

The Reality of Professional stress among Primary School Teachers: a Field Study in Primary Schools in the Municipality of Ahmed Rachedi, Mila Province

Goura Nadhir

Université Mohamed Lamine Debaghine, Setif2, na.goura@univ-setif2.dz

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Abstract:

This study aims to determine the degree of professional stress among primary school teachers in the municipality of Ahmed Rachedi, Mila Province. The study found that the level of professional stress among primary school teachers in the municipality of Ahmed Rachedi is average, and that there is no correlation between the level of professional stress and the variables of gender and seniority.

Keywords: Behavioral symptoms, physical symptoms, professional stress, psychological symptoms

1. Introduction:

Modern organisations attach great importance to the workforce within them because of the importance of the worker in the effectiveness of the organisation. As long as the organisation has highly qualified workers, it is necessarily a successful organisation in all fields, whether productive, service, financial or marketing, and due to the large amount of activity and interactions inside or outside the organisation in all fields of life, many mental health issues and disorders have emerged, such as anxiety, depression and increased stress levels.

Stress, as understood by Hans Selye, is essentially a functional (physiological) response, and he clings to this concept even though he distinguishes between good and bad outcomes of stress on the individual. But since he views stress in terms of aggression or victimisation, its consequences for the individual can only be bad. The focus on more and more cases in the study of stress leads to the hypothesis that stress is a non-specific reaction of the body to any environmental impact and it is noticeable that the personal dimension is absent from this concept (**Stora, 1996, p.10**).

The job of a primary education teacher is one of the jobs that contains many professional commitments, whether with many teaching hours, the pressure of the programme, attending training courses with inspectors and preparing for assignments and exams. All this leads to a lack of rest and pressures due to the many preoccupations and these factors lead to many psychological and professional tensions and pressures that may negatively affect the teacher's psychological and physical health

1.1. Problematic:

This study seeks to find out the level of stress among a sample of primary education teachers, considering that primary education teachers are among the most vulnerable employees to professional and social pressures due to many commitments and lack of time. It is to find out the relationship between the level of stress and some demographic variables such as gender and seniority at work.

Therefore, the study seeks to identify the following questions:

1. What is the level of stress among primary education teachers in Ahmed Rachedi municipality?
2. Are there statistically significant differences in occupational stress due to the gender variable (male/female) among primary education teachers in Ahmed Rachedi municipality?
3. Are there statistically significant differences in occupational stress due to the variable of seniority in work among primary education teachers in Ahmed Rachedi municipality?
4. Are there statistically significant differences in occupational stress due to age among primary education teachers in Ahmed Rachedi municipality?

1.2. Hypotheses:

1. The level of stress among primary school teachers in Ahmed Rachedi municipality is high.
2. There are statistically significant differences in occupational stress due to the gender variable (male/female) among primary education teachers in Ahmed Rachedi municipality.
3. There are statistically significant differences in occupational stress due to the variable of seniority in work among primary education teachers in Ahmed Rachedi municipality.

4. There are statistically significant differences in occupational stress due to age among primary education teachers in Ahmed Rachedi municipality.

1.3. Objectives of the study:

- To identify the level of stress among primary education teachers in the municipality of Ahmed Rachedi.
- Identify the level of stress among primary education teachers according to the gender variable (male/female).
- Identify the level of stress among primary education teachers according to the variable of seniority at work.
- Identify the level of stress among primary education teachers according to the variable of age.

1.4. Importance of the study:

- The importance of the research lies in knowing the nature of the phenomenon of stress, knowing its negative and positive effects, and trying to control it in a way that preserves the psychological health of primary education teachers.
- The results of this study contribute to identifying a set of counselling programmes to reduce the negative manifestations of stress and highlight its positive manifestations.

1.5. Boundaries of the study:

- Spatial boundaries: The study took place in the primary schools in Ahmed Rachedi municipality, Mila governorate.
- Human Limits: This study was applied to primary education teachers.
- Temporal Limitations: The study was conducted in the first semester 2022/2023

2. Previous studies:

2.1. Souleymane Khwildi and Yemina Khladi 2019:

This study aimed to identify the degree of occupational stress among the workers of the patrol system (4/4) at the national institution (ENAFOR), and the study sample consisted of (122) workers who were selected in a purposive manner. To collect data, the researchers used the occupational stress scale prepared by the researchers (2017), and the researchers adopted the descriptive method and the questionnaire. The study reached the following results. The degree of occupational stress is average among the sample members, there are no statistically significant differences in the degree of occupational stress due to the variable of family status. There are

no statistically significant differences in the degree of occupational stress due to the variable of seniority, and there are no statistically significant differences in the degree of occupational stress due to the variable of seniority (**Souleymane Khwildi and Yemina Khladi, 2019**).

