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Sources of Occupational Stress Among Teachers: A Field of Study for Teachers Working in Libyan Schools in Turkey

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Abstract

This study aims to identify the sources of occupational stress among school teachers in Libyan schools in Turkey. The study adopted the cross-sectional survey design using a sample of 103 teachers. The authors relied on the scale to collect data of the sample. Statistical techniques such as mean and standard deviation were employed for the analysis of data. Such techniques were conducted by using the Statistical Package for the Social Sciences (SPSS). The results revealed that teacher educators experienced a moderate level of occupational stress. However, the first and the major source of the occupational stress is the nature of work, while the last source of occupational stress is the wages and incentives. Recommendations for stress management teachers are based on conclusions drawn from the results.

Keywords: *Libyan School Teacher, Occupational Stress, Sources of Occupational Stress.*

Introduction

In the educational and administrative literature, there are many researchers who agree that we live in an environmental system in which there are many stimuli, various stimuli, and multiple causes, which thrill the individual in his life. Such stimuli starting from home to school, to the labor market to the society in which he or she lives. This can lead to an individual living in a state of anxiety, tension, and emotion. This affects the individual's duties, family and functional duties, as well as the individual's relationship with the close society, which may affect his/her health and body. In fact, the teacher has a great role in our lives in all its aspects, as his/her role in society is both valuable and important. It has the far-reaching impact on the society, and no other person can have a deeper impact than the teacher. Furthermore, the teacher's play a significant role in the educational performance of students throughout the school stages. Therefore, it is very important to provide a suitable work environment for the teachers, as they can provide high quality of teaching services. Accordingly, the aim of this study is to identify the sources of occupational stress among teachers, and come up with suggestions that help the headteachers to alleviate them.

Theoretical Framework

In the world economy, the organizations carry the considerable economic cost of some \$2.5 trillion annually. However, when it comes to the work environment, the most common mental disorders include depression, anxiety and stress, as they are massive in terms of sickness, absenteeism and low productive value (Bamber, 2006; Cooper & Dewe, 2017). On the personal level, Stress appears obvious in feeling tired, boredom, feeling of burn-out, and loss of sleep. In serious situations, it is followed by symptoms such as hyper tension, ulcers and rashes (Gaziel, 1993). Furthermore, the successive rapid changes in Teaching Methods, that teacher must know, such as curriculum changes and Modern teaching methods, school closures and redeployment Are likely to impact on professional stress in teaching environments for teachers (Bory, 1990).

Definition of Occupational Stress

One of the most prevalent phenomenon in the modern society and work is professional stress, as all aspects of human activities generate stress (Aremu and Adenegan, 2013; Ismail., Abdullah., Khon., & Hoe, 2014;). Indeed, Stress is a term that is rarely clearly understood, and There is no agreement among scientists on the concept of professional stress. This is because it has different means to different people (Stranke, 2005). In the relevant literature, it can be realized that several scholars belief that professional stress has a great effect on employees' lives and is linked to both physical and mental healths (Hopkins, 2014). However, specialists in psychology define the stress as the body's response to a change that requires a mental or physical, emotional or adjustment or response (Bauer & Erdogan, 2009). On the one hand, Robbins & Judge (2012, p 595) stated that "Stress is an unpleasant psychological process that occurs in response to environmental pressures". Thus, Robbins., Coulter., & Woods (2013) define professional stress in a similar way, as an adverse reaction of employees, the result of the extraordinary demands, opportunities, and constraints at workplace. also, professional stress defined as a individual's mental state that faces a demanding condition or any constraint in the organization which he/she feels harmful or threatening for her/ himself (Nagra & Punjab, 2013). According to Kyriacou, (2001), teacher stress is experienced in teachers of negative emotions and repugnant., such as: anger, anxiety, frustration, depression, and nervousness, resulting from some sides of their action as teachers (p 94). Chan., chen., & chomg, (2010) saw professional Stress as an unpleasant feeling, that grows when individuals' exertion, overwork, and worry about they cannot deal with excessive stress.

