

The level of professional pressures facing the teachers of the Jordanian Ministry of Education from the point of view of the teachers themselves

Mohammad Omar AL-Momani^{a*}, Al-Balqa Applied University, Ajloun University College, Educational Sciences Department, Jordan

Elham Mahmoud Rababa^b, Psychological and Educational Counseling, Jordan

Suggested Citation:

AL-Momani, M. O & Rababa, E. M. (2022). The level of professional pressures facing the teachers of the Jordanian Ministry of Education from the point of view of the teachers themselves. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 12(2), 208-223. <https://doi.org/10.18844/gjgc.v12i2.7626>.

Received from April 13, 2022; revised from June 16, 2022; accepted from August 23, 2022.

Selection and peer review under responsibility of Prof. Dr. Kobus Maree, University of Pretoria South Africa.

© 2022 Birlesik Dunya Yenilik, Organization & Counseling. All rights reserved

Abstract

This study aimed to identify the stresses of the teaching profession among teachers of the Jordanian Ministry of Education and its relationship to the gender variable. The descriptive approach was used, and the study sample consisted of (220) teachers, including (108) and (112) teachers. Teaching them consisted of (40) paragraphs distributed over four areas as a study tool. The results of the study, after statistical treatment, showed that there were statistically significant differences between the average scores of male and female teachers on the total degree of the pressures of the teaching profession, which are attributed to the gender variable.

Keywords: Pressure, the pressures of the teaching profession, male and female teachers, the Jordanian Ministry of Education, teaching;

* ADDRESS FOR CORRESPONDENCE: Mohammad Omar AL-Momani, Al-Balqa Applied University, Ajloun University College, Educational Sciences Department, Jordan
E-mail address: m.o.e.m@bau.edu.jo / Tel.: +96-279-907-6916

1. Introduction

Prepare pressures from most important Features The current era, which witnesses rapid developments and changes in all areas of life, has become pressures It forms part of human life due to the many challenges it faces in this era. Therefore, it is almost spreading in different The environments societies, especially in the business environment Which requires those in charge of them to interact directly with people, such as teachers and educators. (AL-Masdar & Abu Kwik, 2017; Rababa& AL-Momani, 2022; Alrabadi& Al-Momani, 2022)

It states (Maslach & Jackson, 2018) That as a result of the working conditions, many teachers find that their feelings and attitudes towards themselves, their students, and towards their profession have become more negative than they were before. They may show various psychological reactions such as anger, anxiety, helplessness, annoyance, or discouragement, and then lose motivation towards achievement in their work, and these people are described as suffering from work pressure. As out of every four teachers there is a teacher who understands the pressures of the teaching profession at its highest and most dangerous levels (Fontana & Abuserie, 2013; AL-Momani, 2022) Also, almost no school, whatever it is, has at least one teacher who suffers from acute stress, and that among every five teachers there is a teacher who suffers from acute stress (El-Desouky & Al-Shafei, 2018; AL-Momani& Jawarneh, 2022). One of the results of work stress is the creation of a state of imbalance between the individual, his abilities, needs and expectations on the one hand, and what he is asked to do on the other hand (Al-Kubaisi, 2013), points out (Saadat, 2015) that Psychologists decided at The nervous effort spent by the teacher in teaching during one hour is equivalent to the effort spent by any other employee to work in one of the other administrative functions.

(Lutfi, 2020) indicates that the phenomenon of pressure has two aspects, the first aspect is positive and does not harm the individual, but rather is considered beneficial, as it is a motivating factor for the individual to exert effort towards growth, progress and good performance, while the second aspect is negative, and is represented in the pain experienced by the individual. When he mentions pressure, his meaning often goes to this side, which refers to the negative side.

And the Despite the increasing interest in the issue of work stress and the widespread spread of this term these days, its concept varies from person to person (AL-Masdar & Abu Kwaik, 2017; Rababa& AL-Momani, 2022; Al-Momani& Rababa, 2022). where is known (Beer & Newman, 2018; AL-Momani, 2022) Work stress is a condition that arises from the interaction between people and their work, and is characterized by changes within them that push them to deviate from their normal performance.

