

**مصادر الاجهاد النفسي لدى مدرسي المرحلة الثانوية
في الوطن المحتل "الضفة الغربية"**

د. عبد عساف *

د. أحمد فهميم جبر **

**Sources of Stress Among High School Teachers
in the Occupied Territories
-West Bank -**

Abed M. Assaf * Ahmad F. Jaber **

ملخص

هدفت هذه الدراسة الى الاجابة على السؤاين التاليين:

- أ. ماهي مصادر الاجهاد النفسي المتعلقة بالعمل لدى مدرسي المرحلة الثانوية في الضفة الغربية من الوطن المحتل؟ وماهي الاهمية النسبية لكل من هذه المصادر؟
- ب. هل للمتغيرات الديموغرافية والتعليمية أثر على الاجهاد النفسي عند هؤلاء المعلمين؟
- استخدم الباحثان في هذه الدراسة الطريقة المسحية، وصمما لهذا الغرض استبانة، طبقت على عينة عشوائية مكونة من "١١٥" من معلمي المرحلة الثانوية في الضفة الغربية، وقد حلت النتائج بطريقة تحليل التباين المعروف بـ "One Way ANOVA".
- وكانت نتائج الدراسة كما يلي:-
- كانت مصادر الاجهاد النفسي لخمسة، الاكثر أهمية، مرتبة من الاعلى الى الادنى كما يلي:

* أستاذ مساعد، قسم التربية وعلم النفس، كلية التربية / جامعة النجاح الوطنية

** أستاذ مشارك، قسم التربية وعلم النفس، كلية التربية / جامعة النجاح الوطنية

١. إغلاق المدارس بشكل متكرر أو مستمر
 ٢. عدم كفاية الراتب لتلبية حاجات المعلم وحاجات أسرته الضرورية،
 ٣. قلة اهتمام ودافعية الطلبة للتعلم.
 ٤. عدم توفر الامن للمعلم ولافراد أسرته وللطلبة
 ٥. ضآلة فرص الترقية والتقدم للمعلم في مجال العمل
- كما أظهرت هذه النتائج أنه توجد فروق ذات دلالة احصائية عند مستوى (٠.٠٥) بين المتغيرات التالية:
١. بين متغير العمر والاجهاد النفسي، حيث أن المدرسين صغار العمر يتعرضون لاجهاد نفسي أكثر من زملائهم ذوي الاعمار الكبيرة.
 ٢. بين متغير الجنس ومتغير المدرسة، حيث أن المدرسين يتعرضون للاجهاد النفسي أكثر من المدرسات.
 ٣. بين متغير الجنس وعامل المجتمع، حيث ان معاناة الذكور أكثر من معاناة الاناث.
 ٤. بين متغير الشهادة العلمية وعامل الادارة، حيث أن أعضاء الهيئة التدريسية من ذوي الشهادات العليا من حملة (البكالوريوس أو الدبلوم العالي أو الماجستير) أقل من حيث الاجهاد في عملهم من ذوي الشهادات الدنيا من حملة الدبلوم والتوجيهي.
 ٥. بين متغير الشهادة العلمية ومتغير المدرسة، حيث أن أعضاء الهيئة التدريسية من ذوي الشهادات العليا من حملة شهادة البكالوريوس والدبلوم العالي والماجستير أقل تعرضا للاجهاد النفسي من زملائهم ذوي الشهادات الدنيا من حملة الدبلوم والتوجيهي. بين متغير الخبرة ومتغير المدرسة ، حيث أن المدرسين الجدد ذوي الخبرة القليلة يتعرضون لاجهاد نفسي أكثر من زملائهم ذوي الخبرة الطويلة.
 ٧. لم تظهر هذه الدراسة أية دلالة احصائية عند مستوى (٠.٠٥) للمتغيرات الاخرى، وهذا يدل على أن الاجهاد النفسي كظاهرة قد تعود الى معوقات العمل، لان معدل الاجهاد النفسي الناتج عن معوقات العمل هو (٣,٣٤) والذي يعتبر عاليا الى حد ما .

