




Job Stressors Among Primary School Teachers in Syrian Jarablus City

Suriye'nin Cerablus Kentinde Görevli İlkokul Öğretmenlerinin Yaşadığı İş Stresinin Nedenleri

Sayfa | 1012

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Abstract. The study aimed to identify the factors contributing to work-related stress among primary school teachers in the Syrian city of Jarablus. The researcher employed a descriptive analytical approach. The sample comprised 147 male and female teachers from primary schools in Jarablus, selected using a stratified random sampling method. Additionally, a scale consisting of 34 items organized into eight primary factors was utilized. The findings revealed several key results, with the most significant being an average job stress level among teachers of ($M=2.56$, 63.66%). Factors such as job position, salary, student performance issues, teacher evaluations, and length of working hours have all been identified as significant contributors to stress. Conversely, aspects like job burden, parental stress, and colleague relationships, along with school administration, show lower levels of stress. The findings indicate no significant differences in stress levels based on variables such as gender, marital status, experience, or educational qualifications. The study recommends collaboration with relevant authorities to improve the material and social conditions of teachers, as well as initiatives aimed at reducing class sizes.

Keywords: Job stressors, primary school, teachers, Jarablus.

Öz. Bu çalışmanın amacı, Suriye'nin Cerablus kentinde görevli ilkököl öğretmenlerinin yaşadığı iş stresinin nedenlerini belirlemektir. Araştırmada, betimsel analiz yöntemi kullanmış ve çalışmanın örneklemi, tabakalı rastgele örnekleme yöntemiyle seçilen 147 ilkököl öğretmeninden oluşmuştur. Ayrıca veri toplamak için sekiz ana faktöre dağılmış 34 maddelik bir ölçek kullanılmıştır. Öğretmenler arasındaki ortalama iş stresi düzeyi: ($m = 2.56$, %63.66). En yüksek stres seviyesine sahip faktörler: pozisyon ve maaş, öğrencilerin düşük akademik performansı, öğretmen değerlendirme süreçleri, uzun çalışma saatleri. Orta düzeyde stres yaratan faktörler: iş yükü, velilerden kaynaklanan stres. Düşük stres düzeyine sahip faktörler: meslektaş ilişkileri, okul yönetimi. Sonuçlar; cinsiyet, medeni durum, deneyim ve eğitim durumu gibi değişkenlere bağlı olarak iş stresi düzeylerinde istatistiksel olarak anlamlı bir farklılık olmadığını göstermiştir. Ayrıca, öğretmenler de toplumun diğer kesimleri gibi kötüleşen ekonomik koşullardan olumsuz etkilenmiş, bu durum onlarda kaygı, psikolojik ve maddi istikrarsızlık yaratmıştır. Çalışma sonunda öğretmenlerin maddi ve sosyal düzeylerinin yükseltilmesi için ilgili mercilerle işbirliği yapılması, Sınıflardaki öğrenci sayısının azaltılmasına yönelik çalışmaların yürütülmesi önerilmektedir. Bu önerilerin hayata geçirilmesi, öğretmenlerin iş stresini azaltarak eğitim kalitesini artırmaya katkı sağlayacaktır.

Anahtar Kelimeler: İş stresleri, ilkököl, Öğretmen, Cerablus.



Genişletilmiş Özet

Giriş. Cerablus şehri, Suriye'nin kuzeybatısındaki diğer şehirler gibi Suriye'deki 2011-2025 yıllar arasında çatışmalar nedeniyle istikrarsızlık yaşamaktadır. Buradaki siyasi ve askeri koşullar nedeniyle buradaki eğitim sistemi ülkedeki ana eğitim sisteminden farklıdır. Bu nedenle, ekonomik, askeri ve siyasi koşulların etkisi, eğitim üzerinde olumsuz sonuçlar doğurmuştur. Öğretmenler de toplumun diğer kesimleri gibi giderek kötüleşen ekonomik koşullardan etkilenmiş ve bu durum psikolojik ve maddi istikrarsızlığa yol açarak büyük bir kaygı kaynağı oluşturmıştır. Savaşın ekonomik sıkıntılarına ek olarak silahların yayılması ve suç oranlarının artması toplumsal karmaşayı daha da derinleştirmiştir. Güvenlik seviyelerinin düşüklüğü, öğretmenleri doğrudan etkilemiştir çünkü öğretmen maaşları kendileri ve ailelerinin geçimini sağlamaya yetmeyecek kadar düşük seviyelere gerilemiştir(Syrian Networks League, 2024).

Bunun yanı sıra, öğretmenlik mesleğinin toplum içindeki saygınlığı azalmış, bu da öğretmenlerin üzerindeki psikolojik baskıyı artırmıştır. Öğretmenlik mesleği zaten sürekli çalışma ve sabır gerektiren zor bir meslek olmasına rağmen Suriye'deki mevcut koşullar bu zorlukları daha da ağırlaştırmış ve öğretmenlerin maruz kaldığı baskının şiddetlenmesine neden olmuştur. Öğretmenliğin kolay bir meslek olarak algılanması, öğretmenlerin psikolojik dengesini kaybetmesine ve sürekli gergin bir ruh hâli içinde yaşamasına neden olabilir çünkü toplumdan yeterli destek ve ilgi görmemektedirler(Zeydan, 2019).

Yöntem. Araştırmada betimsel analiz yöntemi kullanılmıştır. Bu yöntemin kullanılmasının nedeni çalışmanın amaçlarına uygun olmasıdır. Araştırmacı, Cerablus kentindeki ilkokul öğretmenlerin görülen iş stresi olgusunu betimlemeyi ve bunun nedenlerini analiz etmeyi amaçlamıştır.

