Occupational stress and its relationship to mental health among teacher (a field study on a sample of primary school teachers)

Ahmed Cheurfi
-University of Ahmed Zabana Relizane (Algeria),
Email ahmed.charfi@yahoo.com
Corresponding author: ahmed.charfi@yahoo.com

Received: 21/08/2025; Accepted: 25/04/2026; Published: 16/05/2026

Abstract:
This study examined occupational stress and its relationship to mental health among teachers—a field study conducted on a sample of elementary school teachers.
We achieved this through the following:
- Examining the relationship between occupational stress and mental health among elementary school teachers.
- Examining differences in occupational stress by gender among elementary school teachers.
- Examining differences in mental health by age among elementary school teachers.
The study targeted a sample of 40 teachers in the province of Relizane, including 9 males and 31 females. The study revealed the following results:
There is a statistically significant inverse correlation between occupational stress and mental health among primary school teachers.
There are no statistically significant differences in occupational stress when controlling for gender among primary school teachers.
There are no statistically significant differences in mental health when controlling for age among primary school teachers.
Keywords: occupational stress, mental health, teachers, age, gender.

Introduction:

In line with developments in modern societies and rapid global changes, People consider the teaching profession one of the most vital and demanding fields, directly influencing individual and societal life trajectories. Teachers at various educational stages and academic levels face numerous challenges ranging from psychological, social, and professional pressures, which necessitates a deep understanding of the nature of these pressures and their impact on individuals and the educational system as a whole.

Professional stress is a critical topic that occupies the minds and concerns of psychologists, sociologists, physicians, educators, and others due to its impact on the health and psychological well-being of teachers in particular. Students Bakhti Khadija and Haba Allah Halima revealed this in their study entitled "Occupational Stress and Its Relationship to Mental Health Among Elementary School Teachers", which was based on a sample of 70 teachers in the province of Adrar, including 44 males (62%) and 26 females (37%) from various elementary schools. The researchers applied the Professional Stress Scale for Teachers, adapted by Mansouri Mustafa to the Algerian context in 2010. They also applied the modified Mental Health Scale, Abu Hein

adapted and standardised this for the Palestinian context; this was done by calculating the reliability of Abu Hein's scale. The researchers concluded that there is an inverse relationship between the total score for occupational stress and the total score for mental health, with correlations observed in some dimensions. (Bakhti & Ha Ba Allah, 2018)

Another previous study conducted by students "Amina Aribi and Yamina Bita" titled "Occupational stress and Its Impact on Job Performance: A Field Study of a Sample of Workers at the Saudi University Residence," utilised a descriptive approach. I use a questionnaire as a data collection tool in the field, and the sample selectees randomly. The study concluded that workload affects the ability of university dormitory workers to perform their duties accurately and thoroughly; and that a lack of communication between workers and management affects the job performance of university dormitory workers (Arabi & Bita, 2022)

In addition, a study finds that Psychological Stress and Its Relationship to Gender and the Duration of Experience: A Preliminary Study. This study aimed to identify certain personality traits among male and female teachers.The study aimed to identify differences in psychological stress among male and female primary school teachers based on gender. The sample consisted of 240 primary school teachers, including some female teachers from schools. The results of the study showed statistically significant differences between male and female teachers in terms of psychological stress; they tend toward neurosis and a departure from mental health, and they feel tension, irritability, doubt, and hesitation, as well as feelings of inadequacy and incompetence in performing their duties, and their relationships with their superiors and colleagues are negative. (Metwally, 2000)

Research Problem:

In spite of the fundamental importance of the teaching profession, elementary school teachers in particular find themselves directly confronted with professional demands that go beyond the mere transfer of knowledge to include complex educational and psychological roles. In this context, (Hussein & Hussein , 2004) argue that the pressures of the teaching profession stem from the multitude of roles placed on the teacher, where the imbalance between professional demands and personal capacities leads to psychological exhaustion that negatively affects performance effectiveness and emotional stability.

