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The impact of work stress on teachers' performance

in the Republic of Chad

The city of Absha as a model

In the period between (2021/2022)

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Study summary:

This study was conducted in the city of Absha in the year 2022 with the aim of identifying the factors that cause work pressures on the performance of teachers at the secondary level in the period between 2021 and 2022 AD, the researchers used the descriptive analytical approach in this study of the social and economic conditions that cause work pressures. Absha researchers used the percentage scale and the arithmetic mean to measure the effect of work pressure on teachers' performance

The most important results:

- 1) The social and economic conditions cause pressure on the professionalism of teachers.
- 2) The difficult economic procedures and conditions are among the factors that do not help reduce the level of professional pressures at work among teachers.



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Most important recommendations:

- 1- It is necessary to stand by the teacher and help him deal with the various pressures.
- 2- Taking into account mental health and adapting to new work conditions so that he can assume his social responsibilities in preparing generations for a better future, which has become more urgent than before, especially in the field of education.
- 3- Consoling the teacher when he needs it in some social circumstances such as (family, friends, the large community that lives around him)
- 4- Working to improve their living conditions and helping them raise the level of the material return they receive monthly in proportion to the requirements and the high standard of living within the community.

key words: pressures, effect , performance

The first axis: Introduction:

Management in modern organizations has paid attention to the methods and methods of motivating workers, arousing their motives, achieving job satisfaction, and developing feelings of organizational loyalty among them, Al-Omari 1998, p. 74. And satisfied and secure in her future career. Al-Tajm 1984, p. 78, and the organization's achievement of its objectives effectively and efficiently requires the presence of individuals who have a positive attitude towards the profession, work and the organization to appoint them and help them bear their work pressures, especially the social and economic conditions. Work pressures and their effects on the behavior of workers and their attitude towards their work and their institutions, Al-Samadouni 1998, p. This is because these organizations seek to achieve their goals through human efforts, and the human being represents the most important and precious element of production in them. Hence, the imbalance that afflicts humans as a result of work pressures is directly reflected on the performance of the organization and its ability to adapt to changing environmental conditions and ensure its survival and continuity. Rashed Lutfi 1992, pg. 95

As long as the school is a social organization found to achieve certain goals to satisfy some needs in society, it achieves these goals through a group of individual teachers who work in it, so these individuals may be exposed to a group of pressures, especially social and economic, that may hinder the progress of the school towards achieving its goals. The teacher is the essence of the educational process, due to the importance and status of the role he plays in the educational process. The performance of that role is influenced by the teacher's personal factors and the social, economic and organizational structure of the teaching profession as a profession that requires high levels of enrollment. Teachers in the school often face many situations and circumstances during which they are exposed to states of turmoil, anxiety, fear, frustration and anger, which negatively affects their health and psychological condition, and in turn is reflected in their performance levels at work, and then the ability to achieve organizational goals. Most of the pressures and tensions come from sources related to work and its nature, as well as from the external environment that affects individuals and organizations.



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There were many sources of stress for the teacher, including social and economic, students' behavior, the mentor's relationship, the scientific relationship with his colleagues, the ambiguity of the role, the scientific burdens and the lack of understanding between the teacher and the administration. The most important of its manifestations is the loss of interest in students, dullness of feelings, lack of motivation and typical performance of work, resistance to change and loss of innovation, which may directly affect its productivity on the one hand and education outcomes in general. Mohsen Khader, 1997, pg. 93.

The problem of the study and its questions:

Through the researchers' practice of the teaching profession and their close experience of the reality experienced by secondary school teachers in Chad, from work pressures and additional burdens that affect the teacher's psychology, and their impact on the course of the teaching process. Hence, the study problem can be formulated in the following question:

What are the work pressures that secondary school teachers suffer from, and their impact on their performance? From this question, the following questions branch out:

- 1- What are the social factors that cause work stress and their impact on teacher performance?
- 2- What are the economic factors that cause work pressures and their impact on the performance of the teacher?

-Objectives of the study:

This study aims to- :

- 1- Identifying the work pressures experienced by secondary school teachers in the city of Absha.
- 2- Shedding light on knowing the factors that cause work pressures on teachers of the secondary education stage in the city of Absha.

-The importance of the study:

- 1- Studying the educational process in its systems, programs and pillars on which the course of the educational stages is based.
- 1- The importance of these studies stems from the lack of similar studies - as far as the researcher knows - which reveal the problems that teachers suffer from.
- 2- The importance is evident in shedding light on these problems so that the curricula planners can undertake them with research and study, and in updating and activating the educational process.



