



2020 / Vol:6, Issue:22 / pp.8-25

RESEARCH ARTICLE

Arrival Date : 01.11.2019

Published Date : 31.01.2020

Doi Number : <http://dx.doi.org/10.31589/JOSHAS.232>

Reference : Mohamed, T. & Demirel, Y. (2020). "Occupational Stress In Teaching: A Comparative Study Between The Libyan And The Iraqi Schools Located In Turkey", Journal Of Social, Humanities and Administrative Sciences, 6(22): 8-25.

# OCCUPATIONAL STRESS IN TEACHING: A COMPARATIVE STUDY BETWEEN THE LIBYAN AND THE IRAQI SCHOOLS LOCATED IN TURKEY

**Taher MOHAMED**

Dr, Tobruk University, Faculty of Economics and Political Science, Libya

**Yavuz DEMİREL**

Prof. Dr., Kastamonu University, Faculty of Economics and Administrative Sciences, Kastamonu/Turkey



## ABSTRACT

This paper focuses on the school teachers' occupational stress in the Libyan and Iraqi schools located in Turkey. The stratified convenience sample consists of 146 teachers who are Libyans and Iraqis, and selected a targeted population. A questionnaire was used to discover the sources of the occupational stress among the teachers at Libyan and the Iraqi schools operating in Turkey. The results revealed that teachers suffer from high levels of occupational stress in both the Libyan and Iraqi schools. Moreover, the results showed that for teachers' salaries and incentives are the most important reason behind working in the Libyan and Iraqi schools. The Independent Samples Test showed that there is only one statistical difference between the two samples, which is the nature of work. This indeed indicates that the nature of work plays a significant role behind stress experienced by the teacher serving at both Iraqi and Libyan schools. However, we determined the relationships between the sources of the occupational stress and some demographic variables. In the data of Iraqi schools, there are only two demographic variables (gender and service), which have impact on the nature of work, wages and incentives, and the physical working environment. In the Libyan data, only three demographic variables (gender, age, social status) affected the occupational stress. The results also showed there are not significant differences with some demographic variables and sources of occupational stress among the teachers under study, with slight differences in some variables. The study also presented some recommendations for future research.

**Key Words:** Libya, Iraq, School Teacher, Occupational Stress.

## 1. LITERATURE REVIEW

Several studies in the literature proposed that occupational stress is a negative factor causing many health diseases. The occupational stress is strongly associated with the negative environmental factors such as work overload, poor working status, and role obscurity because all the mentioned factors are associated with jobs (Cooper & Marshall, 1976).

One of the most prevalent phenomenon in the modern society is occupational stress, as all aspects of human activities generate stress (Aremu & Adenegan, 2013; Syed Ismail, Abdullah, Khan, and Hong, 2014). Indeed, Stress is a term that is rarely clearly understood because scientists disagreed about it. This is because it has different meanings to different people (Stranks, 2005). In the relevant literature, it has been repeatedly mentioned that the professional stress has a great effect on employees' lives, and it is linked with both physical and mental health (Hopkins, 2014). Psychology defines stress as the body's response to a change that requires a mental, physical, or emotional adjustment or response (Bauer & Erdogan, 2009).

On the one hand, Robbins and Judge (2012, p. 595) stated that "stress is an unpleasant psychological process that occurs in response to environmental pressures." Robbins and Coulter (2012) define professional stress in a similar way as an adverse reaction of employees and the result of the

extraordinary demands, opportunities, and constraints at the workplace. Also, professional stress is defined as an individual's mental state that faces a demanding condition or any constraint in the organization that he/she feels harmful or threatening for her/himself (Nagra & Punjabm, 2013). According to Kyriacou (2001, p.94), teacher stress is experienced by those teachers, who have negative emotions such as anger, anxiety, frustration, depression, resentment and nervousness resulting from their idea formation during their daily routines. In addition, Chan, Chen & Chong (2009) mentioned that professional stress as an unpleasant feeling that grows when individuals overexert, overwork, and worry about what they cannot handle.

According to Cooper (2018) stress is linked with physical and physiological effect on an individual that can be related to his/her emotional response to a situation. Stress is defined as a situation, in which, a person is deviated from the daily activities just because that person feels that daily responsibilities are a burden. It is recommended that the employing organizations should offer maximum satisfaction to the employees to help them continue with their professional and daily life activities in the right way. In this paper, the focus will be given to the stress that teachers feel when they serve educational institutions. According to Greenberg (2017), psychological damage depends on the management style, culture, and the overall environment of the company. If there is a negative environment in the workplace, it enhances the stress in an individual because of the negative or adverse impact of their routine activities. Occupational stress is sometimes called as "occupational disease." In that situation, a person experiences anxiety, mental fatigue and many other psychological issues. It has been observed that the people, who are facing stress, are unable to accomplish their professional duties.

## 2. CAUSES OF OCCUPATIONAL STRESS

There are various causes of occupational stress. If an individual is working too many hours or facing penalties, that person will experience stress. People, who are facing stress, feel as if they are unable to achieve their objectives. If people are unable to perform their routine tasks, or they are experiencing financial loss or lack of confidence, it means that they are experiencing stress.

Moiseichyk, de Campos, & Bento (2000) showed that two of the main job stress factors are job insecurity and the relationships between coworkers. Another study showed that factors causing occupational stress in schools include inappropriate working conditions, inability to deal with young children, no rights to participate in decisions, and unhealthy relationships with the institutional management. Moreover, Kyriacou, (2001, p 31) demonstrated that there are main sources of occupational stress confront teachers at schools are: Teaching pupils who lack motivation, Maintaining discipline, Time pressures and workload, Dealings with colleagues, Being evaluated by others, status update and Self-esteem, Inefficient management and ineffective organization, Conflict between individuals and ambiguity, Poor Physical environment and working conditions, and Neglecting the human aspect of organizations. Tnetteman and Punch (2005) mentioned that teachers are exposed to maximum occupational stress levels regardless of the levels they teach. On the other hand, Olaitan, et al., (2010) identified that occupational pressures against primary school teachers in Southwestern Nigeria resulted in stressful symptoms such as headaches, poor health and choosing inappropriate pastimes such as watching television to deal with stress. Alghaswyneh (2012) demonstrated that there is a significant positive correlation between the levels of stress and major sources of stress among teachers. Rani and Ritu (2012) found that the teachers experience mild occupational stress. Nagra (2013) found that teachers experience moderate phases of occupational stress; however, there is a little difference between stress and gender but the nature of work is highly correlated with stress. Jeyaraj (2013) found that when there is a frequent absenteeism, some teachers quit teaching and they are less likely to take it up as a profession over again. The results also showed that teachers, who reported more stress, were less satisfied with the standard of education imparted in their institutions. Hasan (2014) mentioned that the primary school teachers reported high stress