He sees all of (Okebukola & Jegede, 2019) Occupational stress expresses a state of mental or physical stress, and it occurs almost as a result of accidents that cause anxiety or inconvenience, or occurs as a result of factors of dissatisfaction or as a result of the general characteristics that prevail in the work environment.

cons (Alyan & Abu Zayed, 2020) in their study that there are three trends to the concept of work pressure as follows: The first direction to: It deals with stress as one of the stimuli or stimuli that exist in the environment and affect the individual. The second trend: He sees that stress is a response to stimuli (stress triggers). The third trend deals with stress as the interaction that occurs between these two elements, the causes of stress and responses to it.

whereas (Metwally, 2020) considers that the pressure school is set of stressful events The teacher is exposed to it while carrying out his profession, And it poses a threat to himself because it is greater than his own potential, and leads to severe and continuous emotional responses to him, accompanied by negative manifestations that are reflected in the teacher's performance and his psychological and behavioral state, while (Thabet, 2013) Looking at work stress In the school environments it is: Total experiences and accidents The work environment prevails and causes discomfort to the teacher and reflects on him psychologically and behaviorally.

Sources of work stress:

The individual is exposed in his life to pressures that come from different sources, each of which works independently or interacts together in its impact on the individual (Maher, 2018).

(Al-Farmawi, 2019; AL-Momani& Jawarneh, 2022; AL-Momani& Purnawan, 2022) indicates that many studies and research have agreed that there are general sources of stress whose level and impact vary from one work environment to another, and they also vary in their effects on the worker according to his personal characteristics, and these sources are:

- 1- Work-related role conflict is sometimes called "role conflict".
- 2- The extent of the clarity of the role assigned to the work, and it is called "the ambiguity of the role."
- 3- Job burden, which means the extent to which the worker is able to fulfill the job requirements.
- 4- Non-participation of the worker in work policies and decisions.
- 5- Lack of social support for the worker and his achievements.
- 6- Difficulties in the physical work environment (lighting, ventilation, temperature, etc.).

And if the different fields of work are full of sources of pressures, some of which can be attributed to the worker, the other to the institution, and some third to the social environment in which the individual lives, as mentioned (Abd al-Rahman, 2019), according to Amnesty International's classification, the teaching profession is one of the most stressful fields of work, as it is the most stressful profession (AL-Masdar & Abu Kwaik, 2017).

The factors, circumstances and influences that can be a source of pressure for the individual are many and varied. Some of them arise from the work practiced by the individual, or from the work group to which the individual belongs, and from factors related to the organization (its organizational structure, organizational processes, and policies..etc), and the individual's private life can cause the pressures faced by the individual. It is common for a person to be exposed to two or more factors or influencers at the same time, which causes an escalation of the degree or intensity of the pressure he is exposed to (Harem, 2014).

The pressures of the teaching profession and its health implications for the individual:

Studies indicate that many researchers and scientists have directed their efforts to identify the sources, causes and effects of work stress. It is evident from the results of the analytical study that he conducted (Blase, 2016), about the sources of work pressures as perceived by the teachers

themselves, and the presence of negative emotions accompanying teachers' sense of work pressures such as: anger, depression, annoyance, self-blame, and organic symptoms.

Also, occupational stress may represent an important factor contributing to various mental and physical disorders. Work that is quantitatively and qualitatively overburdened, changes rapidly, and has unrealistic standards of performance is stressful for most people. However, the awareness of these burdens and the responses of employees may differ from one individual to another. They also affirm that the phenomenon of stress, like most psychological phenomena such as anxiety, conflict, frustration, aggression and others, is from the nature of human existence, and stress is not necessarily a negative phenomenon, and therefore We cannot refrain from it, run away from it, or be immune from it, because that means a lack of individual activities and a lack of efficiency, and then a failure in life (Mansour & Al-Bablawi, 2019; AL-Momani& Jawarneh, 2022).

As the model developed by (Gibson et.al, 2014), and referred to in (AL-Masdar & Abu Kwaik, 2017) five groups of the effects of work stress, namely:

- 1- Subjective (subjective) effects such as: aggression, apathy, anxiety, boredom, fatigue, frustration.
- 2- Behavioral effects such as: taking drugs and alcohol, excessive eating, drinking or smoking, and a tendency to commit accidents.
- 3- Mental (cognitive) effects such as: the inability to make correct decisions, and the inability to focus.
- 4- Health and physiological effects such as chest and back pain, heart pain, asthma, diarrhea, increased blood pressure, increased blood sugar, increased heart rate, dry throat, and sweating.
- 5- Organizational effects such as: absenteeism, weak organizational loyalty, poor job performance, and job dissatisfaction.

