

The Level Of Occupational Stress Among Teachers Of Primary Education And Teachers Of Deaf-Mute Education (Field Study In Metlili, Ghardaia Province)



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Date of submission: 09/08/2025 Date of acceptance: 22/11/2025 Date of publication: 16/12/2025



Abstract:

The study aimed to reveal the level of professional pressures among teachers of regular education and teachers of deaf-mute education, and whether there are statistically significant differences in the level of these pressures due to the type of education (regular or specialized), the study was conducted in Matlili city, Ghardaia Province, using the descriptive method. The sample consisted of (40) male and female professors equally distributed between teachers of regular education and deaf-mute education who were selected by a comprehensive inventory method, and the professional stress scale prepared by (Awad and Jaafar, 2019) was used as a tool for data collection, and after statistical processing of the data, the results showed the following:

- The level of occupational stress among regular education teachers is moderate.
- The level of professional stress among deaf education teachers is average.

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- There are statistically significant differences in the level of professional stress among the study sample due to the type of education (regular or specialized).

key words: Occupational stress; education; teachers of regular education; teachers of deaf-mute education; Matlili city Ghardaia .

Introduction:

Education is one of the main pillars in building modern societies, where the teacher is the pivotal element in the educational process, as the effectiveness and quality of the educational system depends largely on the preparation and qualification of teachers (Darling-Hammond, 2006, pp. 10-12). With the increasing demands of the modern era, the teacher faces increasing pressures as a result of playing multiple roles including planning, teaching, evaluation, classroom management, and participation in extracurricular activities, as well as environmental pressures such as lack of resources and behaviors of some students (Kyriacou, 2001, p. 28).

A field study in Egypt revealed high rates of psychological stress among teachers, where the prevalence of anxiety reached 67.5% and depression 23.2%, and the intensity of stress was found to increase with age, type of school, and workload (Desouky & Allam, 2017). These pressures increase in the field of special education, especially for teachers of deaf mutes, who are required to use specialized communication strategies such as sign language and curriculum adaptation, tasks that require additional skills such as emotional flexibility and patience (Smith & Tyler, 2011).

(McNeill & Jordan, 1993) indicated that deaf-mute teachers suffer from high job pressure as a result of the lack of technical and administrative support and difficulties in adapting to communication methods, and (Maslach & Leiter, 2016) showed that the stressful emotional nature of educational work, especially with special groups, contributes to raising the levels of professional burnout and leads to decreased efficiency and increased absenteeism, and based on this, this study seeks to reveal the level of professional pressure and its sources among two categories of teachers: Teachers of mainstream education and teachers of deaf-mute education.

THE FIRST TOPIC: The Theoretical Framework of the Study

First requirement: Hypotheses:

- The level of occupational stress among regular education teachers is high.

- The level of professional stress among teachers of deaf-mute education is high.
- There are statistically significant differences in the level of professional stress among the study sample due to the type of education (regular or specialized).

Second requirement: Importance of the study:

- Identifying the role of the professor in the failure or success of the project or academic journey.
- The work of professors who are considered the backbone of the education sector.
- Knowing the type of professional pressures that professors are exposed to and their causes.
- Revealing the professor's suffering due to professional pressures.

Third requirement: Objectives of the study

- To identify the level of professional pressures among regular school teachers.
- Identify the level of professional stress among teachers of the deaf and dumb.
- Identify the differences in the level of occupational stress among teachers in the regular school and teachers of the deaf-mute school.

Fourth requirement: Procedural definition of the study variable:

- Occupational stress is the teacher's sense of unpleasant negative feelings such as anger, frustration, anxiety, depression and nervousness, resulting from some aspects of their work, which is the degree expressed about the gradation of the response of regular education teachers and deaf-mute teachers in the city of Metlili, Ghardaia Province, on the occupational stress scale of (Awad and Jaafar, 2019).

Fifth requirement: The theoretical framework of occupational stress

First section: The concept of occupational stress among teachers

It is "a negative and unwanted emotion that arises in the teacher as a result of an imbalance between the demands of the work and his ability to cope with them, and is accompanied by a feeling of tension and frustration" (Kyriacou, 2001, p. 27), and JD-R modeling confirmed that these pressures lead over time to professional burnout, especially when resources are low compared to the demands (Demerouti et al., 2001, p. 501).