Araştırmanın örneklemini, tabakalı rastgele örnekleme yöntemi kullanılarak, Cerablus kentindeki ilkokullarda görev yapan 147 öğretmen oluşturmıştır. Ayrıca sekiz ana faktöre dağılmış 34 maddeden oluşan bir ölçek kullanılmıştır. Bu ölçek araştırmacı tarafından okullara bir dizi ziyaret gerçekleştirildikten ve oradaki bir dizi okul öğretmeniyle görüşüldükten sonra tasarlanmıştır. Ayrıca Cerablus kentindeki okul müdürleri ve Milli Eğitim Müdürü ile toplantılar yapılmıştır. Ölçek daha sonra eğitim ve psikolojik ölçüm alanında uzmanlaşmış bir dizi hakeme sunulmuştur. Hakemlerin yorumlarına dayanarak bazı değişiklikler yapılmış ve ölçek son halini almıştır. Ölçek öğretmenler arasındaki psikolojik stres düzeylerini belirlemeyi, nedenlerini açıklığa kavuşturmayı ve daha sonra tedavisi üzerinde çalışmayı amaçlamaktadır.

Bulgular. Çalışmada elde edilen sonuçlar şunlardır: genel olarak Cerablus kentindeki ilkokullarda öğretmenlerin karşılaştıkları iş stersinin ($m = 2.56$, %63.66), orta düzeyini ifade etmektedir.Yüksek stres seviyesine ulaşan faktörler: pozisyon ve maaş, öğrencilerin düşük akademik performansı, öğretmenlerin değerlendirme süreci, uzun çalışma saatleri. Orta düzeyde stres yaratan faktörler: iş yükü, velilerden kaynaklanan stres. Düşük stres düzeyine sahip faktörler: meslektaş ilişkileri, okul yönetimi. Çalışmanın sonuçları, stres düzeyinin aşağıdaki değişkenlere bağlı olarak istatistiksel olarak anlamlı bir farklılık göstermediğini ortaya koymuştur: cinsiyet, Aile durumu, deneyim, eğitim durumu.

Tartışma ve Sonuç. Bu çalışmanın sonuçlarıyla, Kuzey Suriye'deki eğitim sektörünün gidişatını iyileştirmekten sorumlu yetkili mercilere, öğretmenlerin karşılaştığı iş stresiyle ilgili gerçek bir sorunu sunmayı ve durum daha da kötüleşmeden gerekli müdahalelerin yapılmasını sağlamayı amaçlıyoruz.



Bu çalışmada, öğretmenlerle yapılan ön görüşmeler ve anket yanıtları aracılığıyla saha çalışması gerçekleştirilmiş ve öğretmenlerin maruz kaldıkları baskıların nedenleri ve faktörleri belirlenmeye çalışılmıştır. araştırma sonunda öğretmenler üzerinde baskı oluşturan başlıca nedenlerin maddi tazminat ve mesleki statü ile ilgili faktörler olduğunu belirlenmiştir. Bu durum, daha önce de belirtildiği gibi, Suriye'deki mevcut sosyo-ekonomik ve siyasi koşullarla doğrudan ilişkilidir. Dolayısıyla, stres kaynaklarının çoğu bu temel faktörlere bağlıdır. Bunlar arasında: zayıf öğrencilerle başa çıkmak, öğretmenlik mesleğinin ağır yükü, uzun çalışma saatleri, öğrenci velileriyle yaşanan zorluklar, öğretmen değerlendirme süreçleri bulunmaktadır. Tüm bu faktörler, öğretmenler için büyük bir baskı kaynağı oluşturarak onların düşüncelerini, rahatlıklarını ve zamanlarını büyük ölçüde tüketmektedir. Öte yandan, çalışma bulguları, cinsiyet, deneyim, sosyoekonomik düzey ve akademik yeterlilik gibi değişkenlere dayalı olarak iş stresi seviyelerinde istatistiksel olarak anlamlı farklılıklar bulunmadığını göstermiştir.

Ayrıca eğitim sisteminde yaşanan ek zorluklar şunlardır: eğitim müdürlüklerinin zayıf kapasitesi nedeniyle okul bütçelerinin azalması, okul binalarının kötü durumda olması, artan sınıf mevcutları. Öğretmenler, kalabalık sınıflarda daha fazla öğrenciyi takip etmek zorunda kaldıkça, performansları düşmekte ve fiziksel, psikolojik ve zihinsel olarak tükenmektedir. Öğrencilerini bireysel olarak takip edememeleri, akademik başarısızlığı artırmakta ve sorunu daha da karmaşık hale getirmektedir. Buna ek olarak velilerle ilişkili stres faktörleri öğretmenler üzerinde ek baskı oluşturmaktadır. Pek çok ebeveyn çocuklarının eğitimine yeterince ilgi göstermemekte ve akademik başarısızlıklarının sorumluluğunu öğretmenlere yüklemektedir. Bazı veliler, özellikle silahlı gruplarla bağlantılı olanlar, öğretmenlere karşı kaba ve tehditkâr davranabilmektedir (Barkandy, 2000). Öğretmenler sık sık haksız eleştirilere maruz kalmakta ve diğer öğretmenlerle adaletsiz şekilde kıyaslanmaktadır. Öğrenci ve veli değerlendirmeleri, öğretmenlerin sürekli bir gerginlik içinde olmasına ve yaratıcı olma yeteneklerini kaybetmesine neden olmaktadır. Eğitim müfettişlerinin yaptığı sürpriz okul ziyaretleri, öğretmenler üzerinde sürekli bir baskı hissi yaratmakta ve onların mesleki streslerini daha da artırmaktadır.

Bu çalışmanın bulguları, öğretmenler arasında iş stresinin varlığı ve performansa etkisi açısından Makindi vd (2016), Smith (2016), Abdul Qader (2018), Khalifa ve Bonwar (2020) ile tutarlıdır. Ayrıca, iş yükünün öğretmen performansına etkisi konusunda Al-Shalabi (2019) ile de örtüşmektedir. Zorlu çalışma ortamının neden olduğu yüksek stres seviyeleri, Abdul Aziz (2024), Abdul Qader (2018), Freihat (2016) ve Al-Maamouri (2014) tarafından da desteklenmektedir. Ancak, düşük maaş ve velilerle gergin ilişkilerin etkisi konusunda önceki çalışmalarla farklılıklar mevcuttur.