Where (AL-Masdar & Abu Kwaik, 2017) see that the effects resulting from occupational pressures in general, according to some researchers, do not conflict or differ among themselves in terms of their content on the one hand and in terms of their manifestations on the other hand, where most researchers agree that the pressures of the teaching profession are negative and contribute to Various psychological and physical disorders that are accompanied by negative emotions such as anger, depression, annoyance, anxiety, boredom and self-blame, behavioral, health and physiological effects, as well as organizational effects such as poor job performance and job dissatisfaction, although some researchers such as (Mansour & Al-Bablawi, 2019) confirm The phenomenon of stress in one of its aspects can be positive and beneficial to the individual so that it can be considered as a requirement to renew physical energy and then increase the individual's activities for success in life.

Thus, it can be said that the various pressures of the teaching profession that the teacher faces while working in the school environment have negative repercussions on the psychological, emotional, physical and social aspects on him, because these pressures conflict with the natural harmony of the human body, psyche and natural abilities, and this may lead to an increase in distress, tension, anxiety and frustration. It may also lead to physical and nervous fatigue that prevents the teacher from achieving balance and thus fails to carry out his professional duties to the fullest. (AL-Masdar & Abu Kwik, 2017)

the study Problem:

The problem of the study is to answer the following questions:

- 1- Does the level of stress in the teaching profession for male and female teachers of the Jordanian Ministry of Education differ according to the gender variable (teacher)?
- 2- Are there Statistically significant differences in the stresses of the teaching profession among male and female teachers of the Jordanian Ministry of Education according to the gender variable (males, females)?

Study assignments:

This study was based on the following assumptions:

- 1- no The level of stress in the teaching profession for male and female teachers of the Jordanian Ministry of Education varies according to the gender variable (teacher)?
- 2- no there is Statistically significant differences in the pressures of the teaching profession among male and female teachers of the Jordanian Ministry of Education according to the gender variable (males, females)

• **the importance of studying:**

The importance of this study stems from the fact that it sheds light on the extent of the suffering experienced by school teachers as a result of their exposure to the pressures of the teaching profession and the consequences that it may have that can negatively affect their health, and therefore the results of this study may be of assistance to them in avoiding the pressures of the profession as much as possible and addressing them when they occur and deal with and manage them effectively.

Also, the scarcity of studies in Jordanian society and within the limits of the researcher's knowledge, which was exposed to such a subject, it was a real reason and one of the main motives for conducting the current study. Therefore, the researchers hope that those working in the field of education will benefit from this study, whether they are teachers, teachers, specialists, educational officials, and everyone who is interested in knowing the extent of the pressures of the teaching profession that teachers are exposed to.

Objectives of the study:

The current study seeks to achieve the following objectives:

- 1- Understand the pressures of the teaching profession I have Teachers and teachers of the Jordanian Ministry of Education.
- 2- To identify whether there are statistically significant differences in the stresses of the teaching profession I have The teachers of the Jordanian Ministry of Education are attributed to the gender variable.
- 3- Attempting to reach recommendations that address the problem of the stresses of the teaching profession for the Jordanian teacher in the light of the results of the study.

Terminology of study:

1- Pressure:

know him (Mc Graph, 2017) It is the individual's awareness of his inability to produce an appropriate response to a demand or tasks, and this perception is accompanied by negative emotions such as anger, anxiety, depression, and physiological changes as an alert response to the pressures that the individual is exposed to..

and knows him (Daley, 2019) It is the condition resulting from an imbalance between the demands of the situation and the ability of the individual to respond to this situation.

It states (Selye, 2019) that stress is the "non-specific response of the body to any demand imposed on it".

And both (Mansour & Al-Bablawi, 2019) point out that stress is a phenomenon of human life that man tells in different situations and times that require him to conform or re-compatibility with the environment. They assert that occupational pressures may represent an important factor contributing to various psychological and physical disorders.

As for (Abu Hatab, 2016), he finds that psychological stress is manifested in an interactive holistic framework, which includes psychological, physical, economic, social, and professional aspects, and this interaction is manifested through psychological, emotional, and physiological reactions, so all pressures are considered psychological pressures.

2- The pressures of the teaching profession:

(Al-Kahlout & Al-Kahlout, 2016) defines it as the teacher's response to a set of internal and external factors that can result in psychological, physical and behavioral effects, and the teacher perceives and evaluates them as unpleasant situations that negatively affect his performance of his work as a teacher in the school.

And he (AL-Masdar & Abu Kwik, 2017) defines it as a situation in which conditions and requirements exist Work environment A greater degree of the subjective ability of both the teacher and the teacher to do it and beyond their own capabilities to adapt and deal with it, and lead to changes within them and cause them discomfort, distress, tension and pain and push them to deviate from their normal performance, so they cannot perform the work required of them and assume their responsibilities to the fullest. And they feel pressure.