levels. Furthermore, primary private school teachers face a high degree of stress as compared to their counterparts in primary public schools. Gebrekirstos (2015) pointed out that all the secondary school teachers experienced high levels of occupational stress. Punia, (2016) reported the results of their research, which were consistent with a study conducted by Ravichandran and Rajendran (2007). They revealed that the demographic factors such as age, gender, educational levels, years of teaching experience, and type of school play a significant role in the perception of various sources of stress related to the teaching profession. According to Colten (2017), many teachers feel stress because of negative environments. When they are unhappy with the school, it can negatively affect the children and their education. Teachers are unable to teach them with proper care and dedication. If the attitude of a teacher is inappropriate because of stress, it substantially affects the quality of education imparted in the institution. According to Finn-Stevenson (2018), students face stress because of their studies. In the recent scenario, students reported that they feel stressful after studying so many subjects, and the studies felt like a burden; therefore, it is important for teachers to give proper attention to studies applying the most effective techniques to help students acquire knowledge and learn skills. Teachers should also motivate the students to give their best and perform their educational activities with interest.

According to Van Tongeren et al., (2017), workload contributes to the teachers' stress. In some institutions, teachers teach thirty hours per week, and take some extra classes as well whenever other teachers are on leave. The compulsory nature of some co-curricular activities enhances the stress of the teachers. Sometimes, teachers experience monotony because they have to teach the same subjects over and over again, which not only makes their jobs boring but also denies them opportunities to learn new things. The teachers engage themselves to help students prepare for their exams, and this is also one of the major stress factors. A study by Chaudhry (2012) found no significant difference between stress levels of male and female faculty members. In addition, no significant difference between stress levels of faculty members of public and private sector universities is reported. Also, the results indicate significant difference between the mean scores of faculty members' age groups and their stress levels. The statistics show that the stress decreases with growing age of the faculty members.

According to Okeke & Dlamini (2013) teachers suffer from high levels of stress because of their work environment. The results showed weak relationship between the level of work-related stress and the demographic variables such as gender, marital status, and qualifications. Age had a negative but significant relationship with the level of work-related stress. Bharathi (2013), in her study, indicated association between age, income, educational qualifications, teaching experience and job stress but she did not indicate any definitive trends. Furthermore, a research by Bashir, Khan, & Qureshi (2013) indicated that male and female teachers differed with respect to their perceived stress levels. They recommended that more funds should be available to academic staff for research and career development purposes. Okeke, Adu, Drake & Duku (2014) found out that no attention is given to the events, which are stressful for South African pre-school educators. The investigators claimed that without investigating the association between stress and a teacher's race, age, marital status, gender, school location and qualifications, discussions on how these variables impact the psychosocial wellbeing of teachers would remain speculative.

In the study by Agai-Demjaha et al., (2015), it was pointed out that lack of funds/resources leaves teacher with limited or no access to training. Out of 300 interviewed teachers, 179 (59.67%) reported that it was very stressful to continue with their jobs because of lack of funds/resources. They found no significant relationship between the stress factor and access to training, demographic and job characteristics. Another study by Musi (2015) indicates that significant correlations exist between stress and factors including age, salary, length of service, and education. According to Moksnes, Bradley Eilertsen & Lazarewicz (2016), it is the duty of the teachers to maintain proper discipline,

but there are many reasons behind the indiscipline that generally takes place in the school. There are many reasons that make teachers feel that they are unable to maintain discipline, so in that case, they feel frustrated, and they don't know how to control the matter. This is another cause behind the stress of the teachers and it makes them frustrated. Moreover, Emmanuel & Collins (2016) showed that the majority of the employees who were either moderately or highly stressed were women, and they experienced higher levels of occupational stress as compared to their male counterparts. The study further indicated that there is a statistically significant relationship between the occupational stress and demographic variables (gender, age, marital status, experience, and qualification).

Teaching is considered as a stressful job. Teachers feel excessive stress in countries where they have low social status. It has been observed that teachers make meaningful contributions but their societies do not reciprocate by giving respect to them. Teachers are unable to get proper recognition in the society. This creates the feeling of resentment or social inferiority in the teachers that also increases their stress. When teachers get inadequate recognition, they do not take interest in their profession, which adversely affects the growth of the children. In some schools, teachers do not have job security, so, they do not feel enough self-confidence, which increases their stress levels

### 3. WAYS TO REDUCE OCCUPATIONAL STRESS

According to Bothe, Grignon & Olness (2014), stress of the studies and the level of competition have created stress for students. If the stress of the students is reduced then it can be easy for them to enhance their interest towards their studies, which will, consequently, reduce stress experienced by the teachers. It is the responsibility of the teachers and parents to focus on children and give them proper guidance to reduce their stress levels. According to Kitsantas, Steen & Huie (2017), the stress of the students can be reduced if a positive environment is created. It has been analyzed that if there is positive environment, it can be simple for the students to share their ideas and views in a proper manner. By having a proper school environment, the confidence and motivation levels can be enhanced, which will help both students as well as teachers. According to Matthiesen & Einarsen (2015), the stress level in the school can be reduced if there is proper time management. By having proper time management, it can be easy for the teachers to conduct the right activity in the right manner. Without time management, it isn't possible to manage the activities, so focus should be given to managing time to minimize the stress level. According to Johns, Crowley & Guetzloe (2017), the stress can be managed if schools focus on interesting curricular and co-curricular activities, which enhance the interest of students and this will also help reducing the teachers' stress levels. According to Sharma 2014, school managements should engage the students and teachers in interesting activities such as campaigns and even physical activities such as yoga for making students and teachers more interested in school. This will release the teachers' stress. It is the responsibility of the institution to monitor stress levels of the faculty, and keep it on healthier levels.

According to Black & Fernando (2014), teachers should be given training to freshen themselves up and learn new things from time to time. Latest teaching techniques should be taught to them to reduce their stress. According to Dicke et al., (2015), training helps acquiring new skills that will help managing and conducting the activities in a smart way, which helps boosting the overall motivation level of the teachers. According to Van de Weijer-Bergsma et al., (2014), the teachers should be given freedom to teach in their own way as it will help reducing stress and boosting their confidence in a very effective manner. A democratic atmosphere should be promoted and before decisions, discussions should be arranged with staff members. The organization should not impose decisions on the staff. If there is any misunderstanding that takes place between the principal and the staff, it should be resolved immediately to reduce the stress.

In addition to, Burke, (1993) added a set of ways to relieve stress in the workplace include: Reducing role stress through goal setting, Reducing role stress by increasing participation in decision making,

Increased Job autonomy, Work schedule autonomy, Improving person-environment it using problem-solving groups, Reducing psychological burnout by changing orientation practice, Reducing work family conflict, Reducing stress of mergers and acquisitions, Organizational versus individual-level interventions and Research and practice two cultures.