Introduction

The teacher holds a social, moral, and humanitarian responsibility in shaping future generations in a sound and proper manner. He also serves as a role model for students, influencing their behavior, attitudes, and thinking, especially during the early stages of education. However, with the continuous expansion of various life domains, the responsibilities of teachers have increased, and their duties have multiplied, often exceeding their energy and capabilities. This growing burden negatively impacts their productivity and effectiveness in the workplace.

This directly affects the educational process, making it essential to support teachers. To do so, we must study the current state of education in our primary schools and identify the existing pressures faced by teachers. Job stressors have become a subject of great concern for many researchers across various fields of science, as evidenced by studies such as Harris et al. (1985), Farber (1989), Al-Samadoni (1991), Barkandi (2000), and Qajah (2010). Accordingly, the pressures faced by teachers in the teaching profession have become a central focus of research, aiming to identify their sources and develop strategies to mitigate them. Stress is a complex human phenomenon that arises due to the intricacies of modern lifestyles and the continuous changes in various aspects of life. Therefore, individuals must adapt to new circumstances to prevent themselves from being overwhelmed by stress (Qajah, 2010).

Brodsky (1990) defines stress as the evaluation of events perceived as threatening or potentially painful. Marglis (2004) describes stress as "certain work conditions that interact with a worker's characteristics, leading to an imbalance in the individual's physical and psychological stability" (Mahmoud Salman Al-Amian, 2004). Regarding job stressors in teaching, Ibrahim Al-Samadoni (1989) defines them as "the teacher's awareness of their inability to cope with the demands and challenges of the teaching profession." This inability creates a sense of threat, resulting in a high level of negative emotions, which are accompanied by physiological changes as part of the body's alert response to stressors (Barkandy, 2001). Ezzat Abdel Hamid (1996) expands on this, stating that job stress occurs when a teacher perceives that the demands of the job exceed their abilities and capabilities. This is due to excessive workload, lack of clear role definition, conflicting demands from superiors, and the inability to fully utilize their skills and experience in teaching (Taha Abdel-Azim Hussein and Salama Abdel-Azim Hussein, 2006).

Hans Selye defines stress as a state of exhaustion, a biological response that occurs when an individual attempts to cope with challenges and changes in daily life. Stress is also described as a physical and psychological reaction to situations where a person feels overwhelmed or perceives that circumstances exceed their capacity, threatening their sense of well-being (Radwan, 2007).

Job stressors arise when job demands do not align with an employee's psychological, mental, and physical abilities, leading to an imbalance in job performance (Al-Omrar, 2018). Prasanti, Rochmah and Gumilang, Purwantiningsih (2018) define job stressors as "a combination of negative factors and conditions that reduce an individual's motivation to work, lower productivity, affect psychological and physical well-being, and disrupt mental clarity—ultimately weakening efficiency in task completion." Dunn (2019) describes job stressors as a set of problems, crises, pressures, and negative factors in the

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work environment that have a direct negative impact on an individual's psychological, physical, and emotional health. These stressors hinder problem-solving abilities, reduce interaction with the work environment, and impair the individual's capacity to accomplish assigned tasks effectively. To develop strategies for managing stress, it is essential to first identify its causes. Researchers have explored various sources of job stressors in different ways.

Dunham (1980) highlighted teaching load as a major stress factor, citing:

- Grading a large number of exam papers.
- An increasing number of students.
- Frequent meetings.
- Student misbehavior.

Calhoun and Jenkins (1991) further identified additional stress sources, including:

- Salary inequality and financial instability.
- An increase in student numbers.
- Low student motivation.
- Students' academic performance.
- An increase in non-teaching duties.

Adwan (1992) emphasized that relationships with the head teacher, colleagues, and students also contribute to stress. When teachers experience stress, it negatively affects their interactions with students, disrupts the positive learning environment, and leads to negative reactions to daily challenges (Chris Kerbkow, 2004). A study by Haris et al. (1985) found that increased job load and extended working hours contribute to higher stress levels among teachers (Maryam Ben Skirifia, 2008).

Meanwhile, Mansour and El-Beblawi (1989) categorized the sources of stress into four main areas:

- Pressures related to the burden of the profession.
- Lack of motivation.
- Professional distress.
- Difficulties in time management (Farouk El-Sayed Othman, 2001).

A summary by Mahmoud Farhat (1994) of studies conducted by Blase (1980-1986) identified job stressors in the teaching profession as follows:

- The nature of the institution where the teacher works.
- The institution's management style and prevailing administrative policies, including communication networks.
- The teacher's relationship with students and their understanding of student characteristics.
- The teacher's attitudes toward the profession.
- The students' attitudes toward the teacher, school, and education in general.
- The educational material that the teacher is responsible for teaching (Maryam Ben Skirifia, 2008).



The study by Fontana and Abouserie (1993) found that one in four teachers perceives the pressures of the teaching profession at its highest and most dangerous levels. Similarly, Boyle et al. (1995) indicated that surveys on job stressors confirmed that two-thirds of teachers consider teaching to be a highly stressful profession. Marshall's model identified key factors causing stress at work, including: (Workload, Work organization, Work relationships, Professional growth, Institutional climate, Job overlap, Job role (Farouk Al-Sayed Othman, 2001).

In Barkandy's study (2000), sources of teacher stress were categorized as: (Family factors, School regulations, Job load, The teacher's relationship with school administration and supervisors, Negative student behavior, Parental issues affecting students' academic performance, Curriculum-related difficulties, Shortages of necessary teaching tools, Physical work environment, School activities, Interpersonal relationships among teachers (Barkandy, 2000). Such stressors threaten the teacher's well-being and lead to high emotional distress (Shahata, Al-Najjar, and Ammar, 2003).

The results of Constantinos M. Kokkinos (2007) showed that both personality traits and job stressors were significantly related to burnout. According to Qajah (2010), the main sources of teacher stress included: (Low student performance, Curriculum-related pressures, Long working hours, Physical work environment, Educational tools, These stressors represent the activities and interactions within the teaching profession (Ghulam, 2010).