2.2. The study of Karima Boghazi 2018:

This study aims to reveal the relationship between the level of stress and coping strategies among nurses at Al-Hakim Ibn Zahr Qalma. Hospital, where the researcher tried to identify the level of stress among nurses, then reveal the extent of the correlation between coping strategies and the level of stress, and its nature. The researcher relied on the descriptive method in her study and the questionnaire as a tool for data collection and we obtained the following results:

- There is a high level of occupational stress among nurses.
- There is a positive relationship between emotion-focused coping strategies and the level of occupational stress, while there is a negative relationship between issue-focused coping strategies and occupational stress
- There are statistically significant differences in the level of occupational stress between nurses who use emotion-focused coping strategies and nurses who use issue-focused coping strategies in favour of emotion-focused coping strategies.(**Karima Boghazi, 2018**)

2.3. Ben Zeroual Fatiha 2013:

This exploratory study aimed at studying occupational stress among emergency and obstetric staff across the hospital sectors in the state of Oum El Bouaghi by measuring its level, diagnosing its most visible symptoms, its most influential sources, as well as identifying the most used coping strategies.

The results showed:

- Work time and lack of social support are the most influential factors in the feeling of stress.
- The tendency of 50 symptoms to appear medium or high in 72.70 per cent of the sample.
- Stress is associated with the appearance of psychological symptoms more often, followed by physical and behavioural symptoms.

(**Ben Zeroual Fatiha, 2013**)

3. Feedback on previous studies:

Through the presentation of some previous studies on the topic of stress. Some studies dealt with stress as a single variable to know the level of stress in some institutions, as all studies relied on the descriptive method. The introduction of the questionnaire as the main tool for collecting information, and we noticed a difference in the sectors in which the studies were conducted (hospitals, administrations, schools), while our current study differs from these studies in terms of the sector of study, as we will study the variable of stress in the educational sector.

Theoretical aspect:

1. Occupational stress:

According to the European Agency for Safety and Health at Work, stress ‘occurs when there is an imbalance between a person's perception of the constraints imposed on them by their environment and their perception that they have the resources to cope with them. The process of assessing constraints and resources is psychological, and the effects of stress are not only psychological in nature, but also affect physical health, well-being and productivity.’ The term stress was first introduced by Hans Selye (1907-1982), an Austrian endocrinologist. For Selye, stress is ‘a nonspecific response of the body to a demand’. Throughout our lives, we memorise stressful situations (such as the confrontation with the big rejection from the boss at work) but also the biological reactions we acquire. When faced with a situation that we associate with a previous experience, we respond, biologically, with a hormonal stimulus whose intensity and duration are influenced by what has been previously memorised.

Ellison argues that stress can be defined in many ways, including that it represents a physiochemical response to a threatening situation from a stimulus for self-preservation, but repeated exposure to the stimulus can cause respiratory and other diseases such as heart disease.

Stress has many faces, perhaps due in part to the interest the topic generates among people with widely varying perspectives. The general public has always used the word stress in some sort of commonsense manner, so that researchers who are new to the topic might already believe they know what it is before examining past research on it. This could lead to operationalizations that are different from existing research. While this might result in innovation, it causes problems when one tries to compare results across studies. (beehri ,2014,p03)

Kiriadou and Sutcliff define stress as a response to a negative stimulus such as anger or frustration resulting from the individual's perception that what is

being asked of him is a threat to his self, so he activates his defence mechanisms to alleviate this threat. (**Lucia Hashimi and Ben Zeroual Fatiha, 2006, pp. 10-11**).

From the above, we can conclude that stress can be defined as a stimulus, a response and an action.

1-1- Defining stress as a stimulus: 'We can evaluate stress as a stimulus, a life event, a life expression, or a set of circumstances that lead to a disturbing response that increases the individual's susceptibility to disease. The individual is exposed to a set of influences that lead him to a response, either negative or a stress response.