Procedural definition: It is the degree obtained by the teacher on the stress scale of the teaching profession used in the current study.

3- Men and women teachers:

They are all male and female teachers who study in the Jordanian Ministry of Education public schools from the first grade to the twelfth grade.

Previous studies:

Study (Dinham, 2019)which Aimed to get to know Reasons for teachers' resignation from the teaching profession. And is it? Resignation is an obvious response to very strong pressure? Results have been shown the study That one of the most important reasons for the resignation was the teacher's arrival at a critical point in the directions Towards a teaching profession in which the

teacher is unable to keep pace with and resist changes in the educational process, as well as suffering from negative trends of society towards the teaching profession, lack of financial returns, bad student morals, and poor relations with colleagues.

study (Al-Qahtani, 2020) Which aimed to identify the most important school factors that lead to poor performance Teachers in primary schools in Riyadh, and the study reached a number of results, most notably: the school factors that lead to teachers' lack of performance in primary schools in Riyadh, which were included in the study, obtained arithmetic averages ranging from (3.11 - 3.94) out of (5) degrees, They were arranged in order of importance as follows: the increase in the teacher's teaching load, the lack of the school's capabilities and equipment, the increase in the density of students in the classroom, the negative human relations within the school community, and finally the undemocratic administrative style of the school principal.

study (Thabet,2013)which aim for to known me the differences in Work pressures among male and female teachers in Gaza governorates And the relationship between pressures and attitudes towards the teaching profession. has I showed The results of the study: There are differences between the mean scores of male and female teachers in the total score to The pressures of school work in addition to a large number of its dimensions in favor of the group of male teachers. The results also revealed a significant negative correlation between school work stress and the attitude towards the teaching profession in the total sample and the two samples of male and female teachers, with the exception of the relationship pressure with parents and students, which was not significant in its relationship with the trend towards the teaching profession in the total samples and female teachers.

study (Kahlout & Kahlout, 2016) which It aimed to reveal the prevalence of school stress and the level of performance and the relationship between them I showed Results School pressures are common among the sample members of technology teachers in the upper basic stage at the level of 55.19%, and that school pressures range in a ladder above the pressures of students' behavior and below are the pressures of the relationship with the principal. The performance of teachers is also at the level of 77.95%. And that performance is listed in the ladder above the personal and administrative field and below the field of evaluation and evaluation. and did not appear Results There is a relationship between school stress and the performance of technology teachers.

Study (Al-Yousifi, 2020) which It aimed to identify teacher pressure and its relationship to compatibility between married and unmarried female teachers, female teachers with more than (5) years of experience, and newly graduated female teachers in the degree of stress. The results of the study showed that the increase in the degree of teacher stress is offset by a decrease in the degree of adjustment, that is, it is poorly adapted. Also, differences were found between experienced and newly graduated teachers in favor of experienced ones.

study(Abdel Hamid,2016) which I aimed to study The prevailing social relationship that the teacher receives And the pressures of the teaching profession with his satisfaction with his work. has shown The results of the study showed that teachers are more stressed than female teachers in the skill-exploitation dimension. while did not find Results differences between the sexes in the total degree of work stress, Lost is found Between work stress and teacher satisfaction with his work for both sexes. The results also showed that Female teachers were more satisfied with their work than teachers, and years of experience are also positively related to the teacher's satisfaction with his

work. As for social support, it does not reduce work pressure except in two dimensions: financial support and the teacher's family support for him.

A study (AL-Masdar & Abu Kwik, 2017) which It aimed to identify the relationship between the stresses of the teaching profession and dimensions of mental health among male and female teachers of the lower basic stage in the Gaza Strip. The stresses of the teaching profession and the dimensions of mental health, where the results of the study showed that there were statistically significant differences between the average degrees of male and female teachers on the total degree of the stresses of the teaching profession, as well as the presence of statistically significant differences on the total degree of mental health, and the results showed a negative statistically significant relationship between the degree College of the pressures of the teaching profession and mental health with its dimensions and total degree among the sample members.

Commenting on previous studies:

After the researcher reviewed some of the previous studies, several points can be drawn from the analysis of the previously presented studies, as follows:

1- There is no study in the Jordanian environment and within the limits of the researchers' knowledge that dealt with the pressures of the teaching profession among male and female teachers. As for the studies that dealt with work stress with some variables related to the subject of the current study, they indicated in their results that the sources of the pressures of the teaching profession to which teachers are exposed differ from one study to another, such as stress financial return Compensation for the profession, the teacher's relationship with his students, his colleagues, supervisors, administration, and the abundance of responsibilities professionalism, increasing the teaching load, increasing the density of students in the classroom, and working conditions And the physical work environment, conflict and burden of the role and the attitudes of society towards this profession In addition to some environmental and political sources.