To sum up, researchers' views are different in terms of the definition of professional stress. However, they definitely agree that it is an inevitable phenomenon in the workplace. Thus, the management must know the reasons and the ways to overcome or limit them. In light of this, we view professional stress is stressful factors affect the individual in his workplace causing psychological disorders, such as: anxiety, anger, imbalance, tension, frustration and depression or frustration.

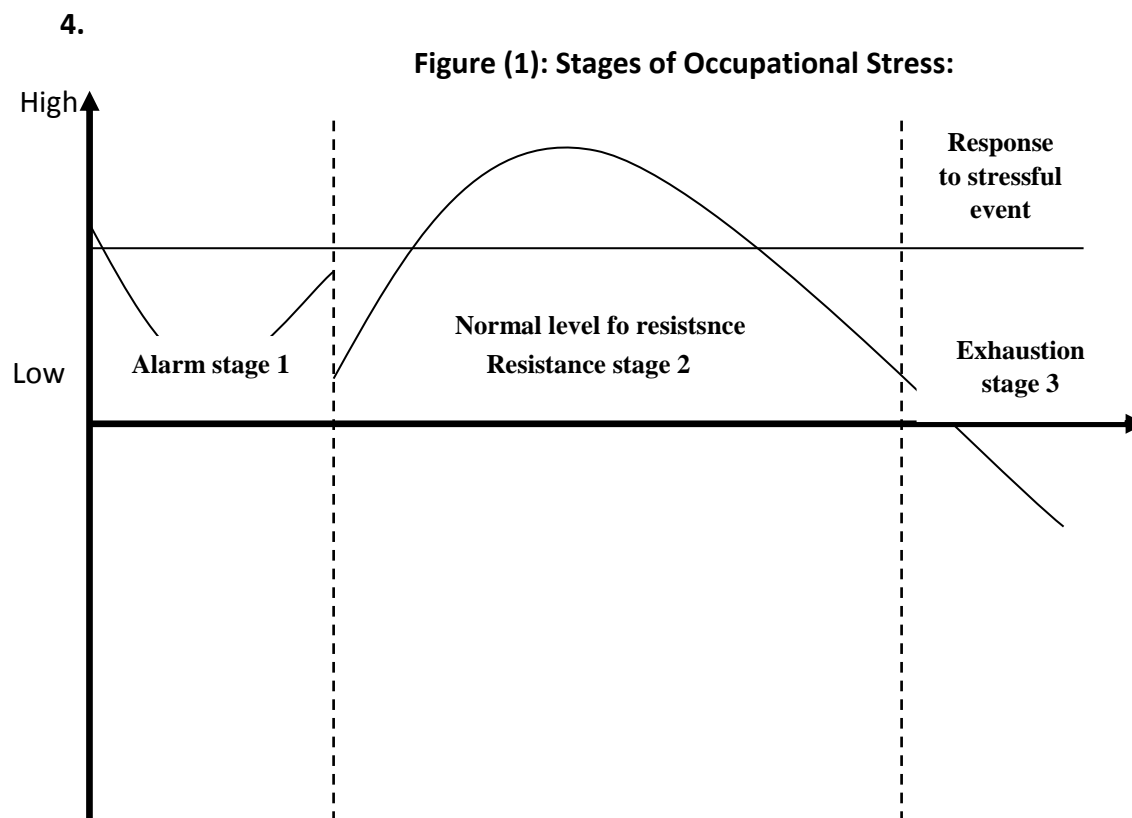
Stages of Occupational Stress

There are three distinct stages, which are: stage of alarm reaction, stage of resistance, and stage of exhaustion.

1. **The alarm stage:** On the alarm stage of stress, an outside stress jolts the person, insisting on matter that must be done. It may help him/her to think of this moment as the defense

through the personal experience. If the reaction is sufficient, the body will turn back to its resting situation after having successfully dealt with the source of tension. (Bauer & Erdogan, 2009).