For Al-Maamouri (2014), stressors were linked to: (Job role burden, Work conditions, Role conflict). Meanwhile, in Farihat's study (2016), the main stress sources were: (Job satisfaction, School environment, Teaching load). Additionally, the study by Smith and Damodi (2016) found that a large number of primary school principals in Ireland were dissatisfied and stressed with their work.

Job stressors contribute to job insecurity, lower teaching quality, and reduced student achievement (Duwa and Makinde, John, Manabete, 2016). These stressors can stem from personal or organizational sources (Diab, 2018; Aqal, 2015) and have physiological, psychological, and social effects (Nekoranec and Kmosena, 2015; Klein, 2015). According to Abdul Qader (2018), poor working conditions result in: (Strained relationships with students, High workload, Role conflict). The study by Mamadi and Issa (2018) found a relationship between coping strategies for professional stress and teaching effectiveness among primary school teachers. Meanwhile, Al-Shabli (2019) reported that workload-related stress was the most common concern among teachers. Martinek (2019) emphasized the importance of meeting psychological needs in teaching, particularly through self-reliance. Khalifa and Bonwar (2020) further noted the negative impact of stress on job performance. Finally, Abdul Aziz's study (2024) revealed a high level of stress among primary school teachers, primarily due to long working hours and challenging work environments.

The previous literature highlights the diverse sources of job stress affecting teachers, including: (Work environment, Relationships between teachers and administration, Relationships among teachers, Curriculum challenges, The burden of the teaching profession, Other external factors). Beyond these commonly identified stressors, the situation in Syria presents additional complexities that further intensify teacher stress levels. These unique challenges necessitate deeper exploration into the sources of stress and call for effective strategies to alleviate them.



Through field visits conducted by the researcher as part of literacy and teacher training programs in the Syrian city of Jarablus, he had the opportunity to meet a large number of teachers, particularly primary school teachers. Discussions covered various educational issues, including: (The state of education, Students' academic achievement levels, Weak points in the educational process). Based on these dialogues and school visits, the researcher observed that teachers in this region do not practice their profession in a natural or balanced environment. The Syrian conflict and its widespread effects on all aspects of life have resulted in numerous challenges and disruptions, with the education sector being significantly impacted. The crisis has negatively affected teachers, students, and the overall quality of education. Teachers in the region face difficult circumstances, including: (Economic hardships, social instability, Security concerns). Additionally, schools in the area suffer from a lack of educational services and funding, which is evident in: (Deteriorating school buildings, Insufficient educational tools, Limited facilities and essential services).

Through interviews, the researcher observed that many, if not most, teachers in Jarablus work outside of regular school hours, either in private schools or in jobs unrelated to education. These challenging conditions motivated the researcher to conduct this study to: (Identify job stressors affecting primary school teachers in Jarablus, Assess stress levels among these teachers). As work-related stress accumulates, it further hinders any potential improvements or developments in education. The negative impact of stress manifests on: (Psychological well-being, Physiological health, social interactions). Unmanaged stress ultimately prevents teachers from effectively performing their duties (Skirifia, 2008; Qajah, 2010; Khalifa and Bonwar, 2020; Mamadi and Issa, 2018).

Study questions

- What is the level of job stressors among primary school teachers in the Syrian city of Jarablus?
- Are there statistically significant differences at ($\alpha = 0.05$) in the level of job stressors among primary school teachers in the Syrian city of Jarablus attributed to the variable of gender?
- Are there statistically significant differences at ($\alpha = 0.05$) in the level of job stressors among primary school teachers in the Syrian city of Jarablus attributed to the variable of experience?
- Are there statistically significant differences at ($\alpha = 0.05$) in the level of job stressors among primary school teachers in the Syrian city of Jarablus attributed to the variable of educational qualification?
- Are there statistically significant differences at ($\alpha = 0.05$) in the level of job stressors among primary school teachers in the Syrian city of Jarablus attributed to the variable of social status)?

Study Importance

The importance of the study is derived from the difficult situation experienced by teachers in the city of Jarablus and Syrian cities in general, and the abnormal conditions they suffer from that affect their work. Therefore, direct attention and interest to them through this study and the studies that will follow it. The primary stage has a special importance in education, as it is the child's starting point towards the world and the stage of establishing and shaping all aspects of his personality. The teacher must be given attention and his needs must be addressed so that he can create an ideal



educational product that is not a burden on his society or country, and can coexist peacefully with himself and others.

Study goals

- The study seeks to identify job stressors among primary school teachers in the Syrian city of Jarablus.
- Identifying the differences in the level of job stressors among teachers according to the variable (gender, experience, academic qualification, social status).

Study terms

- Job stressors: Dunn 2019 defined it as "a set of problems, crises, pressures, factors and negative situations that an individual is exposed to in the work environment, which directly and negatively affect the individual's psychological, physical and emotional health, affect his efficiency in solving problems, and reduce his ability to interact with the work environment, and accomplish the tasks or work required of him." Prasanti: Rochmah and Gumilang, Purwantiningsih (2018) defined job stressors as "several factors and negative conditions that reduce an individual's motivation to work, reduce his productivity, affect his psychological and physical state, and disrupt his mental clarity, which weakens the individual's efficiency in completing the tasks required of him." The researcher defines work pressure procedurally as the pressures associated with the work and conditions of the primary school teacher in the city of Jarablus.
- Primary school: It is the first stage of a child's education. It is a compulsory stage that extends from the first grade to the sixth grade according to the educational system in Syria.
- Study limitations: This study was conducted on a sample of primary school teachers in the Syrian city of Jarablus for the academic year 2023-2024.

Methodology

The descriptive analytical approach was used to identify the factors of job stressors among primary school teachers in the city of Jarablus, as this approach is considered appropriate for describing the phenomenon and analyzing the factors associated with work pressure.

Study community and sample

The study community consisted of all primary school teachers in the city of Jarablus: According to the administrative divisions of the local council of the city of Jarablus, there are four regions: El-Kusa Center, the nearby countryside of the center, the western countryside, the city center, and the southern countryside. The study community of male and female teachers amounted to (934). A stratified random sample was drawn from schools based on school size. The study sample consisted of (147) male and female teachers (16%).



