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Teachers' Problems in the Arab World and Their Impact on Elements of the Teaching-Learning Process

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Abstract:

Teaching is a profession of social production, but it is difficult and faces challenges dictated by the nature of the times. Various educational systems seek reforms, and as they continue, the teacher faces problems resulting from the reforms as well as the rapid changes in education. Therefore, we searched for the problems that the Arab teacher and the Algerian teacher suffer from as a model and suggested alternatives to alleviate them.

Keywords: Teacher problems; Educational reforms; Teaching and learning process.

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1. INTRODUCTION

Schools serve as fundamental social institutions that play a crucial role in the upbringing, training, and preparation of young people for future careers across various sectors. The teacher, as the cornerstone of this institution, bears a significant array of responsibilities related to the art and science of teaching, a profession that is often among the most demanding in terms of workload. Teachers are required to manage numerous duties and obligations that extend beyond classroom instruction, making their role one of high responsibility and complexity. To meet these demands, teachers must demonstrate exceptional professional competencies, technical expertise, and personal qualities. Like any other profession, teaching is not immune to the broad societal changes that shape its environment. Teachers, too, face a range of challenges and pressures that can compromise their ability to carry out their roles effectively. These challenges include increasing workloads, mounting teaching burdens, difficulties in managing student behavior, and the erosion of professional autonomy, compounded by relatively low financial rewards and a negative societal perception of the profession. When these issues persist, they can significantly ffect a teacher's performance, mental well-being, and professional satisfaction. In the long run, this can lead to diminished job satisfaction and performance, resulting in physical and emotional exhaustion. In extreme cases, teachers may face a dilemma: continue in a profession that feels increasingly unmanageable, transition to a different career, or develop a disengaged attitude toward their responsibilities, often leading to professional neglect (Abdel-Maksoud & Tahaoun, 1993, p. 259).

The rapid societal changes and the growing pressures of cultural openness have given rise to new crises for contemporary individuals, further exacerbating existing problems. The education sector, in particular, has been heavily impacted by these shifts, and teachers, as central figures in the educational process, are directly affected by these transformations. The resulting pressures can reduce their effectiveness and overall performance in the classroom. To address these pressing challenges, it is imperative that experts intervene to support teachers in their professional roles, enabling them to fulfill their responsibilities while enhancing their ability to adapt to the evolving educational environment.

There is a clear and urgent need for comprehensive training programs that empower teachers to refine their skills and competencies in response to these challenges. Many teachers, especially those who have not received adequate preparation during their pre-service or university training, find themselves ill-equipped to manage the complexities of the modern classroom. Furthermore, the backgrounds and qualifications of teachers require professional development programs that ensure they remain adaptable and responsive to constant changes within the educational system. Moreover, some teachers, particularly those with over twenty years of experience, may not be fully aware of the latest advancements in their field. Given the ongoing evolution of the education profession and the continuous reforms within educational systems, it is essential for teachers to receive flexible, adaptive training. This ensures they are equipped to navigate these changes and remain effective in their roles.

Several studies have highlighted that Arab teachers often suffer in silence from psychological pressures and mental health challenges, with the teaching profession being ranked as one of the most demanding due to the declining status of both education and teachers. Zubdi (2007), in his study on Algeria, identified several critical aspects regarding the professional situation of Algerian teachers. He noted that they work under harsh conditions, facing difficulties such as overcrowded classrooms, inadequate resources, and administrative pressures. His research revealed that most teachers endure the effects of these professional stressors, which notably impact their anxiety levels. Similarly, Boudiaf (2008), in her research on the sources of psychological stress among Algerian primary school teachers, found that 93.18% of teachers reported feeling exhausted and depleted of energy, while 86.38% experienced changes in appetite, and 79.55% dealt with high stress levels.

The study, which surveyed 30 teachers, identified physical exhaustion as a major source of stress. Teachers often find themselves physically drained, with weakened resistance to illness, leading to severe fatigue and tension that can jeopardize their health. Boudeyaf's study concluded that the psychological and environmental pressures surrounding teachers profoundly affect their performance and professional efficacy.