ABSTRACT

The purposes of this study were; first, to identify the main Sources of Stress among secondary school teachers in the occupied territories by Israel since 1967; second, to determine the importance of some demographic variables of (age, sex, social status, number of children, teacher qualifications, major, and years of teaching experience) as independent variables, on teachers perception of the sources of stress, as dependent variables.

The sample consisted of 115 respondents selected randomly from Nablus and Jerusalem districts in the West Bank. To collect the data, a scale of the sources of stress was constructed, validated, and administered to the subjects of the sample.

The results of the study showed a relatively high level of stress among secondary school teachers. After testing the null hypotheses by one way ANOVA significant statistical mean differences were shown:

1. among age groups on school factor [F (3:111) = 2.91, $\alpha = .05$]
2. between sex and school factor [F (1:113) = 6.06, $\alpha = .01$]
3. between sex and society factor [F (1:1113) = $\alpha - .05$]
4. among teachers of different qualifications on the administration factor
[F (3:111) = 3.19, $\alpha = .05$]
5. among teachers of different qualifications on the school factor
[F (3:111) = 3.04, $\alpha = .05$]
6. among years of different teaching experience on the school factor
[F (3:111) = 3.35, $\alpha = .05$]

Other subhypotheses were not statistically significant.

Researchers have investigated the effects of stress on professionals and have revealed that organizational stresses have impact on professionals health, vitality and development. The effects upon professionals are expensive to an organization in both economic and human terms. The direct organizational cost includes dollars paid out of absenteeism, turnover, health claims, diminished work quality, and reduced job performance. Indirectly, organizations pay in terms of morale, motivation problems, communication break down, decision making , and negative employees relationship (Adams, 1980; Quick and Quick, 1984; Cooper and Robertson, 1987; Byers, 1987).

Teachers stress has been a subject of concern for almost fifty years. (Litt and Turk, 1985). It has been defined as the experience by teachers of unpleasant negative emotions and distress that exist when the problems confronting teachers threaten their will being, and surpass their ability to resolve these problems (Kyriacov & Sutcliffe, 1987a; Lazarus and Folkman, 1984).

The literature suggests that teachers consider their job to be stressful (Kyriacov and Sutcliffe, 1987 a). A study on 200 UK teachers indicated that 40% perceived work pressure as a constant source of stress, 44% reported a lot of pressure which they found stressful but managed to cope, 23% reported a lot of pressure but they enjoyed it, 25% reported a little pressure and considered this pressure as a necessary part of the job and made it enjoyable, and 4% were bored because there is little pressure in the job (Flechter and Payne, 1982). Some researchers concluded that previous data do not support that teaching is more stressful than other occupations when measured by mental and physical ill health measures (Flechter and Payne, 1982).

What are the most common sources of teacher stress? One study found out that the following sources are the most common sources of teacher stress: insufficient student motivation, lack of materials to do the job, and discipline problems (Cichon and Koff, 1980, in witmer 1985). As a result of the application of the Teacher Stress Inventory in many studies, the following sources of stress were frequently referred to by teachers:

1. **Student Relationships:**
 - a. Colleague assaulted in school.
 - b. Threatened with personal injury.
 - c. Managing "disruptive" children.
 - d. Target of verbal abuse by student.
2. **Teacher Relationships:**
 - a. Disagreement with another teacher.
3. **Personal Competence, Control, and Expectations:**
 - a. Notification of unsatisfactory performance.
 - b. Denial of promotion or advancement.
 - c. Maintaining self-control when angry.
 - d. Teaching students who are below average in achievement level.
4. **Administrative Relations and Organizational Conditions:**
 - a. Involuntarily transferred.
 - b. Overcrowded classroom.
 - c. Lack of availability of books and supplies.
 - d. Reorganization of classes of program.
 - e. Implementing board of education goals curriculum.
 - f. Disagreement with supervisor (Witmer, 1985, p.364).

It should be noted that Witmer (1985) considers that both teachers and counselors are likely to experience some of the same stress. It is beneficial therefore to report on some of the studies in this area of counselor stress. One study ranked the following stressors, in descending order:

- (a) Lack of time.
- (b) Too many students.
- (c) Paper work associated with the keeping of student records, reports, schedules, and so forth.
- (d) Outsiders' expectations.
- (e) Inability to solicit parental interest and response (ASCA, 1981, In Witmer, 1985).

