

The Level of Psychological Stress among Teachers of Physical Education and Sports in the Middle School Phase

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Abstract:

The current study aims to identify the level of psychological stress among teachers of physical education and sports in the middle school phase in the City of Biskra, and to identify the level of this stress according to the variable of experience and age, as well as identifying the most important symptoms resulting from stress. In this study, we used the descriptive analytical approach, and a scale was applied Psychological pressure, and the sample of our study included 40 t of physical education and sports teachers in the City of Biskra, and after collecting the data and its statistical processing reached to that: The level of psychological stress among education teachers Physical and athletic in the middle school phase is average, and there are statistically significant differences in their stress level according to the variable of age and work experience.

Keywords: pressure; psychological pressure; physical and sports education; teachers of physical and sports education.

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1. INTRODUCTION

Psychological pressure is one of the modern challenges facing man in his daily life. It is a state of psychological imbalance resulting from many tensions and pressures that affect the psychological and physical health of a person because they do not deal with it in correct ways, where psychological stress can be a result of a group of factors such as work pressures, personal problems....etc. Psychological stress is considered as a condition that occurs when an individual is exposed to a set of challenges that exceed his ability to adapt.

Contemporary life is a major source of psychological stress, as individuals are exposed to a set of responsibilities and challenges during work, study and other relationships in their lives. Social, economic and cultural tensions can also contribute to increasing levels of psychological stress, the latter can lead to a range of health and psychological problems, and individuals who are exposed to chronic stress may suffer from depression, anxiety and stress.

As Samir Chaikhani also defined psychological stress as a state of increasing the level of excitement or stimulation necessary for the body with the aim of enhancing the readiness to defend itself in the face of danger (Labouazda, 2016, p. 137).

As for Syed Mahmoud Al-Tawab, he defined it as the state that results from the imbalance between the demands of the situation and the human ability to respond to it (Ali, 2014, p. 48).

Teaching is a profession that requires a great effort from the teacher because it deals with multiple challenges represented in

managing departments, dealing with the behavior of students and their different needs, communicating with their parents, and dealing with work and management problems, all of these factors may affect the level of his mental and physical health and increase his level of psychological stress. Among these teachers, we mention the teachers of physical and sports education, who is considered a member of the teaching staff, as he is responsible for teaching students and developing them in the sports field by promoting physical activity and developing their motor skills through Organizing group activities and sports competitions that strengthen the values of cooperation, discipline and sportsmanship among students, where psychological pressure can affect the performance and ability of the teacher of physical education and sports to meet the needs of students and achieve his goals, and from this standpoint we raise the following main research question:

What is the level of psychological stress among teachers of physical education and sports in the middle school phase?

2. Sub-questions

Do the levels of psychological stress differ among teachers of physical education and sports in the middle stage according to work experience?

Do levels of psychological stress differ among teachers of physical education and sports in the middle stage according to age?

- What are the most important symptoms resulting from psychological stress among teachers of physical education and sports in the middle school phase?

3. General Hypothesis

- The level of psychological stress among teachers of physical education and sports in the middle school phase is rated moderate.

4. Sub-hypotheses

There are statistically significant differences in the level of psychological stress among teachers of physical education and sports in the middle school phase according to the variable of work experience.

- There are statistically significant differences in the level of psychological stress among teachers of physical education and sports in the middle stage, according to the age variable.
- The most important symptoms resulting from psychological stress among teachers of physical education and sports in the middle school phase are the physical and psychological symptoms.

5. Research objectives

- Determining levels of psychological stress among teachers of physical education and sports in the middle school phase.
- Knowing the extent to which levels of psychological stress are affected by the different individual characteristics of teachers of physical education and sports in the middle school phase

- Identifying the most important symptoms that result from exposure of teachers of physical education and sports in the middle stage to psychological pressures.

6. The significance of research

Our research contributes to increasing the community's understanding of the level of psychological stress experienced by teachers of physical education and sports, as well as helping to remove friction related to mental health problems, enhancing support towards teachers of physical education and sports, and improving their work environment.