Second section: Causes of occupational stress

A-Job Demands: Such as irregular class sizes, time constraints, and instances of undisciplined classroom behavior.

B- Lack of resources: (Job Resources) Weak administrative support, reluctance to participate professionally, and delayed training, which increases the likelihood of emotional exhaustion (Demerouti et al., 2001, p. 509-510).

Section Three :Levels of occupational stress

According to (Lazarus & Folkman, 1984), pressures are divided into:

A- Positive: (eustress) stimulates focus and maintains performance.

B- Negative: (distress) leads to complete exhaustion and poor performance, especially when repeated exposure to stress without recovery

Section Four: Sources of Occupational Stress

Occupational stressors include the following:

- Role ambiguity, increased workload, and lack of opportunities for decision-making and professional development.
- Limited social support from colleagues or management, which strengthens the impact of demands on burnout (Demerouti et al., 2001, p. 505-508).

Section Five: Effects of occupational stressors

These include the following:

a. School: Decreased classroom focus, poor student engagement, and higher rates of absenteeism and malingering (Kyriacou, 2001, p. 30-32).

Emotional exhaustion is accompanied by psychological and physiological symptoms, such as headaches, muscle tension, and sleep disturbances (Skaalvik & Skaalvik, 2009; van Droogenbroeck et al., 2014).

Section Six: Stress management techniques

The following are recommended:

Cognitive and behavioral regulation: Strategies such as situation planning, problem solving, and coping techniques (McCarthy et al., 2006).

B- Personal and organizational resources: such as social support from colleagues and management, and participation in decision-making, reduce the impact of demands on burnout. (Bakker & Demerouti, 2007; Demerouti et al., 2001)

Therapeutic strategies: Meditation practice, relaxation training, and workplace mental health programs have been shown to reduce burnout and promote well-being. (Bermejo-Toro et al., 2022)

THE SECOND TOPIC: Field study procedures

First requirement: Methodology of the study

Since the study aims to find out the level of occupational stress among teachers of deaf and dumb education and regular education teachers in Metlili city in Ghardaia Province, the descriptive method is the most appropriate.

second requirement: Limitations of the study

A- Spatial boundaries: The study was conducted at the school for hearing-impaired children Ben Noui Kaddour and Martyr Ben Ramadaneddine Primary School.

B- Temporal Limits: The study was conducted during the academic year 2025, starting from March 2025 until May 2025.

Third Requirement: Study sample

The sample was selected by a comprehensive enumeration of all members of the study population in the two institutions, estimated at (40) male and female teachers.

Requirement Four: The study tool

(Awad Shdeifat and Jafar Abu Sa'a, 2019), where the scale consists of (21) items, graded according to a five-point Likert scale (strongly agree: 5, agree: 4, neutral: 3, disagree: 2, strongly disagree: 1), and the total score of the scale reached (105) while the lowest score on the scale was (21).

Fifth Requirement: Psychometric characteristics of the study instruments:

We conducted an exploratory study on a sample of specialized education professors (teachers of the hearing impaired) and regular education professors, in which we applied the occupational stress scale to a survey sample of (30) male and female professors, randomly selected, in order to calculate the reliability and stability of the study tools.

A- Calculating the reliability of the Occupational Stress Scale: We analyzed the items of the scale by internal consistency or what can be called content validity, by calculating the correlation of the scores of each statement with the total score of the scale, after subtracting the scores of this statement from the total score, we obtained the following results:

Table No. (01) Shows the correlation coefficients between the paragraphs and the total score of the scale

Number	Correlation coefficient	Significance level
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1	0.63	0.01
2	0.70	0.01
3	0.61	0.01
4	0.59	0.01
5	0.58	0.01
6	0.84	0.01
7	0.64	0.01
8	0.41	0.01
9	0.90	0.01
10	0.59	0.01
11	0.61	0.01
12	0.58	0.01
13	0.43	0.01
14	0.44	0.01
15	0.66	0.01
16	0.50	0.01
17	0.75	0.01
18	0.81	0.01
19	0.59	0.01
20	0.82	0.01
21	0.56	0.01

Prepared by the researchers from the output of SPSS 2022

It is clear from Table 01 that the internal consistency scores of the scale ranged between (0.90) as a maximum and (0.41) as a minimum, all of which are statistically significant at the level of (0.01).