. 2.1 Defining stress as a response: Nasser Buckley Hassan defines stress as a response as any disturbance caused by a stimulus or stressor, Seeley defines stress as the excitation of the brain and body in response to the burdens required of them, and Shaffer defines stress as: The body's response to any kind of burden placed on it, through these definitions you notice that they all focus on the response and not on the event causing stress, as stress in this case is considered a consequence of the burdens that the individual is exposed to.

3.1. Stress as a verb (as a deliberation): Lazarus defines stress as a deliberation where he said: The theory of stress as a theory and stress as a response do not take into account personal differences, nor do they explain the factors why some people can respond in an effective manner compared to others, nor do they explain why some people can adapt to long changes over time and others cannot, Lazarus' concept includes the cognitive processes that occur between facing and reacting, and the factors that affect the nature of this process, and thus can explain the differences between people in similar circumstances. (**Suleiman Khwildy and Yamina Khwildy quoted by Nasser Bukli Hassan, .2019, p.4**)

Hans Selye presented a model explaining the organic response to stress consisting of three stages, which he called the General Adaptation Syndrome

The first stage: the Alarm Stage, in which the organism is stimulated to face the threat of danger, hormones are released, the pulse and breathing accelerate, and the individual enters a state of readiness to fight or flee

The second stage: It is in the event that the organism continues to be exposed to risk factors so that it enters the Resistance stage.

The third stage: Upon failure to overcome the threat and its prolonged persistence, the organism enters a stage of exhaustion and consumption of its

energy and physiological resources, which - if it continues - leads to physical or emotional collapse or death. **(Lucia Hashimi and Fatiha Zeroual, 2006, p.9)**

Through the above, stress can be defined as a set of pressures facing the working individual in his external environment, which leads to the occurrence of tension, and if this tension continues, it will necessarily lead to psychological and physical harm to the individual.

2. Sources of Occupational Stress:

Carrie Cooper and Judy Marshall (C.Cooper & J.Marshall 1978) stated that the sources of occupational stress can be categorised into:

Factors related to the work itself in terms of less or more work, physical conditions, time load, etc.

Factors related to the individual's role in the organisation in terms of ambiguity, conflict, responsibility for others and decision-making.

Factors related to career growth in terms of increasing or decreasing promotion, lack of job security, hindering ambition, etc.

□ Factors related to the structure and climate of the organisation in terms of lack of effective participation in decision-making, reservations about the organisation's policies.

□ Factors related to relationships within the organisation, such as poor relationships with superiors, colleagues or subordinates, difficulties in delegating responsibilities.

Factors related to the intertwining of the organisation's boundaries with external boundaries in which the demands of the organisation are intertwined with the demands of the individual's family, the interests of the organisation with the interests of the individual. **(Ben Zeroual, 2013, p.157)**

According to some researchers, the main sources of stress are:

1. Role conflict: It is one of the most important sources of psychological stress, as research has indicated that role conflict contributes to creating a state of emotional or affective tension, which in turn leads to low satisfaction and motivation towards work and its forms include the conflict between work and family.

2. Workload: Workload is one of the sources of psychological stress and takes two forms:

- Role overload: Here, stress appears because the workload exceeds the capabilities and resources of the individual; for example, a working mother who takes care of children and housekeeping and at the same time wants to fulfil herself professionally.
- Lesser role overload: This is another type of psychological stress that occurs in the case of jobs that do not require a sufficient amount of challenge and fatigue, or the volume of work is insufficient to occupy the individual's time.

3. Feelings of inadequacy and inadequacy: Psychological stress results from an individual's feeling of imbalance between the wage he/she gets and the reward he/she wants to get, in addition to co-workers, personal conflicts and relationships with the direct supervisor or senior management (**Benin Ibtisam and Benin Amal, 2016**).

Sameh Mohammed Mahfah in a study he conducted on the causes of stress among a sample of Jordanian teachers mentioned a number of factors, including:

- Low salary.
- Order and discipline in the educational institution.
- The low status of the teacher and education.
- Lack of motivation among students and lack of material and moral incentives.
- Difficulty of promotion and career growth. (**Lucia Al-Hashimi and Fatiha Zeroual, 2006, p. 41**)

Through exposure to the sources of stress, we note that stress has many sources. There are organisational sources due to the nature of work and the policies of each organisation, as well as individual sources due to the level of the individual and his ability to complete his work comfortably. As there are some workers below the level of the position he occupies, and there are social sources due to the external interactions of the individual in his community and family.