This problem exacerbated when the coping strategies adopted by the teacher are incompatible with the severity of the stressful situations. (Meknassi & Kaddour, 2025) Emphasise that the effectiveness of coping with stress depends largely on the alignment of the strategy used with the characteristics of the situation; while "problem-solving" strategies contribute to reducing stress levels, overreliance on "emotion-focused" strategies may lead to a decline in overall psychological well-being. Consequently, the teacher's mental health emerges as a critical variable that the level of perceived stress influences directly or inversely. Individual differences related to age and gender may play a mediating role in how these stresses are perceived and managed, making it necessary to examine this relationship within the Algerian educational environment to determine the extent to which these demographic variables influence teachers' psychological well-being. Based on the foregoing, the research problem crystallizes in an attempt to uncover the nature of the association between occupational stress and mental health, which leads us to pose the following questions:

Question:

Is there a relationship between occupational stress and mental health among elementary school teachers?

Sub-questions:

- Are there statistically significant differences in job stress by gender?
- Are there statistically significant differences in mental health attributable to the gender variable?
- Are there statistically significant differences in mental health attributable to the age variable?

2. Research Hypotheses:

— There is a relationship between job stress and mental health among elementary school teachers.

— There are statistically significant differences in job stress based on gender.

— There are statistically significant differences in mental health attributable to the gender variable.

— There are statistically significant differences in mental health attributable to the age variable.

3. Study Objectives:

- To determine whether there is a relationship between job stress and mental health among elementary school teachers.
- To determine whether there are statistically significant differences in job stress by gender among elementary school teachers.
- To determine whether there are statistically significant differences in mental health by gender and age among elementary school teachers.

4. Significance of the Study:

The significance of this research stems from the importance of the topic it addresses, namely occupational stress and its relationship to mental health among elementary school teachers, as teaching holds a prominent and important position in all societies and requires its practitioners (primary school teachers) to undertake difficult and complex tasks and responsibilities. The aim is to uncover this phenomenon and mitigate its negative effects, so that teachers can maintain good mental health and improve their job performance—specifically, delivering lessons to students to the best of their ability without becoming exhausted or dissatisfied with their profession.

5. Reasons for Choosing the Topic:

Personal reasons: Several reasons drove my choice of this topic, which I summarize as follows:

- Understanding the psychological pressures faced by teachers
- The frequent complaints of some teachers regarding the pressures of the teaching profession.
- Understanding the negative effects of psychological stress on teachers
- Role conflict and role ambiguity among teachers in the school environment.

- Procedure:

- Occupational stress:

These are the scores obtained by the sample participants on the occupational stress scale.

- Mental health:

This is the total score obtained by the sample participants on the mental health scale.

- Teacher: A person who holds a university degree and teaches at the elementary school level.

1- Field Study:

1-1- Exploratory Study:

The exploratory study serves as the preparatory step for the main study; it consists of the procedures the researcher undertakes during the research to gain an objective understanding of the study's context and requirements.

- The objective of the exploratory study:

- To control the study variables, practice applying the instruments, examine and standardize some of their psychometric properties, and ensure their validity and reliability so that they are ready for use in the main study.
- To identify shortcomings in the procedures for applying the instruments used in the study and the possibility of modifying them.
- To determine the time required for the main study.
- To verify statistical methods by applying them to data analysis and practicing their use.
- To familiarize oneself with the study population, its characteristics, and to build rapport with it.
- We aimed to identify potential obstacles and difficulties that we may encounter during the implementation of the main study.

-Research Methodology:

The researcher's adoption of a research methodology is an essential part of the study. In order to achieve the study's objectives and address its hypotheses in a precise, systematic manner appropriate to the nature of the study. Accordingly, since the current study aims to examine the relationship between occupational stress and mental health among elementary school teachers, the descriptive approach adopted, as it is the most suitable for this study.

03- Study Sample:

The study population refers to all individuals to whom the researcher seeks to generalize the results of the study.

The original population consists of elementary school teachers.

Description of the exploratory study sample:

The exploratory study conducted on a sample of 30 elementary school teachers during the 2025/2026 academic year, who selected using simple random sampling. The following tables illustrate the distribution of the sample members.

Table No. (01) The characteristics of the survey sample by gender.

Variable	Category	Evaluation	
		Frequency	Percentage
Gender	Male	8	% 26.7
	Female	22	% 73.3
Total		30	%100

We observe from the table that the number of males was eight, representing 26.7% as for the number of females, it was Twenty-two, representing 73.3% of the survey sample.

Table No. (02) Shows the characteristics of the survey sample by age.