Our research also works to develop psychological support programs directed to teachers of physical education and sports and encourage more studies to understand the causes and factors of psychological stress and work to find strategies to deal with it.

7. Definition of research terms

Pressure: Pressure refers to an uncomfortable emotional state, the individual works hard to avoid this situation and can be clearly negatively affected in his performance, and SELYE refers to it as being bad and negative (Muhammad, 2005, p. 18).

(Abdul Sattar Ibrahim, 1998) sees pressure as an internal or external change that leads to an acute and continuous emotional response (Barzwan, 2014, p. 94).

Procedurally: pressure refers to a negative state that a person is exposed to when he finds himself in a difficult situation, as this pressure can cause an increase in stress and anxiety, and it negatively affects mental health.

Psychological stress: Lazarus & Folkman (2001 p. 42) indicated that psychological stress is "a complex psychological state in which there can be no single rule of measurement. Such as the state of emotions or motives, which change according to the situation, situation, and social conditions, and the changes that Speak in society" (Al-Samiran and Al-Masaeed, 2014, p. 16)

Psychological pressure also means that it is all the conditions that are associated with each of the stress, tension and intensity that result from requirements or changes that require a person's readjustment, and this leads to the emergence of physical and psychological effects (Ratib, 2004, p. 133).

Procedurally: Psychological pressure is a state that results when an individual is exposed to situations that exceed his ability to deal with them. This psychological pressure may result either because of pressures at work, pressures in society, or personal pressures.

Physical education and sports: Lumpkin defined physical education and sports: as the process that gives the individual the best physical, mental, social skills, and fitness through the practice of physical activities (Al-Hadi, 2011, p. 153).

Procedurally: Physical and sports education is the process that works on developing motor and physical skills in order to improve and develop the physical, intellectual and social aspects of the individual.

Physical and sports education teacher: A PET is considered an essential element in the educational process, as it contributes to the development of the physical abilities and various skills of the learners. It also seeks to improve and develop the physical and motor growth of the learner (Zaoui and Bouabid, 2015, p. 55).

Procedurally: The teacher of physical and sports education is the individual who specializes in the field of sports, where he works to teach students to practice physical and sports activities in order to develop their motor and physical skills, and this is done by building educational plans and programs.

8. Literature review

- The study of Muhammad Habara (2011): entitled Sources of psychological stress among teachers of physical and sports education. In the events of their psychological stress, where the researcher relied on the descriptive survey method and the scale tool was used, and the study sample consisted of 135 teachers.

The results of the study revealed that teachers of physical education and sports were exposed to a high level of psychological stress. The results of the study also revealed:

- ✓ There are statistically significant differences in the sources of psychological stress among teachers due to the gender variable.
- ✓ There are no statistically significant differences on the total score of the scale due to the teacher's age variable.
- ✓ Levels of psychological stress affected by the professional experience factor of teachers of physical education and sports.
- ✓ There are no statistically significant differences due to the variable of the teacher's capacity (student, apprentice, retired, contracted).
- ✓ There are no statistically significant differences between teachers according to the civil status variable.

- ✓ The presence of multiple sources and causes of psychological stress among teachers of physical education and sports.

A study by Mahdi Belasla Fatiha (2010) entitled Secondary education teachers and the extent of their suffering from psychological pressure as a result of the teaching profession and its requirements. Secondary education in the new educational reform, and identifying the difficulties they face in this context, including the possibility of exposing them to psychological pressure, and in this case knowing the reasons for this pressure.

In general, the study aims to show the extent of the impact of the new educational reform on the emergence of psychological stress among secondary education teachers, and therefore the extent of their suffering in their work.

Where the researcher relied in her study on the descriptive approach, and also used the psychological stress scale for teachers, and the study sample consisted of 60 male and female secondary school teachers. The results of the study also reached the following:

- ✓ Changing the content of study programs in accordance with the new educational reform creates psychological pressure among teachers of secondary education.
- ✓ The intensity of the courses in accordance with the new educational reform creates psychological pressure among teachers of secondary education.