In another study, Gaja (2010) examined the sources of work-related stress among primary school teachers in Algeria and categorized them in the following order of priority: pressure related to students' poor academic performance, stresses linked to the curriculum, long working hours, issues concerning status and pay, the burdens of the profession, parental pressures,

challenges in the physical working environment, difficulties with educational resources, and strains in teacher-inspector relationships, along with tensions arising from interactions with colleagues and school administration.

When comparing the situation in Algeria with other Arab countries, the findings are notably similar. A study conducted by Masoudi (2010) in Algeria confirmed that there were no significant differences in the physical, psychological, or behavioral symptoms of stress between Algerian teachers and their counterparts in Dubai. However, the study did indicate that teachers in Dubai reported experiencing higher levels of psychological stress compared to those in Algeria.

By tracing the sum of these field studies that describe the reality of education and teachers in Algeria and the Arab world, this study came to shed light on the reality of teachers in the Arab world in education, and what types of problems hinder them from performing their assigned roles, and is it possible to propose training programs that can contribute to reducing their severity?

2. Study Objectives: The study seeks to achieve the following objectives:

• To illuminate the realities faced by Arab teachers.

• To identify the sources of challenges encountered by Arab teachers.

• To examine the impact of the declining status of Arab teachers.

• To explore potential programs and mechanisms that can help mitigate these challenges.

3. Study Importance:

Conducting such a study will significantly contribute to the body of knowledge in the field of educational behavior, particularly as it addresses the various deficiencies and challenges in education and among teachers, who are central to the educational process. Most existing studies on this topic have focused on teachers and providers of social services, without considering the programs that could alleviate the burden of these challenges. Thus, this study is of particular importance as it attempts to fill this gap in the literature and in the field of Arab education more broadly, and in local contexts specifically. Moreover, this study serves as a tool for educational institutions by providing insights into the necessary plans and strategies to meet the needs and desires of teachers. It is valuable for the development of educational systems and human resources, offering new strategies for interacting with teachers and identifying factors that influence their psychological well-being in the work environment. This, in turn, can lead to improved mental, physiological, and behavioral health among teachers, which ultimately enhances their performance. The results of this study will contribute to improving and increasing the productivity of educators in the teaching and educational sectors.

4. Literature Review:

4.1 Problems Faced by Teachers:

The teacher is the educator who teaches most of the subjects in the first three stages of primary school. His efforts focus on creating the appropriate educational and learning conditions for students in order to support their mental, physical, sensory,

religious, moral, social, and aesthetic growth (Shahata & Al-Najjar, 2003, p. 283). He has been entrusted with a noble yet difficult task, and he must possess psychological, intellectual, and physical traits, in addition to having a passion for his profession and being well-prepared to excel in this role.

The effectiveness of the teacher and his ability to manage the classroom depend on a number of cognitive abilities, which are represented as follows:

- Academic and professional preparation: The teacher should have a good knowledge of his area of specialization and be up-to-date with developments in this field. Professional and educational preparation for the teacher is just as important as academic preparation. The teacher needs practical experience and expertise in terms of knowledge of teaching methods, how to select educational tools, as well as an understanding of the characteristics and motivations of learners and how to diagnose and address them. Additionally, the teacher should be familiar with evaluation methods and the appropriate tools to assess students' performance.
- Broad knowledge: A teacher's success does not depend solely on mastering the specialized subject but also on how well-rounded his knowledge is in other areas related to the field, which increases students' confidence in the teacher, satisfies their curiosity, and helps him answer their questions (Al-Zaghoul, 2007, p. 30).When individuals achieve their needs and fulfill them, they experience satisfaction and fulfillment in different aspects of their lives. However, when these needs are unmet, problems arise that may develop into various health issues, requiring solutions to prevent them from

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worsening. Some define a problem as an increase or decrease in cognitive, emotional, and behavioral domains (Katami, 2002, p. 203), and the teacher may face several problems. The problem here is defined by Jites as "the individual's inability to achieve a specific goal using familiar patterns of behavior" (Tayli, 2008, p. 45).

- When tracking the classifications of problems, we find several categorizations. Some classify them based on basic needs such as bodily requirements and loss of a sense of security, while others classify them based on situations and behaviors, such as personal and professional states (Toumi, 1987, p. 57).

