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Occupational Stress and Its Relationship with Professional Adjustment – A Field Study among Teachers at Ahmed Bey Middle School – Annaba

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ABSTRACT

The present study investigates the relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School in Annaba. The central research question guiding this inquiry is as follows:

- Is there a statistically significant relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School – Annaba?

To address this question, a descriptive research methodology was employed, deemed appropriate given the nature of the study. The research sample comprised 29 teachers. Data collection was conducted using a structured questionnaire, organized into two primary components: occupational stress and professional adjustment. The collected data were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS). Findings revealed a weak yet positive correlation between the prevailing dimensions of occupational stress identified within the institution and the level of professional adjustment among the teachers.

Keywords: occupational stress, professional adjustment, teachers.

INTRODUCTION

Organizations, regardless of their size or sector, seek to accomplish the core objectives for which they were established. To achieve these goals, they rely on a range of inputs, including financial capital, technological infrastructure, and, most importantly, human resources. Among these inputs, human resources are widely recognized as a foundational pillar of organizational success.

Accordingly, this domain has garnered significant interest from scholars in occupational and organizational psychology, as well as from contemporary management theorists, owing to the pivotal role human capital plays in determining an organization's long-term sustainability and effectiveness. Any dysfunction or challenge related to human resources can, therefore, have far-reaching implications on an organization's overall performance.

One of the most critical and persistent challenges confronting institutions today is occupational stress, frequently described as a modern occupational health issue. Occupational stress continues to be the subject of intensive academic exploration, largely because of its potentially serious consequences for both individual employees and the organizations to which they belong.

Occupational stress can be conceptualized as a collection of stimuli present within the work environment that elicit behavioral, psychological, or physiological responses from the individual performing their duties. In the context of this study, the individual of focus is the middle school teacher.

The teaching profession is widely recognized as one of the most stressful occupational domains. Teachers increasingly face a variety of health-related complications, a reality that is observable in everyday professional life. These health issues often stem from continuous exposure to professional stressors over the course of their careers. Such stressors, commonly identified as sources of occupational stress, include factors such as excessive workloads, poor physical working conditions, inadequate remuneration, and insufficient recognition or rewards.

These adverse conditions can undermine an individual's capacity for professional adjustment. Professional adjustment refers to a psychological and behavioral state of equilibrium that an individual experiences within their workplace. It is generally manifested through a sense of satisfaction and achievement. In the context of teaching, a teacher's level of professional

adjustment can be inferred from observable positive workplace behaviors, including constructive interaction with administrative staff and colleagues, acceptable job performance, willingness to cooperate, and overall engagement with their professional responsibilities.

Based on the foregoing, the present study seeks to investigate the relationship between occupational stress and professional adjustment among middle school teachers. This investigation is guided by the following central research question:

Is there a statistically significant relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School in Annaba?

This central inquiry gives rise to the following sub-questions:

1. Does a statistically significant relationship exist between individual sources of stress, such as personality traits and life events, and professional adjustment among teachers at Ahmed Bey Middle School in Annaba?

2. Is there a statistically significant relationship between organizational sources of stress, such as physical working conditions, increased workload, low remuneration, and insufficient rewards, and professional adjustment among teachers at Ahmed Bey Middle School in Annaba?

3. Are there statistically significant differences in the levels of professional adjustment attributable to demographic factors (age, gender, years of experience in the position, and marital status) among teachers at Ahmed Bey Middle School in Annaba?

1.1 Research Hypotheses

This investigation is structured around the following research hypotheses:

General Hypothesis: There exists a statistically significant relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.

Specific Hypotheses:

- A statistically significant relationship exists between individual sources of stress (personality type and life events) and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.

- A statistically significant relationship exists between organizational sources of stress (physical working conditions, increased workload, low wages, and inadequate rewards) and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.
- There are no statistically significant differences in the levels of professional adjustment that can be attributed to demographic variables (age, gender, years of experience in the current position, and marital status) among teachers at Ahmed Bey Middle School in Annaba.