The study of Amroun Salim (2018): Entitled: The level of occupational stress among teachers of scientific subjects in the middle school phase and its relationship to some demographic variables. professional), In this study, the researcher relied on the analytical descriptive approach, and the study sample included

270 male and female teachers who were chosen in a stratified random manner from some averages of the state of M'sila. The researcher used the questionnaire tool, and the results of the study reached the following:

- ✓ ☐ The level of occupational stress is average among teachers of scientific subjects in the middle school phase.
- ✓ ☐ There are no statistically significant differences in professional stress among teachers due to the gender variable
- ✓ There are statistically significant differences between teachers of scientific subjects in the middle school phase, due to the variable of professional seniority in the social dimension.

Commenting on previous studies

By looking at the previous studies, it becomes clear to us that most of them referred to revealing the level of psychological stress faced by the teacher in secondary and the middle school phase, where these studies were benefited from in the theoretical aspect by building the research plan, as well as benefiting from them in the field aspect in choosing the curriculum and the study tool.

We also benefited from it to enhance the validity of the results we reached, as we find that our current study agreed with previous studies in the applied approach, which is the descriptive approach, as well as in the study tool. As for the difference, our study differed with other studies in the size of the sample.

9. Field research procedures

9.1 Study Approach



In this study, the researcher relied on the analytical descriptive approach, due to its suitability to the nature of this study.

The analytical descriptive approach does not stop at describing the phenomenon only, it goes further than that, it analyzes, interprets, compares and evaluates as well, as it works to identify the circumstances and relationships that exist in the facts (Asia and Hana, 2021, p. 249)

9.2 Exploratory study

The survey study aims to explore and analyze the expectations that are related to the subject of the research. This study is used to obtain preliminary information, provide a deeper understanding of the subject studied, and identify the trends that may affect it.

Among the objectives of the survey is to ensure that the tool used to collect the appropriate data.

9.3 Research community and sample

The research community: It is a group of elements that share characteristics that distinguish them from others, and they are the ones on which the research is conducted (Angels, 2004, p. 298).

Our study population consisted of teachers of physical education and sports in the middle school phase of the city of Biskra.

-The research sample: It is part of the whole, that is, it is part of the original research community that bears its characteristics and characteristics (Al-Ta'eb, 2018, p. 165).

The main sample of our study was 40 teachers of physical education and sports from the city of Biskra, who were chosen randomly.

9.4 Study tool

Our study relied on the psychological stress scale prepared by Fatiha Benzeroual (2008), which aimed to measure levels of psychological stress.

This tool is divided into two parts:

Part one: devoted to general information.

Part two: devoted to the symptoms of psychological stress distributed on three dimensions (physical symptoms, psychological symptoms, behavioral symptoms).

9.5 Sample characteristics

Table 1. shows the characteristics of the sample according to the age variable

Age group	Frequencies	Percentages %
(25-35)	17	42.5
(36-45)	21	52.5
(46-55)	2	5.0
Total	40	100.0

Table 2. shows the characteristics of the sample according to the work experience variable

Years of career experience	Frequencies	Percentages %
(0-5)	7	17.5
(06-10)	16	40.0
(11-15)	8	20.0
More than 15 years	9	22.5
Total	40	100.0

Table 3. shows the characteristics of the sample according to the nature of the university formation

Type of university training	Frequencies	Percentages
Classic	25	62.5
LMD	15	37.5
total	40	100.0

- The psychometric characteristics of the study tool were recalculated, and the results were as shown in the following table:
- Calculating the stability of the psychological stress scale using Cronbach's alpha coefficient:

Table 4. shows the stability coefficient Cronbach's alpha for the psychological stress scale

Sample N	Number of items	Cronbach's Alpha coefficient
40	50	0.703

Calculating the validity of the psychological stress scale:

- Calculating the discriminatory validity of the psychological stress expectations scale:

Table 5. shows the differences between the averages of the upper and lower categories of the psychological stress scale.