Through reviewing previous studies and research, we have identified the most important educational problems in the Arab world, especially those faced by Algerian teachers, and categorized them as follows:

4.2 Psychological Problems:

These are related to the teacher personally, where he feels that there is an obstacle preventing him from achieving the goal he strives for. Psychological problems make the teacher feel unstable and anxious, sometimes leading to rash and impulsive decisions. The most important of these are psychological pressures and lack of psychological stability. Personal problems may result from physical illnesses or financial shortages, which hinder the teacher from achieving personal goals. There is a need for support to help the teacher overcome these issues and find appropriate solutions. Some of these problems include:

- The teacher feeling frustrated and lacking self-confidence, which is related to the teaching method, and this in turn

leads the teacher to feel that he is not fulfilling his mission effectively (Ibrahim, 2006, p. 299).

- Loss of interest in others and emotional numbness. The teacher may become unresponsive to events like students' academic progress or other unsatisfactory issues. New events and situations may no longer attract his attention due to the teacher's routine and monotonous work habits.
- Lack of positive reinforcement for the teacher. Despite the heavy workload and effort exerted in teaching, the teacher may not receive reinforcement from school management, supervisors, or parents, which indicates the suffering he faces.
- Lack of interaction, isolation, and limited life: The teacher sometimes needs to engage with students in emotional release and dialogue. If this is absent, he may feel lonely and isolated.
- Lack of enthusiasm, feelings of despair and resignation, failure, pessimism, self-doubt, a sense of emptiness, and the desire to escape from work. These symptoms can lead to physical and emotional effects that may develop into chronic incapacity (Al-Kadhafi, 2010, p. 21). The teacher's feeling of distress due to his inability to overcome personal or environmental obstacles prevents him from fulfilling his needs, resulting in poor psychological adjustment, intense emotional reactions, jealousy, forgetfulness, stubbornness, and an inability to accept criticism from others.
- The teacher's perception of his profession as being inferior to other professions, leading to a lack of self-

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confidence and dissatisfaction with the profession he practices.

- The limited appeal of the teaching profession in terms of rapid social mobility (Karim et al., 2002, p. 41).

4.3 Professional Problems:

Professional problems refer to the various difficulties that teachers face in the performance of their roles. Several studies have addressed the professional challenges encountered by teachers. One such study by Hawd and Schmidt (1987) identified issues such as lack of classroom discipline, excessive paperwork, and an overwhelming number of lessons as significant concerns for teachers. Another study by Venmman (1988) emphasized the scarcity of resources in schools as a primary factor contributing to teachers' feelings of frustration and job dissatisfaction.

The following are some of the most prominent professional challenges faced by teachers:

- **Excessive Workload**: Teachers are responsible for providing direction, maintaining classroom order, and managing student activities. They are also tasked with enforcing behavior standards. As a result, many teachers experience physical and mental exhaustion by the end of the school day. The frustration is compounded when teachers feel their efforts are not yielding the desired results, particularly when students do not respond positively to their teaching methods.
- **Difficulty in Career Advancement**: Opportunities for career progression in teaching are often limited. While many professions offer material and moral incentives,

such as promotions to more prestigious roles with increased responsibilities and social status, teachers often find that their opportunities for advancement do not align with their aspirations. The promotions they receive may not meet their professional or personal expectations (Turki, 1999, p. 256).

- **Teaching as a Demanding Profession**: Teaching requires a high level of adaptability to meet the developmental needs of students across various age groups. Teachers often face challenging working conditions, such as overcrowded classrooms, insufficient resources, heavy workloads, and, in some cases, long commutes between their homes and schools. These factors contribute to the perception of teaching as a burdensome profession, one that leaves little room for personal life or professional satisfaction (Karim et al., 2002, p. 39).
- **Ineffectiveness of Teacher Unions**: Teacher unions are meant to protect the rights and interests of educators. However, these unions are often criticized for their limited effectiveness in addressing teachers' needs. In comparison to unions representing other professions, teachers' unions have struggled to improve the professional conditions of their members or advocate effectively for their rights (Ministry of National Education, 2009).

