

Teacher Stress on a Sample of Moroccan Educators

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Abstract

Life is stressful, and it is experienced through many daily realms: families, friendships, school, and work. Due to the commonality of stress as a theme, many professionals have studied it. Specifically, certain researchers have focused their attention on stress in the education profession. These studies indicate that students, work resources, and school organizations seem to be major contributors within teacher stress. This project looks at the universalities of stress for educators. To do so, this paper looks at a particular population of eight teachers in Morocco via a qualitative survey addressing the following questions: “To what extent do Moroccan educators feel overwhelmed with stress? What makes Moroccan educators stressed?”, “To what extent do Moroccan teachers leave their profession because of teacher stress? What effect does stress have on Moroccan teachers?”, and “To what extent do Moroccan’s utilize coping mechanisms to handle teacher stress? What makes Moroccan educators stressed?”. The respondents indicated that they are stressed through their education profession, to the point that some are considering leaving their career. The participants suggest that the factors that cause them stress are the size of the school, the lack of administration, the style of the school, the location of the school, the students, and the parents. In order to manage their stress, the respondents ranked their coping strategies. The implications of this study invite conversations about the potential of universality of stress, the potential experiences of stress, and possibilities for managing professional stress in education.

Keywords: teacher stress, Morocco, stress factors, teaching, coping strategies

Chapter 1: Introduction

Unprecedented levels of teacher stress due to high demands placed upon educators greatly impact student achievement, as well as affect the culture and sense of community in today's United States' classrooms. To gain a better understanding of teacher stress, I surveyed Moroccan teachers over eight weeks.

My college friends always wonder and ask why I am the way that I am. The reason I value the things I value, the reason I say what I say, and the reason I act the way I act, is because of Wayland Academy, the private high school I attended in Beaver Dam, WI. Students in Wayland's recruitment video state that this school challenges you and helps you through these challenges. Wayland allows for personal connections with the teachers that know who you are as a person, not just as a student. The teachers not only teach, but they also mentor the students and genuinely care about the them and want them to learn. Wayland is life changing because of the teachers.

My teachers at Wayland were able to give me this support without me ever recognizing that they were stressed. As a student, my peers and I were focused on our academics, so we did not see the behind the scenes of our school, which consisted greatly of teacher stress. I have a unique perspective on this, though, because my grandmother is an elementary school teacher in a small, rural town in Wisconsin. I am able, therefore, to see stress affect teachers through two different lenses: one as an oblivious student, and the other as a granddaughter watching it affect a person as a grandmother and in her personal life.

Each day my grandmother has to send a student to the principal's office because they are misbehaving. Weekly she has to call parents who are not following through with supporting their

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child's academic progress. Monthly she has to attend administrative meetings to try and voice her unheard opinion on how to implement reading techniques into the classroom that she spent eight years becoming knowledgeable in. She enters the school year hopeful that her relationship with administrators and other faculty members will be stronger than the previous year. "Twenty years ago, I felt like I was making a difference, but now, honey, I just feel so helpless and like I am not making any impact."

Due to my grandmother's stress at work, I notice her morale changing. She carries herself through these difficult days with grace and poise despite being emotionally stressed by her work. My grandmother cherishes the relationships that she has in her life, so she does not want them to be affected. She cares so much, but does not believe that she is giving what she wants to give, as my Wayland teachers have done for me. Her students do not see this however; only me as her granddaughter notices the prominence that stress has on her.

As a future educator, I am determined to not allow professional stressors to affect my relationships, and I am motivated to provide students with the support and guidance that my Wayland teachers provided me with. I notice that these emotions that my grandmother has experienced are shared throughout other teachers in the United States. Do teachers experience this stress globally? If we only focused on the present, as is the cultural trend in Morocco, would teachers be as stressed? Would a future educator and current educator in Morocco have a similar conversation that my grandmother and I had? These questions lead me to conduct research in Morocco on teacher stress.