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-The limits of the study:

- 1- Objective limits: the impact of work pressures on teachers' performance
- 2- Spatial boundaries: - Arab secondary schools in the city of Absha,
- 3- Time boundaries -: the academic year (2021/2022)
- 4- Human boundaries: Secondary school teachers in the city of Absha.

-Terminology of the study:

The Arabic language dictionaries (Lisan al-Arab) indicate that the pressures are originally pressure in the sense of distress and coercion to do something. In psychology: pressures (refers to situations in which the individual is standing under the influence of emotional or physical stress. If these pressures continue, the individual feels repelled and may lead to mental and physical disorders.

(Definition of the procedural teacher) is a person who is trained and qualified academically and educationally so that he can direct the learning situation in an organized and positive direction, so that the objectives set for the school are achieved. through his work as a teacher.

The second axis: The theoretical framework of the study

a. Work stress: concept and sources

A large number of researchers agree in defining what is meant by work stress, as they refer to the situation in which there is a mismatch between the individual and his profession, which causes an internal effect that creates a state of psychological or physical imbalance within the individual, as the individual's personal characteristics and job characteristics have an important role in causing work stress. And feeling it, and then defined as "a subjective experience that causes a psychological or organic imbalance in the individual and results from factors in the external environment or the organization in which the individual works or the individual himself Sizlaqi and Mark J 1991, p. 180.

The scholars believe that the theoretical approaches that study the sources of stress are divided into two parts:

- 1- It considers that the main source of stress lies in the job requirements themselves and emphasizes the pressing effect of these organizational requirements in eliciting control and direction responses by workers,
- 2- It focuses on the involvement of working conditions and the personal factors of each individual in causing temporary or chronic reactions, and therefore jobs differ in their requirements and the opportunities they produce, as well as teachers differ in their abilities and needs, so what constitutes pressure for any teacher may be a form of Another teacher's desired challenge. Rifqi Issa 1995, p. 117

The personal-environmental model (Personnal-Enviromental) developed by Harrison et al. (Harrison, et al., 1980), which is concerned with the interaction between the characteristics of the individual and the characteristics of the work environment in causing stress, indicates



that stress arises from the incompatibility between the individual and his profession. Thus, stress is a subjective experience that causes a psychological or organic imbalance in the individual, and results from factors in the organization in which the individual works or from subjective factors in the individual himself. Al-Samadouni and Al-Rabeeah, 1994, p. 119.

Gibson et al. (1994) also developed a model that illustrates the relationship between various occupational stress factors and the effects of these pressures on work and the impact of personal characteristics on this relationship. The model includes two main sources of pressure:

First: pressures related to the nature and environment of work. The role of its employees, including:

a). Stress related to the physical work environment: These include factors such as noise, heat, air pollution, and others.

b). Individual pressures: It is represented in the conflict of the role and its ambiguity, the excessive workload and the nature of the profession, and these pressures are related to the profession.

c). Social pressure: It is represented in the poor relationship with colleagues at work, subordinates and the manager.

Dr). Organizational pressures: These are represented in the poor design of the organizational structure (many or few administrative levels in the organization hierarchy) and the lack of specific policies.

Second: Pressures related to personal characteristics represented in mental, emotional and physical characteristics (personality style, center of control, capabilities and needs of the individual) as well as demographics that affect the individual's interaction with stress factors. Abdel Qader and Abdel Rahim 1996, p. 318

Al-Samadouni has developed a model of the practical pressures of the special education teacher that includes the pressure sources of that profession that lead to a feeling of exhaustion. In addition to the negative effects of teachers being subjected to these pressures when practicing their work, He identified these sources as two main sources:

1. Professional (institutional) pressure sources, which are represented in role conflict and ambiguity, lack of participation in decision-making, poor numbers of teachers that do not fit the nature of the profession, pressure arising from the students themselves and their characteristics, pressures arising from the school administration and the lack of social support, whether from the principal or colleagues or supervisors.
2. Individual (personal) sources of dissatisfaction with work and dissatisfaction with life. In addition to some demographic variables represented by the age, educational qualification of the teacher, gender and years of experience. Al-Samadouni 1994, p. 120



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The third axis:B. Previous studies

The nature of work generates pressure in its various forms. The intensity of these pressures varies according to the nature of the work. And in his study to determine the relationship between the nature of work and the pressures generated by it in more than 130 professions, Al-Hindawi stresses that there are professions that naturally generate a high level of work pressure, while there are other professions that naturally generate low levels of work pressure.