Table 1.

Study community and sample

Area	Number of schools	Number of teachers	Sample (16%)	Sample
El-Kusa center	7	79	8.45	13
Nearby rural center	15	269	28.80	42
western countryside	12	174	18.62	27
City Center	5	189	20.23	30
Southern countryside	24	223	23.87	35
Total	63	934	100	147

Table 2.

Distribution of sample members according to study variables

Gender	Male (33.8%)	Female (66.2%)			
Age	(19-22) 52 teachers	(23-35) 64 teachers	(+36) 31 teachers	M 29.3	SD (9.42)
Marital status	(58.4%) married	(37.5%) single	(0.9 5%) divorced	(3.2%) widower	
Experience	1-36 years	M= (8.7)	M= (10.35)		
Academic qualification	(28.8%) Intermediate Institute	(30.3%) school with undergraduate	High diploma university	University graduate (35.9%)	(5%) Postgraduate studies

Study tool

Through a search of previous theoretical literature on the research topic a survey by interviewing some teachers and some managers (Travers and Cooper, 1996). A 34-item scale was developed to measure potential sources of job stress for teachers. These items represent different work situations or interviews with in-service teachers.

Validity of the toll

Validity of the arbitrators: The researcher presented the scale in its initial form to 4 arbitrators who are specialists, and based on their suggestions, some minor modifications were made. The arbitrators approved the questionnaire items by 100 per cent, except for items bearing the following numbers: 8, 14, and 20, the approval rate for which was 80 per cent. And the final image of the tool: The total number of questionnaire items was 34 items distributed over 8 stressors. The response scores on the scale were determined as follows:

- This happens and puts a lot of stress on me (4 degrees).
- This happens and puts a moderate amount of stress on me (3 degrees).
- This happens and puts little stress on me (2 degrees).
- This happens and puts a lot of stress on me (1 degree).
- This does not happen and does not put a lot of stressors on me (0).



The stress scale consists of 5 points ranging from 1 (no stress) to 5 (extreme stress). Items with factor loadings ≥ 0.4 were used to interpret the factors. Factors were classified according to sub-scales of job stressors as follows Table (3):

Table 3.

Job stressors among primary school teachers in Jarabulus

No	Factors	Items
1	Student performance	5 items
2	School administration	4 items
3	Parental stressors	5 items
4	Relationships with colleagues	4 items
5	Status and pay	4 items
6	Long working hours	3 items
7	Appraisal of teachers	4 items
8	Burden of the profession	5 items
Total		34

Table 4.

Correlation coefficient of each domain with the total score

Item	Student performance	School management	Parental stressors	Relationships with colleagues	Status and pay	Long working hours	Appraisal of teachers	Burden of the profession	
Poor student performance	1								
School management	0.54	1							
Parental pressures	0.63	0.59	1						
Relationships with colleagues	0.63	0.59	0.64	1					
Status and pay	0.76	0.65	0.72	0.69	1				
Long working hours	0.62	0.51	0.60	0.79	0.76	1			
Appraisal of teachers	0.74	0.55	0.59	0.67	0.58	0.56	1		
Burden of the profession	0.74	0.74	0.79	0.66	0.75	0.70.	0.67	1	
Total	0.75	0.73.	0.67	0.70	0.66	0.70	0.72	0.68	1

Reliability of the tool

Cronbach's alpha coefficient was calculated to calculate internal reliability, table (5).



Table 5.
Internal consistency of the study tool (Cronbach's Alpha)

	pressure source	Cronbach's alpha
1	Status and pay	0.81
2	Poor student performance	0.84
3	Burden of the profession	0.79
4	Parental pressures	0.82
5	School management	0.77
6	Appraisal of teachers	0.79
7	Long working hours	0.78
8	Relationships with colleagues	0.82
Total		0.80

Findings

To answer the main study question: What are job stressors among primary school teachers in the city of Jarablus?

Table 6.
Averages and percentages of job stressors

	Stressors	M	%
1	Status and pay	3.32	83.11
2	Poor student performance	3.00	75.15
3	Burden of the profession	2.86	67.9
4	Parental pressures	2.77	69.3
5	School administration	1.1	27.18
6	Appraisal of teachers	3.17	79.31
7	Long working hours	3.12	78.08
8	Relationships with colleagues	1.17	29.25
Total		2.56	63.66

From Table (6), the results of teachers' responses to the total job stressors scale (M= 2.56) (63.66%), and the total percentage of teachers' responses to the scale scores was average. The following sources of stress were found to be high among teachers (status and pay (M= 3.32, 83.11%), appraisal of teachers (M= 3.17, 79.31%), stress related to long working hours (M= 3.12, 78.08%), poor student performance (M= 3.00, 75.15%). The following pressure sources achieved average rates according to teachers' responses to the scale; parental stress (M 2.77, 69.3%), workload (M 2.86, 67.9%), and the results related to the teacher's relationship with colleagues as a source of stress were low (M= 1.17, 29.25%), and school management (M= 1.1, 27.18%).

The data provided shows that primary school teachers in Jarablus are exposed to moderate job stressors, and the level of influence came by clarifying the factors of the group of factors on the scale. In addition to that, there are the pressures resulting from the presence of weak students. The results showed that the factors related to weak students formed a high degree of pressure on teachers. The teacher exerts a lot of effort to achieve any progress with his students. The teacher's conscience



plays the role of the judge in his work, which constantly urges him to make an effort for the sake of his students. In addition to that, there is the teacher's position towards the families of weak students and the school administration. The primary school teacher faces great challenges during his work. As for the evaluation factor, my father came in with a high impact on the scale. The teacher's feeling that he is under constant evaluation makes him feel uncomfortable and psychologically unstable, and he has to satisfy the desires of others to maintain his image as a good teacher. The group of factors related to wages and status also received the highest response rate on the scale, which indicates the difficult financial conditions that Muslims live in, and their suffering from the unfair view of society towards their profession.