Variable	Category	Value	
		Frequency	Percentage
Age	20 to 30 years	4	% 13.3
	30 to 40 years	21	% 70
	Over 40 years	5	%16.7
	Total	30	%100

We observe from the table that the number in the 20–30 age group was 4, representing 13.3%
As for the 30 to 40 age group, the number is 21, representing 70%
As for the over-40 age group, the number is 5, representing 16.7% of the survey sample

- Research Instruments:

The data collection instrument is a questionnaire, defined as "a systematic survey tool consisting of a series of organised steps that begin with identifying the required data and end with the collection of completed forms."

Accordingly, this study utilised a questionnaire, specifically: Occupational Stress Scale and Mental Health Scale.

5- Psychometric Properties of the Study Tools:

Validity and reliability are fundamental properties that give the tool the validity to measure the phenomenon under study.

The Occupational Stress Scale, adapted for the Algerian context by (Zebidi & Bouchallaleg, 2024), standardized to measure teacher stress levels, and the researcher formulated the current version based on these metrics. The tool developed for the Algerian environment as detailed in the Journal of Human and Social Studies.

The following is a presentation of the methods used to calculate the validity and reliability of the tool used in our current research:

- Occupational Stress Scale:

No	Items	Always (1)	Sometimes (2)	Never (3)
1	I feel exhausted and tired while doing my job			
2	I perform more than one task at a time			
3	The workload does not give me the opportunity to rest fully			
4	I receive orders from more than one supervisor			
5	Management provides me with support to do my job			
6	I suffer from a lack of space in the workplace			
7	Office space is not adequate for the number of employees			

8	Communication with management is open			
9	My supervisor treats me with respect and appreciation			
10	I am mistreated by my supervisor			
11	Conflicts of interest among supervisors cause me stress			
12	My workplace is uncomfortable			

Validity: The validity of the questionnaire refers to the extent to which the questionnaire's items measure what they were designed to measure.

To calculate the validity of the scale, the following method used:

A. Face Validity (Expert Validity):

To ensure scientific validity, the questionnaire underwent face validity assessment by reviewed by nine experts in psychology, measurement. The reviewers confirmed that the items accurately represented their respective themes and provided suggestions for modifying and rephrasing certain items, resulting in a final version of the instrument comprising (12) items suitable for field application.

B. Item-total validity: Validity calculated using the item-total method to test the scale's ability to identify the differences between the high and low groups in the trait. In the pilot sample, scores ordered from highest to lowest, and the top 33% and bottom 33% identified. I calculated the arithmetic mean and standard deviation for the upper and lower groups, then determined the t-value and applied the t-test for two equal samples. The following table presents the results.

Table No. (03) Shows the results of the calculation of the scale's terminal validity among the individuals in the exploratory study sample (n = 30):

Group value	Number	Arithmetic Mean	Standard Deviation	t-value	D.F	Sig.	Significance Level
Upper Group	9	33.66	1.41	2.68	16	0.00	0.01
Lower Group	9	26.33	3.20				

From the results shown in the table, we observe that the arithmetic mean for the upper category is (33.66) with a standard deviation of (1.41)

While the arithmetic mean for the lower category is (26.33) with a standard deviation of (3.20) and a calculated t-value of

(2.68), with a degree of freedom estimated at (16) and a sig value of (0.00) , it was observed that there were statistically significant differences at the 0.01 significance level.

Thus, the questionnaire considered to have a high degree of reliability and applied in the main study.

B. Validity:

The reliability steps conducted on the same pilot sample using Cronbach's alpha, which relies on the correlation between items within the test; the more homogeneous the items are, the

higher the consistency among them.I present the Cronbach's alpha results in the following table.

Table No. (04) Shows the Cronbach's Alpha coefficients for the scale.

Variable	Number of Items	Cronbach's Alpha
Occupational Stress	12	0.71

We can see from the table that the reliability coefficient is 0.71, which is greater than 0.70; therefore, the items are considered reliable. Accordingly, the scale validated.

C. Reliability—Reliability tests conducted on the same pilot sample using split-half analysis, as shown in the following table:

Table No. (05): To measure the scale's reliability, both split-half analysis and correlation coefficients used.

Variable	Correlation Coefficient (Before Adjustment)	Correlation Coefficient (After Adjustment)	Significance Level
Occupational Stress	0.43	0.60	Significant at 0.01

We observe from the table that the correlation coefficient before adjustment using Pearson's correlation coefficient estimated at (0.43) and the correlation coefficient after adjustment using the Spearman-Brown coefficient estimated at (0.60) which is significant at the 0.01 level. Therefore, it concluded that the questionnaire is reliable.