1.2 Study Significance

The relevance of this study lies in its focus on one of the most critical variables within the field of occupational and organizational psychology, namely, occupational stress, a phenomenon that continues to be a subject of scholarly attention. Occupational stress has become a pervasive issue across various institutional settings. Consequently, this study represents a practical contribution to the empirical understanding of this condition and its association with another equally significant variable: professional adjustment. The study aims to advance scientific knowledge on this topic and establish a foundation for future empirical research based on its findings.

1.3 Study Objectives

This research is designed to achieve the following objectives:

- To identify the relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.
- To analyze the relationship between individual stressors, specifically, personality type and life events, and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.
- To examine the relationship between organizational sources of stress, such as physical work conditions, heavy workloads, and inadequate financial compensation, and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.
- To assess whether statistically significant differences in the level of professional adjustment can be observed based on demographic characteristics, including age, gender, length of service in the current role, and marital status.

2. Operational Definitions of the Study's Concepts

2.1 Occupational Stress

Occupational stress is defined, in the context of this study, as the teacher's inability to cope effectively with the demands and burdens inherent to the profession, as encountered within the institutional environment of Ahmed Bey Middle School in Annaba. This inability is attributed to various stress-inducing factors, whether individual or organizational in nature, and manifests through a range of psychological, physiological, and behavioral responses.

2.2 Professional Adjustment

The degree of satisfaction experienced by teachers at Ahmed Bey Middle School in relation to various aspects of their work, reflecting a state of balance and adaptation to job demands, which is mirrored in their productivity and their relationships with colleagues and the broader professional and social work environment.

2.3 Teachers

Every teacher working at Ahmed Bey Middle School in Annaba, responsible for transmitting knowledge, skills, or values.

3. Previous Studies and Commentary

Previous studies constitute one of the main components of scientific research. Below are several studies that addressed occupational stress and professional adjustment, listed in chronological order from the oldest to the most recent

3.1 Study by Meknassi Mohamed (2006/2007):

This study aimed to identify the relationship between professional adjustment and occupational stress among employees in penal institutions, with a case study focusing on prison guards at the Rehabilitation Institution of Constantine. A questionnaire was administered to a sample of 176 guards, using the descriptive-analytical method. The study focused on the theme of professional adjustment and its relationship with work stress through physical, psychological, and behavioral symptoms. The most important findings include:

- The presence of high levels of psychological symptoms of stress among a significant portion of the sample.

- The participants reported suffering from high levels of psychological symptoms associated with work stress.
- The participants also exhibited high levels of behavioral symptoms linked to work stress.
- A correlational relationship was found between the dimensions of professional adjustment and the variables representing symptoms resulting from work stress.
- Older employees showed higher levels of professional adjustment compared to their younger counterparts.
- Employees with more experience demonstrated a higher level of professional adjustment compared to those with less experience. (Meknassi, 2006/2007)

3.2 Study by Metatla Moussa (2009/2010):

This study aimed to examine the relationship between occupational stress and professional adjustment, using a case study of civil protection personnel in Skikda. A questionnaire was administered to a sample of 319 individuals, applying the descriptive method. The study shed light on occupational stress and sought to identify its sources among civil protection officers. Key findings include:

- Most participants acknowledged experiencing role overload at work.
- Signs of fatigue and exhaustion appeared among workers at the end of their shifts.
- Pain and discomfort were reported when performing tasks that conflicted with personal principles or religious values.
- Conflicts and contradictions between multiple supervisors during intervention missions caused feelings of frustration regarding the nature of their work, which in turn led to numerous and serious errors. (Metatla, 2009/2010)

3.3 Study by Lounis Saida (2019):

The present study aimed to investigate the relationship between occupational stress and professional adjustment, as well as to determine the levels of psychological stress and professional adjustment among primary school female teachers in the districts of BirMourad Raïs and Sidi M'Hamed in Algiers. The study was conducted on a sample of 50 female teachers.

To achieve the objectives of the study, the Occupational Stress Scale by Mostefa Mansouri and the Professional Adjustment Scale by Saad Felian Al-Madaath used. the descriptive method was also adopted.