- 1- Al-Hindawi, "Strategies for Dealing with Work Pressures," Al-Edari, (1994) Studies indicate that the type of work that the individual performs and the duties, responsibilities and burdens it includes are important determinants of the amount and type of pressure to which he is exposed. It has been found that management men are more exposed - than engineers and scientists - to various forms of work stress due to the increase in workloads. Responsibility for individuals is also a stronger source of pressure than responsibility for things and collectibles. Hence, this type of work pressure is exposed to workers in the fields of police, firefighting, nursing, teaching, air traffic control, as well as management personnel. The study conducted by Al-Hindawi on strategies for dealing with work stress confirms that individuals' perception of the causes of work stress varies according to their nature, and their perception of those causes differs according to their age. The results indicate that the lower the age of workers, the more they feel a level of work pressure than the elderly workers. Gmelch and others (Gmelch, et al., 1994) attributed the sources of work stress for workers in the educational administration to the work environment, where they practice administrative work and are exposed to work pressures in both the administrative and academic fields. Al-Khathila (1997), p. 88.
- 2- A study by Askar, Abdullah Ali Askar, and Ahmad Abbas Abdullah, "(1988), pg. In other words, the study tried to identify the impact of the experience that an individual spends in the profession, as well as his nationality, gender, and marital status that can have an impact on the extent of his exposure to work pressures in the four professions. The study confirmed with regard to the variable of professional experience that the only difference in exposure to pressures is between workers It appeared in the teaching profession, which is a statistically significant difference at level (05). The results also indicate that the married category is more exposed to stress compared to the unmarried, especially in the profession of nursing and social work.
- 3- On the other hand, the study of Rasch et al. (1990) concluded that there are statistical differences originating from the job role and work tasks between managers and non-administrators in the importance of perceived reasons for feeling work stress, and the individual's feeling that opportunities for promotion, progress and growth Career within the organization to which he belongs is weak or is governed by criteria other than performance efficiency. It is considered one of the important sources of work pressure, as it conflicts with the individual's aspirations and attempts to confirm his professional future. Al-Hindawi 1994 p. 102.



- 4- Samir Ahmed Askar (1988), p. 59, studied 244 workers in the banking sector in the United Arab Emirates. The most prominent results were that the amount of work, growth, professional progress, quality of work, routine that governs the workflow, lack of sufficient freedom for the worker during the exercise of his job, role conflict and ambiguity are among the most important factors that cause stress among these workers. One of the studies on a sample of workers in an organization showed that the ambiguity of the role or insufficient information related to the job is a source of pressure for work. Al-Hindawi, Strategies, 1994, p. In the study of Samadouni and Al-Rabeeah, psychological exhaustion, 125 on 58 counselors who work in mental health hospitals. It concluded with some demographic variables represented in the level of education, marital status, years of experience, and the age of the guide. Workload, role ambiguity, and lack of participation in decision-making are all important factors in the psychological burnout of a mentor. Edgerton (1977) also confirms that the multiple and contradictory roles and tasks carried out by the teacher lead to stress, anxiety and stress. Askar and Hassan Jameh 1986, p. 18.

In conclusion, the researcher believes that the phenomenon of work pressure has attracted the attention of many researchers in different fields. However, it is noted that the interests of these researchers focused on variables and not others. Some of them focused on the impact of functional variables, while others focused on demographic variables. No specific study showed that certain variables are more powerful than others. Be it demographic or functional. And if there are studies that have tried to identify the variation in the level of work stress for workers according to demographic or functional variables, but they did not try to identify the strongest or most variables (demographic or functional) affecting work stress? In other words, those studies did not determine which variables are more influential on the level of work stress, is it the functional variables or the demographic variables?

The fourth Axis: Study methodology and procedures:

1- Preface:

This chapter deals with the validity and reliability of the study, the study methodology, the study population, the study sample, the tools used in collecting information and data, in addition to statistical methods.

2- The methodology of the study and its steps

The study is based on the descriptive analytical approach that is appropriate for this type of research. The researcher visited each of the schools mentioned within the limits of the study and interviewed the administrative staff, after which they were given a general idea of this work and its objectives, which requires allowing the researcher to interview some members of the teaching staff, where the questionnaire was distributed to them. The opinion. And through the researcher's review of what is related to the pressures of the work profession and the general understanding of it, the researcher limited the topics that dealt with what causes any psychological emotion in the individual from anxiety, tension, distress and exhausting thinking



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about the events and experiences of work life that he was exposed to in the past or lives in the present or fears of their occurrence in the future and thus impedes the progress of His work in particular and the educational process in general, and what he studied and analyzed in this modest research.