Another study listed the following items, in descending order:

1. Not enough time to see students.
2. Too much paper work.
3. Not enough time to do my job.

4. Too many non-counseling guidance duties.
5. Teachers' lack of understanding regarding the counselor's role.
6. Too many secretarial duties (Sears and Navin 1983, in Witmer, 1985).

Another study by Moracco, Butcke and McEwen (1984) found out that the following six factors were perceived to be associated with significantly greater stress by school counselors who would choose not to be counselors again: lack of decision making authority, financial security, nonprofessional duties, counselor-teacher professional relationships, and counselor principal professional relationships (in Witmer, 1985).

A study by Blase (1986) had as its purpose "to investigate teacher perceptions of factors related to work stress" The major stress categories precipitating stress in teachers were found to be the following:

Organizational (39.0%), students (17.8%), administrative (16.9%), teachers (9.4%), parents (5.1%), Occupational (3.1%), personal (2.7%), academic programs, (2.3%), negative public attitude (1.0%), and miscellaneous (2.6%).

Maslach (1981), the most well known writer on this topic concluded that negative continuous stress (burnout) is related to organizational stressors. It leads perceptions and thinking patterns to:

1. Increased feelings of emotional exhaustion.
2. A tendency to evaluate oneself negatively, particularly with regard to one's work with clients.
3. Disruption of personal or professional life as a result of occupational stress.
4. A cynical and dehumanized perception of students, accompanied by deterioration of teaching quality.

Demographic Variables

Researchers have investigated the relationship of demographic variables and organizational stressors and found that:

1. Age of individuals:

Researchers Maslach (1982) Maslach and Jackson (1986, 1981) Schwab, Jackson, and Schuler (1982), Anderson and Iwanicki (1984) indicate that younger individuals are more stressed and

burned out than older individuals because younger teachers might leave their job rather than try to cope with or adapt to organizational stressors, younger individuals have more expectations and pressure to improve their performance; Finally, younger teachers have less experience in dealing with different organizational stressors.

2. **Sex of individuals:**

Researchers (Maslach, 1982, and Maslach and Jackson, 1981 b) indicated that men and women experience roughly similar levels of burnout and stress. However, Anderson and Iwanicki (1984), Dewani (1986) and Shwab et al (1986) indicated that male school teachers stress exceeds that of females.

3. **Marital status:**

Researchers Maslach (1982), and Maslach and Jackson (1981 b), pointed out that single individuals have a high rate of stress and burnout than individuals who are married. Maslach (1982) explained the reasons for this:

- (a) They tend to be older, more stable, and psychologically more mature individuals.
- (b) Their involvement with a spouse and children makes them more experienced in dealing with personal problems and emotional conflict.
- (c) A family is often an emotional support because it fulfills many of the person's needs for affection and approval.

4. **Level of education:**

Maslach, (1982) indicated that there is a relationship between one's level of education and one's degree of stress and burnout. She explained why highly educated people are more likely to experience stress and burnout. People with higher levels of education have higher expectations for what they want to do in life, they may be very idealistic and aspire to great things. However, if they are not prepared well for the reality of their helper role, the clash of this reality, their ideals can result in disillusionment and burnout.

5. Years of Teaching experience:

Anderson and Iwanicki, (1984) indicated that the more experience the individual has the less likely that individual will experience stress and burnout.

6. Discipline Cluster:

Seagle (1985) indicated that no significant relationship exists between discipline cluster and stress and burnout among faculty members. Gmelch (1988) also indicated that faculty members seem to have more similarities than differences across disciplines; the differences among disciplines pertain generally to reward and recognition and to students interaction.

It should be noted that Sears and Navin (in Witmer 1985) found out that there was no significant relationship among any demographic variable and organizational stressors.

The literature on occupational stress in the West Bank is very rare. One of the authors of this report has contributed two articles on the subject of burnout to two local papers. The first was a description of the phenomenon, its symptoms, its causes and some coping strategies. The other was a qualitative research based on a case study of some eighty burnout teachers in the schools of the West Bank.