The results revealed a negative correlation between occupational stress and professional adjustment among the participants. Furthermore, the study indicated that the level of psychological stress among the sample was high, whereas their level of professional adjustment was moderate.(Lounis, 2019, p 113-130)

3.4 Study by Hamri Fatima Zahra and Samia Ibraim (2021)

This study aimed to identify the relationship between professional adjustment and psychological stress among emergency department physicians at Guelma Province Hospital. The study employed the correlational descriptive method and used the Professional Adjustment Questionnaire along with the Perceived Stress Scale by Feinstein. The sample consisted of 119 male and female physicians. The study concluded the following:

- The level of professional adjustment among emergency physicians was moderate.
- The level of perceived psychological stress among emergency physicians was also moderate.
- There was an inverse correlation between professional adjustment and perceived psychological stress among physicians in the emergency department.(Ibraim, Hamri, 2021, p358-372)

3.5 Study by Lamouchi Hayat (2022)

This study sought to describe the levels of both psychological stress and professional adjustment among nurses working in emergency departments. It also aimed to explore whether there is a relationship between the level of psychological stress and professional adjustment among nurses. To achieve these objectives, the researcher applied a psychological stress scale and a professional adjustment scale to a sample of 50 nurses, male and female, working in a group of hospitals affiliated with Blida Province.

The statistical analysis conducted as part of this research revealed that emergency nurses experience a high level of psychological stress. Conversely, they demonstrated a low level of professional adjustment. Moreover, the

findings indicated the presence of an inverse relationship between psychological stress and professional adjustment. This means that as psychological stress increases, the level of professional adjustment among nurses working in emergency departments decreases. (Lamouchi, 2022, p 400-416)

Commentary on Previous Studies:

A number of prior studies closely related to the present topic have been reviewed. These studies have provided valuable findings that contribute to enriching this investigation. Based on this review, several key observations can be made:

- **Distinctive Features of the Current Study Compared to Previous Research**

The current study distinguishes itself from earlier research in terms of both its temporal and geographical scope, as well as through its focus on a specific institutional case. It is anticipated that this study will serve as a meaningful academic contribution within its domain and help foster broader scholarly engagement with the concepts of occupational stress and professional adjustment. The following summarizes the key similarities and differences between this study and previously conducted research:

First: Similarities

The present research shares the following attributes with prior studies:

- A focus on the relationship between occupational stress and professional adjustment.
- Utilization of a similar research approach, namely the descriptive methodology.
- Use of comparable research instruments, with most previous studies, like the current one, employing questionnaires for data collection.
- A common objective among studies, which is to explore and clarify the correlational relationship between the two primary variables.

Second: Differences

Previous research differs from the present study in several respects, including the characteristics of the study sample, the time frame during which the research was conducted, the geographical location of the fieldwork, and the specific findings obtained.

It is worth noting that although the reviewed studies varied in their aims and outcomes, the themes of occupational stress and professional adjustment continue to warrant further scientific inquiry. There remains a need for more in-depth analysis and comprehensive exploration of elements that may not have been adequately addressed in earlier scholarly work.

4. Scope of the Study

The parameters of this study are defined as follows:

4.1 Spatial Scope

The fieldwork was carried out at Ahmed Bey Middle School, located in Hajar Eddis, Annaba.

4.2 Temporal Scope

The study was conducted over a defined period, extending from April 2, 2023, to May 21, 2023.

4.3 Human Scope

The research was specifically applied to the teaching staff at Ahmed Bey Middle School in Annaba.

5. Research Methodology

Given the relational and correlational nature of the present research and the objectives it seeks to achieve, the descriptive method was deemed the most appropriate. This methodological approach involves studying phenomena as they exist in their real-life context, with an emphasis on providing a precise and systematic description. In addition to gathering data, the descriptive method facilitates the examination of the characteristics of the subject matter and the interrelationships among its various components. Furthermore, it allows for interpretation and analysis, thereby contributing to the development of a coherent conceptual framework that enriches the existing body of scientific knowledge concerning the research topic.

6. Research Methodology

6.1 Research Population

The research population encompasses all individuals who embody the phenomenon under investigation. In line with the nature of the research

problem and the stated objectives, the target population includes the entire teaching staff at Ahmed Bey Middle School in Annaba, comprising a total of 47 teachers.

6.2 Research Sample

A simple random sampling technique was employed to select participants. The sample included 33 teachers, representing approximately 70% of the total research population. Out of the 33 questionnaires distributed, 29 were completed and returned. These responses formed the basis for the subsequent statistical analysis.