The research questions, aims, and hypotheses are summarized as follows:

#### 4. RESEARCH QUESTIONS

- ✓ Which of the sources of occupational stress is more prevalent among teachers working at Libyan and Iraqi schools located in Turkey?
- ✓ Are there statistical differences in the sources of occupational stress among teachers working for Libyan and Iraqi schools operating in Turkey?
- ✓ Is there a statistically significant relationship between sources of occupational stress and demographic variables (gender, age, social status, length of service, and qualification) between Libyan and Iraqi schools operating in Turkey?
- ✓ Are there statistical differences in the sources of occupational stress among teachers working for Libyan and Iraqi schools operating in Turkey based on their demographic variables (gender, age, social status, length of service, and qualification)?

##### 4.1. Aims

- ✓ To identify the sources of occupational stress that is more prevalent among teachers working for Libyan and Iraqi schools operating in Turkey.
- ✓ To identify the statistical differences in the sources of the occupational stress among the teachers working for Libyan and Iraqi schools operating in Turkey.
- ✓ To identify the statistically significant relationship between sources of occupational stress and demographic variables (gender, age, social status, length of service, and qualification) at Libyan and Iraqi schools operating in Turkey.
- ✓ To identify the statistical differences in the sources of occupational stress among teachers working for Libyan and Iraqi schools operating in Turkey based on their demographic variables (gender, age, social status, length of service, and qualification).

##### 4.2. Hypothesis

H1: There are statistical differences among sources of the occupational stress among teachers working for Libyan and Iraqi schools operating in Turkey.

H2: There is a statistically significant relationship between sources of occupational stress and the demographic variables (gender, age, social status, length of service, and qualification) at Libyan and Iraqi schools operating in Turkey.

- a. There is a statistically significant relationship between sources of the occupational stress with respect to teachers' genders.
- b. There is a statistically significant relationship between sources of the occupational stress and a teacher's age.
- c. There is a statistically significant relationship between sources of the occupational stress and a teacher's social status.
- d. There is a statistically significant relationship between sources of the occupational stress and a teacher's length of service.
- e. There is a statistically significant relationship between sources of the occupational stress and a teacher's qualification.

H3: There is a statistical difference in sources of occupational stress and the demographic variables (gender, age, social status, length of service, and qualification) at Libyan and Iraqi schools operating in Turkey.

- a. There is a statistical difference in sources of the occupational stress with respect to teachers' genders.
- b. There is a statistical difference in sources of the occupational stress with respect to teacher's age.
- c. There is a statistical difference in sources of the occupational stress with respect to teacher's social status.
- d. There is a statistical difference in sources of the occupational stress with respect to teacher's length of service.
- e. There a statistical difference in sources of the occupational stress with respect to teacher's qualification.

## 5. SIGNIFICANCE OF THE STUDY

As many as 440,000 people in the UK complained of work-related stress, depression or anxiety that resulted in loss of almost 9.9 million work days in the Academic Year 2014-15. The most recent Health and Safety Executive (HSE) Report (2015) concluded that work-related stress is more common in public service institutions (Bhui, et al., 2016, p. 318). In these circumstances, studying occupational stress is one of the most important tasks to perform. On the other hand, the teachers' place in a society is pivotal as they educate the next generate by providing them with the knowledge of intellectual tradition and technical skills, and act as torch-bearers of civilization. They can change negative values, and replace them with knowledge (Aggarwal, 2004). Thus, the school administration must provide a suitable working environment to teachers to make them perform efficiently. This study serves as an eye-opener for teachers and school staff because it identifies different sources of teachers' occupational stress, and how it can be reduced in the schools. Moreover, this study can serve as a guide for policy makers and school administrators. Finally, the study can contribute to the existing body of researched knowledge on different occupational stress among school teachers.

## 6. METHODOLOGY

### 6.1. Research Paradigm

The research paradigm in this study is based on positivism approach. Positivism has been defined by numerous individuals over the years. According to Guba (1990), paradigm is an expository framework, which is defined by collective feelings and beliefs about the world and how it should be studied and understood. Hayes (2000) sees positivism as an approach that distinguishes between the positive data of sensory experiences, and what is referred to as transcendental or based on guesses. In general, it can be defined as an approach that applies scientific method of natural science to study human activity using objective inquiry and thereby pre-supposes the unity of the science (Buddharaksa, 2010, p. 1). Moreover, the concept of occupational stress has been addressed in several previous studies in the field of organizational human resource development and management; therefore, the positivism approach is appropriate for achieving the aims of this study.

### 6.2. Research Approach

Quantitative research is used to quantify the issue by producing numerical data or data that can be converted into applicable statistics (Bryman, 2006). Furthermore, quantitative approaches are also considered to be more objective, structured and have both high validity and reliability (Paulse, 2005, p. 56). Usually, quantitative approaches include sampling, measurement scales, statistical analysis, questionnaires, and focus group interviews (Crotty, 1998). We chose questionnaires as a data collection tool for this study; therefore, our research approach is quantitative.

### 6.3. Population and Sample

In any study, population means a set of people. The population in this study consisted of teachers teaching at Libyan and Iraqi schools located in Turkey. A sample is a subgroup of the population that is the focus of the research inquiry, and it is selected in such a way that represents the studied population. Thus, the two populations selected for this study include teachers working in the Libyan schools and another group of teachers working for Iraqi schools located in Turkey. The results of this sample can be generalized to the overall teaching population working in Libyan and Iraqi schools located in Turkey. Moreover, the Population sample size in this study is 250, according to Krejcie & Morgan, 1970, table for determining sample size from a given population, so the sample size of 148 is appropriate, out of which, 160 teachers responded to our questionnaires. A total of 200 questionnaires were distributed to obtain the responses, out of which, 160 people responded back while the rest of 40 teachers may be too busy or have other unidentified reasons for not responding to the questionnaires. Finally, after reviewing the questionnaires, it became clear that 14 questionnaires were partially filled, so, the total number appropriately filled questionnaires were 146. The rate of accurate responses was high, which is substantial enough.

### 6.4. Stratified Convenience Sample

Convenience sampling is the most common type of sampling (Farrokhi & Mahmoudi-Hamidabad, 2012). The convenience sample is a particular style of non-probability sampling technique that depends on data collection from respondents who are conveniently available to participate in a research (Saunders, Lewis, & Thornhill, 2012). The sampling techniques in this study rely on convenience sampling for several reasons. Firstly, in many studies, using the whole population is preferred but in some cases, when the size of the population is limited, convenience sampling can be used (Etikan, Musa, & Alkassim, 2016). This technique helps dealing with sampling difficulties, and besides, it is a simple method that is easy to implement. Moreover, it saves time, effort and cost. In other words, we tried to reach our desired sample using a fast and inexpensive method.