- Mental Health Scale:

No	Items	Always (1)	Sometimes (2)	Never (3)
1	I feel capable of solving my problems			
2	I feel like I have mental health problems			
3	I feel satisfied with myself			
4	I feel afraid of strangers			
5	I have completely lost God in my personal life			
6	I feel that others accept me			
7	I feel comfortable when I see others happy			
8	I feel anxious about my future			
9	Life is full of stress			
10	I feel afraid for no reason			
11	I have been suffering from insomnia for a while			
12	I feel safe when I am with others			
13	People consider me nervous			
14	I feel that people usually misunderstand my behavior			
15	I feel sad			
16	Recurring frustration makes my life feel meaningless			

17	I feel hopeless when I encounter any problem			
18	I feel weak			
19	I feel that true happiness does not exist in my life			

1.5 — Validity: The validity of the questionnaire refers to the extent to which the questionnaire's questions measure what they were designed to measure.

To calculate the validity of the scale, the following method used:

A . Apparent validity (validation by arbitrators):

Based on a review of existing scales designed to measure mental health among workers and teachers, and drawing on relevant educational and psychological literature, the study instrument developed and subjected to face validity procedures (inter-rater reliability). To ensure the scientific validity of the instrument, the questionnaire in its preliminary form presented to a committee of experts consisting of nine reviewers specializing in the fields of psychology, measurement and evaluation, and instructional techniques. The reviewers unanimously agreed that the items adequately represented their respective themes, while providing detailed feedback to refine the wording of certain statements; based on their suggestions, the instrument revised to settle on its final version consisting of 19 items ready for field application.

B. Parallel-forms validity: Validity calculated using the parallel-forms method to test the scale's ability to distinguish between the high and low groups in the trait within the survey sample. Scores were ranked from high to low, and the proportion of the top 33% and the bottom 33% was taken, The arithmetic mean and standard deviation for the high and low groups were calculated, followed by the calculation of the t-value and the application of the t-test for two equal samples. I show the detailed results in the table below:

Table No. (06) The results of the calculation of the scale's end-point validity among the members of the exploratory study sample (n = 30):

Group	Number	Arithmetic Mean	Standard Deviation	t-value	D.F	Sig.	Significance Level
Upper Group	9	114.22	7.75	7.64	16	0.00	0.01
Lower Group	9	87.88	6.82				

From the results shown in the table, we observe that the arithmetic mean for the upper group is (114.22) with a standard deviation of (7.75)

, while the arithmetic mean for the lowest category is (87.88) with a standard deviation of (6.82) and a calculated t-value of (7.64), with a degree of freedom estimated at (16) and a sig value of (0.00) , it was observed that there are statistically significant differences at the 0.01 significance level. Thus, the questionnaire considered to have a high degree of reliability and applied in the main study.

C. Reliability

Reliability tests conducted on the same pilot sample using Cronbach's alpha, which based on the correlation between items within the test; the more homogeneous the items are, the higher the consistency among them. The results of Cronbach's alpha reliability shown in the following table.

Table No. (07) The Cronbach's alpha coefficient for the scale.

Variable	Number of Items	Cronbach's Alpha
Mental Health	19	0.76

We can see from the table that the reliability coefficient is 0.76, which is greater than 0.70; therefore, the items are considered reliable. Accordingly, the scale validated.

C. Reliability—Reliability tests conducted on the same pilot sample using split-half analysis, as shown in the following table:

Table No. (08): To measure the scale's reliability, the split-half method and the correlation coefficient

Variable	Correlation Coefficient (Before Adjustment)	Correlation Coefficient (After Adjustment)	Significance Level
Mental Health	0.66	0.80	Significant at 0.01

As shown in the table, the correlation coefficient before adjustment using Pearson's correlation coefficient estimated at 0.66, and the correlation coefficient after adjustment using Spearman-Brown is correlation coefficient at 0.80, which is significant at the 0.01 level. Therefore, it concluded that the questionnaire is reliable.

2- Base Study:

Verification of the psychometric properties (validity and reliability) of the instrument, as part of the pilot study procedures, allowed for the continuation of the main study and the application of the instrument to the study population, in accordance with systematic and practical steps and stages.