3. Symptoms and Consequences of Stress:

When we hear the term stress, the first thing that comes to our minds is the negative concept that refers to the individual's inability to adapt and find effective strategies to deal with stressful life situations and ignore the positive side of it, which is necessary for continued self-preservation. As a certain level of stress is necessary to continue in a state of alertness and activity and acts as a motivator that helps in daily challenges. Accordingly, stress is divided according to its impact into negative stress and positive stress, and we explain the difference between them in the following table:

Table 1: Comparison between Positive Stress and Negative Stress

Positive Stress	Negative Stress
<ol style="list-style-type: none"> 1. Provides motivation to work. 2. Helps with thinking 3. Keeps the focus on results 4. Makes the individual look at work with challenge 5. Keeps one focused on work 6. good sleep 7. Ability to express emotions and feelings 8. Provides a sense of enjoyment 9. gives a sense of accomplishment 10. provides strength, confidence and optimism for the future 11. the ability to return to a normal psychological state after an unpleasant experience 	<ol style="list-style-type: none"> 1. Causes confusion in the work ethos. 2. creates confusion 3. Calls for reflection on effort makes the individual 4. Feels that everything will interrupt and confuse him 5. insomnia 6. The appearance of emotions and the inability to express them 7. feeling anxious 8. leads to feelings of failure 9. makes the individual vulnerable 10. pessimism about the future 11. Inability to return to a normal psychological state when going through an unpleasant experience.

(Karima Boghazi, 2018, p.405)

Through the above, it can be said that stress can be positive, pushing the individual to work and achieve his goals, and stress can be negative, which may affect the level of the worker and provide a poor performance within the organisation, and may lead to physical and psychological damage to the individual.

Applied aspect:

1. Methodological procedures used:

Since the study addressed the level of occupational stress among primary education teachers, the appropriate method is the descriptive method, which is defined as a method of describing the subject to be studied through a correct scientific methodology and visualising the results obtained on

expressive numerical forms that can be interpreted. (Mohammed Sarhan, 2019, p. 46)

2. The Study Community:

The study population consists of 63 primary school teachers at the level of Ahmed Rachedi municipality, Mila governorate, divided into four primary schools, Saleh Mhanni Primary 16, Dabach Primary 23, Saadaoui Alaoua Primary 12 teachers, Issa Mahat Primary 12 teachers, we found 49 Arabic language teachers and 11 French language teachers, while we found 'two English language teachers'.

Table 02: The Personal Characteristics of the Study Sample

variable	categories	repetition	percentage
Gender	male	5	11.1
	female	40	89.9
Age	From 24 to 32 years	8	17.8
	From 33 to 41 years	19	42.2
	From 42 to 50 years	13	28.9
	From 51 years and above	5	11.1
Seniority	From 1 to 6 years	11	24.4
	From 7 to 13 years	25	55.6
	From 14 to 20 years	3	6.7
	From 20 years and above	6	13.3

3. Data collection method:

In this research, we adopted the comprehensive survey method. It is defined as the type of research in which all members of the research community or a large sample of them are questioned, with the aim of describing the studied phenomenon in terms of its nature and degree of existence only, without going beyond studying the relationship or inferring causes (Sarhan, 2019, p. 52).

4. Data Collection Tool:

The field of the study and the nature of the questions that were launched the information and data to be obtained required reliance on the questionnaire as a tool for data collection. The questionnaire was divided into two axes, the first axis includes personal data (gender, age, seniority), while the second axis includes three sections related to the dimensions of occupational stress, where we relied on the scale of Professor Ben-Zeroual Fatiha.

The first axis: Personal data (gender, age, seniority at work)

The second axis: Includes the dimensions of occupational stress and is divided into:

Section I: Expressing the items of physical symptoms of occupational stress and their number (19)

The second section: Expresses the items of psychological symptoms of occupational stress and their number (16)

The third section: expresses the items of physical symptoms of occupational stress and their number (15)

Likert's five-point Likert scale was used to measure trends in determining the response alternatives, as the response to each item of the questionnaire appears in three categories, namely: (Never, Rarely, Sometimes, Often, Always) with the following weights in order: (5,4,3,3,2,1).