2- The tools used in the previous studies varied between (various tests and measures) as mentioned in the studies:(Thabet,2013), (Abdel Hamid,2016), (Kahlout & Kahlout, 2016)(AL-Masdar & Abu Kwik, 2017)While (interview) was used in some other studies like studying: (Dinham, 2019).The two researchers have benefited through their review of previous studies in choosing the current study tool: the teaching profession stress scale.

4- The researchers benefited from the previous presentation in determining the variables of the study, which are the pressures of the teaching profession with its dimensions, and in light of it, the researchers used the appropriate tool and determined the size of the current study sample.

curriculum and Study Procedures:

Study Approach:

User searcher In this study, the descriptive analytical method, which idea method of searching for the present, which aims to prepare data to prove certain hypotheses in preparation for answering precisely defined questions related to current phenomena and current events that information can be collected at the time of conducting the research, using appropriate tools. (Agha, 2020).

The study sample:

The sample of the current study consisted of two samples: the first sample, which is the second sample exploratory and formed From(20) One of the teachers of the Jordanian Ministry of Education, and the second sample is the actual sample and it consisted of (220) male and female teachers from the teachers of the Jordanian Ministry of Education, who were chosen by the method randomness by(114 teacher) And the (106 parameters).

The limits of the study:

The study population is determined by all the male and female teachers of the Jordanian Ministry of Education in the first semester of the academic year 2022-2023.

Study tools:

Teaching Stress Scale:

Scale description:

The teaching profession stress scale in this study depends on the teacher's self-report of the pressures he faces while working in the school environment. Relationship with fellow teachers 10 items, social standing 10 items; Which is developed by referring to previous relevant studies such as study (AL-Momani& Jawarneh, 2022), study (Rababa& AL-Momani, 2022) and study (AL-Momani& Jawarneh, 2022).

The response to the questionnaire items is carried out according to a five-step gradation on the Likert method, and the alternatives range from (a very large degree estimated at 5 degrees to a very small degree estimated at one degree). Knowing that there are positive and negative or inverse correction clauses, and the examinee's score is calculated by adding the score on each of the stress dimensions and by adding the subjects' scores on the seven dimensions to calculate the total degree of stress. A low grade for low pressures.

Truth the scale:

Truth Scale or instrument means Validity to measure Property or attribute The It is designed to measure (AL-Masdar & Abu Kwaik, 2017), and to verify the validity of the scale, the researcher relied on the validity of internal consistency and was account The correlation coefficient of the degree of each dimension with the total score of the teaching profession stress scale. And the schedule(1) explains it:

Schedule (1)

Shows the values of the correlations between The degree of each dimension and the total degree of the pressure gauge

Statement	correlation coefficient
1. Workload and burnout	0.571**
2. Relationship with the manager	0.748**
3. Relationship with fellow teachers	0.643**
4. Social status	0.599**

* function at 0.05

** function at 0.01

It turns out from the table(1)that All dimensions of the teaching profession stress scale have statistically significant correlations with the total score of the scale at the 0.01 . level, This indicates that the scale is characterized by a good degree of internal consistency validity and it's a Suitable for measuring the pressures of the teaching profession for teachers of the sample members.

Scale stability:

to calculate scale stability The pressures of the teaching profession, the split-half method and Cronbach alpha equation were used, where did the two researcher scale The stability of the scale using the same scores as the survey sample from teachers(n =20 of both sexes); This is done by the split-half method The correlation coefficient between the sample scores is calculated on the two halves of the test, where the items were divided into two halves, the first includes odd items and the second includes even items. Using Pearson's equations then Equation Spearman-Brown to adjust test length for the even-numbered dimension and Get man for the odd-numbered dimension; The researchers also Calculation of stability using Cronbach alpha equation and table(2) post shows the values of The Correlations between the haves before and after adjustment and alpha values:

Schedule (2)

Shows the values of the correlations between the two halves of the scale and the alpha values of each distance

Statement	Number vertebra e	correla tion coeffici ent	stability coefficient	Alpha Cronbach
1. Workload and burnout	10	0.664	0.798	0.828
2. Relationship with the manager	10	0.389	0.560	0.647
3. Relationship with fellow teachers	10	0.467	0.636	0.757
4. Social status	10	0.540	0.623	0.713
The degree of stress of the teaching profession	40	0.475	0.645	0.878

He appears from the table(2)that All stability coefficients After modification and alpha values for all Dimensions of the pressures of the teaching profession Statistically significant at level less than 0.01,This indicates It will give results good About The pressures of the teaching profession among teachers of the sample members.