- 3- **Study population:** The current study population consists of (100) secondary school teachers in the city of Absha, distributed among (3) Arab schools,

The total number is 100 teachers (70 = 70% female teachers 30 = 30%)

- 4- **Study sample:** The researcher visited the concerned schools, met and interviewed officials, administrators, and teachers, and presented questions to them according to the answer. The sample was selected randomly, the number of teachers was (25), while the number of female teachers was (5), and the following table shows this procedure.

The total number (30, teachers 25 = 83%, female teachers 05 = 16.6%)

- 5- **Study tools:** The researcher prepared a scale consisting of (60) statements to measure the professional pressures of work among teachers, then he presented it to a group of specialists in education and educational psychology in order to judge it, and after reviewing, examining, checking, deleting and amending, (53) were adopted.

6- **Statistical treatment:**

The researcher used statistical methods using the technical package program (spss)

The following measurement criteria:

- 1- Percentage and frequencies.
- 2- The hypothetical arithmetic average.
- 3- The actual arithmetic average

Weights:

1	Always weigh	1
2	Sometimes weigh	2
3	Never weigh	3

Total weights 6

Hypothetical arithmetic mean = $6/3 = 2$

Their number is=3

Percentage = number of probability individuals/ total respondents x 100

Arithmetic mean = iteration 1 x its weight + iteration 2 x its weight + iteration 3 x its weight/
total iteration



Introduction:

This chapter is considered one of the chapters that show how the processes under which the study was carried out in terms of analyzing, interpreting and discussing the study questions according to their inclusion in the study and in this way, starting from social factors to economic factors.

Table No. (1) shows the analysis and interpretation of all phrases

Number	The field of psychological and occupational factors	Number of paragraphs	percentage	Arithmetic mean	Appreciation
1	The field of social factors	13	43%	2.6	Less
2	The field of economic factors	11	36%	2.2	Less
3	Total	24	44%	2.4	Less

It is clear from Table (1) the arithmetic means and percentages of responses in the field of work professional factors, which are represented in the field of social and economic factors that cause pressure in the work professionalism of secondary school teachers in the city of Absha, if the percentage of teachers in this field (social) is lower in the paragraphs (13) If the response percentage reached (43%) and also in the field of (economic) less in paragraphs (11), the response percentage reached (36%). In both areas it appeared to cause pressure in the work profession. 44% and the result of the estimate (less)

Table (2) shows the presentation, analysis and discussion of the first question

The first question states that there are social factors that lead to job pressures among secondary school teachers in the city of Absha. To verify the validity of the question, the researcher identified the statement, then counted the number, extracted the percentage of the sample's answers, and calculated the arithmetic mean. The following table shows that procedure.



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T	Social factors	Percentage	Arithmetic mean	Appreciation
1	Working with family requirements	37%	1.6	Less
2	Family disputes as a result of family disassembly	44%	1.9	Less
3	Share friends in the joys	58%	2.16	More
4	A sense of isolation in the local community	83.6%	2.23	More
5	Interact with local community traditions	46.31%	1.96	Med
6	Not consoling others in a special case	44%	1.76	Med
7	Loss of softness on the part of friends	65%	2.43	More
8	Poor cultural level of the family	46.33%	2.1	More
9	The family's lack of response to the necessary needs	34.6%	1.6	Less
10	Not creating an intimate relationship at school	48.6%	1.86	Med
11	Full adherence to the customs of the community	39.33%	1.87	Med
12	overall social cooperation	41.66%	1.7	Less
13	Teacher participation in solving family problems	32.33%	1.5	Less

It is clear from Table (2) the arithmetic means and percentages of the responses in the field of social factors that social conditions and conditions cause pressures in the work profession of secondary school teachers in the city of Absha, if the percentage of teachers in this field is lower on paragraphs (1,2,8,9 , 12, 13) if the response percentage ranged between (32.33%-46.33%) and it was large on paragraphs (3, 4, 7, 8), where the response percentage ranged between (46.33%-83.61%) and it was medium On paragraph (5,6,10,11), as the percentage of response reached between (39.33-46.31)

Table (3) shows the presentation, analysis and discussion of the second question

The second question states that there are economic factors that lead to pressures on the professionalism of secondary school teachers in the city of Absha. To verify the validity of the question, the researcher identified the statement, then counted the number, extracted the percentage of the sample's answers, and calculated the arithmetic mean. The following table shows that procedure.