The factor of the long hours he spends at work constitutes a high degree of pressure, as his feeling of time pressure due to the long and exhausting working hours makes him lose the pleasure of achievement on a personal level. The teaching profession is not easy, and this is what the teachers' responses made clear, as the group of factors related to the burden of the teaching profession formed an average response level. In addition to the previous factors, we cannot ignore the pressure factors related to the student's parents, which constituted a medium-level pressure factor on the scale. Many teachers suffer from poor communication with parents or ineffective communication methods. In many cases, they do not find interest in their children's education. Many of them are also subject to negative criticism from their parents. While the sum of factors related to school administration and relationships with colleagues formed low scores of teachers' responses on the scale. As teachers do not have many obstacles regarding the work environment and personal and professional relationships with their colleagues or school administrations. The overall response score on the scale agreed with the results of the studies of (Smith and Damodi, 2016; Farhat, 2016; Qajah, 2010; Boyle et al, 1995; Fontana and Abouserie, 1993) with a moderate degree of job stressors.

Table 7.

Job stressors of status and pay

No	Item	M	%
1	Low social status of teachers	3.19	79.75
2	The pay is not commensurate with the effort put in.	3.52	88.00
3	Society considers the teaching profession to be easy.	3.03	75.71
4	The salary does not meet the cost of living.	3.54	89.00
Total		3.32	83.11

From Table (7), the average responses of teachers to the paragraphs on this topic were: (M 3.41, 84%).

All responses were high on the scale. The item "The salary does not meet the costs of living" was the highest among teachers' responses as a source of work stress (M= 3.54, 89.00%). This was followed by the factor "the salary does not meet the effort" (M= 3.52, 88.00%). This indicates that the biggest sources of job stressors for primary school teachers in the city of Jarablus were related to their financial and living conditions. School teachers in the city of Jarablus suffer from low wages that do not exceed \$70 per month, which makes them work and live under great pressure. On the one hand, they have to secure their livelihood and that of their families, and on the other hand, they have to continue teaching as a source of income. Also, the items related to the learner's status had a high

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response level on the scale's paragraphs. The item "low social status of the teacher" was achieved (M 3.19, 79.75%), the item "Belief in the ease of the teaching profession" was achieved (M 3.19, 75.71%). Recently, due to the shortage of trained teaching staff in northwestern Syria, and the brain drain, education directorates have begun contracting with teachers who have a high school diploma and are completing their university studies. Without being a graduate teacher. Perhaps this is what made the prevailing belief that the teaching profession is an easy profession that anyone can practice, which created a source of psychological pressure on teachers. In our societies that are associated with materialistic thinking, perhaps the salary is what determines a person's status, and this is what we see with teachers. If the teacher receives a good salary, his status in the eyes of society will rise. The results of the study (Qaja, 2010) showed that the position and salary factors are a high source of job stressors.

Table 8.

Student performance of job stressors

No	Item	M	%
1	Some students do not do their homework.	3.21	80.25
2	Some students do not participate in class activities.	3.17	79.25
3	Low achievement motivation among some students	2.88	72.00
4	He does not have any methods of encouraging weak students.	2.79	69.75
5	Feeling frustrated by the lack of progress with a weak student.	2.98	74.50
Total		3.00	75.15

From Table (8) it is clear that all teachers' responses to the items on the subject of students' weak level as a source of pressure were high (M 3.00, 75.15%). The item "Students do not do their homework" received the highest response rate on the scale (M= 3.21, 80.25%), this indicates a lack of interest or follow-up by parents regarding their children's completion of their homework, in addition to the child's tendency to play and neglect his homework. The item "Some students do not participate in class activities" also received an affirmative response from teachers (M= 3.17, 79.25%). Also, the student's lack of participation in classroom activities is a source of pressure on the teacher, as he sees himself as someone who is not liked by the students or that he is not qualified for the profession. Followed by the item "Feeling frustrated because of not making progress with weak students (M 2.98, 74.50%), and not having sufficient methods of encouragement for weak students (M 2.29, 69.75%) teachers' responses scored average on the scale. Teachers are under a lot of psychological pressure when they do not find a response from some students despite their great efforts. The situation gets worse when the number of weak students in the class becomes large. Especially since some teachers in Jarablus schools do not have the necessary skills to practice the teaching profession. The results of this item are consistent with the results of (Barkandy, 2000; Qajah, 2010; Duwa and Makinde, John, and Manabete, 2016).



Table 9.
Parents stressors

No	Item	M	%
1	Parents don't appreciate that I work for their children.	3.14	78.75
2	Parents put all the responsibility on my shoulders.	2.90	72.50
3	Parents accuse me of negligence if their child gets a low mark.	2.52	62.75
4	Parents do not show interest in their children's education.	2.15	53.50
5	Poor cooperation between school and parents.	3.16	79.00
Total		2.77	69,3

From Table (9) it is clear that the overall level of teachers' responses to the items on the topic of parents as a source of job stressors is average (close to high) (M= 2.77, 69,3 %). Paragraphs "Parents don't appreciate that I work for their children"(M= 3.14, 78.75 %), Many teachers find themselves outside the circle of appreciation of parents, no matter how much effort and attention they put in. This puts the teacher in a state of dissatisfaction and psychological pressure due to the effects of the lack of interest and appreciation for the effort he puts in. "Poor cooperation between school and parents" (M= 3.16, 79.00), the presence of weak communication between the teacher and parents creates a gap between the school and the parents. This is reflected in the teacher and the student. The teacher works hard to help the children learn and makes observations and directives, but the other party (the parents) is not important enough to what happens to the child at school. This is reflected in the teacher's psychology, performance, interaction and effort. It makes him feel that he is the only one who bears responsibility. "Parents put all the responsibility on my shoulders" (M= 2.90, 72.50), received a high level of response. Teachers see the responsibility for educating children as theirs alone, and they feel this through their communication with parents who place all responsibility on the teacher. In the paragraph "Parents accuse me of negligence if their child gets a low mark"(M 2.52, 62.75), Holding teachers fully responsible for their children's results or poor academic achievement is unfair to the teacher. The educational process is a collaborative process between all parties, including parents. And "Parents do not show interest in their children's education" (M 2.15, 53.50), received a medium level of response on the scale items. The lack of interest shown by some parents has negative psychological effects on the teacher and the student, and creates a barrier between the parents and the teacher, leading the teacher to make a greater effort to compensate for this lack of interest. This is consistent with the results of (Barkandy, 2000; Qajah, 2010).