2. **The resistance stage:** This stage begins with increasing stress and high level of anxiety and tension. However, the resistance usually results in many negative phenomena such as making urgent decisions and the occurrence of clashes or harmful conflicts. In addition, the resistance can lead also to the emergence of many positions and variables that emerge from the control of the individual and the organization in a manner that may lead to the collapse of resistance and the emergence of a group of negative problems and symptoms (Davis & Newstrom, 1997; Moorhead & Griffin, 2012).
3. **The exhaustion stage.** When the professional stress continues to act on the body, adaptation ability is eventually lost and a state of overloading is reached. In the other words, it can be said, the individual moves to this stage when he/she is exposed to sources of pressure continuously and for a long time of period, as he/she gets pressure as a result of repeated resistance and attempt to adapt (Stranks, 2005). This can be illustrated above stages in the following figure:



Source: (Griffin & Morrhead, 2012)

In general, sources of professional pressure include: underload, work overload, , role conflict and ambiguity, poor working conditions, job instability, workload (Rani & Singh, 2012). The environment affects both the individual and the organization, as it affects the performance of the

individual and the overall objectives of the organization. Indeed, it is known that there are external and internal environments of the organization, where the external environment includes economic, politic, competition, suppliers and international companies (Robbins & Gudge, 2012). Task demands are factors relating to an employee's job, which includes the design of a person's job, working conditions, workplace, and the physical work layout. Work quotas can put pressure on employees, specially, their productivity (Robbins & Gudge, 2012). The sources of occupational stress can be categorized based on their source. Certain occupational stress has impacts on employees through their senses, such as, extremes of temperature, noise, odors, exposure to infectious and hazardous substances, and ventilation and light (Stranks, 2005). According to Manshor (2000), who stated there are a range of variables that lead to the emergence of stress in the workplace, family factors and including individual, socioeconomic states and financial, Psychological and health factors. In addition, there are some organizational factors that can result in occupational stress, such as: bad relationships between people, unjust administrative practices, inadequate staffing levels, and long work hours (Newstrow, 1997; Cooper, 1998).

There are many studies (see, for instance, Travers & Cooper, 1996; Benmansour, 1998; Pithers & Soden, 1998) that pointed there are main sources of occupational stress confront teachers at schools. Example of the sources of the occupational stress including (Kyriacou, 2001, p 31):

1. Teaching pupils who lack motivation.
2. Maintaining discipline.
3. Time pressures and workload.
4. Coexistence with change.
5. Dealings with colleagues.
6. Being evaluated by others.
7. status update and Self-esteem.
8. Inefficient management and ineffective organization.
9. Conflict between individuals and ambiguity.
10. Poor Physical environment and working conditions.
11. Neglecting the human aspect of organizations.

In brief, when principals consider about reducing stress in the workplace, it is important for the organization to improve individual performance and achieve goals. Therefore, the school administration must understand the sources of stress, after ward overcoming them. When achieving the best teacher performance, this can be reflected in the educational level of the pupil.

In the current situation, stress teacher is a dangerous issue, and difficult problem to deal with in the workplace. For instance, a leave work, Language skill Assessment, education reformation, and closing of sections and schools had already the public attention and much of questions which asked on the News headlines, magazines and television (Chan, 2010). Stress at work is an important issue, but it is not studied very well. However, the stresscan seemingly control our lives, whichmay leads to deepen problems and far more serious issues in terms of employee health and performance. Therefore, stress is also something that employers need to think about it carefully. For example, over 100 million days are lost each year, making it the biggest cause of illness in the UK (<http://www.stress.org.uk/>). Furthermore, all of 10 primary school teachers work 51 hours or more per week, and 85% of them exposed to significant levels of stress at work, according to a modern study, which is conducted by the Hong Kong Federation

of Education Workers (Sweetiny, 2004). Also, the survey focuses on the teacher, as he/she Provides a significant service in the course of students throughout the formal schooling experience (Baker., Grant., & Morlock, 2008).