4.4 Pedagogical Problems:

- **Lack of Administrative Support for Teachers**: A key pedagogical challenge faced by teachers is the insufficient attention from school administration regarding the

teachers' needs and a lack of moral incentives for their efforts. Often, administrative focus is directed more toward formal, bureaucratic procedures rather than the educational process itself. Furthermore, the excessive centralization of decision-making within schools limits teachers' autonomy and their ability to collaborate effectively within the educational environment.

- **Insufficient Educational Qualifications of Teachers**: Teaching is both a science and an art, yet many teachers enter the profession without the necessary pedagogical skills to effectively impart knowledge to their students. Unfortunately, for some, teaching is not driven by genuine interest in the profession but by external factors. This lack of passion or preparation can adversely affect their educational performance (Bouflega, 1990, p. 70).

4.5 Educational Problems:

- **Overcrowded Classrooms**:

One of the most pressing challenges teachers face is the issue of overcrowded classrooms. This makes it increasingly difficult to explain lessons effectively or maintain classroom discipline. Additionally, many students struggle with low academic performance due to a lack of motivation or discipline.

The disengagement is often compounded by insufficient parental involvement, leading to poor coordination between the school and families, which negatively impacts the quality of education (Alia & Shani, 1998, p. 48). Teachers also face the pressure of a dense curriculum, which forces them to rush through topics, sometimes at the expense of fostering deep understanding. This rush can lead to frustration and fatigue,

creating a sense of boredom and dissatisfaction among both teachers and students. Moreover, the wide range of teaching groups and educational levels makes it difficult for teachers to maintain consistency in lesson delivery, as they often need to adapt their methods to meet the diverse learning needs and backgrounds of students (Ghaoui, 2008, p. 136).

- **Lack of Educational Resources**:

The scarcity of educational resources is a recurrent problem faced by many teachers, despite being an essential component of the educational process. These resources are vital for engaging students and ensuring the effective delivery of lessons. Without the appropriate tools, teachers struggle to fully engage their students, leading to diminished interest and participation in lessons (Al-Durij, 2000, p. 105).

- **Teacher-Student Relationship Issues**:

Teachers often encounter difficulties in maintaining classroom discipline and creating a positive learning environment. Managing disruptive behavior and ensuring that students remain attentive and responsive poses a significant challenge. This gap in the teacher-student relationship can lead to antagonism and a sense of isolation, contributing to persistent anxiety for teachers (Mansi, 1990, p. 15). The professional success of teachers is closely linked to student achievement. Their effectiveness is often measured by the progress and success of their students. Unfortunately, many teachers report a lack of student engagement, reflected in behaviors such as indifference, disinterest in school, and disrespect for the teacher.

This disengagement, combined with a lack of enforced policies regarding failure or academic progression, fosters

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disillusionment among teachers and impedes their ability to provide effective instruction (Jaber, 2000, p. 208). The lack of attention, carelessness, and disregard for educational standards often leads to teacher demotivation, which in turn reduces their commitment to delivering quality learning experiences (Nashwati, 1998, p. 18).

4.6 Social Problems:

Social problems, in this context, refer to any situation that arises from the nature of social realities or disruptions in human relationships, which vary depending on individuals within the community. These issues emerge as a result of the teacher's interaction with the environment and the social context in which they work. One of the biggest challenges faced by teachers is the decline in their social status. As Yassine Meshta, a sociologist at the University of Algiers, pointed out, global changes have contributed to the diminished status of teachers because the teaching profession itself has been devalued.

In analyzing the reasons behind the teacher's loss of societal value and status, Meshta emphasized several factors, such as the emergence of new media and technologies that allow students to acquire information without the need for a teacher. This trend signifies a shift towards diminishing the teacher's role in education.

Furthermore, studies from European countries have addressed the issue of education without a teacher, highlighting how some communities are beginning to question the necessity of the traditional teacher. Given that Algerian society both influences and is influenced by global trends, it is clear that these changes

have contributed to a weakening of the teacher's role, ultimately eroding their importance and status (Mecha, 2012).