Table 10.
Long working hours stressors

No	Item	M	%
1	I can't do some of my work because of the long hours at school.	3.83	84.25
2	I am very late for school	2.41	60.50
3	I feel tired because of the long hours of work at school.	3.57	89.50
Total		3.12	78.08

From Table (10) it is clear that the overall level of teachers' responses to the items on the topic of parents as a source of job stressors is high) (M= 3.12, 78.08 %). Paragraphs "I feel tired because of the long hours of work at school"(M 3.57, 78.75 %), The teacher makes a great effort to deliver information to the students, and stands for long hours in front of his students to teach them. As we



know, a child in elementary school needs effort, patience and various methods of education. "I can't do some of my work because of the long hours at school" (M= 3.38, 84.25). The long working hours that a teacher spends in school steal his life on a personal level, and he may postpone many tasks and occasions because of his work. Especially since teachers in the city of Jarablus receive a low salary, which forces them to work after finishing their work in school. While paragraphs "I am very late for school" (M= 2.41, 60.50), received an average level of response. Staying at school for long hours, after which the teacher has to prepare his lessons for the next day, puts pressure on the teacher and his life, and makes him feel like he is in a constant state of running. This is consistent with the results of (Harris et al., 1985; Qajah, 2010; Abdul Aziz, 2024).

Table 11.

Appraisal of teacher's stressors

No	Item	M	%
1	I am always compared to my classmates by my parents.	3.40	85
2	I am always compared to my classmates by my students.	3.41	85.25
3	I am always under constant evaluation.	2.70	67.50
4	The sudden evaluation by management puts me under pressure.	3.18	79.50
Total		3.17	79.31

From Table (11) it is clear that the overall level of teachers' responses to the items on the topic of appraisal of teachers as a source of work pressure was high) (M= 3.17, 79.31 %). Where the phrase "I am always compared to my classmates by my parents" (M= 3.40, 85%), Many parents make comparisons between teachers and the comparison is based on efficiency and dealing with the student. This forces some teachers to be nice to their students but at the expense of their academic achievement. Just to overcome the issue of unfair comparison in many cases. All these details create accumulated pressure on the teacher. "I am always compared to my classmates by my students" (M 3.41, 85.25%), the teacher always seeks to be loved by his students, based on his comparison with other teachers. The teacher's acceptance by the students creates positive results at the school level and among parents. Therefore, obtaining positive evaluations from the students forces the teacher to follow multiple methods that put additional pressure on him. And "The sudden evaluation by management puts me under pressure" (M= 3.18, 79.50%), received a high level of response from the teachers. Many teachers fear surprise visits from the educational inspector or the school principal entering to attend a class without the teacher having prepared the lesson in a model manner, which causes him a feeling of psychological instability and a state of constant pressure. While the phrase "I am always under constant evaluation" (M= 2.70, 67.50%), received an average level of response on the scale scores. Feeling like you are being evaluated all the time is extremely difficult and stressful. The teacher feels like he is being evaluated by the school administration, parents, students and the community, which puts him in a state of constant psychological and physical stress. The results were consistent with the results of the study by (Kokkinos, 2007).



Table 12.
School Administration Stressors

No	Item	M	%
1	The manager interferes in matters that do not concern him.	0.91	22.75
2	The manager imposes his opinion on me	1.27	31.50
3	The manager doesn't care about the problems I face at work.	0.94	23.00
4	The principal does not appreciate the effort I put into the school.	1.28	31.50
Total		1.1	27.18

From Table (12) it is clear that the overall average of the response scores on the topic of pressure related to the School administration was low ($M= 1.1$, 27.18%). All teachers' responses to the topic paragraphs came with low scores. The group of factors related to school administration did not constitute medium or high levels of pressure on the teacher. The work environment at Jarablus Elementary School is not very formal and professional. According to the nature of the homogeneous society, informal relationships prevail in the work environment. In other words, the relationship between the teacher and the school administration is a friendly one. These results are consistent with the study of (Qaja, 2010), and differ from those (Smith and Damodi, 2016; Fontana and Abouserie, 1993; Boyle et al, 1995; Farihat, 2016).

Table 13.
Burden of the teaching profession stressors

No	Item	M	%
1	I deal with a large number of students in the class.	3.45	86.25
2	I plan lessons daily.	2.10	52.50
3	I follow up with students on a personal level and it is exhausting.	3.08	77.00
4	I communicate with students' parents constantly.	2.37	59.25
5	Teaching takes up a lot of my personal and family time.	3.30	82.50
Total		2.86	67.9

From Table (13) it is clear that the overall average of the response scores on the topic of pressure related to the burden of the teaching profession was AVARGE ($M 2.86$, 67.9%). Paragraphs "I deal with a large number of students in the class" ($M=3.45$, 86.25%), Schools in general, and primary schools in Jarablus, suffer from an increase in the number of students in classes, which constitutes an additional burden on the teacher, as the number in some classes exceeds 47 students or more. "Teaching takes up a lot of my personal and family time" ($M=3.30$, 82.50%), Also, the teaching profession is an important one that requires follow-up and daily and continuous work, and this may cause the teacher to lose many aspects of his personal and family life. And "I follow up with students on a personal level and it is exhausting" ($M 3.08$, 77.00%), received high response scores. The teacher in the primary school follows up on the student in all aspects of personal, educational, teaching, hygiene, relationships, learning values, etc. Therefore, he is required to make more effort with the student. While the Euphrates "I plan lessons daily" ($M= 2.10$, 52.50%), No matter how simple the information presented to the primary school student is, it needs to be prepared in an organized and interesting manner. This requires the teacher to choose the appropriate method and means for the success of his lesson. And "I communicate with students' parents constantly" ($M 2.37$, 59.25%), received medium response scores. Despite the weak communication between the school and parents,



the teacher makes great efforts through WhatsApp to explain the level of their children. Especially when some problems or obstacles occur that prevent students from learning. The results of the current study are consistent with the studies of (Dunham, 1980; El-Beblawi, 1989; Al-Maamouri, 2014; Farhat, 2016).