### 6.5. The Study Scale

To identify the level of teachers' occupational stress among school teachers in Libyan schools in Turkey, the occupational stress scale was developed by Hussein and Malika (2011) while Mohamed (2018) administered it. This scale has fifty items each one of them was mentioned with the Likert scale. There are five dimensions of the professional stress (caused by nature of work, wages and incentives, physical environment, social relations, and relations with managers, students, colleagues, and parents). Even though there is no time limit but the respondents were expected to finish it during 20 minutes. The current scale contains negative items including statements in line with the target of the scale indicating that there is stress, thus giving the following options to the respondents. The scale has five options: 1 (strongly agree), 2 (Agree), 3 (Neither agree nor disagree), 4 (Disagree), and 5 (Strongly disagree). The highest grade of the scale must be interpreted as level of occupational stress. The scale used in this study was divided into three sections. The first sections relate to the demographic variables such as gender, age, marital status, education, length of service and qualification. The second section assesses the sources of occupational stress among teachers, Nature of work (Q1, to Q13), wages and incentives (Q14, to Q19), physical environment (Q20 to Q26), social and educational relations (Q27 to Q36), relations with managers, students, colleagues and parents (Q37 to Q50). The third section deals with the comparison between the two samples.

### 6.6. Data Collection

The researcher visited the Libyan and Iraqi schools in Ankara and conducted interviews of their principals to discuss the questionnaire, and asked for the permission to conduct the study in their schools. The questionnaire sheets were delivered to the teachers but at the same time, they were given the freedom to participate/refuse to participate. Moreover, the researcher communicated with the

teachers to encourage them to participate, which increased their response rate until a sufficient number of questionnaires were obtained; however, some teachers didn't fill in the questionnaire because of their professional duties, domestic responsibilities.

## 6.7. Tests of Reliability and Validity

### 6.7.1. Content Validity

The validity of the study depends on the credibility of the arbitrators. The questionnaire was reviewed by the professors from the following Libyan universities: Benghazi University, Omar El Mokhtar University, and Tobruk University. The questionnaire was also reviewed by an education inspector. The questionnaire was reviewed based on the following points:

- ✓ Is the language of the questionnaire questions correct?
- ✓ Is the questionnaire clear?
- ✓ Are the questionnaire items relevant to the study objectives?
- ✓ Does the questionnaire serve the subject of the study?

Thus, the input was taken from the professors, which was used to modify the questions.

### 6.7.2. Reliability

The relevant literature about the sample size shows that studies like the current one do not require a large sample size; however, some studies recommended that the sample size should be approximately 50 (Hertzog, 2008); therefore, our questionnaire survey sample was 52 for one of the two groups of teachers. Reliability was measured using Cronbach's internal consistency coefficient alpha (Cronbach, 1951). If Cronbach's  $\alpha \geq 0.60$ , it means there is good consistency. Arezes et al. (2014, p. 443) stated that "good internal consistency exists when the alpha value is greater than 0.60". In this study, the value of Cronbach's  $\alpha \geq 0.70$  for all the variables, so, it highly consistent, and that means that the current scale could measure the concepts given in the study. As shown in table 1.

Table. 1. Reliability Statistics

No	Source of Stress	Cronbach's Alpha
1	Nature of work	.732
2	Wages and Incentives	.805
3	Physical Work Environment	.766
4	Social and Educational Relations.	.726
5	Relations with others: (managers, students, teachers and parents)	.737

## 6.8. Data Analysis and Results

### 6.8.1. Demographic Characteristics of the Study Respondents

Libyan sample is the male group as this group comprises 54.1% of the total Libyan sample; however, the Iraqi sample is female dominated comprising 55.7% of the total Iraqi sample. This can be recognized as a sign of excessive number of male teachers in the Libyan workplaces. Libyan sample in terms of age is 31-38 as this group forms 32.9% of the total Libyan sample. Similarly, in the Iraqi sample, the most dominant group is again 31-38 that constitutes 34.4% of the total Iraqi sample. This can be understood that both Libyan and Iraqi workplaces prefer the mentioned age groups. As far as the social status is concerned, the table below reveals that the most dominant group in the Libyan sample is the married group as this group constitutes 88.2% of the total Libyan sample. The same is true for the Iraqi sample as it forms 83.6% of the total Iraqi sample. This indicates that both Iraqi and Libyan married groups in the educational workplaces are larger. Libyan sample in terms of educational levels is the secondary school group that forms 47.1% of the total Libyan sample. Similarly, the same is true for the Iraqi sample, in which, the secondary school group comprises 47.5% of the total Iraqi sample. Shows that the most dominant group in terms of the length of service in the Libyan sample has accomplished 9+ years of service. This group comprises 48.2% of the



Libyan sample. The same is true for the Iraqi sample, which consists of 49.2% of the total Iraqi sample. This indicates that both Libyan and Iraqi schools have employees who hold good experience in terms of the length of service. Data demonstrates that the most dominant group in terms of qualifications in the Libyan sample has accomplished BA, and they comprised 63.5% of the total Libyan sample. Similar trends are obvious in the Iraqi sample. It can be noticed that the teachers having a BA degree were 73.8% of the total Iraqi sample. This indicates that both Libyan and Iraqi schools prefer to employ the employees who hold the BA degrees. As shown in table 7.

### 6.8.2. One Sample Test Analysis

The one sample test table reveals that in the Iraqi sample, the sources of stress were significant and they have a definitive impact on the employees. The factors affecting their stress levels were nature of work ( $P \leq 0.05$ ), wages and incentives ( $P \leq 0.01$ ), physical work environment ( $P \leq 0.01$ ) and social and educational relations ( $P \leq 0.01$ ); however, Libyan teachers, reported two sources of stress including their nature of work ( $P \leq 0.01$ ), and wages and incentives ( $P \leq 0.01$ ). This may indicate that the Libyan workplace was less stressful than the Iraqi workplace, as the Iraqi teachers reported multiple sources of stress as compared to their Libyan counterparts. As shown in table 2:

Table. 2. One-Sample Test

One-Sample Statistics								
International								
Iraq					Libya			
Sources of stress	N	Mean	Std. Deviation	Sig.	N	Mean	Std. Deviation	p
Nature of work	61	2.80	.761	.049	85	2.59	.552	.000
Wages and Incentives	61	3.40	.812	.000	85	3.39	.823	.000
Physical Work Environment	61	3.25	.635	.003	85	3.07	.641	.336
Social and Educational Relations.	61	3.25	.644	.004	85	3.12	.610	.085
Relations with others: (Managers, students, teachers and parents)	61	3.09	.690	.287	85	2.89	.628	.118