In a study conducted by Ben Safi, he explored the teacher's standing in Algerian society. The findings indicated that teachers perceive themselves as occupying a lower social and economic status. Parents, too, do not view teachers as role models or as key figures responsible for the progress and prosperity of society. Instead, teachers are often seen as just another profession without the social prestige or authority they once held (Ben Safi, 2006, p. 74).Thus, it can be argued that Algerian society remains largely unaware of the true value and significance of the teaching profession. The image of the teacher in Algerian culture does not align with the ideal characteristics associated with the profession in other societies that aim to build a strong, advanced, and cohesive community. This reflects a larger societal issue, where teachers are not seen as pillars of societal development or essential contributors to progress.

Among the social factors contributing to teacher burnout and psychological stress is the involvement of parents in the teachers' work. Many parents often challenge teachers' decisions, question their abilities, and doubt their professional competencies. This undermines teachers' confidence in their roles and transforms the profession into a more open field, where even unqualified individuals, whether parents or opportunistic "emergency" teachers, can enter the profession.

This pressure erodes the teacher's professional identity and contributes to the perception that teaching is no longer a specialized profession with unique requirements. Instead, it

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becomes just another job where unqualified individuals can participate (Al-Farah, 1999, p. 33).

4.7 Economic Problems:

The economic problems faced by teachers are related to income and the family's economic level. The feeling of low salaries and the challenging conditions in which the teaching profession is practiced, such as limited resources and complicated work relationships, fail to meet the teacher's needs and life requirements, negatively impacting their psychological well-being. This leads to discomfort due to unfulfilled needs.

Additionally, the low financial returns from the teaching profession, especially when compared to other professions, do not align with the effort exerted by the teacher. The existence of numerous opportunities for employment outside of education, particularly with modern developments, exacerbates the situation.The teacher's reduced purchasing power and responsibility for student failures, as well as the country's political and economic problems, add to their stress. Some have taken advantage of easier retirement conditions and left teaching due to the accumulation of daily and professional problems (Boufelja, 1990, p. 66).

4.8 Health Problems:

Data from the National Union of Education Workers confirms that many teachers suffer from various illnesses, but the issue lies in teachers not reporting them and the Ministry of Education not classifying them as occupational diseases. It is reported that 120,000 teachers file for sick leave annually due to such health issues, especially among older teachers, particularly women who

have been teaching for over ten years. Nervous breakdowns are the most common, accounting for 65%, followed by heart disease, high blood pressure, and varicose veins, often resulting from prolonged standing. Other health problems include physical fatigue, insomnia, and allergies. Additionally, Ahmed Khaled, the head of the National Union of Parent Associations, revealed that many teachers suffer from psychological and nervous disorders, but most of them are not reported to social security services (Ahmed Khaled, 2013).

These diseases are increasingly prevalent among teachers due to the lack of occupational health institutions to diagnose and treat them at an early stage, worsening the situation. A 2002 directive aimed at documenting chronic diseases has not been implemented due to the absence of an authorized medical framework to monitor these cases.In a study by Boudiaf, it was found that 93.18% of teachers experience fatigue and loss of energy, 86.38% have changes in appetite, 79.55% suffer from high stress, 68.18% report neck and shoulder pain, and 54% suffer from headaches.

The study also found that 45.2% of teachers have gastric ulcers. These physical symptoms were found to negatively affect emotional symptoms such as mood swings, irritability, anger, and depression, reflecting the suffering of Algerian teachers (Boudiaf, 2008, p. 117).

5. Consequences of These Problems:

- **Effects on Students:**

Students tudents are the focal point of the educational process, and any flaw or weakness in any of its elements, particularly the

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teacher, has a significant impact on them. In this case, the effect is direct and profound. A student who sees that the teacher is indifferent to lesson preparation, arrives late, or neglects homework assignments will develop a similar sense of indifference toward these matters. The teacher's lack of enthusiasm in delivering the lesson will cause students to lose motivation to learn, making the lesson boring. This, in turn, increases the psychological pressure on students. Similarly, the decisions the teacher makes regarding the evaluation of students, in such a state, are likely to be inaccurate.

Teacher collaboration and engagement are fundamental to the success of the school. A teacher who is experiencing such a situation lacks the motivation to cooperate and participate. This may worsen to the point where the teacher actively discourages colleagues from working together or engaging in school activities. As a result, the collaborative atmosphere in the school is lost, and it becomes a group of individuals united only by the physical space, with no common goals, concerns, or shared objectives.