B- Calculating the reliability of the occupational stress scale: The researchers used Cronbach's alpha coefficient to show the consistency in the responses to all items of the scale, as shown in the following table:

Table No. (02) Shows the value of Cronbach's alpha coefficient for the scale

Dimensions	Number of phrases	Cronbach's alpha
Total	21	0.782

Prepared by the researchers from the outputs of SPSS 2022

It can be seen from the above table that Cronbach's alpha value reached (0.782), which is a high value indicating that the current study tool is characterized by high stability that makes it valid to be used with confidence to achieve the objectives of the current study.

Sixth Requirement: Characteristics of the study sample

Table No. (03) Shows the distribution of the sample members according to the category of professors

Category	Hearing impaired teachers	Regular school teachers	Total
Frequency	20	20	40
Percentage	50%	50%	100%

Prepared by the researcher based on the output of SPSS 2022

It is clear from Table No. (03) That the number of hearing-impaired teachers amounted to (20) male and female teachers (50%), while the number of regular school teachers amounted to (20) male and female teachers (50%).

Seventh Request: Normal Distribution Test:

The Kolmogorov-Smirnov test was conducted to verify the normal distribution of the results of the current study, where the data follows a normal distribution if the significance level of the study variable is greater than 0.05.

Table No. (04) Shows the test of normal distribution

Study variable	Kolmogorov- Smirnov	Degree of freedom	Sig
Professional stresses	0.117	40	200*0

Prepared by the researcher from the output of SPSS 2022

We notice from the previous table (04) that the Kolmogorov-Smirnov test is significant at 0.200*, which is a value greater than 0.05, meaning that the data follow a normal distribution, so we choose the parametric statistical methods to verify the hypotheses of the study.

Eighth Requirement: Presenting, analyzing and interpreting the results of the study

First section: The first hypothesis:

The first hypothesis states that the level of occupational stress among regular education teachers is high. To verify the validity of the hypothesis and to explain the response to the psychological stress scale among regular school teachers, the arithmetic means of the scale were calculated, and the weighted arithmetic means of the five-point Likert scale were adopted according to the following test:

- If the value of the weighted arithmetic mean of the degree of agreement for any statement ranges from 1 to 2.33, it means that the degree of agreement represents a low level.
- If the value of the weighted arithmetic mean of the degree of agreement for any statement ranges from 2.34 to 3.67, it means that the degree of agreement represents a medium level.
- If the value of the weighted arithmetic mean of the degree of agreement for any statement ranges from 3.68 to 5, it means that the degree of agreement represents a high level.

Table No. (05) shows the level of professional pressures among regular school teachers.

Scale phrases		Arithmetic mean	Standard deviation	Stress level
1	I find it difficult to enforce career advancement in my profession	2.3000	80131.	Low
2	I do a lot of work in addition to my main job	2.7500	1.06992	Medium
3	My skills and qualifications are not utilized in accordance with the nature of my work	2.2500	85070.	Low
4	I feel the status of the teaching profession is lower than other professions	2.6500	1.42441	Average
5	My salary is not commensurate with my educational qualification	3.3000	1.12858	average

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6	My contribution to the development of programs and plans is limited	3.1500	1.13671	Medium
7	There are no material incentives to reward hardworking people for their work	2.5000	94591.	average
8	I miss providing me with lists and references in my teaching work	3.5000	1.14708	average
9	I am increasingly dropping out of the profession due to poor financial return	2.4500	82558.	average
10	I feel bored by the monotony of work and the lack of renewal	2.9000	91191.	average
11	I feel that my teaching load is high	3.3500	98809.	average
12	The school administration expects more from me than I can handle.	2.3000	86450	average
13	I lack the freedom to participate and express my opinion about the development of my field of specialization.	2.5000	1.05131	Average
14	Evaluating the performance appraisal process on courtesy and randomness	1.8000	76777.	Low
15	Weak community awareness of the status of teachers	4.0500	75915.	High
16	The school administration is not fair in the process of distributing work	2.0500	82558.	Low
17	Colleagues have a poor understanding of the nature of my professional work	2.5000	88852.	Medium

18	I don't have enough authority over my responsibilities	3.5500	99868.	average
19	The budget allocated to my professional work is too small	3.2500	1.06992	average
20	I feel unsuccessful in choosing the right career	1.9500	68633.	Low
21	The school administration interferes in my professional work	2.4000	1.18766	Average
Overall average		2.7357	364.	Average

Prepared by the researchers based on the output of SPSS 2022

We note from the above table that the level of professional pressures among regular school teachers is moderate due to the value of the arithmetic mean estimated at (2.73) with a standard deviation (364.), while the paragraphs ranged between (1.95) and (4.04), so we reject the hypothesis that states that the level of professional pressures among regular education teachers is high.