Several studies in the literature proposed that occupational stress is a negative factor for many health diseases. The occupational stress is strongly associated with the negative environmental factors, such as: work overload, poor working status, and role obscurity, as all previous factors are associated with a particular job (Cooper & Marshall, 1976). Kyriacou (1987) refers to the occurrence and consequences of stress in the teaching environments in many countries specially in the United States, Canada, Great Britain and New Zealand. In fact, the stress is more spread in the developed countries than Arab countries. According to Borg., Riding., & Falzon, (1991) there are different sides of the teacher's work environments classified four factors described in terms of students misbehavior, which are professional recognition needs, resource\time difficulties, and poor relationships among members. Cooper & Cary (1993), researched occupational stress among (2,638) Manager of primary and secondary schools, as well as principal director of higher education establishments in the United Kingdom, data were collected on personal job demographics, mental health, job satisfaction, sources of job stress, and organizational adaptation. The most important findings of the study revealed that the sources of occupational stress can be seen as foretells of dissatisfaction with the current role and mental and mental health, as the stress sources are dealing with relationships with others and work overload. Also, Blixet., Cruise., Mitchell., & Blix, (1994) reached a set of factors that are responsible for the seduction of professional pressure the heavy workload was the most frequently used cause for considering a process of change. As teachers suffer from problems in the workplace, such as Such as fatigue, health problems associated with stress reduced labor productivity, inability to cope with stress work, and job change consideration. Boyle., Borg., Falzon., & Baglioni, (1995) pointed out that the major sources of occupational stress Includes the following: workload, student misbehavior, poor relationships, and time or resource difficulties. Pithers & Forgars (1995) in their study that revealed high levels of professional pressure for teachers in schools. Moisichyk., Campos., & Bento, (2000) showed that two of the main job stress factors are the professional insecurity and the relationships of the working environment. Other study showed that factors causing the occupational stress in schools are working situations, Ability to deal with pupils in primary school, and the ability to participate in decisions and positive relationships with principalship or colleagues at work (Nelson., Maculan., Roberts., & Ohlund, 2001).

Tnetteman & Punch (2005) confirmed that teachers have uncovered to maximal levels of occupational stress regardless of the levels they teach. On the other hand, Ravichandran & Rajendran (2007) conducted a study on a sample of (200) teachers in the upper secondary stage were selected randomly. The findings suggest that the demographic variables including gender, age, level of formal education, length of service, and stages of the school play a significant role in the conception of different sources of stress linked to the teaching profession. Olaitan., Oyerinde., Obiyemi., & Kayode, (2010) identified occupational pressures among primary school teachers in southwestern Nigeria. The study found that most teachers suffer from headaches as symptoms of poor health and most of them participate in watching television as a strategy to deal with stress..

Alghaswyneh (2012) demonstrated that there is a significant positive correlation between the level of stress and each major source of stress among teachers in the Ministry of Education. Rani & Ritu (2012), found that the teachers have a mild level of occupational stress. Also, The study achieved another result is, female and male teachers did not diverge in their Stages of occupational stress. Nagra, (2013) finding out teacher educators experienced a moderate phase of occupational stress. However, there is little difference between stress and gender. While Important results were observed in relation to the nature work. Also, Jeyaraj, (2013) found that when there is a frequent absence, and a large number of days of absence in the organization, there is a probability to leave teaching, and less likely to take up the teaching profession again. The results also showed that teachers, who reported more stress, were less satisfied with education. Hasan (2014), add another result revealed that the primary school teachers have a highly stress. Furthermore, primary school teachers face a high degree of stress compared with their counterparts in primary public schools. Shkëmbi., Melonashi., & Fanaj, (2015) in their study which revealed that 265 teachers of the study sample, 33.2%, suffer from high rates of occupational stress in their workplace. Gebrekirstos, (2015) pointed out that all the secondary school teachers experienced high levels of occupational stress. Punia & Balda (2016) which consistent with the study Ravichandran & Rajendran (2007), revealed that indicated that the demographic factors such as age, gender, educational levels, years of teaching experience, and types of school, play a significant role in the perception of various sources of stress related to the teaching profession.