This environment also amplifies the psychological pressure on the teacher, expanding the circle of discomfort to the point where the school becomes an unpleasant place for them. The teacher may then develop the desire to leave. It is important to note that some of the outcomes and effects of the problem tend to reinforce and deepen the issue, creating a vicious cycle that worsens as time passes, making it increasingly difficult to resolve.

- **Effects on the Teacher:**

The teacher is affected by their emotions, the pressures they face, and the problems occurring in their environment. If these issues are not addressed, they can lead to significant psychological distress, which may result in making poor decisions, such as avoiding participation in school activities or academic growth programs. In extreme cases, these decisions could lead to the teacher leaving the profession entirely. Additionally, this state negatively affects the teacher's perspective on the educational process and their view of students. If not corrected, these views can become entrenched and permanent, leading the teacher to believe that students are lazy, do not understand, and that working with them is a wasted effort. The teacher might also adopt the mindset that their only responsibility is to deliver lessons with minimal effort, and that they have no need to engage with colleagues as long as they fulfill their teaching duties.

These issues generate unmet needs for the teacher, which depend on the guidance services available to them, services that help alleviate the intensity of the problems they face. Below, we outline the most important counseling needs for teachers.

The problems teachers face prevent them from adapting to their profession and the professional environment in which they spend most of their day, leading to psychological and physical disorders due to unmet needs that overlap and hinder their performance. The following are the key guidance needs of teachers:

1. The teacher's role often lacks clarity, with multiple tasks assigned. This makes it necessary for the teacher's responsibilities to be well-defined to avoid conflicts and disputes within the educational team. Schools should

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focus on training programs and consider them an integral part of the educational process.

2. Teachers often face issues such as frustration, anxiety about continuing in education, and significant boredom, sometimes reaching the point of regret for choosing the teaching profession. Therefore, they need psychological counseling programs and professional training to achieve proper psychological growth and overcome any emotional challenges that may impede their professional and social adaptation.

3. Teachers commonly express dissatisfaction with low salaries and reduced purchasing power, which significantly contribute to their frustration and the search for alternative careers to meet their financial needs.

4. Teachers have highlighted the lack of physical health care at public health centers, which are supposed to examine and treat occupational diseases. Therefore, there is a need for an institution dedicated to their physical health, and occupational health services are a proposed alternative to ensure this.

5. Teachers place significant importance on the need for social recognition and respect from the society in which they live. The respect for their profession and role in the community is vital for their well-being.

Conclusion:

Historically, the teaching profession has been highly regarded across various cultures, a reflection of the nobility and significance of the role. Teachers hold the responsibility of shaping future generations, guiding them to face the challenges

of life. This immense responsibility places a heavy burden on teachers and, thus, underscores the need to provide them with both material and moral support to enable them to fulfill their duties to the best of their abilities.

However, entering and practicing the teaching profession demands certain qualifications and attributes. Educational institutions must prioritize the recruitment of teachers who possess the right skills, knowledge, and passion for the job. Teachers who are well-prepared, satisfied with their work, and aligned with their professional values are better equipped to handle the challenges and pressures of the teaching profession. This, in turn, enhances their job satisfaction, emotional well-being, and overall performance in the classroom.

An important aspect of supporting teachers is ensuring access to psychological and professional counseling services. Evaluating teachers' needs and offering appropriate guidance can play a crucial role in addressing the challenges they face. Establishing a comprehensive system for identifying and responding to these needs will be essential in developing effective support programs.

Study Suggestions: Based on the results of the current study, the following suggestions are proposed:

1. Conducting more survey studies to identify and investigate the causes leading to various problems and psychological pressures on teachers, especially in light of the ongoing changes in the educational system, due to their negative impact on the educational process.
2. Working on improving the living conditions of teachers by enhancing the salary scale, activating the system of material incentives, providing opportunities for

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promotion, and improving the work environment by organizing the necessary training courses to prepare specialized professional frameworks capable of working effectively.

3. Providing services, supporting tools, and facilities that would assist teachers in performing their roles more effectively.
4. Training specialized professional frameworks capable of providing the necessary consultations to address work pressures and burnout.

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