The results of this study are consistent with the findings of previous research regarding the level of professional pressures among teachers, as many studies indicated that the majority of teachers are exposed to professional pressures at an average level, and the absence of statistically significant differences in pressure levels among teachers (Kyriacou, 2001), and this is in line with the results of the current study which showed that the level of professional pressures among regular school teachers is average, in addition to that other studies have shown that the nature of professional pressures varies according to the working conditions and groups that teachers deal with, as pressures increase significantly among special education teachers, especially when they are tired.

On the other hand, other research has shown that the sources of occupational stress are diverse and include factors such as income, relationships with parents and administration, in addition to the conditions of the work environment, and that the impact of these factors is largely similar between regular school teachers and special education teachers (Desouky & Allam, 2017), so it can be concluded that the

occupational stress experienced by regular school teachers falls within the average range, and does not witness a significant increase beyond the normal rate, which explains the absence of significant differences between teachers in this context.

Second section: The second hypothesis

It states that the level of professional stress among teachers of young deaf-mute education is high. To verify the validity of the hypothesis and to explain the response on the psychological stress scale among deaf-mute teachers, the arithmetic averages of the scale were calculated, and the weighted arithmetic averages of the five-point Likert scale were adopted according to the following axis:

- If the value of the weighted arithmetic mean of the degree of agreement on any statement of the questionnaire ranges from 1 to 2.33, it means that the degree of agreement represents a low level.
- If the value of the weighted arithmetic mean of the degree of agreement for any statement ranges from 2.34 to 3.67, it means that the degree of agreement represents a medium level.
- If the value of the weighted arithmetic mean of the degree of agreement on any statement of the questionnaire ranges from 3.68 to 5, it means that the degree of agreement represents a high level.

Table No. (06) Shows the level of professional pressures among deaf mute teachers

Scale phrases		Arithmetic mean	Standard deviation	Stress level
1	I find it difficult to enforce career advancement in my profession	3.75	1.164	High
2	I do a lot of work in addition to my main job	3.45	998.	Medium
3	My abilities and qualifications are not utilized in accordance with the nature of my job	3.25	1.118	average
4	I feel that the status of the teaching profession is lower than other professions	2.30	1.218	Low
5	My salary is not	3.00	1.256	average

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	commensurate with my educational qualification			
6	My contribution to the development of programs and plans is limited	2.80	1.105	Medium
7	There are no material incentives to reward hard work	2.70	1.301	Average
8	Lack of providing me with regulations and references in my teaching work	3.40	1.353	average
9	I am increasingly dropping out of the profession due to poor financial return	2.45	998.	Average
10	I feel bored by the monotony of work and the lack of renewal	3.10	1.209	average
11	I feel that my teaching load is high	3.00	1.213	average
12	The school administration expects more from me than I can handle	3.25	1.251	average
13	I lack the freedom to participate and express my opinion about the development of my field of specialization	2.60	940.	Average
14	Evaluating the performance appraisal process on courtesy and randomness	2.65	988.	Medium
15	Weak community awareness of the status of teachers	3.20	1.239	average
16	The school administration is not fair in the process of distributing work	2.65	1.039	average
17	Colleagues do not understand the nature of	2.55	1.050	average

	my work			
18	I don't have enough authority for my assigned responsibilities	3.05	1.234	average
19	Weak budget for my professional work	3.35	1.039	average
20	I feel unsuccessful in choosing the right career	2.50	945.	Average
21	The school administration interferes in my professional work	2.65	1.039	average
Overall average		2.93	364.	Average

Prepared by the researchers based on the output of SPSS 2022

We notice from the above table that the level of professional stress among deaf mute teachers is moderate due to the value of the arithmetic mean estimated at (2.93) with a standard deviation (364.), while the paragraphs ranged between (2.30) and (3.75), so we reject the hypothesis that states that the level of professional stress among teachers of teaching deaf mute children is high.

