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Sources of work stress of English language teachers in secondary government schools in Saudi Arabia

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Abstract

The study aimed to reveal the level of work stress among secondary school English language teachers in government schools affiliated with the education directorates in Abha, Saudi Arabia, and knowing the impact of both gender, and experience on their estimates. The study population consisted of (105) male and female teachers. A questionnaire was prepared to measure the level of work stress among teachers,

and it consisted of (31) items. The results showed that the work pressures facing secondary school English language teachers were at a high level on the dimensions as a whole. The results also showed that there were no statistically significant differences due to the variable of gender and teaching experience.

Keywords: Sources of work stress, English Language Teachers, Secondary Government Schools

1. Introduction

Work stress is one of the important and common issues that nation institutions attach special importance to in the current era. Public institutions are moving towards expansion, the use of technology and means of communication and media (Aydin & Kaya, 2016) ^[1]. These developments and changes have resulted in many negatives, such as the high unemployment rate due to the use of smart formats and the complexity of the ways and means of completing work (Bowen, 2016) ^[5]. Work pressures have increased and their sources have diversified, and new and previously unknown work pressures have emerged, which has led to many workers falling under the weight of what is newly known as work stress, which affects workers in various aspects, and this in turn is reflected on their job performance within the institutions in which they work (Iyore, 2018) ^[10].

The teaching profession is one of the social professions that require its employees to have many tasks and high skills. The teacher deals with values and trends that he instills in students, in addition to preparing lessons, setting annual plans, participating in various courses and committees, carrying out extra-curricular activities and shifts, following up on students' attendance, correcting papers and monitoring grades (Bonney, Sorkpor & Forson, 2018) ^[4]. In addition to the workload officially assigned to him, which creates pressures that he may not be able to cope with, and which result in problems that reflect on his life and have negative effects on society (Mailumo & Ivagher, 2018) ^[14]. Shirazizadeh, Tajik and Amanzadeh (2019) ^[18] mentioned that the stresses are reflected in the teachers; upon realizing his inability to meet the requirements of his profession, and his application of the planned programs, which constitutes a threat to himself; it causes a high rate of negative emotions, which are accompanied by physiological changes; in response to these stresses. Several studies have dealt with work stress among workers in educational institutions. Below is a presentation of the studies that were found (Mahboob, & Elyas, 2014) ^[13].

Aydin and Kaya (2016) ^[1] investigated the stressors faced by classroom teachers in private primary schools. The results show that school administration, the teaching profession, and school infrastructure are all sources of stress for teachers. Also, the results showed that inadequacy of resources, continual monitoring, monotony and weariness of the job, competitiveness and ambition, irresponsible/problematic actions of pupils, high demands and expectations, and not being able to spare time for oneself have all been identified as stressors for teachers.

Bowen (2016) ^[5] looked at how stress is induced by variables within and outside the classroom for TESOL teachers working in private language schools in South Africa. The findings showed three major sources of stress for TESOL teachers: the teaching profession, workplace relationships, and organizational and TESOL-related difficulties. These three stressors can be further subdivided into several sub-themes. Work overload, insufficient training and gaps in topic knowledge, time pressure, and student conduct are all sub-themes of stress coming from the profession of teaching. Negative connections with coworkers, administrators, and management are all sub-themes of stress caused by work interactions.

Working circumstances, a lack of teaching materials, shared spaces, and a lack of professional development and career progression are all sub-themes of stress caused by organizational and TESOL-related difficulties (Ilyavi, 2019) [9]. Bonney et al. (2018) [4] explored sources of stress in senior high schools in Ghana's Cape Coast Metropolis when teaching the topic of Physical Education. Workload, job ambiguity, and a lack of and insufficient equipment and facilities were discovered to be sources of stress in the teaching of Physical Education in Senior High Schools in Cape Coast.

Most of the studies dealt with the sources of work stress for teachers, and they revealed many and varied sources that put stress on teachers. These studies varied in identifying the sources related to work pressure, which indicates the need to conduct additional studies in this field and in different environments. The problem of the study is to reveal the level of work stress among secondary school English language teachers in government schools in Saudi Arabia, as well as to identify the effect of the variables (gender, experience) in explaining the variation in the impact of this phenomenon on teachers.

2. Research Methods

In order to meet the study's aims, to describe the origins of work stress among teachers, the researcher utilized a descriptive and analytical method.

The study's participants are all English language teachers from Abha's 25 public secondary schools. There were 105

teachers in total, and they were all studied.

