	(%)
Having second work (out of school) with his, her job	9	8.7	95	91.3
Satisfaction with their salary	65	62.5	39	37.5
Feeling upset with the students during teaching	69	66.3	35	33.7
Feeling un happy with other teacher	34	32.7	70	67.3
Feeling discomfort with manager in school	33	31.7	71	68.3
Feeling worry with curriculum in the school	48	46.2	56	53.8
Overcrowded of the class may affect the teacher	49	47.1	55	52.9
Poor tools of teaching	17	16.3	87	83.7
Talking students in the class room	10	9.6	94	90.4
Students blame each other and their teacher	4	3.8	100	96.2
Interruption of teacher by student during explanation	3	2.9	101	97.1
Fighting students among them may affect teacher	7	6.7	97	93.3
Students who are late from lesson most time	1	1	103	99
System of education and education process	37	35.6	67	64.4

* Number of Participants

Table 3: Overall level source of job stress among sample of study

Level of stress	F	%
Normal	0	0
Mild	27	26
Severe	77	74
Total	104	100

Table 4: Association overall source of job stress with socio demographic characteristic

Socio-demographic Characteristics		*n.= 104			P-Value of Chi-Square test
		Mild to moderate	Severe	Total	
		F	F		
Age group	27-38	5	22	27	0.001 HS
	39-50	10	46	56	
	51-62	12	9	21	
	Total	27	77	104	
Sex	Male	9	24	33	0.835 NS
	Female	18	53	71	
	Total	27	77	104	
Marital status of teacher	Married	27	75	102	0.398 NS
	Single	0	2	2	
	Total	27	77	104	
level of education	Diploma	25	58	83	0.054 NS
	Bachelor	2	19	21	
	Total	27	77	104	
Years of teaching experience	5	0	1	1	0.527 NS
	6-10	1	6	7	
	11-15	6	19	25	
	16-20	5	22	27	
	≥21	15	29	44	
	Total	27	77	104	
Address	City center	26	76	102	0.434 NS
	Suburban	1	1	2	
	Total	27	77	104	

* Number of Participants

NS= Not Significant

HS=High Significant

Discussion

Results of the study regarding socio demographic revealed that most of them between the age 39-50, having more than 21 years of experiences, most of them from city center, most of them female, most of them married and have Diploma certification so in the primary schools in Erbil most of teachers have diploma certification and long experience in teaching and till now the retired age for them is 63 years. Regarding sources of stress among teachers the study revealed that most of the sources of stress among teachers are included feeling upset from students, overcrowded students in the class room, bad curriculum of the study in school, while low salary or economic status, education process and system of education are an other sources of stress among them so these factors as sources for stress among teachers and education process because these sources may affect the competency of learning process, psychological status, weakness in communication, and regarding as a barriers of learning in the school so teacher's stress may cause negative performance of teaching process by teachers these results were agreed with study of [21], who traveled that there is negative relationship of stress and job performance of teachers in school. Regarding overall level source of job stress among teachers most of them have sever factors and sources of stress 77% while some of them have simple factors of stress nearly 27%, this is may be because of type of schools, students, culture, and placement of schools this is agreed with study of [21], who revealed that teachers of Islamabad in Pakistan may face some conditions and stress as teachers of small towns and cities are facing. Regarding association between socio demographic data and job stress, the study revealed that there was significant association between age group and job stress among teachers so most of teachers on age (39-50) so on this age they have most responsibility for their family and facing more factors of life stress, while in all other demographic data as gender, education level, address and years of experiences there was not significant association between job stress and these variables above this is may be they have not faced the factors of stress in their schools so this findings were disagree with the findings of [22], who revealed that there was significant association between job stress and demographic data. This study was similar with study of [23], who revealed that it is necessary to establish polices and strategies to cope teachers with problems related to their work daily to decrease job stress among them and to success the learning process.

Conclusion

The study concluded that factors or sources of stress were high among teachers and may due to job stress as represented nearly, while some of them facing mild factors represented. There was not significant association between all demographic data and job stress except in age group so there was significant association between age and factors of job stress. Most of factors that due to job stress among teachers in this study included feeling upset from students, overcrowded students in the class room, bad curriculum, low economic, education system and education process in schools.

Recommendation

Depending on the outcome of the study the researchers recommended to deal with factors or sources of job stress among teachers properly, to decrease these factors especially curriculum, over crowded class room, salary and improvement in education process.

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