Purpose of the study:

This study had the following two purposes:

1. To investigate the sources of stress as perceived by high school teachers in the West Bank and to rank these stressors according to their influences in a descending order.
2. To investigate the relationship of demographic variables with these perceived sources of stress (stressors).

The demographic variables to be studied with these stressors are the following:

age, sex, marital status, number of children, academic degree, major, and years of experience in teaching.

Research Questions:

The main questions of this study were:

1. What are the main stressors that affect teachers of the West Bank, as perceived by them?
2. What is the relative strength of influence of each of these stressors on the teachers of the West Bank?
3. Are there significant differences among the means of teachers of different demographic characteristics on each of the investigated stressors?

Hypotheses:

The following hypotheses were developed by the researchers:

- (a) There are no significant differences among the mean scores of teachers of different age groups (less than 29 years, 29-39 years, 40-49 years, and 50 years and above) on each of the following stressors: Israeli occupation, administration, salary and promotion, school, society, and students.
- (b) There is no significant difference between the mean scores of male teachers and female teachers on the above stressors.
- (c) There are no significant differences among the mean scores of the teachers of the different social status on each of the stressors.
- (d) There are no significant differences among the mean scores of the teachers of different numbers of children on each of the stressors.
- (e) There are no significant differences among the mean scores of the teachers of different academic qualifications on each of the different stressors.
- (f) There are no significant differences among the mean scores of the teachers of different specializations on each of the different stressors.
- (g) There are no significant differences among the mean scores of the teachers of different levels of teaching experience on each of the different stressors.

The Sample:

A random sample of high school teachers was drawn from two districts of the West Bank: Nablus in the north and Jerusalem in the center. Both districts are familiar to the researchers since both researchers work at An-Najah National University/Nablus, and one of them lives in Jerusalem. It should be stated that collecting data about education from the governmental schools of the West Bank needs the permission of the Israeli officer of education.

Palestinian researchers and graduate students usually refrain from asking for this permission because of the strict conditions imposed on research in the West Bank by the Israeli authorities. However Palestinian researchers can get their data unofficially and through the cooperation of their colleagues in the field of education. The researchers have reasons to believe that their sample, which was drawn from two districts in the West Bank, is representative of other districts. After all, teachers in the West Bank live under the same conditions and suffer from the same problems.

Instruments:

A stress inventory was developed by the researchers on the sources of stress on teachers. These sources were derived from the literature on the subject. The researchers have also given this inventory to five of their colleagues in the college of education for study and feedback. It was then modified accordingly. The reliability coefficient conducted by test-retest (with a two weeks interval) was .81. The internal consistency was estimated by Cornbach's coefficient alpha ($n= 1,115$). The reliability coefficient of the stress inventory was .79.

The inventory consisted of twenty three items grouped under six headings or factors. The first factor is concerned with external conditions or Israeli occupation. It includes the following items: lack of security for my self and my family, lack of freedom in expressing my ideas and political opinion ...etc. Some of the items in the factor of students are: students lack of interest in and motivation for learning, lack of appreciation for the teachers work ...etc.

150 copies of this inventory were distributed by hand to members of the sample. Each of the twenty three items of the Questionnaire was graded

from 1 -5, according the degree of stress this item represents to the respondent, and each teacher was to check one of these scores on each item. If a respondent feels that a certain item is a very strong stressor on him she/he is directed to check no. 5 on this item. The numbers 4, 3, 2, 1 mean respectively that the corresponding item is a strong, medium, weak, and very weak stressor.

Statistical Analysis

The mean score of the whole sample on every item was calculated. Then the 23 items were ranked in a descending order from the most to the least stressful.

For testing the null hypotheses, the researchers used One Way Analysis of Variance (ANOVA). The Scheffe Post Hoc procedure was then administered to determine which means differ significantly, after a significant F ratio had been found out by the ANOVA.

Results

Characteristics of the Respondents:

Out of the 150 high school teachers who received copies of the inventory, 115 teachers (78%) returned their copies after they had responded on to them. These respondents are distributed on the various demographic variables as shown in table 1.

Table 1. Distribution of the Respondents on the Various Demographic Variables.