7. Data Collection Tools

The principal tool used for data collection in this study was the questionnaire. Its construction was informed by a review of prior research on the subject matter. The questionnaire was designed using straightforward and direct items and consisted of 75 statements. These statements were evaluated using a three-point Likert scale: Always, Sometimes, and Never.

7.1 Validity of the Study Instrument

The validity of the questionnaire pertains to the degree to which it comprehensively includes all elements necessary for effective analysis, while avoiding ambiguity and ensuring clarity and ease of understanding for respondents. In this study, construct validity was used to verify the accuracy and adequacy of the instrument.

Construct Validity

After establishing the face validity of the instrument, the questionnaire was administered, and construct validity was assessed using Pearson's correlation coefficient. This statistical test measured the strength of the relationship between each primary axis and the dimensions that comprise it.

The results are presented in the table below:

Table 1. Pearson's Correlation Coefficients Between Each Axis and Its Dimensions

Axis	Dimension	Pearson Correlation Coefficient	Significance Level
Occupational	Personality Type	0.424	0.021*

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Stress	Life Events	0.433	0.024*
	Physical Conditions	0.466	0.034*
	Increased Workload	0.521	0.003*
	Low Wages and Rewards	0.709	0.000*
Professional Adjustment		0.732	0.000*

Source: Based on SPSS output, version 26

*Statistically significant at $\alpha \leq 0.05$

**Not statistically significant at $\alpha > 0.05$

As indicated in the table above, the Pearson correlation coefficients between each axis and its corresponding dimensions are positive and statistically significant at the $\alpha \leq 0.05$ threshold. The p-values associated with each dimension are all below the significance level, confirming the presence of statistically meaningful relationships. The correlation coefficients range from 0.424 to 0.709, suggesting a direct and positive relationship between the questionnaire items and the constructs they were intended to measure. These findings validate the instrument's effectiveness in assessing the variables of interest within the study.

7.2 Reliability of the Study Instrument

The reliability of the instrument was verified using Cronbach's Alpha coefficient. The results are detailed in the table below:

Table 2. Reliability of the Study Instrument

Axis	Cronbach's Alpha	Reliability*
Occupational Stress	0.914	0.956
Professional Adjustment	0.646	0.803
Overall	0.904	0.950

Source: Based on SPSS output, version 26

*Reliability is calculated as the positive square root of Cronbach's Alpha

As shown in the table above, the values of Cronbach's Alpha for each axis of the questionnaire are high, estimated at 0.914 and 0.646 respectively. The overall Alpha coefficient for the questionnaire is 0.904. Similarly, the reliability values for each axis are also high, estimated at 0.956 and 0.803, and the total

reliability of the questionnaire is 0.950. Since these values exceed 0.70, this is a strong indication that the questionnaire possesses a high level of reliability and is suitable for measuring the intended variables

8. Hypothesis Testing

This section involves testing the main and sub-hypotheses on which the study is based, using appropriate statistical techniques

8.1 Testing the Main Hypothesis

The main hypothesis states: **“There is a statistically significant relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School in Annaba at the significance level $\alpha \leq 0.05$ within the institution under study.”**

To test this hypothesis, multiple linear regression was applied as shown in the table below:

Table 3. Results of Multiple Linear Regression Test for the Main Hypothesis

Independent Variable	Dependent Variable	Correlation Coefficient (r)	Coefficient of Determination (R²)	F-value	Significance Level	Statistical Decision
Occupational Stress	Professional Adjustment	0.268	0.072	2.096	0.159	Accepted

Source: Based on SPSS output, version 23

*Statistically significant at $\alpha \leq 0.05$, **Not statistically significant at $\alpha > 0.05$

The table reveals the following:

Model Quality Test:

The correlation shows a weak but positive linear relationship between the dimensions of occupational stress prevalent within the studied institution and professional adjustment, with a correlation coefficient of 0.268.

The coefficient of determination (R²) is 0.072, indicating that the

dimensions of occupational stress account for 7.2% of the variation in professional adjustment, an extremely low explanatory power. The remaining 92.8% is attributed to other variables not included in the current model.