Presentation and discussion of results:

- 1- consequences The first hypothesis which states: no There are statistically significant differences in The pressures of the teaching profession among the sample members due to gender (teacher).

To verify the validity of the first hypothesis, the researchers used them . T-test to compare the mean scores of the two samples of male teachers (n = 114) and female teachers (n = 106) on the teaching profession stress scale. And Table (3) shows that.

Schedule (3)

The t-test shows the differences The pressures of the teaching profession according to gender

Statement	teachers (n =114)		Parameters (n =106)		value (t) and level of significance
	average Arithmetic	deviation normative	average Arithmetic	deviation normative	
Workload and burnout	31.86	6.828	31.17	6.791	0.75
Relationship with the manager	27.51	6.091	25.86	6.989	1.87
Relationship with fellow teachers	22.97	5.616	20.41	5.783	3.32**
Social status	26.70	5.706	22.88	5.847	4.89**
The degree of stress of the teaching profession	206.14	25,499	187.81	28,558	5.03**

* function at 0.05

** function at 0.01

Tabular (T) value (Dh = 218) at the significance level of 0.05 = 1.96, and at the level of significance 0.01 = 2.57

Looking at Table (3), we find that there are statistically significant differences at the level of significance of 0.01, between the average scores of male and female teachers on the total degree of the pressures of the teaching profession and dimensions (relationship with fellow teachers, and social status), and the differences were in favor of teachers, as shown in the table (3) There are no statistically significant differences in the remaining dimensions: **(burden and exhaustion, and the relationship with the manager).**

Looking at the table(3)We find that the results agree in some dimensions of the teaching profession pressures between male and female teachers and differ in the rest of the dimensions, and this result is consistent with the study of (Thabet,2013)And (Al-Masdar & Abu Kwaik, 2017) and it differed with the study of (Abdel Hamid,2016).

The researchers believe that the presence of Statistical differences a Between male and female teachers (according to gender) in some dimensions of the pressures of the teaching profession is due to the overlap of many factors and variables, perhaps the most important of which is the different reactions between males and females towards certain sources of pressure, and the degree of pressure of both sexes often depends on the nature and size of the problem faced by the teacher.

The existence of statistically significant differences (according to gender) in some dimensions of the pressures of the teaching profession (relationship with fellow teachers, and social status), which were in favor of teachers, is considered a natural logical result, as it reflects the situation in which the teacher lives. The teacher is the most sense of the pressures of the profession from the teacher, because the teacher sees his work and profession as a source of income necessary to provide a secure life and livelihood for himself and his family members. Since the teacher often represents the head of a family, in line with the cultural pattern of society, he is considered the first and last responsible for meeting the various material needs of all members of his family, and therefore he is in constant need of sufficient income to meet his personal needs and the needs of others who support them, and inevitably he will be affected and feel the pressures resulting from the lack of Salary, its deficiency or its interruption, which will hinder him from fulfilling his financial and economic obligations and lead to disruption of relations with colleagues or the educational mentor and negatively affect his social standing.

As for the absence of differences between male and female teachers in the remaining dimensions of the pressures of the teaching profession (burden and job exhaustion, and the relationship with the principal), this reflects the nature of the identical working conditions to which both the male and female teacher are exposed and that they perform the same tasks and share and are exposed to the same requirements and working conditions **The tasks and duties do not differ according to the gender of the teacher, and therefore they show the same level of pressure, whether it is for the teacher or for the female teacher.**

Recommendations:

In light of the findings of the current study, the researchers recommend the following:

- 1- The necessity of having a policy with specific objectives Vision for the future clear in what About Create new strategies to advance The educational system is at the forefront pay attention to the teacher that He is really the active ingredient in the educational process.
- 2- Preparing and implementing periodic workshops for teachers on how to deal with pressures in order to raise the level of adaptive behavior in the school environment, especially in the field of dealing with students and adapting to the job burden and the social status of the teacher.
- 3- Helping the teacher to growths creative and innovative abilities By satisfying his cultural, personal and material needs In order to succeed in achieving a quality future education for the children of his community.
- 4- Providing moral and material incentives for teachers, encouraging them, creating opportunities for promotion and career development for them, and working on them improve conditions they living By raising the level of the material return they receive monthly in line with the requirements of reality and the high standard of living within the community.
- 5- Inviting parents to participate in managing and solving their children's school problems through holding meetings and continuous sessions of parents' councils, to provide them with

AL-Momani, M. O & Rababa, E. M. (2022). The level of professional pressures facing the teachers of the Jordanian Ministry of Education from the point of view of the teachers themselves. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 12(2), 208-223. <https://doi.org/10.18844/gjgc.v12i2.7626>.

the best scientific methods and methods necessary to deal with them and find appropriate solutions to them.