### 6.8.3. Independent Samples Test

The independent sample test table given below compares the sources of stress experienced by teachers working for Iraqi and Libyan schools. It can be noticed that there is only one statistical difference between the two samples, which is their nature of work ( $P \leq 0.01$ ). This indicates that the nature of work has a significant role for creating considerable stress in both the Iraqi and Libyan workplaces. As shown in table 3:

Table. 3. Independent Samples Test

Group Statistics					
Sources of stress	International	N	Mean	Std. Deviation	p
Nature of work	Libya	85	2.59	.552	.006
	Iraq	61	2.80	.761	
Wages and Incentives	Libya	85	3.39	.823	.721
	Iraq	61	3.40	.812	
Physical Work Environment	Libya	85	3.07	.641	.983
	Iraq	61	3.25	.635	
Social and Educational Relations.	Libya	85	3.12	.610	.593
	Iraq	61	3.25	.644	
Relations with others: (Managers, students, teachers and parents)	Libya	85	2.89	.628	.661
	Iraq	61	3.09	.690	

### 6.8.4. The Multivariate Data Analysis in Iraq

In the Iraqi data, the multivariate data analysis reveals that there are some statistically significant relationships between sources of occupational stress and some demographic variables pertaining to

the two groups of teachers. The multivariate data analysis shows that the gender variable has an impact on the nature of work ( $P \leq 0.05$ ), wages and incentives ( $P \leq 0.05$ ), and physical work environment ( $P \leq 0.05$ ). In addition, the service variable has an impact on wages and incentives ( $P \leq 0.05$ ). Only two demographic variables (gender and service) affect the nature of work, wages and incentives, and the physical work environment. As shown in table 4:

Table. 4. The Multivariate Data Analysis in Iraq

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	p
<b>Gender</b>	Nature of work	3.670	1	3.670	6.963	.011
	Wages and Incentives	3.635	1	3.635	5.968	.018
	Physical Work Environment	3.021	1	3.021	8.407	.005
	Social and Educational Relations.	.582	1	.582	1.414	.239
	Relations with others: (Managers, students, teachers and parents)	.288	1	.288	.601	.441
<b>Age</b>	Nature of work	.499	3	.166	.276	.842
	Wages and Incentives	2.158	3	.719	1.096	.358
	Physical Work Environment	1.764	3	.588	1.493	.226
	Social and Educational Relations.	2.818	3	.939	2.426	.075
	Relations with others: (Managers, students, teachers and parents)	.824	3	.275	.564	.641
<b>Social</b>	Nature of work	.172	1	.172	.293	.590
	Wages and Incentives	.265	1	.265	.398	.531
	Physical Work Environment	.110	1	.110	.269	.606
	Social and Educational Relations.	.910	1	.910	2.240	.140
	Relations with others: (Managers, students, teachers and parents)	.162	1	.162	.336	.564
<b>Stage</b>	Nature of work	2.269	2	1.134	2.025	.141
	Wages and Incentives	2.432	2	1.216	1.899	.159
	Physical Work Environment	1.821	2	.911	2.358	.104
	Social and Educational Relations.	.107	2	.054	.125	.882
	Relations with others: (Managers, students, teachers and parents)	.852	2	.426	.892	.415
<b>Service</b>	Nature of work	3.738	3	1.246	2.289	.088
	Wages and Incentives	8.065	3	2.688	4.864	.004
	Physical Work Environment	2.874	3	.958	2.558	.064
	Social and Educational Relations.	2.164	3	.721	1.809	.156
	Relations with others: (Managers, students, teachers and parents)	1.728	3	.576	1.223	.310
<b>Qualification</b>	Nature of work	4.032	3	1.344	2.493	.069
	Wages and Incentives	1.605	3	.535	.803	.497
	Physical Work Environment	3.647	3	1.216	3.368	.025
	Social and Educational Relations.	4.066	3	1.355	3.710	.017
	Relations with others: (Managers, students, teachers and parents)	2.472	3	.824	1.800	.158

### 6.8.5. The Multivariate Data Analysis in Libya

For Libyan data, the multivariate data analysis reveals that the findings are different as compared to the Iraqi data. There are some statistically significant relationships between sources of occupational stress and some demographic variables particularly in terms of multivariate data analysis that shows

that the gender variables only have impact on the wages and incentives ( $P \leq 0.05$ ). Furthermore, age has impact on the relations with others (managers, students, teachers and parents) ( $P \leq 0.05$ ). Contrary to the Iraqi data, the social variable is an active variable that affects some sources of the occupational stress. For example, the findings revealed that the social variable has an impact on both social and educational relations ( $P \leq 0.05$ ), and relations with others (managers, students, teachers and parents) ( $P \leq 0.05$ ). The stage variable only affects wages and incentives ( $P \leq 0.05$ ). In the nutshell, only three demographic variables (gender, age, social and stage variables) have impact on some sources of the occupational stress as shown in the table of the Libyan data, which is given below:

Table. 11. The Multivariate Data Analysis in Libya

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	p
<b>Gender</b>	Nature of work	.200	1	.200	.652	.422
	Wages and Incentives	9.908	1	9.908	17.510	.000
	Physical Work Environment	.401	1	.401	.976	.326
	Social and Educational Relations.	.023	1	.023	.062	.803
	Relations with others: (Managers, students, teachers and parents)	.081	1	.081	.202	.654
<b>Age</b>	Nature of work	1.703	3	.568	1.922	.133
	Wages and Incentives	2.137	3	.712	1.054	.373
	Physical Work Environment	.771	3	.257	.618	.605
	Social and Educational Relations.	2.502	3	.834	2.353	.078
	Relations with others: (Managers, students, teachers and parents)	3.774	3	1.258	3.468	.020
<b>Social</b>	Nature of work	.712	1	.712	2.372	.127
	Wages and Incentives	1.598	1	1.598	2.399	.125
	Physical Work Environment	.571	1	.571	1.397	.241
	Social and Educational Relations.	1.771	1	1.771	4.993	.028
	Relations with others: (Managers, students, teachers and parents)	3.695	1	3.695	10.409	.002
<b>Stage</b>	Nature of work	.348	2	.174	.564	.571
	Wages and Incentives	4.290	2	2.145	3.345	.040
	Physical Work Environment	1.115	2	.558	1.371	.260
	Social and Educational Relations.	.279	2	.139	.370	.692
	Relations with others: (Managers, students, teachers and parents)	.636	2	.318	.801	.452
<b>Service</b>	Nature of work	.342	3	.114	.365	.778
	Wages and Incentives	2.985	3	.995	1.496	.222
	Physical Work Environment	.720	3	.240	.576	.633
	Social and Educational Relations.	2.746	3	.915	2.605	.057

	Relations with others: (Managers, students, teachers and parents)	1.0 51	3	.350	.884	.453
<b>Qualification</b>	Nature of work	.933	4	.233	.756	.557
	Wages and Incentives	2.270	4	.567	.831	.509
	Physical Work Environment	.842	4	.211	.501	.735
	Social and Educational Relations.	1.402	4	.350	.940	.445
	Relations with others: (Managers, students, teachers and parents)	1.698	4	.425	1.080	.372

A statistical difference in the sources of occupational stress among teachers working for Libyan and Iraqi schools operating in Turkey based on their demographic variables (gender, age, social status, length of service, and qualification)

This test analysis aims at answering this research question. Are there statistical differences in the sources of occupational stress among teachers working for Libyan and Iraqi schools operating in Turkey based on their demographic variables (gender, age, social status, length of service, and qualification)?