As enrollment in teacher education programs plummets, we as a nation should analyze how teacher stress impacts the lives of our educators and their students. Recent studies show a

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35% reduction in applicants to teacher education programs; additionally, there is a present surge of retirees as Baby Boomers enter the retirement age range (Brown, 2016).

Historically, teachers have had the respect and support of families. However, it is now more common for parents to challenge educators and strongly advocate for their child without taking into consideration the complexity of today's classrooms and the demands on educators. Administrations must strike the balance and help resolve situations where parents place unreasonable demands on educators, while protecting the integrity and well-being of the child, the classroom community, and the teacher's sanity. Unfortunately, administrations do not always provide teachers with this support, so these teachers have less independence and are provided with fewer planning hours.

As educators face dwindling budgets and their stress levels increase, many teachers begin to leave the field. When burnout rates increase the connection that teachers have with a community disintegrates. High turnover rates prevent students from connecting with their teachers. If teachers stay in the school where they were stressed, however, it is no better for the students. The teachers then lack motivation and engagement in their classroom, which has been proven to lower literacy rates. Clearly, students and teachers are negatively impacted by teacher stress.

School districts are promoting mental health coping mechanisms in order to reduce the effects of stress. Teachers are participating in interventions to improve their well-being through mindfulness techniques and other stress-less workshops. This is a step in the correct direction; however, there is still a significant amount of research that must be conducted on this subject in order to make teacher stress less prevalent within the education system.

Chapter 2: Literature Review

Presence of Stress:

Although stress has always been present in education, many surveys have strongly suggested that teacher stress is increasing throughout schools. Since 1985, the percentage of teachers reporting a feeling of great stress several days a week has increased from 36% to 51% in 2012 (MetLife, 2013). This survey shows that teacher stress has increased by a whole 15% in only 30 years. Gallup's (2014) 2013 survey supports this fact with their results stating that nearly half of K-12 teachers, at 46%, report their job as highly stressful. Approximately half of the teacher population is feeling significantly stressed many days out of the week. Not only does teacher stress appear to be rising in America, but as Kyriacou (2001) states, it is happening globally. With teacher stress rates increasing, this area in the education field has become a prominent topic for research.

Sources of Stress

The potential reasons that stress is so prominent within schools and specifically with teachers are generalized into three categories: the students, work resources, and school organizations.

Students.

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Students tend to cause teacher stress because teachers must manage student behavior and address their parents.

The largest challenge that teachers state that they face within schools is student misbehavior, based off the U.S. survey conducted in 2015 by Center on Education Policy (2016). Teacher stress levels indicate how many challenging students a teacher has and the negative relationships that these students have with their teacher (Yoon, 2002). Work stress and student misbehavior have correlated positively (Geving, 2007). Student behavior can also involve the students' motivation towards school. This issue is seen all around the world, as research in Hong Kong and Morocco support this (Pang, 2012; Benmansour, 1998).

The parents are very stressful to teachers as well. Parker-Pope (2008) states that parents affect the teachers' stress levels and their satisfaction with their job. When parents become unsatisfied, overprotective, neglectful, or excessively worried, they often contribute to teacher stress. The stress from parents is said to have a major impact on overall teacher stress (Prakke, 2007).

Work resources.

Work resource stressors consist of lack of recognition, lack of independence, and poor working conditions.

Teachers put in the hours and the dedication to their profession; however, teachers often do not have an empowering status. Their pay does not represent the years of schooling and the time commitment that these educators have dedicated themselves towards. Allegretto and

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Mishell found that United States public school teachers' wages were 17% lower than "comparable college-educated professionals" in 2015 (as cited in Stauss, 2016).