-The Basic Study Sample:

I carried out the basic study on a sample of 40 elementary school teachers during the 2025/2026 academic year. I recruited them using simple random sampling. The following tables display the distribution and characteristics of the main study sample.

Table No. (09) Shows the characteristics of the primary study sample by gender.

Variable	Category	Evaluation	
		Frequency	Percentage
Gender	Male	9	% 22.5
	Female	31	% 77.5
Total		40	%100

We observe from the table that the number of males was (9), representing 22.5% as for the number of females, it was (31), representing 77.5% of the primary sample size

Table No. (10) The characteristics of the primary study sample by age.

Variable	Category	Value	
		Frequency	Percentage
Age	20 to 30 years	7	% 17.5
	30 to 40 years	28	% 70
	Over 40 years	5	% 12.5
	Total	40	%100

As presented in the table, I observed that the 30–40 age group formed the largest segment of the sample, with 28 respondents (70%). The 20–30 age group followed with seven participants (17.5%), while I identified five respondents (12.5%) in the over-40 age group.

-Statistical methods used in the primary study:

To process the data obtained from the primary study, the following statistical methods were:

- Pearson's correlation coefficient to determine the relationship
- Arithmetic mean
- Standard deviation
- Pearson's correlation coefficient to calculate stability through half-split
- T-test to examine differences
- Frequency and percentages (to describe the sample)

Statistical analysis performed using the Statistical Package for the Social Sciences (SPSS) Version 20

1. Presentation and discussion of the results of the first hypothesis: The first hypothesis states the following:

- There is a relationship between occupational stress and mental health among elementary school teachers:

Table No. (11) Show the relationship between occupational stress and mental health among elementary school teachers.

Study Variables	Number of Sample	Correlation Coefficient	p-value	Significance Level
occupational stress and mental health	**40**	**0.30**	**0.059**	Not significant

We observe from the table that the sample size was 40, the Pearson correlation coefficient was 0.30, and the significance level was 0.059. Therefore, it is not significant at the 0.01 significance level, indicating no relationship between occupational stress and mental health among the sample participants. Consequently, we reject the research hypothesis and replace it with the alternative hypothesis, which states that there is no relationship between occupational stress and mental health among elementary school teachers.

I attribute the lack of a significant correlation between occupational stress and mental health to the potential psychological resilience or effective coping mechanisms possessed by the teachers in the sample. Despite the presence of workplace stressors, these teachers appear capable of

separating professional burdens from their overall mental stability. Furthermore, this result may suggest that the encountered stress levels remain within an 'ordinary' range and have not yet reached the stage of psychological burnout, which typically triggers a direct decline in mental health.

The results of the current study showed no statistically significant correlation between occupational stress and mental health among elementary school teachers. Although this finding contradicts much of the classical literature, it is consistent with the findings of (Anand, 1979), who demonstrated in his study that there is no significant relationship between psychological stress and other psychological and occupational variables such as teacher satisfaction and experience (Metwally, 2000, p. 121)

It also partially aligns with the findings of Holy (1986), who noted the absence of a statistically significant relationship between perceived stress and indicators of professional and psychological adjustment. This result explained by the fact that, over time, elementary school teachers have developed a kind of “coping mechanism” or “psychological resilience” that makes their psychological well-being independent of daily work stress.

It may also be due to the presence of mediating variables not addressed by the current study, such as social support or personality traits like “internal locus of control,” as (Milhem, 1992) indicate that teachers with an internal locus of control are more resilient to stressful situations and they do not directly affect their mental health.

2. Presentation and Discussion of the Results of the Second Hypothesis: The second hypothesis states the following:

There are statistically significant differences in occupational stress among elementary school teachers attributable to the gender variable.

After statistically analysing the results of this hypothesis using the t-test to estimate the differences between the means in the following table:

Table No. (12) The significance of differences among the study sample members according to the gender variable.