	Male 60		Female 55		
Degree	<u>Tawjihi</u> 9	<u>2 yrs</u> 50	<u>B.A</u> 46	<u>High Dip</u> 4	<u>M.A</u> 6
Mar. Status	<u>Bach.</u> 35	<u>M.</u> 79	<u>Div.</u> 1		
No. of Children	<u>No Child</u> 35	<u>1 - 2</u> 25	<u>3 - 4</u> 33	<u>6 +</u> 22	
Major	<u>Science</u> 22	<u>Math.</u> 21	<u>Humanities</u> 15		<u>Lang</u> 44
	<u>Physical Ed.</u> 4		<u>Art</u> 2	<u>Relig Ed.</u> 7	
Years of Experience	<u>1-3 years</u> 18	<u>4-7 years</u> 9	<u>8-11 years</u> 31	<u>Over 12 years</u> 57	

Sources of Stress among High School Teachers:

The purpose of this section of the results is to rank the means of the twenty four specific stressors from top to bottom. Here we are not grouping the stressors under categories. Every specific item in the questionnaire has been given a score by each respondent. The means of these scores have been calculated and are shown below in table 2.

Table 2. The Means and Ranks of the Teachers Sources of Stress for Each Question

Item	Mean	Rank
The continual and repeated closure of the schools by the Israeli authorities.	4.04	1
Insufficiency of my salary to meet the necessary needs of myself and my family	4.01	2
Students apathy and lack of motivation.	4.00	3
Lack of security for myself and my family	3.94	4
Scarcity in the opportunities of promotion in my job.	3.70	5
Lack of freedom in expressing my ideas or political opinion.	3.69	6
Overcrowded classes.	3.68	7

Table 2. Continued:

Lack of appreciation of the teachers job by the community.	3.66	8
Lack of cooperation with teachers on the part of the parents.	3.65	9
Being afraid of detention, beating and other repressive measures for myself and for my family.	3.55	10
Imposing very high expectations on the teacher by the community.	3.50	11
Lack of appreciation of the teachers job by the students.	3.48	12
Lack of the proper measures for evaluating the teachers job and promotion.	3.64	13
Lack of students discipline in the classroom	3.14	14
Lack of professional supervision to enrich the educational process	3.13	15
The large number of periods I have to teach every day.	3.06	16
Deficiency in the means and the necessary materials for the process of teaching (labs, maps, audiovisual aids).	3.04	17
Lack of courses in education that lead to my professional growth and to acquiring new teaching skills.	2.96	18

Table 2. Continued:

Insufficient concern for the services I perform on the part of the administration.	2.93	19
Insufficient appreciation and respect for the teacher by the administration	2.82	20
Incompetence in the administration of the school and the office of education.	2.76	21
Ideological and political dispute among the students.	2.36	22
Being afraid that students might violently assault me.	1.92	23

Analysis of Results**1. Age Groups and Sources of Stress.**

The analysis of the data by using one way ANOVA when the null hypotheses of no significant differences among the different age groups of teachers on measures of the main sources of stress were tested is presented in table 3.

Table 3. Analysis of Variance Results for the Different Age Groups

	Sources of stress	F	* Fcv (df,3,111)
1	Outside Conditions	1.61	$\alpha = .05, f = 2.62$
2	School Administration	1.47	$\alpha = .01, f = 3.96$
3	Salary and Promotion	1.234	
4	School	2.906**	
5	Society	0.592	
6	Students	1.65	

* = The critical values of F.

** = Significant at .05.

This table (3) indicated that the only hypothesis that was rejected was which says there is no significant difference among the teachers of the different age groups on measures of the fourth stressor, "the school.

When the Scheffe test was administered between teachers age groups and the school factor, it yielded the following F values as presented in table 4.

Table 4. Scheffe for Age Groups on the School Factor.

Comparison	F	Fcv (df,3,111)
1.2	.684	* $\alpha = .05$, $f = 2.62$ * $\alpha = .01$, $f = 3.96$
1.3	6.443 **	
1.4	2.535	
2.3	4.707 **	
2.4	1.408	
3.4	1.642	

** = significant at .01

So there seems to be a significant difference between teachers of the first age group (less than 29 years) and teachers of the third group (40 - 49 years) on the one hand and between teachers of the first group and those of the fourth age group (50 years and above). It seems that younger teachers find the school a more stressful place than older ones.