As for the model's overall fit, the F-value is 2.096, with a significance level of 0.159, which is higher than the 0.05 threshold. Therefore, the null hypothesis is accepted, and the alternative hypothesis is rejected. This means the model is not statistically significant, and there is no evidence of a statistically significant relationship between occupational stress and professional adjustment among teachers at Ahmed Bey Middle School in Annaba at the level $\alpha \leq 0.05$.

This result contrasts with the findings of the following studies: Allali Dalal (2015–2016), Rebaï Boubecker (2016–2017), Hamri Fatima Zahra and Samia Ibrahim (2021), and Lamoushi Hayat (2022)

8.2 Testing the Sub-Hypotheses

a) Testing the First Sub-Hypothesis:

This hypothesis states: “There is a statistically significant relationship between individual sources (personality type, life events) and professional adjustment among teachers at Ahmed Bey Middle School in Annaba, at a significance level of ($\alpha \leq 0.05$) within the institution under study.”

To test this, multiple linear regression was applied as shown in the following table:

Table 4. Results of Multiple Linear Regression Test for the First Sub-Hypothesis

Independent Variable	Dependent Variable	Correlation Coefficient (r)	Coefficient of Determination (R²)	F-Value	Significance Level	Statistical Decision
Personality Type	Professional Adjustment	0.047	0.002	0.059	0.811	Accepted
Life Events	Professional Adjustment	0.116	0.014	0.371	0.547	Accepted

Source: Based on SPSS output, version 23

*Statistically significant at $\alpha \leq 0.05$

**Not statistically significant at $\alpha > 0.05$

From the table, the following observations can be made:

- Model Quality Test:

The correlation values indicate a very weak positive linear relationship between the dimensions of individual sources present in the institution under study and professional adjustment, with values of 0.047 for personality type and 0.116 for life events.

- Coefficient of Determination (R^2):

The R^2 value of 0.002 for personality type indicates that this variable explains only 0.2% of the variance in professional adjustment, which is nearly negligible. The remaining 99.8% is attributable to other variables not included in the study model. Similarly, the R^2 value of 0.014 for life events suggests that this factor explains just 1.4% of the variance in professional adjustment, while the remaining 98.6% is explained by other, unmodeled factors.

- Model Fitness:

The F-values are 0.059 for personality type and 0.371 for life events, with corresponding significance levels of 0.811 and 0.547, both of which are greater than the 0.05 threshold. Thus, the null hypothesis is accepted, and the alternative hypothesis is rejected. This implies that the model is not statistically significant, and no statistically significant relationship is established at $\alpha \leq 0.05$ between individual sources (personality type, life events) and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.

b) Testing the Second Sub-Hypothesis:

This hypothesis states: “There is a statistically significant relationship between organizational sources (physical conditions, increased workload, low wages and rewards) and professional adjustment among teachers at Ahmed Bey Middle School in Annaba, at a significance level of ($\alpha \leq 0.05$) within the institution under study.”

To test this, multiple linear regression was applied as shown in the following table:

Table 5. Results of Multiple Linear Regression Test for the Second Sub-Hypothesis

Independent Variable	Dependent Variable	Correlation Coefficient (r)	Coefficient of Determination (R^2)	F-Value	Significance Level	Statistical Decision
Physical Conditions	Professional Adjustment	0.127	0.016	0.442	0.512	Accepted

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Increased Workload	Professional Adjustment	0.357	0.128	3.946	0.057	Accepted
Low Wages and Rewards	Professional Adjustment	0.274	0.075	2.193	0.150	Accepted

Source: Based on SPSS output, version 23

*Statistically significant at $\alpha \leq 0.05$

**Not statistically significant at $\alpha > 0.05$

The table reveals the following:

- Model Quality Test:

A weak positive correlation is observed between the dimensions of organizational sources in the institution and professional adjustment. The correlation values are 0.127 for physical conditions, 0.357 for increased workload, and 0.274 for low wages and rewards.

- Coefficient of Determination (R^2):

The R^2 value of 0.016 for physical conditions suggests that this factor explains only 1.6% of the variation in professional adjustment, which is very weak, leaving 98.4% to other unmeasured variables. For increased workload, the R^2 value is 0.128, indicating that it accounts for 12.8% of the variance in professional adjustment, while 87.2% remains unexplained by this model.