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T	Economic factors	Percentage	Arithmetic mean	Appreciation
1	Connection to daily life	39.33%	1.67	Med
2	Works outside of school bother me	53.33%	2.1	More
3	lower economic level	34.66%	1.5	Less
4	The salary is not enough to meet the needs of the family	32.33%	1.4	Less
5	High prices for sources and references	34.66%	1.4	Less
6	Distance from housing and lack of transportation	58%	2.1	More
7	Lack of interest in using leisure time	37%	1.8	Less
8	No financial incentives	41.66	1.6	Med
9	The Foundation does not provide services and benefits	37%	1.63	Less
10	Weak management interest in promotions	44%	1.8	Med
11	Feeling frustrated when the exchange is delayed	46.33%	1.83	Med

It is clear from Table (3) the arithmetic means and percentages of the responses in the field of economic factors that social conditions and conditions cause pressures in the professionalism of the secondary school teachers in the city of Absha, if the percentage of teachers in this field is lower on paragraphs (3,4,5,7 9) If the response percentage ranged between (32.33%-37%) and it was significant on paragraphs (2,6), where the response percentage ranged between (53.33%-58%) and it was medium on paragraphs (1,8,10). 11), as the percentage of response reached (39%-46.33%)

The researcher believes, through what was mentioned in this study, that the professional pressures experienced by the teachers of the city of Absha are represented in the following problems: boredom with professional work, distress and tension with colleagues at work, unwillingness to continue working, draining energies and lack of reassurance..... Etc. And the duties imposed by reality on their professional lives cannot be behind these pressures that teachers were unable to express in front of others. And that this chapter, which is the presentation, analysis, interpretation and discussion of the results of the study and also includes social and economic factors, which are the main axes of this study, In which the results were stated by a majority that there are pressures in the professionalism of work on the conditions of teachers, and from here the officials in this field should take into account the recommendations contained at the end of the study to reduce the limit of pressures among teachers, and teachers should also take the initiative in how to overcome these pressures by searching for Other additional special sectors, especially during the summer holidays, which are represented in (agriculture, handicrafts, carpentry, simple trade .. etc.) in order for the teacher to be able to ease and get out of the narrow paths.



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The Sixth axis : Results, recommendations, suggestions, sources and references

First:(the results):

- 1- The results of the statements showed that social conditions cause professional pressures among secondary school teachers.
- 2- This study concluded that economic conditions are among the factors that cause pressure on the work profession of secondary school teachers.
- 1- Lack of good behavior in the educational process situations. One of the factors of preparation has a negative role in the formation of an educational attitude of the teacher towards the teaching profession and does not help him to bear the pressures of work.

Second : (recommendations):

Based on the results of the study conducted on a group of teachers in Arab secondary schools, the researcher recommends the following:

- 1- To stand by the teacher and take him by the hand by raising his social status and helping him to confront and reduce various pressures and help him as a teacher to achieve a better level.
- 2- Observing mental health and adapting to new work conditions so that he can assume his social responsibilities in preparing generations for a better future has become more urgent than before, especially in the field of education.
- 3- Consoling the teacher when he needs it in some social circumstances such as (family, friends, the large community that lives around him)
- 4- Work to improve their living conditions and help them raise the level of the material return they receive monthly in proportion to the requirements and the high standard of living within the community.
- 5- Providing moral and material incentives for teachers and creating opportunities for promotion and career development.

Third: (Suggestions):

- 1- Conducting more studies in the field of professional work pressures in the teaching profession, so that studies are similar to this study and applied to other groups and sectors of workers in different professions.
- 2- Preparing and implementing periodic workshops for teachers on how to deal with professional pressures in order to raise the level of adaptive behavior of the teacher in the school environment, especially in the area of dealing with students and adapting to the social situation of the teacher
- 3- Giving more attention to working conditions in schools from By providing a suitable work environment that makes teachers able to provide more achievements and a sense of psychological comfort and job stability.



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- 4- An invitation to parents to participate in managing and solving their children's school problems by holding meetings and continuous sessions for parents' councils, to provide them with the most successful scientific methods and methods necessary to deal with them and find appropriate solutions for them.
- 5- The need to work on developing and designing preventive and curative strategies to reduce the pressures of the teaching profession that the Chadian teacher is exposed to, because of the dire consequences that have an impact on his psychological and physical health, and thus on the entire educational process.

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