2. Sex and Sources of Stresses.

The second null hypothesis of no significant difference between the mean scores of male and female teachers on the main sources of stress was tested. The results are presented in table 5.

Table 5. Analysis of Variance Results for Sex and Sources of Stress.

	Sources of stress	F	Fcv (df,3,111)
1	Outside Conditions	1.40	* $\alpha = .05$, $f = 2.69$ * $\alpha = .01$, $f = 3.966$
2	Administration	1.715	
3	Salary and Promotion	1.72	
4	School	6.056*	
5	Society	3.35*	
6	Students	1.74	

This table indicated first, that the fourth subhypothesis that was rejected was that which there is no significant difference between the mean score of the male and female teachers on measures of the fourth stressors the school [$F(1:111) = 6.06 \quad \alpha = .01$]. Therefore male teachers are more significantly stressed than female teachers by this factor.

Table 5 also indicated that we failed to reject the null subhypothesis of no significant difference between male and female teachers on the measure of the fifth factor "society" [$F(1:113) = 3.35 \quad X = .05$]. The mean of teachers stress was (3.03), therefore male teachers experience more stress than female teachers, concerning the society factor.

3. Social Status and Sources of Stress.

The calculated F Values of one way "ANOVA" are presented in table 6 to see whether social status of the teachers is a significant factor in stress or not.

All the null hypotheses in this categories are not statistically significant and they are retained.

4. Number of Children and Sources of Stress.

Another demographic variable that was investigated was the number of children of the teacher. All subhypotheses related to this connection were retained. We failed to reject the null hypotheses of no significant differences among teachers of different numbers of children on measures of the different stressors.

5. Teachers Qualifications as Sources of Stress.

When the null hypotheses of no difference among teachers of different qualifications on measures of the different main stressors external conditions, school and educational administration salary and promotion, school society, and students were tested by on way ANOVA, the following values of F were yielded and presented in table 6.

This table indicated first, that the fourth subhypothesis that was rejected was that which there is no significant difference between the mean score of the male and female teachers on measures of the fourth stressors the school [$F(1:111) = 6.06 \times = .01$]. Therefore are more significantly stressed that female teachers by this factor.

All subhypotheses related to this connection were retained. We failed to reject the null hypotheses of no significant differences among teachers of different numbers of children on measures of the different stressors.

Table 6. Analysis of Variance Results for Teacher Qualifications and Sources of Stress.

Sources of Stress	F	Fev (df 3, 113)
Outside Conditions	1.681	$\alpha = .05, f = 2.69$
School Administration	3.189	$\alpha = .01, f = 3.96$
Salary and Promotion	.443	
School	3.037 *	
Society	.595	
Students	1.514	

* = significant at .05

The Scheffe Post Hoc distribution was administered where ANOVA yielded significant F, i.e., in the cases of stressor 2 and 4. "see table 7.

In the first case where the means of the stressor "school and educational administration were considered, the following F values of Scheffe were calculated and presented in table 7.

Table 7. Scheffe for Teacher Qualifications on the School Factor

Comparison	F	Fev (df 3, 111)
1.2	5.514 **	$\alpha = .05, f = 2.69$
1.3	11.011 **	$\alpha = .01, f = 3.96$
1.4	3.320 *	
1.5	1.006	
2.3	3.090 *	
2.4	.221	
2.5	.554	
3.4	.048	
3.5	2.460	
4.5	.769	

* = significant at .05

** = significant at .01

In case of the fourth stressor: school, the F values calculated by the Scheffe method were presented in table 8.

Table 8. Scheffe for Teacher Qualifications, on the School Administration Factor.

Comparison	F	Fcv (df 3, 111)
1.2	3.647	$\alpha = .05, f = 2.69$
1.3	11.642	$\alpha = .01, f = 3.96$
1.4	2.132	
1.5	2.413	
2.3	2.303	
2.4	1.167	
2.5	.070	
3.4	.949	
3.5	.957	
3.5	.769	

* = significant at = .05

** = significant at = .01

There seems to be a significant difference between the means school variable of those teachers whose qualification is Altawjihi (the secondary school certificate), and those who have two more years of professional qualification. Those with more professional knowledge find the school a less stressful place.