For low wages and rewards, the R^2 value is 0.075, showing that this factor explains just 7.5% of the variance in professional adjustment, with the remaining 92.5% linked to external variables not included in the current model.

- Model Fitness:

The F-values are 0.442 for physical conditions, 3.946 for increased workload, and 2.193 for low wages and rewards. Their corresponding significance levels are 0.512, 0.057, and 0.150 respectively. Since all are greater than the significance threshold of 0.05, the null hypothesis is accepted, and the alternative is rejected. Thus, the model is not statistically significant, and no evidence is found for a statistically significant relationship at $\alpha \leq 0.05$ between organizational sources (physical conditions, increased workload, low wages and rewards) and professional adjustment among teachers at Ahmed Bey Middle School in Annaba.

c) Testing the Third Sub-Hypothesis:

This hypothesis states: “There are no statistically significant differences attributable to demographic variables (gender, age, marital status, seniority) among teachers at Ahmed Bey Middle School in Annaba, at a significance level of ($\alpha \leq 0.05$) within the institution under study.”

To test this hypothesis, the one-sample T-test was used, as shown in the table below:

Table 6. One-Sample T-Test

Demographic Variable:	Mean	Degrees of Freedom	T-Value	Mean Difference	Significance Level	Statistical Decision
Gender						
Male	2.80	27	2.426	0.467	0.256	Accepted
Female	2.33		3.150	0.467	0.256	Accepted

Source: Based on SPSS output, version 26

*Statistically significant at $\alpha \leq 0.05$

**Not statistically significant at $\alpha > 0.05$

The results in the table above show that the mean value for the gender variable exceeds the neutrality threshold (2). The T-values recorded for the axis were 2.426 and 3.150 respectively, which are considered high. However, the significance level of 0.256 exceeds the threshold of 0.05, indicating that the mean difference is not statistically significant at the 0.05 level. Therefore, the null hypothesis is accepted, confirming that there are no statistically significant differences attributable to the demographic variable (gender) among teachers at Ahmed Bey Middle School in Annaba, at a significance level of ($\alpha \leq 0.05$) within the institution under study.

Additionally, the ANOVA test was used as shown in the following table:

Table 7. ANOVA Test

Demographic Variable	R²	F-Value	Significance Level	Statistical Decision
Age	0.423	2.624	0.092	Accepted
Marital Status	0.131	0.714	0.499	Accepted
Seniority	0.031	0.154	0.926	Accepted

Source: Based on SPSS output, version 26

*Statistically significant at $\alpha \leq 0.05$

**Not statistically significant at $\alpha > 0.05$

From the table above, it is evident that the significance levels corresponding to the demographic variables, age (0.092), marital status (0.499), and seniority (0.926), all exceed the established significance threshold of 0.05. Accordingly, the differences in group means are not statistically significant at the $\alpha \leq 0.05$ level. This result supports the acceptance of the null hypothesis, affirming the absence of statistically significant differences attributable to the demographic variables (age, marital status, and seniority) among teachers at Ahmed Bey Middle School in Annaba. These findings reflect the situation within the specific institutional context under study.

This outcome contrasts with the results obtained in the research conducted by Allali Dalal (2015–2016) and Meknassi Mohamed (2006–2007), particularly regarding the influence of age and seniority. Their studies indicated a more pronounced effect of these demographic variables, suggesting that contextual or sample-based differences may account for the discrepancy.

9. CONCLUSION

Based on the content explored throughout both the theoretical and empirical chapters of this study, it can be concluded that occupational stress and professional adjustment are critical issues that warrant attention across organizations, regardless of their size or field of activity. Any factor that affects human resources inevitably impacts the overall effectiveness of the organization. Although the findings revealed a weak correlation between occupational stress and professional adjustment, this does not imply that the latter is unaffected by other variables.

Therefore, it is essential for decision-makers in the education sector to consistently work toward establishing a healthy organizational climate that supports the professional adjustment of teachers—who represent one of the fundamental pillars of any society. Furthermore, attention should be directed toward identifying the factors that enhance professional adjustment and implementing improvements aimed at ensuring a better quality of professional life.

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