Research Questions

The following research question is asked to guide the study:

1. Which of the sources of the occupational stress is more prevalent among school teachers in Libyan schools in Turkey?

Aims of the Study

1. The study aims to identify the sources of occupational stress among school teachers in Libyan schools in Turkey through identifying the sources of stress that are more prevalent among teachers.

Importance

1. Studying occupational stress is one of the most important topics of the current time.
2. Teachers are important because good they create good education, as they can teach reading and writing, cultivate positive values, as well as they can change negative values, and disseminate the light of science and knowledge.
3. Schools are under study, which are serving thousands of students, they must provide an appropriate working environment that serves the general objectives of the schools.
4. Providing a set of recommendations that may be beneficial to managers at the schools and may limit the professional pressure of teachers.

Limitations

1. This study was implemented through Spring semester (2017) in Libyan schools in Turkey.

2. The study was implemented in the Libyan schools in the city of Ankara and Kastamonu, because, near the site of the researchers to save time, cost and effort.
3. The study was depended on the sources of occupational stress among teachers under study, and any other source of stress is outside the scope of the study.
4. This study was applied to primary, elementary and secondary teachers.

Methodology

Analysis of the Data

The descriptive statistics were applied to identify the sources of professional stress of teachers working in Libyan schools in Turkey. The mean and standard deviation were applied as the main statistic to analyse the data.

Population

In any study, population means a set of people. The population in this study was all teachers in Libyan schools in Turkey. Thus, the sample of this study is a sample of teachers that are working in the Libyan schools in Turkey. The results of this sample can be generalized to all teachers population who are working in the Libyan schools in Turkey.

Sample

The size of the sample was determined by population size. Accordingly, the study population was the teachers working in Libyan schools in Turkey. The study population reached (142) teachers, including (male/female). Based on the table presented (see, for example, Krejcie and Morgan and,1970), the sample size was (103) teachers. A total of (103) scale was distributed, (87) of which were received, so that the losses were (16). The reason for the increase in the percentage of losses in the questionnaire, the reason may be that many of the teachers did not return the questionnaires, this is due to their preoccupation with teaching or social conditions, as well as there are reasons relating to the lack of willingness to participate for unknown reasons. Finally, after reviewing the questionnaires, it was shown that there are two questionnaires that can be analysed, because several questions were not answered. So that the total number of the sample to analyze has become (85) questionnaires. Table 1 provides more details:

Table 1: Distribution of the questionnaire at schools

N o	schools	Numbers of teachers	Number of distributed questionnaires	Number of received questionnaires received	Percentages
1	Modern Libyan (primary and Elementary)	45	45	27	0.31
2	Afak (primary and Elementary)	35	35	21	0.24
3	February 17: Primary Elementary - secondary	40	40	26	0.30
4	King Idris: Primary Elementary - secondary	22	22	13	0.15
Total		142	142	87	100

Convenience sample

Because of the difficulties in obtaining sample framework, a convenience sample used.

Unit of analysis

The unit of analysis for this study were individuals (teachers in Libyan schools in Turkey), consisting of teachers who individually framework the unit of analysis.