A significant difference was also shown on this variable between those teachers who have Altawjihi and those who have a four years college qualification. Those with four years college, find the school a less stressful place.

6. Teachers Major as a Source of Stress.

The values of F revealed by one way ANOVA show that the hypotheses of no significant differences in the scores of the different main stressors among teachers of different majors were retained.

7. Years of Teaching Experience as Sources of Stress.

One way ANOVA showed a significant main effect of stress related to the years of teaching experience on the school factor, [$F(3:111) = 3.531, p < .05$].

All other subhypotheses were not statistically significant see table 9.

Table 9. Analysis of Variance Results for Years of Teaching Experience as Sources of Stress.

Sources of stress	F	Fcv (df,3,111)
Outside Conditions	1.96	$f_{\alpha} .05 = 2.68$
School Administration	.819	$f_{\alpha} .01 = 3.96$
Salary and Promotion	2.368	
School	3.534 *	
Society	.159	
Students	.583	

* = Significant at .05

The F values of the Scheffe were calculated and are presented in table 10.

Table 10. Scheffe for Teachers Qualifications on the School Factor.

Comparison	F	Fcv (df,3,111)
1.2	.656	$f_{\alpha} .05 = 2.69$
1.3	.09	
1.4	4.04 **	$f_{\alpha} .01 = 3.96$
2.3	.899	
2.4	5.94 **	
3.4	5.33**	

** = Significant at .01

Table 10 shows a significant difference between the means of school variable of those teachers who have less than 11 years of experience and of those who have more than 12 years of experience therefore, teachers who have more than 12 years of teaching experience are less likely to experience stress.

Discussion of the Results

The results obtained from this study revealed that high school teachers in the West Bank are suffering from a relatively high level of stress. This stress is mostly related to organizational stressors and to the condition of schools in the occupied West Bank. The overall mean of stress of all variables was 3.37 (see table 2).

This study also pointed out that the following demographic variables were statistically significant on some factors or categories of teachers' perceptions of the sources of stress:

1. Younger teachers find the schools more stressful than older ones. This result supported the findings of Maslach and Jackson (1986), and Anderson and Iwanicki (1984) who found out by using other instruments that younger teachers had the highest level of stress and burnout. The explanation could be that older teachers are more stable, mature, and adjusted to school problems and to students than younger ones.
2. Male teachers experience more stress than female teachers on the school category. This result is in agreement with the findings of Anderson and Iwanicki (1984), Dewani (1986) and Schwabetal. (1986). The explanation of this result could be that male high school students are more rebellious and violent than female students. It should be kept in mind that in our culture male and female students are separated in different schools and are ordinarily taught by the same sex.
3. Male teachers experience more stress than female teachers on the society factor. The explanations could be that:
 - First:** Our society considers teaching for females as an excellent and respectable job but not as good for males.
 - Second:** Our society puts more pressure, expectations and responsibilities on males than females.

-
4. Less qualified teachers find the schools more stressful than qualified ones. The explanation could be that qualified teachers can teach better because they are more knowledgeable and get more adjusted to student problems. Also a higher degree gives the teacher more confidence, better salary and more prestige.
 5. The more experience the teacher has the less likely he or she experiences stress. This result is supported by Anderson and Iwanicki (1984), Maslach (1984). The explanation could be that experience is associated with age, salary, maturity, and adjustment to student problems, and to the school system.

Other factors were not statistically significant. It doesn't mean that these factors would not contribute to teachers stress, but rather it could mean that teachers perceive the effect of these factors of stress similarly (see table2). This might be due to that the overall mean of stress in all factors and categories is (3.37) which is relatively high.