## 7. DEDICATION

This paper focuses on the sources of occupational stress for school teachers. This is a comparative study that analyzes stress factors for teachers teaching in Libyan and Iraqi schools located in Turkey. Five sources were focused including nature of work, wages and incentives, working environment, social and educational relations, and relations with others (managers, students, teachers and parents). The results show that the Libyan schools are less stressful than the Iraqi schools, as the Iraqi schools have multiple sources of stress as compared to the Libyan schools. Moreover, the nature of work plays a significant role for creating considerable stress both in the Iraqi and Libyan educational institutions. The independent sample test compares the sources of stress between the Iraqi and Libyan samples. Furthermore, the analysis showed only a single statistical difference between the two samples. This difference is nature of work ( $P \leq 0.01$ ). This indicates that the nature of work plays a significant role behind creating major stresses in both the Iraqi and Libyan workplaces.

On the other hand, the relationships between sources of occupational stress and some demographic variables were investigated. In the Iraqi data, there are only two demographic variables (gender and service), which affect the nature of work, wages and incentives, and the work environment. In the Libyan data, only three demographic variables (gender, age, and social status) showed impact on some sources of occupational stress as shown in the data tables presented earlier.

According to ANOVA test, the results showed that physical work environment represents one of the main sources of occupational stress and is particularly prevalent among the Libyan male teachers. However, other sources of occupational stress (i.e., nature of work, wages and incentives, social and educational relations and relations with others including managers, pupils, teachers and parents) are not significant at 0.05. Also, there are significant differences between male and female Libyan teachers in terms of sources of occupational stress, especially relations with others: (managers, pupils, teachers and parents). Moreover, there are not significant differences between married and unmarried Libyan teachers in terms of sources of occupational stress, especially nature of work, wages and incentives, physical work environment, social and educational relations and relations with others: (managers, pupils, teachers and parents). The results also showed there are significant differences between Libyan teachers with different the educational stages in terms of sources of occupational stress, especially relations with others: (managers, pupils, teachers and parents). Further, there are not

significant differences between Libyan teachers with different length of service in terms of sources of occupational stress, and there are not significant differences between Libyan teachers with different qualification in terms of sources of occupational stress.

According to data analysis in the Iraqi areas, results revealed that there are not significant differences between Iraqi male and female teachers in terms of sources of occupational stress. Also, there are not significant differences between Iraqi teachers with different age in terms of sources of occupational stress. nature of work, wages and incentives, physical work environment, social and educational relations and relations with others: (managers, pupils, teachers and parents) do not form the occupational stress among the Iraqi married and unmarried teachers. Moreover, there are not significant differences between Iraqi teachers with different educational stages in terms of sources of occupational stress. Furthermore, the results also revealed there are significant differences between Iraqi teachers in terms of sources of occupational stress, especially wages and incentives. Finally, there are significant differences between Iraqi teachers in terms of sources of occupational stress, especially nature of work, physical work environment, social and educational relations and relations with others: (managers, pupils, teachers and parents).

The above sections analyzed the responses obtained through the questionnaire, while the current section discusses and compares the outcomes with the relevant literature. In fact, it seems that the findings of the current study are consistent with the findings of the relevant literature pertaining to the sources of occupational stress. For example, the findings showed that the school teachers suffered occupational stress in their workplaces. This finding is in line with the results of several studies, for example, Van Tongeren et al., (2017), in their study, found that teachers have substantial stress levels. This finding is consistent with the current study. Okeke, & Dlamini (2013) mentioned in their study that teachers suffer from high levels of stress because of their work environment. This is also consistent with our current study. Moreover, Agai-Demjaha et al. (2015) and Bradley et al. (2016) pointed out that one of the sources of occupational stress is lack of funds/resources, which is consistent with the stress sources in both Libyan as well as Iraqi schools. Furthermore, Chaudhry (2012) found no significant difference between stress levels of male and female faculty members. This result is inconsistent with the current study because the study showed that there is a relationship between gender, nature of work, wages and incentives, and working environment in the Libyan schools. Emmanuel & Collins (2016) reported statistically significant relationship between occupational stress and demographic variables (gender, age, marital status, experience, and qualification) but the current study showed relationships between some demographic variables and some sources of occupational stress experienced by teachers in the Libyan and Iraqi schools located in Turkey. The findings by Musi (2015) indicate that several correlations exist between the teachers' stress, age, salary, length of service and qualification. This result is consistent with the current study in the Libyan schools in terms of length of service and qualification, but in the Iraqi schools, there is no relationship between the sources of occupational stress, length of service and qualification.

On the other hand, a framework to study the sources of occupational stress in the Libyan and Iraqi schools was developed. Such sources are wrongly perceived as a threat for school development in future; therefore, the current study found that there are only five sources of occupational stress including nature of work, wages and incentives, working environment, social and educational relations, and relations with managers, students, colleagues and parents therefore, this study provided an important opportunity to advance the understanding for determining the sources of occupational stress, which will open new opportunities to find ways to reduce the teachers' occupational stresses. Putting it differently, these findings should be acknowledged as a new contribution to the field of stress management. According to managerial perspective, the current findings about the sources of occupational stress must be accepted as a reality that should not be ignored by managers. In addition to this, we drafted a set of recommendations, which will help managers of both Libyan and Iraqi

schools to eliminate stresses from their environment, and positively contribute towards the teachers' lives, health and careers. Lastly, this paper will provide a better understanding about the stressful environments in the Libyan and Iraqi schools operating in Turkey, which can substantially benefit other researchers belonging to this field.