5. Psychometric Properties of the Measurement:

1.5. Reliability:

_Honesty of the original scale:

The researcher of the scale in calculating the reliability relied on the reliability of the composition by the methods of item analysis, factor analysis

and correlations with other scales, where the results proved the reliability of the scale. (Ben Zeroual, 2008, quoted by Bago Zuhair 2020)

_The validity of the scale on the sample of the current study:

_The construct validity of the stress scale:

To ensure the construct validity of the stress scale, the calculation of the internal consistency coefficient for the main axes of the scale was addressed through the following:

Table No. (03) Results of the Internal Consistency Coefficient

Axes	Pearson's correlation	Sig
The first axes physical symptoms	0.71	0.01
The second axes psychological symptoms	0.83	0.01
The third behavioral symptoms	0.82	0.01

Through the results shown above, the result of the Pearson correlation coefficient showed that there is significant significance between the axes and the total score of the instrument, as we obtained a significant level of less than 0.05, which indicates a strong positive correlation between them, which shows the construct validity of the questionnaire and thus its reliability.

6. Stability:

6.1. Stability of the Original Scale:

The scale obtained a reliability coefficient of 0.87 through the method of semi-compartmentalisation using Spearman Brown's formula, and obtained a stability coefficient of 0.96 through the method of Cronbach's alpha coefficient, so the scale is stable. (Ben-Zeroual, 2008, cited by Bago-Zuhair, 2020)

Table No. (04): Cronbach's Alpha for the study.

Axes	Cronbach's alpha	Level
The first axes physical symptoms	0.70	High
The second axes psychological symptoms	0,76	High
The third behavioral symptoms	0.66	Medium
Stress	0,81	High

The above table shows that the stability coefficient is high in all axes, where the Cronbach's alpha value of total occupational stress is 0.81, which indicates excellent stability of the scale.

7. Statistical Treatment Methods:

In order to find an answer to the study questions, the researcher relied on the statistical processing of the data through the Statistical Package for Social Sciences (SPSS 25.0):

- the arithmetic mean, which expresses the tendencies and centrality of opinions around the pentagonal values of the Likert scale, and in order to identify the length of the Likert scale categories, the range was calculated as follows:

Subtracting the largest value from the smallest value in the scale ($5-1=4$) and dividing the range (4) by the largest value (5) we get (0.8), which is the length of the category, and the following table shows the relative weight:

Table 05: Areas of Evaluation of the relative Weight of the Arithmetic mean

Axes	[1,8-1]	[2,6-1,8]	[3,4-2,6]	[4,2-3.4]	[5-4,2]
Weightage	never	Rarely	sometimes	Often	Always

- The weight 'Never' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms do not appear in the sample members.

- The weight 'Rarely' indicates that the stress to which the arithmetic mean belongs indicates that the symptoms of stress rarely appear in the sample members.

- The weight 'sometimes' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms appear occasionally in the sample members.

- The weight 'Often' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms often occur in the sample members.

- The weight 'Always' indicates that the stress to which the arithmetic mean belongs indicates that stress symptoms always appear in the sample members.

- Standard deviation to show the amount of dispersion of minority elementary teachers' opinions on the average of all majority opinions.

3. t test for two independent samples.

4. ONE WAY ANOVA to test the demographic variables (gender and years of seniority).

8. Presentation of the Results of the Study:

Occupational stress as a whole:

Table (06): The arithmetic mean and standard deviation of the occupational stress scale.

axes	Mean	Standard deviation	Weightage
psychological symptoms	2,84	1,401	sometimes
physical symptoms	2,66	1,231	sometimes
behavioral symptoms	2,48	1,309	Rarely
Stress	2.65	1,313	sometimes

It can be seen from Table 06 that the symptoms of occupational stress represented by psychological symptoms ranked, first, in terms of its arithmetic mean of 2.84, which falls within the third category (2.6-3.4). this

represents the alternative (sometimes) according to the five-point Likert scale, with a standard deviation of 1.23, which shows the dispersion of the opinions of primary education teachers.

Physical symptoms ranked second after psychological symptoms, with an arithmetic mean of 2.66, which falls within the third category (2.6-3.4), which represents the alternative (sometimes) according to the five-point Likert scale, and a standard deviation of 1.40, which shows the dispersion of the opinions of primary education teachers.

Behavioural symptoms came in third place with an arithmetic mean of 2.48, which falls within the second category (2.6-1.8), which represents the alternative (rarely) according to the five-point Likert scale, and a standard deviation of 1.30, which shows the dispersion of the opinions of primary education teachers.