Table 14.
Relationships with Colleagues Stressors

No	Item	M	%
1	Poor cooperation with my schoolmates	0.91	22.75
2	I feel stressed because my academic level is lower than my colleagues.	1.47	36.75
3	He doesn't stand by me if I have a problem.	0.94	23.50
4	There are no discussion sessions to solve school problems.	1.37	34.00
Total		1.17	29.25

From Table (14) it is clear that the overall average of the response scores on the topic of pressure related to the relationships with colleagues was low (M 1.17, 29.25%). All teachers' responses to the topic paragraphs came with low scores. The low responses of teachers to the set of factors related to relationships between colleagues as a source of work pressure did not come out of nowhere. The homogeneous society in the city of Jarablus created a state of close relationships between teachers. However, not to the extent that enables them to sit down to solve their educational problems. Rather, discussions revolve around their matters or some students only. The results of the current study are deferred with the studies of (Adwan, 1992; Barkandy, 2000; Barkandy, 2000; Farouk Al-Sayed Othman, 2001). While agreeing with the results of the study (Qaja, 2010).

Results of the second study question

Are there statistically significant differences between the level of work stress among primary school teachers in Jarablus attributable to the variables: gender, marital status, educational qualification, and years of experience?

Table 15.

Results of the five-way analysis of variance to detect the differences between the means in the levels of job stressors among primary school teachers in Jarablus attributed to the variables: gender, marital status, educational qualification, and years of experience

Source of variance	sum of squares	degrees of freedom	Mean squares	F	Significance
Gender	0.40	1	0.20	0.29	0.74
marital status	0.20	1	0.10	0.14	0.86
Academic qualification	1.38	2	0.69	0.69	0.38
Experience	0.17	2	0.55	0.07	0.97
Error	83.17	80	0.73		
Total	90.03	99			



Table (15) shows that there are no statistically significant differences at the significance level $\alpha \leq 0.05$ between the arithmetic means of work stress factors among primary school teachers in Jarablus attributed to the variables: gender, marital status, educational qualification, and experience. This explains that the sources of stress are related to factors such as long working hours, status, pay, and dealing with weak students, rather than to the characteristics of teachers. We use the three-way coefficient of variation when there are three or more variables, and it was used here to indicate whether there are differences or not between these variables. It turned out that there were no differences, meaning that gender, experience, etc. did not play a role in work stress, but rather due to other factors produced by the circumstances. These results generally differed from those of (Kokkinos, 2007; El-Maamouri, 2014; Farhat, 2016).

Discussion, Conclusion and Recommendation

The city of Jarabulus, like other cities in northwestern Syria, is experiencing instability due to the conflict in Syria. The education system there is also different from the education system in the mother country for political and military reasons. Therefore, the impact of the economic, military and political conditions had negative effects on education. Teachers, like other segments of society, were affected by the deteriorating economic conditions, which created a state of anxiety and psychological and material instability for the teacher. In addition to the economic woes of war, it brought with it social problems, in the chaos of the spread of weapons and the increase in the crime rate. In addition to the lack of security levels. These factors have directly affected teachers, as wages have fallen to alarming levels that prevent teachers from providing for themselves and their families. It also led to a decline in the position of the teacher in society (Qaja, 2010), which made the teacher live under great pressure. In addition to the fact that the teaching profession is a difficult profession that requires continuous work and patience (Farihat, 2016), the situation in Syria has increased the difficulties for the teacher and with it, the amount of pressure he is exposed to has increased. People may not realize the amount of trouble a teacher faces in his work and the tasks he performs. Therefore, this view of the teaching profession as an easy profession makes the teacher lose his balance and makes him frustrated, living in a state of tension, because he did not find sufficient support and attention from his community. In a related context, the weak capabilities of the education directorates reduced school budgets, their number decreased, and some others remained in poor condition in terms of construction and services. All these factors make classrooms crowded with students, and of course, the teacher has to keep track of all these crowds of students (Duwa and Makinde, John, Manabete, 2016). Also, increasing the number of students in the classroom weakens the teacher's performance and exhausts him physically, psychologically and mentally. He will not be able to follow up on his students properly. The teacher's inability to follow up on the large number of students increases the weakness of the students and increases their number, thus making matters more complicated for the teacher.

Add to that the stress factors associated with the student's parents. Many parents do not show interest in educating their children and often place the responsibility for their children's weaknesses on the teacher as if they are isolated from their children's future. Sometimes the teacher is treated in an impolite manner by parents (Barkandy, 2000), especially those involved in armed groups. Of course, it is not possible to sum up the community of parents, but some cases occur in a reasonable number.

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The matter does not stop there, the teacher is exposed to criticism from the parents, and in many cases, it is negative and unfair criticism. Or to be a comparison between him and other teachers. Of course, comparisons are made in an unfair and unprofessional manner. Comparisons and evaluations by students and parents put the teacher in a state of constant tension and make him lose the ability to be creative. Add to that the surprise visits made by educational inspectors to schools, which puts the teacher in a state of constant pressure.

Conclusion

By examining the factors related to work pressure among primary school teachers, the researcher found that sources related to financial compensation and status are the main reasons for the formation of pressure among teachers. This, as we mentioned previously, is related to the current circumstances in Syria. Therefore, most sources of pressure are related to the first factor and are subordinate to it; such as dealing with weak students, the burden of the teaching profession, long working hours, and even dealing with students' parents. In addition to the evaluations that the teacher receives. All of these factors constitute a source of pressure on the teacher and take up a large part of his thinking, comfort, and time. On the other hand, the study did not find statistically significant differences attributed to study variables such as gender, experience, social status, and academic qualification.

Recommendations

This study recommends working with the responsible authorities to raise the material and social level of teachers, and to carry out some work that helps reduce the large number of students in the classrooms.



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