The results of the study indicate the existence of moderate professional pressures among teachers of deaf and dumb, which is consistent with the results of previous research on professional pressures in special education, where the levels of pressures vary depending on several variables such as student characteristics, working conditions, curricula, and educational tools used (Smith & Tyler, 2011), and studies have shown that pressures are higher for teachers of groups with intellectual disabilities compared to other types of disabilities (McCarthy et al., 2006).

On the other hand, the sources of occupational stress were found to be multiple, with income being one of the main factors affecting the level of stress, followed by personal characteristics of the teacher, relationships with parents, relationships with the administration, curriculum, professional opportunities and social status, and finally working conditions, job load and relationships with colleagues (Desouky & Allam, 2017; Kyriacou, 2001).

It was also found that there are differences in the sources of stress according to some demographic variables, as the level of stress is

different between males and females, as well as between different age groups, and also according to the type of disability that the teacher deals with, as stress tends to be higher for teachers with intellectual disabilities compared to teachers with hearing disabilities (van Droogenbroeck et al., 2014), in addition to that the employer can affect the level of stress, as it was observed that teachers of charitable organizations face different stresses compared to public school teachers (Bakker & Demerouti, 2007).

Third Section: The Thiard hypothèses:

It states that there are statistically significant differences in the level of professional stress among the study sample due to the type of education (regular or specialized).

Table No. (07) shows the significance of the differences (t) between regular school teachers and deaf mute teachers for the variable of occupational stress.

Groups	N	Arith metic mean	Standard deviation	Degre e of freedo m	t- value	Signif icance level	Statisti cal signific ance
Teacher s of the school for deaf- mute children	20	61.65	7.65	38	1.638	598.	Undete rmined
Regular school teachers	20	57.45	8.53				

Prepared by the researchers based on the output of SPSS 2022

From Table No. (07), it is observed that the average score of the teachers of the deaf mute school on the test of the level of professional stress is estimated at (61.65) with a standard deviation (7.65), which is greater than the arithmetic mean of the teachers of the regular school, which is estimated at (57.45) with a standard deviation (8.53), and to know whether this difference between the teachers of the regular school and the deaf-mute school is real or due to coincidence, they were compared using the statistical method (t), as table (07) indicates that the value of "t" calculated on the whole scale amounted to (1. 638), which is not significant This indicates that there are no statistically significant

differences between the teachers of the regular school and the school for deaf-mute children in the level of professional pressures, which means rejecting the alternative hypothesis that there are statistically significant differences in the level of professional pressures among the study sample. The results of Tables (07) indicate that the level of professional stress among teachers of schools for deaf and dumb children does not differ statistically significantly from the level of stress experienced by teachers of regular schools, which is consistent with the findings of previous studies (Kyriacou, 2001) showed that teachers in regular schools and special education schools face professional pressures at moderate levels, with no statistically significant differences between the two groups, and other research also indicated that the nature of professional pressures varies according to the type of disability, as the levels of pressure are higher for teachers of groups suffering from intellectual disabilities compared to teachers of hearing disabilities (Smith & Tyler, 2011). Tyler, 2011).

Moreover, a study (Desouky & Allam, 2017) found that multiple factors such as income, relationships with parents, management, and working conditions play a pivotal role in determining the level of occupational stress, and these factors are usually common between regular school teachers and special education teachers, which explains the similarity in stress levels between them.

Based on this, it can be concluded that the professional pressures experienced by regular school teachers and teachers of schools for children with hearing impairment share the same causes and factors, and there are no significant differences between them in the level of these pressures, and studies confirm that professional pressures remain mostly within the average range, with some minor differences depending on the educational and environmental contexts, without significant differences (McCarthy et al., 2006; van Droogenbroeck et al., 2014).

General characteristics in writing Respectable:

Occupational pressures are one of the most widespread phenomena in the industrial, social and educational fields of work, and with the multiplicity of these fields, the factors that lead to pressures, including physical, physical, psychological and social pressures faced by teachers, whether ordinary or deaf-mute teachers, as the educational institution is considered more vulnerable to pressures, and therefore this study expresses in its reasons the suffering of teachers from pressures and the emergence of its issues on the ground, as the first start of reform and

effective contribution to raising the outputs of the educational system lies in increasing its productivity in general, and this can only be achieved by improving

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