The Study Scale

To identify the level of teachers' occupational stress among school teachers in Libyan schools in Turkey, the occupational stress scale was developed by Hussein & Malika (2011), In their study: "sources of professional stress of Algerian teachers: a comparative study in the educational stages (Primary Elementary - secondary)", (See Appendix 1), was administered. This scale has fifty items with Likert scale, as there are five dimensions of the professional stress (the pupils' misbehavior, workload, lack of professional confession, lack of classroom tools, and Weak relations between colleagues). Even though, there is no time limit, but the respondents are expected to finish it during 20 minutes. However, the current questionnaire contains negative items, any statements are in line with the target of the questionnaire, indicating that there is stress, thus giving the following grades for these frequencies. The range of the scale is ranging from 1 for the (Strongly agree), 2 for the (Agree), 3 for the (Neither), 4 for the (Disagree), and 5 for the (Strongly disagree). The high grade of the scale must be interpreted as a level of occupational stress. The questionnaire used in this the study was divided into two sections. The first sections relate to the subjective variables such as gender, nationality, age, marital status,

school stage, length of service and scientific qualification. The second section relates to assess the sources of professional stress among teachers, this can be shown in the Table 2:

Table 2: Questionnaire sources and paragraph numbers:

No	Sources of professional stress	Item	Number of Items
1	Nature of work	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.	13
2	Wages and incentives	14, 15, 16, 17, 18, 19.	06
3	Physical work environment	20, 21, 22, 23, 24, 25, 26.	07
4	Social and educational relations.	27, 28, 29, 30, 31, 32, 33, 34, 35, 36.	10
5	Relations with others: (Managers, pupils, teachers and parents)	37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50.	14

Tests of Reliability and Validity

Content Validity

The validity of a measure pointing to whether it actually scale what it is required to measure (Carmines & Zeller, 1979; Aron & Aron, 1999; Chesney., Neilands., Chambers., Taylor., & Folkman, 2006). The study depended on the credibility of the arbitrators to measure validity. The questionnaire was reviewed by the professors from the following Libyan universities: Benghazi University, Omar El Mokhtar University, and Tobruk University. The questionnaire was also reviewed by an educational inspector. The questionnaire was reviewed based on the following points:

1. Is the language of the questionnaire questions correct?.
2. Is the questionnaire clear?
3. Are the questionnaire items relevant to the study objectives?
4. Does the questionnaire serve the subject of the study?

Thus, all notes were taken from the professors, and they were used to modify the questions about the working environment of the Libyan schools.

Reliability

According to some scholars (see for example, Kerlinger and Lee 1999; Chesney., Neilands., Chambers., Taylor., & Flokman, 2006), the reliability is defined as the accuracy or precision of a measuring instrument. The relevant literature about the size of the sample size of pilot study is not required to be large, and since no previous reference has been specified in the sample size of the pilot study. However, there are some studies recommended a sample size 50 (Hertzog, 2008). On this basis, the sample size of the survey was (52) teachers of the target teachers in the study. Reliability was measured via Cronbach's internal consistency coefficient alpha (Cronbach, 1951), as the A Cronbach's coefficient alpha of ≥ 0.60 is considered as a good consistency. For example, Arezes et al. (2014, p. 443) stated that "good internal consistency was considered a value greater than 0.60". In this study, the value of coefficient alpha was 90% and is considered

an excellent percentage for the accuracy of the scale, which means that the current questionnaire could measure the concepts under the study

Analysis

To analyze the data, the researchers used the means and standard deviation that were by conducted by the Statistical Package for Social Sciences (SPSS):

Results

This paper aimed to identify the sources of occupational stress among school teachers in Libyan schools in Turkey. These sources were the nature of work, Wages, and incentives, Physical work environment, Social and educational relations., and Relations with others: (Managers, pupils, teachers and parents).

The investigation has revealed that there are vocational sources that create occupational stress for Libyan teachers, the table below shows the more significant factors in descending order according to mean. The Table 3 shows clear differences in the occupational stress of the teachers in the Libyan Schools in Turkey, and this finding is very clear through the sample mean and standard deviation, this finding reflects that, most of the teachers in the Libyan Schools in Turkey are experiencing the occupational stress in their daily teaching activities differently. However, Table 3 indicates that two variables (nature of work and relations with others) have the remarkable effect of causing the occupational stress with mean = 3.411 and std. deviation = 0.55, and the second variable with mean = 3.108 and std. deviation = 0.628. However, the third and the fourth (physical work environment and social and educational relations) variables have the moderate effect of causing the occupational stress with mean = 2.933 and std. deviation = 0.641, the fourth variable with mean = 2.885 and std. deviation = 0.609. On the other hand, Table 1 shows that the fifth variable (wages and incentives) indicate a low effect that causes the occupational stress with mean = 2.608 and std. deviation = 0.823.