- 6- Conducting more studies in the field of work stress and applying them to other categories and sectors of workers in different professions.

References

- Abd al-Rahman, M. (2019). *Psychiatric and mental pathology: The second part*, Dar Qubaa for printing and publishing, Cairo, p. 34, 85.
- Abdel Hamid, E. (2016). *Social support and work pressure and their relationship to the teacher's satisfaction with his work*. Ph. Unpublished - Faculty of Education, Zagazig University, Arab Republic of Egypt.
- Abu Hatab, S. (2016). *Psychological stress and methods of coping with it as perceived by the Palestinian woman in Gaza Governorate*, published Master's thesis, *Journal of Evaluation and Psychological and Educational Evaluation*, issued by the Arab Education Network, 12 (21 + 22), 140-198.
- Agha, I. (2020). *Educational research and its elements—methods and tools*, 4th floor, Islamic University, Gaza.
- Al-Farmawi, H. (2019). *Work pressures and the trend towards training among in-service trainees in Kuwait*. *The Egyptian Journal of Psychological Studies*, 7(17), 139-158.
- Al-Kubaisi, M. (2013). **working pressure to And its impact on job performance** field study on the Qatari banking sector. *The Scientific Journal of Research and Business Studies*, 6(2), 170, 175.
- AL-Masdar, A., Abu Kweik, B. (2017). *Stress of the teaching profession and its relationship to the dimensions of mental health among teachers of the lower basic stage In the Gaza Strip–Palestine*. Research presented to the Third Educational Conference, Quality in Palestinian Education, “An Introduction to Excellence,” held at the Islamic University for the period from 30-31 October 2017.
- AL-Momani, M. (2022). *COGNITIVE COMPETENCIES OF SECONDARY SCHOOL TEACHERS IN JORDAN FROM THEIR POINT OF VIEW*. *IJJET (International Journal of Indonesian Education and Teaching)*, 6(1), 180-192. doi:<https://doi.org/10.24071/ijiet.v6i1.4305>
- AL-Momani, M. O. (2022). *Competências pedagógicas dos professores do ensino profissional na Jordânia*. *Revista Multidisciplinar*, 4(1), 151–169. Obtido de <https://revistamultidisciplinar.com/index.php/oj/article/view/99>
- AL-Momani, M. O. & Jawarneh, R. S. (2022). *The Level of Occupational Stress Among Physical Education Teachers in Jordan*. *International Journal of Innovative Research in Education* 9(1), 35-49. <https://doi.org/10.18844/ijire.v9i1.7771>
- AL-Momani, M. O., & Jawarneh, R. S. (2022). *Occupational satisfaction of physical education teachers in Jordan*. *International Journal of Innovative Research in Education*, 9(1), 74–89 <https://doi.org/10.18844/ijire.v9i1.7>
- AL-Momani, M. O., & Jawarneh, R. S. (2022). *The Degree of Availability of Professional Teaching Competencies for Physical Education Teachers in Jordan*. *Jurnal Pendidikan Kesehatan Rekreasi*, 8(2), 272-283. <https://doi.org/10.5281/zenodo.6722330>
- AL-Momani, M. O., & Purnawan, P. (2022). *Level of professional culture University students in Jordan*. *Journal of Vocational Education Studies*, 5(1), 170-184. <https://doi.org/10.12928/joves.v5i1.5715>
- Al-Momani, M., & Rababa, E. (2022). *Mixed Education and Quality Standard in the University Teaching: A Theoretical Study*. *Indonesian Journal of Educational Research and Technology*, 2(3), 155-174. doi:<https://doi.org/10.17509/ijert.v2i3.43655>
- Al-Qahtani, A. (2020). *School factors leading to teacher failure in primary schools in Riyadh*, a master's thesis summary, *The Arabian Gulf Message Journal*, issued by the Arab Bureau of Education for the Gulf States, (77), 39-40.
- Alrabadi, I. G., & Al-Momani, M. O. (2022). *Blended learning in the educational process of the university stage during the corona pandemic*. *International Journal of Global Education (IJGE)*, 7(1), 10-19. <http://www.ijge.net/index.php/ijge/article/view/94>
- Alyan, R., Abu Zayed, M. (2020). *pressure Work for employees of public and private university libraries in Jordan* *Journal of Educational Sciences Studies*, Deanship of Scientific Research, University of Jordan, 29 (2), 334-335.
- Al-Yousifi, M. (2020). *Positive and negative life stresses and teacher work stress as a predictor of compatibility*. *Journal of Research in Education and Psychology*, Minia University, 3(4), 59-78.
- Beer, T., Newman H. (2018): *Job Stress*. *Personnel Psychology*. Winter pp. 665-669.
- Blase, J. (2016): *Qualitative analysis of sources of teacher stress: Consequences for performance*. *American Educational Research Journal*. Vo.23, No. 1, PP. 13-40.
- Daley, M. (2019): *Burnout: Smoldering problem in protective services*, *Social work*, 24, 5, p.325.