As for total stress symptoms in general, we obtained an arithmetic mean of 2.65, which falls within the third category (2.6-3.4), which represents the alternative (sometimes) according to the five-point Likert scale, and a standard deviation of 1.31, which shows the dispersion of the opinions of primary education teachers.

From the above, it can be said that the level of occupational stress among primary education teachers in Ahmed Rachedi municipality is moderate, which does not agree with the general hypothesis that the level of occupational stress among primary education teachers in Ahmed Rachedi municipality is high, and therefore the general hypothesis is not fulfilled.

9. Presentation and Discussion of the Results in Light of the First Partial Hypothesis:

There are statistically significant differences in the level of occupational stress among primary education teachers due to the age variable.

Table No. (07): The Results Related to the First Partial Hypothesis.

Variable	Gender	Num	T	D f	Sig
Stress	male	5	-1,123	43	0,528
	Female	40			

It can be seen from the data of the previous table that there are no statistically significant differences at the level of significance (0.05) in the responses of the study sample members towards the level of occupational stress among primary education teachers due to the gender variable (males and females). The calculated significance level reached (0.52), which is more than the significance level (0.05), which leads to the rejection of the alternative hypothesis and the acceptance of the null hypothesis, namely:

There are no statistically significant differences at the level of significance (0.05) in stress among primary education teachers due to the gender variable (male-female).

10. Presentation and discussion of the results in light of the second partial hypothesis:

There are statistically significant differences in the level of occupational stress among primary school teachers due to the variable of seniority at work.

Table No. (08): Results related to the Second Partial Hypothesis

Source of contrast		Site groups	D f	Average sq	F	Sig
Stress	between groups	16332,644	25	653,306	531,	931,
	Within groups	23362,333	19	1229,596		
	Total	39694,978	44			

Table (08) shows the comparison of means by F test, where we observe:

There are no statistically significant differences between the responses of the study sample members towards the level of occupational stress symptoms among primary education teachers in Ahmed Rachedi municipality attributed to the variable (seniority at work), where the statistical significance value (0.931) and the calculated value (F) was 0.531.)

11. Presentation and Discussion of the Results in Light of the Third Partial Hypothesis:

There are statistically significant differences in the level of occupational stress among primary school teachers due to the variable of seniority at work.

Table No. (09): The results related to the third partial hypothesis.

Source of contrast		Site groups	D f	Average sq	F	Sig
Stress	between groups	4167,766	3	1389,255	1,603	,203
	Within groups	35527,212	41	866,517		
	Total	39694,978	44			

It is observed from the data of the previous table (09) that there are no statistically significant differences at a significant level (0.05) in the answers of the study sample members towards the level of occupational stress among primary education teachers due to the variable of age. The calculated significance level reached (0.203), which is more than the significant level (0.05), which leads to the rejection of the alternative hypothesis and the acceptance of the null hypothesis, namely:

There are no statistically significant differences at a significant level (0.05) in the occupational stress of primary education teachers due to the age variable.

12. Results and Recommendations of the Study:

12.1. Discussion and Interpretation of Results:

Occupational stress among primary education teachers in Ahmed Rachedi municipality is moderate, which is not consistent with the study of Karima Bougazi (2015) who found that the level of occupational stress is high. Our study obtained the same order of symptoms of occupational stress with Ben

Zeroual (2013) with psychological symptoms appearing more often, followed by physical and behavioural symptoms.

There are no statistically significant differences at a significant level (0.05) in stress among primary education teachers due to the gender variable (males and females), which shows that stress is not related to the gender variable but is due to other conditions represented by work conditions or personal conditions due to their work style

There are no statistically significant differences in the level of occupational stress among primary school teachers due to the variable of seniority at work. This is in agreement with the study of Sulaiman Khwildy and Yemina Khaladi (2019) who also found that there are no differences in the level of stress due to the variable of seniority at work. This shows that seniority in the work position is not one of the main reasons for the appearance of stress symptoms on a continuous and high level at the same time.

There are no statistically significant differences at a significant level (0.05) in occupational stress among primary education teachers due to the variable of age. This shows that stress is related to the nature of the teacher's work and how he organises his programme helps him to reduce the symptoms of stress and perhaps the experience in teaching makes him aware of all these symptoms and ways to prevent and reduce them.

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