Psychological stress	Number	SMA	standard deviation	Value (v)	significance level
upper category	22	144.36	2.31318	107.751	0.01
lower category	18	89.076	2.63461		
Total	40	116.718	4.33571		

Through Table No. (05), we can see that there are clear differences between the averages of the upper and lower categories, where the value of (V) was estimated at: 107.751, which is a significant value at the significance level of 0.01, which indicates the discriminatory validity of the psychological stress scale between the two groups.

10. Presenting and discussing of the results of the study

10.1Presenting and discussing of the first hypothesis

The level of psychological stress among teachers of physical education and sports in the middle school phase is estimated at medium.

The results of our study indicate that the level of psychological stress among teachers of physical education and sports in the middle stage is rated average, after calculating the frequencies, percentages, arithmetic means, and standard deviation of the responses of the study sample to the psychological stress questionnaire, as shown in the following table:

Table 6. shows levels of psychological stress.

Classification of psychological stress	Frequenc ies	Percenta ge	Arithmet ic mean	Standard deviation
Low stress (50-116)	14	35	118.718	4.33571
Moderate psychological stress (117-183)	26	65		
High psychological pressure (184-250)	00	00		
The total	40	100.0		

Through Table No. (06) it is clear to us that the level of psychological stress is average among the study sample, after calculating the frequencies and percentages and classifying the psychological stress, as well as calculating the arithmetic mean value and the standard deviation of the respondents' responses to the psychological stress questionnaire, where the percentage of psychological stress was estimated to be low 35%, to record 14 responses in the field of low psychological stress. As for the area of high psychological stress, the percentage of responses in this area was 00%, with the number of frequencies of the responses being 00. As for the higher percentage, it was in the field of medium psychological stress by 65%, with 26 frequencies.

The mean value of the psychological stress questionnaire was 118.718, and the standard deviation was 4.33571. And based on the levels of psychological stress and the value of the arithmetic mean, which falls in the range (117-183), we concluded that the level of psychological stress among the study sample, represented by physical education teachers, is average, which is the opposite of the findings of the study of Muhammad Habara (2011) entitled Sources of psychological stress among teachers Physical education and sports, where the study revealed high levels of physical education and sports teachers working in educational institutions for the secondary stage.

The results of our study agreed with the study of Mahdi Belasla Fatiha (2010) entitled secondary education teachers and the extent of their suffering from psychological pressure because of the teaching profession and its requirements.

In addition, the intensity of the courses in accordance with the new educational reform creates psychological pressure for teachers of secondary education.

The results of our study were consistent with the findings of Amroun Salim (2018) study: The level of occupational stress among teachers of scientific subjects in the middle school phase and its relationship to some demographic variables.

The presence of moderate levels of psychological stress among physical education teachers can be explained by several factors, including the professional, social, psychological and economic factor...etc. The organizational climate of the institution is considered one of the most important factors that contribute to creating or reducing psychological stress, as well as the length of the curriculum and the large size of work...etc. The social and family conditions also contribute to the high psychological pressure among teachers, It is not possible to neglect the economic aspect, which plays an important role in psychological pressure, for example: we mention the decrease in the financial income of the teacher, the decrease in purchasing power, and thus the low standard of living.

As for the psychological aspect, it has the lion's share, as it is the main driver of psychological stress and the strategies for confronting it. Anxiety and depression. We also do not forget the quality of the individual's personality that affects the individual's behavioral responses, for example the avoidant and dependent personality and other types of personality, each of which has a unique way of responding to psychological stress.

10.2. Presenting and discussing of the second hypothesis

There are statistically significant differences in the level of psychological stress among teachers of physical education and sports in the middle stage, according to the variable of work experience.

Differences in psychological stress levels according to work experience:

Table 7. shows the differences in psychological stress among teachers of physical education and sports according to the variable of work experience.