References

- Adams, J.D.(1980). Understanding and Managing Stress : A Workbook in Changing Lifestyles. San Diego, CA : University Associates.
- Anderson, M.G., & Iwanicki, E.F. (1984). Teacher motivation and its relationship to burnout. Educational Administration Quarterly, 20 (2), 109 -132.
- Blase, J.J. (1986). A qualitative analysis of sources of teachers stress: consequences for performance. American Educational Research Journal, 23,13 - 40.
- Byers, S.K. (1987). Organizational stress: Implications for health promotion managers. American Journal of Health Promotion 2, 21 - 27.
- Cooper, C.L. & Robertson, I.T.(1987). International Review of Industrial and Organizational Psychology. New Yourk: Jhon Wiley & Sons.
- Dawani, K.(1986). Teacher burnout and its relation to sex, age, and years of experience. Unpublished Paper, Ohio University, Athens, Oh. Duhham.
- Flechter, B.C., & Payne, R.L. (1982). Levels of reported stressors and strains amongest school teachers: Some UK data. Educational Review, 34, 3. 267 - 278.
- Gmelch, W.H. (1987). What colleges and universities can do about faculty stressors. In Seldin (Ed.), Coping With Faculty Stress. New Directions for Teaching and Learning (PP. 22 -23). San Francisco: Jossey Bass.
- Kyriacov, C. & Sutcliffe, J. (1987) Teachers stress: Prevalence, sources and symptoms, British Journal of Educational Psychology,48, 159 - 167.
- Lazarus, R.S., & Folkman, S. (1984). Stress Appraisal and Coping. New york: Springer Publishing.
- Litt, M. D., C., (1985). Sourcess of stress and dissatisfaction in experienced high school teachers. The Journal of Educational Reasearch, 78, 3, 178 - 185.

- Maslach, C. (1982). **Burning out: The Cost of Caring**. Englewood Cliffs, Nj: Printice Hall.
- Maslach, C., & Jackson, S. E. (1981b). The measurement of experience burnout. **Journal of Occupational Behavior**, 2, 99 - 113. Pratt.
- Qnick, J.C., & Qnick, J.D. (1984). **Organizational Stress and Preventive Management**. New York: Mc Graw Hill.
- Schwab, R.L., Jackson, S. E., & Schuler, R.S. (1982). Educatrors burnout: sources and conseqences. **Educational Research Quarterly** 3, 14 - 30.
- Witmer, J.M. (1985). **Pathways to Personal Growth**. Muncre, IN: Accelerared Development.

The Questionnaire

Part 1 : Background Information.

Please answer the following demographic questions and circle the most appropriate letter for each of the following items.

1. What is your age?

a. under 29	b. 29 to 39
c. 40 to 49	d. 50 years and over.
2. What is your sex?

a. Male.	b. Female
----------	-----------
3. What is your marital status?

a. Married	b. Single
c. Divorced.	d. Widow/Widower.
4. What is your number of children?

a. 1 to 2	b. 3 to 5.
c. morethar 6	
5. What is your highest degree of qualification?

a. Altawjihi.	b. Junior College
c. BACHelor of Arts or Science.	d. Higher Diploma.
e. Master degree.	

School Administration

Lack of the proper measures for evaluating the teachers job and his consequent promotion

Lack of Professional Supervision to enrich the educational process.

Lack of courses in education that lead to my professional growth and to acquiring new teaching skills.

Insufficient concern for the services I perform on the part of the administration.

Insufficient appreciation and respect for the teacher by the administration.

Incompetency in the administration of the school and the office of education.

Salary and Promotion

Insufficiency of my salary to meet the necessary needs of my self and my family.

Scarcity in the opportunities of promotion in my job.

School

The large number of periods I have to teach every day

Overcrowded classes.

Deficiency in the means and the necessary materials for the

School Administration

Lack of the proper measures for evaluating the teachers job and his consequent promotion

Lack of Professional Supervision to enrich the educational process.

Lack of courses in education that lead to my professional growth and to acquiring new teaching skills.

Insufficient concern for the services I perform on the part of the administration.

Insufficient appreciation and respect for the teacher by the administration.

Incompetency in the administration of the school and the office of education.

Salary and Promotion

Insufficiency of my salary to meet the necessary needs of my self and my family.

Scarcity in the opportunities of promotion in my job.

School

The large number of periods I have to teach every day

Overcrowded classes.

Deficiency in the means and the necessary materials for the