Variable	Gender	Sample	Arithmetic Mean	Standard Deviation	D.F	t-value	Sig.	Significance Level
occupational stress	Male	9	31.00	2.44	38	1.71	0.09	0.05
	Female	31	28.90	3.41				

I found that the number of males was nine, with an **M** of 31.00 and an **SD** of 2.44, while the number of females was 31, with an **M** of 28.90 and an **SD** of 3.41. At a degree of freedom of 38, **I calculated** a **T-value** of 1.71. **I also noted** that the **Sig** value was 0.09; at a significance level of 0.05, this is not statistically significant, which indicates that the data does **not support** the hypothesis. Therefore, we reject the alternative hypothesis and accept the null hypothesis,

which states that there **are no statistically significant differences in occupational stress attributable to gender among elementary school teachers.**

I ascribe the absence of statistically significant differences between males and females to the uniformity of professional conditions. Both genders operate within the same school environment and face identical challenges, such as curriculum demands, classroom overcrowding, and interactions with students and parents. Since the administrative and pedagogical burdens standardise across the teaching profession, the perceived occupational stress remains similar regardless of the teacher's gender, making professional variables more influential than biological or social ones.

3. Presentation and Discussion of the Results of the Third Hypothesis: The third hypothesis states the following:

There are statistically significant differences in occupational stress among elementary school teachers attributable to the age variable.

To verify the validity of this hypothesis, we relied on the ANOVA test to analyze the variance, as presented in the following table:

Table No. (13) The significance of differences among study sample participants according to the age variable.

Variable	Source of Variation	Sum of Squares	D.F	Mean Square	F-value	Significance Level
Age	Between Groups	39.06	2	19.53	1.55	0.05
	Within groups	464.90	37	12.56		
	Total	503.97	39	/		

The table shows that the sum of squares between groups was estimated at (39.061) and the mean square was estimated at (19.53) at a degree of freedom (2). Within the groups, the sum of squares at (464.90) and the mean of squares at (12.56) with a degree of freedom of (37). Thus, the total sum of squares is (503.97) with a degree of freedom of (39). Consequently, the F-value (1.55), the results statistically non-significant; thus, I reject the hypothesis.

Therefore, we reject the alternative hypothesis and accept the null hypothesis, which states that **there are no statistically significant differences in occupational stress among elementary school teachers attributable to the age variable.**

I interpret the lack of differences across age groups by the fact that occupational stress in elementary education is structural, stemming from the nature of the profession itself rather than the teacher's age. While younger teachers might struggle with a lack of classroom management experience, older teachers may face physical fatigue or challenges in keeping pace with educational technology. This balance of qualitative challenges leads to a convergent perception of stress across all age categories, as everyone encounters the same daily temporal and pedagogical pressures.

This finding is consistent with the results of (Fenta, 2023) study, which confirmed the absence of statistically significant differences in levels of psychological stress attributable to the variables of gender and age; this reinforces the research perspective that the perception of stress

is independent of raw demographic factors. Applied to the context of the current study, this suggests that the nature of professional challenges in elementary education imposes itself on teachers as an objectively stressful environment, regardless of their age groups or stages of life.

4. Presentation and Discussion of the Results of the Fourth Hypothesis: The fourth hypothesis states the following:

There are statistically significant differences in the mental health of elementary school teachers attributable to the gender variable.

Table No. (14) The significance of the differences among the study sample participants according to the gender variable.

Variable	Gender	Sample		Arithmetic Mean	Standard Deviation	D.F	t-value	Sig.	Significance Level
mental health	Male	9		41.33	3.42	38	0.34	0.73	0.05
	Female	31		40.80	4.23				

Table 14 presents the results of the t-test to determine whether there are significant differences in mental health levels based on gender; males (n=9) recorded a mean score of 41.33 and a standard deviation of 3.42, while females (n=31) recorded a mean of 40.80 and a standard deviation of 4.23. The results indicate that the calculated t-value was 0.34 with a significance level of 0.73, which is greater than the accepted significance level of 0.05, **confirming the absence of statistically significant differences between the genders.**

The researcher attributes this result to the fact that mental health in the educational environment influenced by objective working conditions and the uniform professional standards to which both male and female teachers are subject. This finding is consistent with the conclusions of a study by (Abdelfattah, 1999), which indicated that male and female teachers face equal pressures and guidance needs. This reinforces the conclusion that the challenges of the primary education profession and the regulatory and legislative environment impose equal pressures

requiring similar coping mechanisms, making professional and institutional variables more decisive for mental health than biological or social variables associated with gender.

5. Presentation and Discussion of the Results of the Fifth Hypothesis: The fifth hypothesis states the following:

There are statistically significant differences in the mental health of elementary school teachers attributable to the age variable.

To verify the validity of this hypothesis, we relied on the ANOVA test to analyse the variance.

Table No. (15) The significance of differences among study sample according to the age variable.