Source of variance	Degree of freedom	The sum of squares	Mean the sum of squares	P	Significance of ANOVA	Differences
Between groups	2	1.597	.799	.799	.028	There are differences at 0.05
During groups	37	7.503	.799			
The total	39	9.100				

Table No. (07) shows the differences in psychological stress among physical education teachers according to work experience, as the value of P was 0.799, in terms of ANOVA, which amounted to 0.028, which is a significant value at the significance level of 0.05. Accordingly, we say that there are statistically significant differences in the levels of psychological stress among physical education teachers according to the work experience variable.

The results of our study, which revealed the existence of differences in psychological pressures attributed to professional experience, are consistent with the study of Muhammad Habara (2011): entitled Sources of Psychological Stress among Physical Education and Sports Teachers, which concluded that levels of psychological stress are affected by the professional experience factor of physical education and sports teachers.

It is the same as the findings of the study of Amroun Salim (2018): Titled the level of professional stress among teachers of scientific subjects in the middle school phase and its relationship to some demographic variables, as it concluded that there are statistically significant differences between teachers of scientific subjects in the middle school phase due to the variable of professional seniority.

The difference in the level of psychological stress for teachers of physical education and sports in the middle stage, according to the work experience variable, can be explained by the fact that experienced teachers may have different levels of psychological stress compared to teachers with little experience, as we find that there are several factors that control this discrepancy. For example, highly experienced teachers have more effective skills

and strategies to deal with the challenges and problems they face. We can also say that highly experienced teachers have social support networks that enhance their psychological endurance and reduce their stress.

10.3 Presenting and discussing of the third hypothesis

There are statistically significant differences in the level of psychological stress among teachers of physical education and sports in the middle stage according to the age variable.

Table 8. shows the differences in psychological stress among physical education teachers according to the age variable.

S ource of varian ce	D egree of freedo m	F he sum of squa res	M ean the sum of squa res	P	Signi ficance of ANOVA	Diff erences
Between n groups	2	1.597	.799	3,938	.028	There are differenc es at 0.05
During groups	37	7.503	.203			
The total	39	9.100				

Table No. (08) shows the differences in psychological stress among physical education teachers according to the age variable, as the value of P was 3,938 in terms of ANOVA, which amounted to 0.028, which is a significant value at the significance level of 0.05. Accordingly, we say that there are statistically significant differences in the levels of psychological stress among physical education teachers according to the age variable.

The results of our study, which revealed the existence of differences in psychological stress due to the age variable, contradict the study of Muhammad Habara (2011): Titled Sources of Psychological Stress among Teachers of Physical Education and Sports, which concluded that there are no statistically significant differences on the total score of the psychological stress scale due to the variable of the teacher's age.

Where we explain the difference in the level of psychological stress for teachers of physical education and sports according to the variable of age, due to the fact that they may have different levels of psychological stress at different age stages, and this is due to the influence of age factors on human experience and their interaction with psychological stress, for example it can be associated with Advancing age is an increase in job and social responsibilities, and this may lead to an increase in the level of psychological stress, and also the factors that a person is exposed to through the stages of life, such as health accidents or personal changes, can increase the level of anxiety and stress, which causes weakness on the psychological level.

10.4 Presenting and discussing of the fourth hypothesis

The most important symptoms resulting from psychological stress among teachers of physical education and sports in the middle school phase are the physical and psychological symptoms.

Table 9. shows the levels of dimensions of the psychological stress scale for physical education teachers (physical symptoms - psychological symptoms - behavioral symptoms).

Dimensi ons	Classifica tion	Frequen cies	Percent ages
After physical symptoms	Low (19-44)	14	35,0
	Medium (45-70)	26	65,0
	high (71-95)	00	00
The total		40	100
After psychological symptoms	Low (17-39)	11	27,5
	Medium (40-62)	29	72,5
	high (63-85)	00	00
The total		40	100
After behavioral symptoms	low(14-32)	28	70,0
	Medium (33-51)	12	30,0
	high (52-70)	00	00
The total		40	100

Table No. (09) shows the levels of dimensions of psychological stress among teachers of physical education, as we find in the first

dimension, which is the dimension of physical symptoms of psychological stress in the domain of the low level of physical symptoms, 14 responses by 35% of the total responses in the dimension of physical symptoms, while the frequencies in the domain of The average level of physical symptoms is 26 frequencies, or 65%, which is the second rate in terms of symptoms prevalent among physical education teachers, while no response was recorded in the field of the high level of physical symptoms among the study sample.