Research instrument

The study relied on a questionnaire consisting of 31 items distributed over four dimensions: work conditions (8) items, occupational burdens (9) items, professional relations (7) and educational policy (7).

Instrument Reliability

Checking the instrument's reliability was by using Cronbach's alpha equation to estimate the internal consistency's reliability. The value instrument's reliability coefficient was found to be (0.856).

Data Analysis

The data in this study was analyzed using SPSS software. Statistical functions such as means, Independent Samples T-Test, and One-Way ANOVA were utilized to meet the study's goals.

3. Result

The gender and years of experience of the teachers were determined using descriptive analysis.

Males made up 71.4% of the teachers, while females made up 28.6%. In terms of the years of experience of the teachers, 61.0% have between five and ten years of experience, only 26.7% of those surveyed have less than 5 years of experience, 12.4% of teachers have more than ten years of experience.

Table 1: The Teacher Profile (N=105)

Variables	Category	N	%
Gender	Male	75	71.4
	Female	30	28.6
Years of experience	Less than 5 years	28	26.7
	5-10 years	64	61.0
	More than 10 years	13	12.4

To identify the sources of work stress among English teachers in Saudi Arabian government schools for each of the questionnaire dimensions. Means and standard deviation were employed by the researcher.

Table 2: All questionnaire dimensions' means and standard deviations

N	Dimension	Mean	St. dev
1	Work Conditions	4.05	0.55
2	Occupational Burdens	3.86	0.49
3	Professional Relations	3.82	0.70
4	Educational Policy	3.90	0.80
	Total	3.90	0.37

Table 2 shows that the mean value of work stress among English teachers in Saudi Arabian government schools is (3.90) and (0.37) as standard deviation. In other words, the sources of work stress level among English teachers in Saudi Arabian government schools are high significant. Also, the mean score of work conditions dimension among English teachers in Saudi Arabian government schools was (4.05) and (0.55) as standard deviation. In other words, the sources that related to work conditions among English teachers in Saudi Arabian government schools are high significant. With regard to occupational burdens among English teachers in Saudi Arabian government schools was (3.86) and (0.49).as

standard deviation. In other words, the sources that related to occupational burdens among English teachers in Saudi Arabian government schools are high significant. In related to professional relations among English teachers in Saudi Arabian government schools was (3.82) and (0.70) as standard deviation of (0.70). In other words, the sources that related to professional relations among English teachers in Saudi Arabian government schools are high significant. Finally, the mean score of educational policy dimension among English teachers in Saudi

Arabian government schools was (3.90) and (0.80) as standard deviation of (0.80). In other words, the sources that related to educational policy among English teachers in Saudi Arabian government schools are high significant.

The One Way Anova and the Independent Sample 'T' Test were utilized to find statistically significant differences in the sources of work stress among English teachers in Saudi Arabian government schools according to experience years and gender.

Table 3: Gender T-Test with Independent Samples

Variable	N	M	St. dev	DF	T	p-value
Male	75	3.91	0.35	103	0.229	0.328
Female	30	3.89	0.41			

Table 3 shows that among male English teachers in Saudi

Arabian government schools, the mean score for sources of work stress was (3.91), whereas the mean score for female teachers was (3.89). Furthermore, the P-value of two gender

groups is (0.328), indicating that gender has no significant influence on the sources of job stress from the perspective of English instructors in the Kingdom of Saudi Arabia.

Table 4: Experience Years

V.	Groups	Sum of Squares	df	Mean Square	F	Sig
Y. EXP	Between groups	0.590	2	0.295	2.265	0.109
	Within groups	13.277	102	0.130		
	Total	13.867	104			

Table 4 demonstrates that there are no variations in experience years across groups, as the P-value is (0.109), indicating that the year of experience had no impact that is statistically significant on the sources of work stress among English teachers in Saudi Arabian government schools.

4. Discussion

The results of this study showed that secondary school English language teachers in the Kingdom of Saudi Arabia suffer from high work pressures. Professional burdens, professional relations or educational policy. Therefore, this interaction between these sources leads to aggravating and complicating the psychological state of teachers, and increases the severity of work pressures in particular. In other words, the more the teacher comes into contact with these conditions and situations, the higher the level of work pressure he has.

This result is in agreement with results of Bowen (2016) ^[5], Aydin and Kaya (2016) ^[1], Bonney et al. (2018) ^[4] and Shirazizadeh et al. (2019) ^[18].

5. Conclusion

The study showed that secondary school English language teachers in the Kingdom of Saudi Arabia suffer from stress in their work to a high degree. The study showed that the sources of work stress are working conditions, the burden of the profession, professional relations and educational policy

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