Table 3: Descriptive Statistics

Variables Rank	Source of Stress	Mean	Std. Deviation
1st	Nature of work	3.411	0.55
2nd	Relations with others: (Managers, pupils, teachers and parents)	3.108	0.628
3rd	Physical work environment	2.933	0.641
4th	Social and educational relations	2.885	0.609
5th	Wages and incentives	2.608	0.823

Conclusion

The paper aimed to the sources of the occupational stress is more prevalent among school teachers in Libyan schools in Turkey. These sources are Nature of work wages and incentives Physical work environment Social and educational relations. Relations with others: (Managers, pupils, teachers and parents). where the first and the major source of the occupational stress is the nature of work. while the last source of occupational stress is the wages and incentives

The above sections analyses the results of questionnaire, while the current section provide the discussions with the relevant literature. In fact, it seems that the findings of the current study are consistent with the findings of the relevant Literature regarding the sources of occupational stress. For example, the findings showed that the school teachers are suffered by professional stress in their workplace. This findings is in line with the results of several studies, for instance, Borg, et al., (1991); Moischyk, et al., (2000); and Hasen, (2014). Basically, the quantitative approach used in this investigation is similar to that used by other researchers; thus, these results are similar to those mentioned above. However, the study found that there are only five sources of occupational stress are: nature of work, wages, and incentives, physical work environment, social and educational relations., and relations with others: (Managers, pupils, teachers and parents). Therefore, this study provided an important opportunity to advance the understanding of determining the sources of occupational stress and the ways of reducing such sources of occupational stresses. Putting it differently, the findings should make an important contribution to the field of stress management by increasing the knowledge about stress management practices. In addition, rom managerial implication perspective, the current study's findings about the sources of occupational stress must be regarded as the reality that should not be ignored by managers.

However, there is a need to look deeply at the reasons behind the sources of occupational stress, as the current researchers have faced some difficulties to look at such reasons. For example, there is a need to investigate the occupational stress by using an interview approach with the teachers. This can provide significant results about the performance of teachers and the reasons behind their stress through investigating the daily work processes of teachers. In the opinion of the results and limitations of this study, the recommendations for future research, it is recommended that other studies should be carried out among teachers in other Libyan schools in Istanbul and Turkish Cyprus. This can play a role to confirm the study results. Similarly, making comparisons with teachers who work at Arab schools in Turkey, such as Saudi, Iraqi, Egyptian and Sudanese schools can provide a deep understanding of the stress. Moreover, a comparative study should be conducted about the level of pressure among teachers work in the primary, elementary and secondary schools. Finally, other study can link the sources of occupational stress with demographic factors among the teachers.

Through the above mentioned, some recommendations can be rendered. First of all, the sources of the occupational stress among school teachers in Libyan schools subject to study must be regarded as the reality that should not be ignored. Secondly, schools managements under study should award greater care to their teachers. Thirdly, focus on the nature of work as a source of professional pressure and reduce it within the schools under study. In addition to, Improve the relationship between others within the schools, and create a social climate based on consultation and cooperation. Finally, suitable physical working environment such as ventilation, illumination, furnishings, equipment and so on, must be provided.

in prospect, the results of the study will provide a base to the top management in the schools under study in terms of showing the most important sources of the occupational stress is more prevalent among school teachers in Libyan schools in Turkey. Furthermore, make some suggestions that might help Libyan managers gain experience that they can use To reduce these sources within their schools. Also, It is expected that the results of the study will provide significant contributions to the literature of occupational stress.

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