We also find in the second dimension, which is the dimension of psychological symptoms of psychological stress, in the domain of the low level of psychological symptoms, 11 responses with a rate of 27.5% of the total responses on the dimension of psychological symptoms, while the frequencies in the domain of the middle level of psychological symptoms reached 29 frequencies, with a rate of 72.5%, which is the largest percentage At all in terms of symptoms prevalent among teachers of physical education, while no response was recorded in the field of the high level of psychological symptoms among the study sample.

As for the third dimension, which is the dimension of behavioral symptoms of psychological stress, we find in the domain of the low level of behavioral symptoms 28 responses, or 70% of the total responses on the dimension of behavioral symptoms, while the frequencies in the domain of the middle level of psychological symptoms reached 12 frequencies, or 30%, which is the lowest percentage ever. Where the symptoms are prevalent among physical education teachers, while no response was recorded in the field of the high level of behavioral symptoms among the study sample.

In order to answer the question, what are the most important symptoms resulting from psychological stress among teachers of physical education and sports in the middle school phase? We say that the most important symptoms resulting from psychological stress are the psychological symptoms in the first place, followed by the physical symptoms secondly, and finally the behavioral symptoms.

The location of psychological symptoms can be explained in the first place by the cognitive and psychological processes that occur when facing stress. According to Lazarus, the secondary assessment is the evaluation of the different coping options available and the possibility that the coping option will achieve what it is supposed to, and the possibility of the person also applying a certain coping strategy.

As for the physical symptoms, which were the second in the order, they can be explained according to the general adaptation theory. Selye identifies the stress adaptation syndrome in a group of stages represented in:

The first stage: is the alarm reaction, and this occurs when the nervous system is activated, and its aftermath occurs in response to fight, face, or flight, after which the Cougter reaction occurs, the sympathetic nervous system activates, and the brain releases hormones into the bloodstream, and if the alarm reaction stage succeeds, balance will be restored¹⁴

The second stage: the stage of resistance, and here the body resists those pressures that the individual is exposed to for long periods, and this happens after the reactions of confrontation or flight fade away, and cortisol is a major responsible for this stage, as it

converts proteins, sugars and fats into manufactured energy after they were stored in the liver and muscles in order to preserve The body helps keep blood pressure high and the heart contracting by preventing sodium from leaving the body.

As for the behavioral symptoms, they were the last in the order, and we can explain this by the fact that the behavioral response is the last output that occurs after exposure to pressure, as the biological and physiological response that determines the method of confrontation, escape, or stagnation takes place after a psychological and cognitive process, information processing, analysis, decision...etc. The role of the behavioral response is only after addressing the subject of stress and understanding it, and the behavioral response is decided, which is often together, so there were no high levels in the behavioral symptoms dimension of the psychological stress

CONCLUSION

Our study aimed to reveal the level of psychological stress among teachers of physical education and sports in the intermediate stage, as this study concluded that the level of psychological stress among them is average, and this draws attention to the importance of

providing the necessary support for teachers of physical education and sports to deal with all the psychological challenges that they face, whether in their personal lives or in their work environment. Reducing the level of psychological stress is necessary in order to achieve the well-being of the teacher and work to enhance his performance at work, and this is done by providing several programs that work to develop a culture of concern for mental health.

Recommendations

- Work on providing training programs aimed at enhancing psychological endurance skills and dealing with pressures for teachers of physical education and sports.
- The work environment of the teacher of physical education and sports must be improved because this is based on his encouragement and support.
- Promoting a culture of caring for mental health and encouraging participation in recreational activities. Physical education and sports teachers must work to develop their skills in the field of stress management.
- More studies are recommended in order to understand the causes and factors of psychological stress.

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