Moreover, there is a need to look deeply into the reasons behind the sources of occupational stress. We have faced some difficulties to look behind the scenes and find out reasons. For example, there is a need to further investigate the teachers' occupational stress by conducting their interviews. This can provide significant results about the performance of teachers and the causes behind their stresses. For future researches, it is recommended that studies should be carried out on other Libyan and Iraqi schools located in Istanbul and Turkish Cyprus. Among the important recommendations, there is a need to conduct a comparative study between the Arab and the Turkish schools. The findings will most probably confirm the results of the current study. Similarly, making comparisons with teachers, who work in Arab schools in Turkey such as Saudi, Egyptian and Sudanese schools, can provide a deeper understanding of the stressful jobs of teachers. Moreover, a comparative study should be conducted on the level of pressure among teachers' work in the primary, elementary and secondary schools. Recommendations for future research also include a study comparing the sources of occupational stress among school teachers in the public and private sectors in Libya and Turkey. Lastly, the researchers should focus on other causes behind the occupational stress such as job satisfaction, job performance, creativity, and innovation.

## 8. CONCLUSION

In the educational and administrative literature, there are many researchers who agree that we live in an environmental system, in which, there are various stimuli, and multiple causes, which create stress in an individual's life. Such stimuli can exist at home, in the school, in the labor market, and in the society, in which, that individual lives. This can lead to anxiety, tension, and emotional issues. This affects the individual's duties towards his family and employers and his/her relationships with other members of the society, which may affect his/her physical or mental health. In fact, a teacher has a great role in the lives of people and in any society, which is both valuable and important. Teachers have far-reaching impact on the society that no other person can have on such a deeper level. Furthermore, teachers play a significant role in the educational performance of students throughout their academic careers. It is very important to provide a suitable working environment to the teachers because this will help them provide high quality education. The aim of this study is to identify the sources of occupational stress among teachers, and come up with suggestions to alleviate them.

In conclusion, School principals and institution managers should take necessary measures to reduce occupational stress based on individual differences since individuals differ in their responses to stressful situations; so, reducing the teachers' stress level is important to help them perform their duties in a better way. If the stress level of the teachers is reduced, they will be able to focus on their work.

## Acknowledgements

The authors would like to thank all the people who extended support while conducting our research including the managers of the Libyan and Iraqi schools located in Turkey. We also want to thank the teachers working in Libyan and Iraqi schools located in Turkey for their participation and interest, without which, this paper couldn't have been possible. We are thankful to the Ministry of Cultural Affairs, Libya, for helping us complete this paper. We also want to thank our university, our teachers, department head, and the Turkish government for helping us gain knowledge. I want to thank *Prof. Dr. Yavuz Demirel for his guidance, and the faculty, and the staff serving at Faculty of Economics and Administrative Sciences, Katsamonu University for their valuable time and cooperation.*

## REFERENCES

- Agai–Demjaha, T., Minov, J., Stoleski, S., & Zafirova, B. (2015). Stress causing factors among teachers in elementary schools and their relationship with demographic and job characteristics. *Open access Macedonian journal of medical sciences*, 3(3), 493.
- Aggarwal, J. C. (2004). *Teacher and Education in A Developing Society, 4E*. Vikas publishing house Pvt ltd
- Alghaswyneh, S. A. (2012). *Teacher stress among Tawjihi teachers in Jordan and their adopted coping strategies to reduce stress* (Doctoral dissertation, University of Huddersfield).
- Aremu, A. O., & Adenegan, T. S. (2013). Stress Management In Nigeria Teaching-Learning Environment Using The Application Of Information Communication Technology (ICT). *Journal of Science and Science Education*, 4(1), 28 – 34.
- Bashir, M., Afzal, M. T., & Azeem, M. (2008). Reliability and validity of qualitative and operational research paradigm. *Pakistan journal of statistics and operation research*, 4(1).
- Bashir, S., Khan, S., Qureshi, M. I., Qureshi, M. E., & Khan, W. (2013). Impact of demographic variables on perceived sources of occupational stress among Gomal University teaching staff. *Journal of Education and Practice*, 4(16), 18-31.
- Bauer, T., Erdogan, B., (2009). An Introduction to Organizational Behavior. <http://creativecommons.org/licenses/by-nc-sa/3.0>.
- Bharathi, A. T. (2013). Association between Job Stress and Demographic Factors and Coping Strategies Adopted by Primary School Teachers. *International Journal of Science and Research*, 12(2), 1-9.
- Bhui, K., Dinos, S., Galant-Miecznikowska, M., de Jongh, B., & Stansfeld, S. (2016). Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organisations: a qualitative study. *BJPsych bulletin*, 40(6), 318-325.
- Black, D. S., & Fernando, R. (2014). Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children. *Journal of child and family studies*, 23(7), 1242-1246.
- Bogdan, R., & Biklen, S. K. (1992). *Qualitative research for education*.
- Boss, P., Bryant, C. M., & Mancini, J. A. (2016). *Family stress management: A contextual approach*. Sage Publications.
- Bothe, D. A., Grignon, J. B., & Olness, K. N. (2014). The effects of a stress management intervention in elementary school children. *Journal of Developmental & Behavioral Pediatrics*, 35(1), 62-67.
- Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(1), 97-113
- Buddharaksa, W. (2010). Positivism, anti-positivism and neo-Gramscianism. *Ritsumeikan Center for Asia Pacific Studies. The University of York*, 1-7.
- Burke, R. J. (1993). Organizational-level interventions to reduce occupational stressors. *Work & Stress*, 7(1), 77-87.
- Chan, A. H., Chen, K., & Chong, E. Y. (2010). Work stress of teachers from primary and secondary schools in Hong Kong.
- Chaudhry, A. Q. (2012). An analysis of relationship between occupational stress and demographics in universities: The case of Pakistan. *Bulletin of Education and Research*, 34(2).
- Colten, M. (2017). *Adolescent stress: Causes and consequences*. Routledge.