Variable	Source of Variation	Sum of Squares	D.F	Mean Square	F-value	Significance Level
Age	Between Groups	467.43	2	233.72	2.26	0.05
	Within groups	3816.33	37	103.14		
	Total	4283.77	39	/		

The table shows that the sum of squares between groups at (467.43) and the mean square at (233.72) with a degree of freedom (2). As for within groups, the sum of squares was estimated at (3816.33) and the mean of squares at (103.14) with a degree of freedom (37). Thus, the total sum of squares is (4283.77) with a degrees of freedom of (39). Consequently, the F-value at (2.26), I found that this value lacks statistical significance, meaning the data does not support the hypothesis. Consequently, I reject the alternative hypothesis and accept the null hypothesis, which states **that no statistically significant differences exist in the mental health of elementary school teachers attributable to the age variable.**

I ascribe the absence of age-related differences in mental health to the nature of the teaching profession, which built on an 'educational mission' that provides psychological balance regardless of age. Furthermore, the accumulated experience of older teachers compensates for physical challenges, while the enthusiasm of younger teachers balances their lack of experience, leading to convergent levels of overall mental health

This result is consistent with the study by (Hamed, 1993), which demonstrated that stress levels do not vary with years of experience.and the study by (Al-Masaeed, 1993), whose results did not reveal significant differences attributable to the age variable. This confirms that teachers' mental health and occupational stress linked to the nature of the shared educational.

environment and its objective challenges, rather than to chronological age or cumulative experience.

Conclusion:

The hypotheses tests after being analysed using the most appropriate statistical method, my analysis revealed the following results:

- There is no relationship between occupational stress and mental health among elementary school teachers.
- There are no statistically significant differences in occupational stress among elementary school teachers attributable to gender.
- There are no statistically significant differences in Occupational stress among elementary school teachers attributable to age.
- There are no statistically significant differences in mental health among elementary school teachers attributable to the gender variable.
- There are no statistically significant differences in mental health among elementary school teachers attributable to the age variable.

Références

Abdelfattah, Y. M. (1999). Psychological stress among teachers and their counseling needs. *Journal of the Educational Research Center, Qatar University, 8*(15), 195-227.

Al-Masaeed, f. a. (1993). Sources of psychological stress among teachers of public primary and secondary schools. [Unpublished master's thesis]. An-Najah National University, Nablus, Palestine.

Anand, S. P. (1979). Job satisfaction vs. extraversion and neuroticism. *Indian Educational Review,Dis.Abs.Int, 62*(6), 1236.

Arabi , A., & Bita, Y. (2022). Occupational Stress and Its Impact on Job Performance: A Field Study of a Sample of Workers at the Saudi Bashir University Residence. University of el-oued.

Bakhti, K., & Ha Ba Allah, H. (2018). Occupational Stress and Its Relationship to Mental Health Among Elementary School Teachers in Adrar Province. adrar: University of Adrar .

Fenta, m. a. (2023). The relationship between psychological stress and some demographic variables among postgraduate students at the Faculty of Education, El-Mergib University. *Journal of Academic Research (Humanities), El-Mergib University*(25), 89-105.

Hamed, H. Y. (1993). Teachers' Stress Levels and Their Relationship to Psychological Well-Being and Certain Demographic Variables. *Egyptian Journal of Psychological Studies, 4*(24).

Hussein , A.-A. T., & Hussein , A.-A. S. (2004). *Strategies for Managing Educational and Psychological Stress.* Amman: Dar Al-Ulum for Investigation, Printing, and Publishing.

Meknassi, M., & Kaddour, K. (2025). Strategies for Coping with Psychological Stress: Concept and Classification. *The Journal of the Researcher in Humanities and Social Sciences, 16*(1), 120-139.

Metwally, A. I. (2000, April). Psychological stress and its relationship to sex and the duration of experience and certain personality traits among my elementary school. *The Egyptian Journal of Psychological Studies, 10*(26), 117-160.

Milhem, s. m. (1992). Teachers' stress: A proposed program to improve teachers' performance levels at work. *Educational Studies, Modern Education Association, 8*(48), 127-182.

Zebidi, m., & Bouchallaleg, n. (2024). Standardizing the Occupational Stress Scale for Teachers (STJSS) in the Algerian Environment. *Journal of Human and Social Studies, 16*(1), 299-316.