- AL-Momani, M. O & Rababa, E. M. (2022). The level of professional pressures facing the teachers of the Jordanian Ministry of Education from the point of view of the teachers themselves. *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, 12(2), 208-223. <https://doi.org/10.18844/gjgc.v12i2.7626>.
- Dinham, S. (2019): *Human perspectives on teacher Resignation: Darwin, New south wales: Asshalia*.
- El-Desouky, M., El-Shafei, A. (2018). The pressures of the teaching profession compared to the pressures of other professions **And in relation to the educational beliefs of teachers**, *The Educational Journal issued by the Scientific Publication Council - Kuwait University*, 12 (48), 187-201.
- Fontana, C., Abouserie, R., (2013): Stress levels, gender and personality factors in teachers. *British Journal of Educational Psychology*, 36, 261-270.
- Gibson, J., Ivancevich, J., and Donnelly, J., (2014): *Organizations: Behavior, Structure. Processes*, 8th. Ed., Boston, Irwin, pp. 267-268.
- Harem, H. (2014). *Organizational Behavior: The behavior of individuals and groups in business organizations* AL-Hamid Publishing House.
- Kahlout, I., and Kahlout, N. (2016) **Painful pressures Lesson Yeaned its relationship The performance of technology teachers at the upper basic stage**, A study presented to the first conference at Al-Aqsa University in Gaza, "The Palestinian Curricula, Reality and Aspirations".
- Lutfi, R. (2020). Towards a comprehensive framework for explaining work stress and how to confront it, *Public Administration*, (75), pp. 205-240.
- Maher, A. (2018): **Organizational Behavior: An Introduction to Skills Building** Alexandria, Modern Arab Office.
- Mansour, T., Al-Beblawi, V. (2019). List of psychological stresses for teachers - Instruction booklet - Anglo Egyptian Library, p. 5, 8.
- Maslach, D., Jackson, C. (2018): The measurement of experiences burnout. *Journal of Occupational Behavior*, Vol.2, pp. 99-113
- Mc Graph. J. (2017): *Social and psychological factors in stress* N.Y.Holt, Rinehart and Winston, p.211
- Metwally, A.(2020).**Psychological stress and its relationship to sex, duration of experience and some personality traits of a teacher Primary stage**, *The Egyptian Journal of Psychological Studies,AngloEgyptian,Cairo,10(26)*, 125-153.
- Okebukola, P & Jegede, O. (2019): Determinants of Occupational Stress among Teachers in Nigeria. *Educational Studies*, 15, 23-36PMID: 2926704 [PubMed - indexed for MEDLINE.
- Rababa, E. M., & AL-Momani, M. O. (2022). EDUCATIONAL AND PSYCHOLOGICAL COUNSELING AND ITS ROLE IN ACHIEVING THE AIMS OF THE EDUCATIONAL PROCESS: AN ANALYTICAL STUDY. *Jurnal Penelitian Humaniora*, 23(2), 115–128. <http://doi.org/10.23917/humaniora.v23i2.17383>
- Rababa, E. M. ., & AL-Momani, M. O. . (2022). The Level of Psychological Burnout of Vocational Education Teachers Compared to Ordinary Teachers in Jordan. *Issues and Ideas in Education*, 9(2), 113–119. <https://doi.org/10.15415/iee.2021.92011>
- Saadat,K.(2015). **Professional teacher pressure**, newspaper The island, The first Saudi newspaper Issued on world wide web, the number:11914, Thursday12-05-2015 .
- Selye, H. (2019) *Stress without Distress*. Philadelphia Loppin cott. P.25.
- Thabet, N. (2013). Work pressures and their relationship to the trend towards the teaching profession among teachers in the governorates of Gaza, an unpublished master's thesis, Al-Azhar University, Gaza, Palestine.