- Cooper, C. L. (Ed.). (2018). *Managerial, occupational and organizational stress research*. Routledge.
- Cooper, C. L., & Kelly, M. (1993). Occupational stress in head teachers: a national UK study. *British journal of educational psychology*, 63(1), 130-143
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage.
- Dicke, T., Elling, J., Schmeck, A., & Leutner, D. (2015). Reducing reality shock: The effects of classroom management skills training on beginning teachers. *Teaching and Teacher Education*, 48, 1-12.
- Dillman, D. A., & Carley-Baxter, L. R. (2000). Structural determinants of mail survey response rates.
- Emmanuel, A. O., & Collins, A. (2016). Relationship between Occupational Stress and Demographic Variables: A Study of Employees in a Commercial Bank in Ghana. *British Journal of Applied Science & Technology*, 12(2), 1.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4
- Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and practice in language studies*, 2(4), 784.
- Finn-Stevenson, M. (2018). *Schools of the 21st century: Linking child care and education*. Routledge.
- Gebre Kirstos, H A. (2015). Occupational Stress among Secondary School Teachers and their Coping Strategies: The Case of Central Zone of Tigray Region. *Academic research journal*, 3(6), 134-157.
- Greenberg, J. S. (2017). *Comprehensive stress management*. McGraw-Hill Education.
- Guba, E. G. (Ed.). (1990). *The paradigm dialog*. Sage publications
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*: Pearson College Division.
- Hasan, Ansarul. (2014). A Study of Occupational Stress of Primary School Teachers. *Educationia Confab*, 3(4), 11-19.
- Hayes, N. (2000). *Doing psychological research*. Abingdon: Taylor & Francis Group.
- Health and Safety Executive. Work Related Stress, Anxiety and Depression Statistics in Great Britain 2015. HSE, 2015 (<http://www.hse.gov.uk/statistics/causdis/stress/stress.pdf>)
- Hopkins, M. L. (2014). *The sources of work stress and coping resources for high school teachers in the Gauteng Province within different career stages* (Doctoral dissertation).
- Hox, J. J., & Boeije, H. R. (2005). Data collection, primary versus secondary.
- Jeyaraj, S. S. (2013). Occupational stress among the teachers of the higher secondary schools in Madurai District, Tamil Nadu. *IOSR Journal of Business and Management*, 7(5), 63-79.
- Johns, B. H., Crowley, E. P., & Guetzloe, E. (2017). The central role of teaching social skills. *Focus on Exceptional Children*, 37(8).
- Kitsantas, A., Steen, S., & Huie, F. (2017). The role of self-regulated strategies and goal orientation in predicting achievement of elementary school children. *International Electronic Journal of Elementary Education*, 2(1), 65-81.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610. (Vol. 7). New York: McGraw-Hill.



- Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational research*, 29(2), 146-152.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, 53(1), 27-35.
- Matthiesen, S. B., & Einarsen, S. (2015). Perpetrators and targets of bullying at work: Role stress and individual differences. *Perspectives on Bullying: Research on Childhood, Workplace, and Cyberbullying*, 22(6), 135.
- Millar, M. M., & Dillman, D. A. (2011). Improving response to web and mixed-mode surveys. *Public opinion quarterly*, 75(2), 249-269.
- Mohamed, T. (2018). Sources of Occupational Stress Among Teachers: A Field of Study for Teachers Working in Libyan Schools in Turkey. *Management*, 7(1), 1-15.
- Moiseichyk, A. E., de Campos, G. A., & Bento, H. R. (2000, July). Organizational Environment as a Source of Stress—An Ergonomics View. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 44, No. 10, pp. 312-314). Sage CA: Los Angeles, CA: SAGE Publications.
- Moksnes, U. K., Bradley Eilertsen, M. E., & Lazarewicz, M. (2016). The association between stress, self-esteem and depressive symptoms in adolescents. *Scandinavian Journal of Psychology*, 57(1), 22-29.
- Moksnes, U. K., Løhre, A., Lillefjell, M., Byrne, D. G., & Haugan, G. (2016). The association between school stress, life satisfaction and depressive symptoms in adolescents: Life satisfaction as a potential mediator. *Social Indicators Research*, 125(1), 339-357.
- Musi, P. C. (2015). *Stress and demographic factors affecting job satisfaction among academics in one South African University* (Doctoral dissertation).
- Nagra, V & Punjab, H. (2013). Occupational Stress Among Teacher Educators. *Global Online Electronic International Interdisciplinary Research Journal*, 2(2), 12- 23.
- Nelson, J. R., Maculan, A., Roberts, M. L., & Ohlund, B. J. (2001). Sources of occupational stress for teachers of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 9(2), 123-130.
- Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be done? *Assessment & evaluation in higher education*, 33(3), 301-314.
- Okeke, C. I. O., & Dlamini, C. C. (2013). An empirical study of stressors that impinge on teachers in secondary schools in Swaziland. *South African Journal of Education*, 33(1).
- Okeke, C. I. O., Adu, E. O., Drakeand, M. L., & Duku, N. S. (2014). Correlating demographic variables with occupational stress and coping strategies of pre-school educators: A literature review. *Journal of Psychology*, 5(2), 143-154.
- Olaitan, L., Oyerinde, O. O., Obiyemi, O., & Kayode, O. O. (2010). Prevalence of job stress among primary school teachers in South-west, Nigeria. *African Journal of Microbiology Research*, 4(5), 339-342.
- Paulse, J. (2005). *Sources of occupational stress for teachers, with specific reference to the inclusive education module in the Western Cape* (Doctoral dissertation, University of the Western Cape).
- Punia, N. (2016). *Stress, professional burn out and emotional intelligence of school teachers in Haryana* (Doctoral dissertation, CCSHAU).

- Rani, R., & Singh, A. (2012). A Study of Occupational Stress in Relation to Demographic Variables. *International Journal of Innovative Research and Development*, 1(9), 253-270.
- Ravichandran, R., & Rajendran, R. (2007). Perceived sources of stress among the teachers. *Journal of the Indian Academy of Applied Psychology*, 33(1), 133-136.
- Robbins, S. p., & Coulter, M., (2012). *Management*. New York San Francisco. USA.
- Robbins, S., Judge, T., ELHAM, S. H., Judge, T. A., & Hasham, E. S. (2012). *Organizational Behavior (Arab World Edition)*. Pearson Education UK.
- Saunders, M., Lewis, P. & Thornhill, A. (2012). *Research Methods for Business Students*, Pearson Education Limited.
- Sharma, M. (2014). Yoga as an alternative and complementary approach for stress management: a systematic review. *Journal of Evidence-Based Complementary & Alternative Medicine*, 19(1), 59-67.
- Stranks, J. W. (2005). *Stress at work: Management and prevention*. Elsevier.
- Syed Ismail, S. I., Abdullah, M. M., Khan, N., & Hong, Y. H. (2014). An investigation on level, sources of occupational stress and coping strategies among civil engineers in Malaysia's construction industry. *Australian Journal of Basic Applied and Sciences*, 8(17), 257-264.
- To, S. H. (2014). Cronbach's Alpha: Simple definition, use and interpretation. *Retrieved*, 4(21), 2017.
- Tuettemann, E., & Punch, K. F. (1992). Teachers' psychological distress: The ameliorating effects of control over the work environment. *Educational review*, 44(2), 181-194.
- Van de Weijer-Bergsma, E., Langenberg, G., Brandsma, R., Oort, F. J., & Bögels, S. M. (2014). The effectiveness of a school-based mindfulness training as a program to prevent stress in elementary school children. *Mindfulness*, 5(3), 238-248.
- Van Tongeren, D. R., Hill, P. C., Krause, N., Ironson, G. H., & Pargament, K. I. (2017). The Mediating Role of Meaning in the Association between Stress and Health. *Annals of Behavioral Medicine*, 51(5), 775-781.