Teachers are beginning to voice their opinion about not having independence within their own classroom. Rather than teaching the content that they feel is important to their students, teachers often find themselves teaching to the test by covering content that they know will be on the standardized exams (Gallup, 2014). When teachers begin to teach to the test their motivation towards their career dissipate. A European study concluded that when people have more control over their job, emotional exhaustion, depersonalization, personal accomplishment, somatic complaints, and job satisfaction, are all impacted (Verhoeven, 2003). Teachers' belief that they have independence has decreased by 8% between 2005 to 2013 (Gallup, 2014). Without being allowed this independence, many teachers are beginning to feel like they are not trusted and their opinions do not matter. "Teachers are dead last among the occupational group" Gallup (2014) surveyed in terms of their likelihood to say their opinions seem to count at work. Almost half, at 46%, of teachers feel that their opinion does not matter, even though they are asked to go to many meetings and collaborate with other teachers and administration (Gallup, 2014).

Furthermore, teachers need more planning time. Currently they are spending too many hours at meetings, completing administrative work, and filling out forms. There is little time for rest or recovery. Finland is giving their teachers the opportunity to complete this large workload within their instructional work day. In order to give Finnish teachers this time, they have actually cut back the time that teachers are in the classroom teaching students. This allows Finland's teachers more time to spend with students one-on-one, to discuss their students' social-emotional development, meet with colleagues and collaborate, have discussions with administration, and

hold department meetings. With fewer classroom hours, the teachers will have more time to formulate their connection with the school and create a sense of belonging (Sahlberg, 2015).

School organizations.

Stress involved in school organizations consists of the relationship that teachers have with the administration and the community.

Research has found that many teachers, feel a lack of trust and respect towards supervisors. Through researching 2,569 Norwegian teachers, Skaalvik (2016) concluded that there is a positive relationship between job satisfaction and “value consonance, supervisory support, relations with colleagues, relations with parents, and belonging”. The relationship that teachers have with their colleagues and supervisors is crucial to the educator’s stress level. Kagan’s (1986) research found that even 30 years ago, the higher rated the teacher training program, the more stressed the new teachers were, because they were misguided to believe that they had more support from administration. These teachers in Nebraska experienced stress due to the shock of not being trained for the type of school organization they were involved in. If teachers do not have a strong connection to their school community, there is an increased likelihood of them leaving. Research indicates that 49% of teachers agree that the stress involved in their schools is not worth their time and energy (Center, 2016). Almost half of the teachers in the U.S. would change their situation based on the relationship and community they establish within their school. The sense of belonging and feeling supported deeply affects teachers’ stress level.

Effect of Stress

When all of these different aspects of stress add up, teachers' physical and mental health is affected, their students are impacted, and there are high turnover rates.

Physical and mental health.

Stress in the brain explains the different side effects teachers experience physically and mentally. According to Harvard Health (2016), the amygdala area, the area that deals with emotional processing, sends a distress signal to the hypothalamus. The hypothalamus is like the command center of the brain, which activates the rest of the body through the autonomic nerves. The autonomic nerves have two components, the sympathetic nervous system and the parasympathetic nervous system. The sympathetic nervous system triggers either the fight or flight mechanism. As the American Psychological Association (n.d.) states, when the autonomic nerves receive the hypothalamus signal they turn on the sympathetic nervous system component and send a signal to the adrenal glands. The adrenal glands send the hormone epinephrine (adrenaline) through the bloodstream. This is where our body begins to kick into gear. The heart beats fast, so more blood is being pushed to the heart, muscles, and other vital organs. When the heart and blood vessels work this hard for so long, there is an increased risk for hypertension, heart attack, or stroke. The muscles tighten, which can trigger headache and migraines, if the shoulders, neck and head are tightened for too long. Pulse rate and blood pressure begins to increase, as well. The body releases blood sugar (glucose) and fats from storage that flood into the bloodstream to provide our body with extra energy. Breathing increases and airways in the lung open so that the lungs can take in as much oxygen as possible. When a person's breathing increases too much, this can trigger an asthma attack or panic attacks. All this oxygen must fill the lungs so that more oxygen can be sent to the brain (American Psychology Association, n.d.).

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When the brain has more oxygen, the body's alertness increases and sight, hearing, and senses become sharper. Next, the body must activate the HPA axis to keep all areas on high alert. The HPA axis tells the hypothalamus to send CRH (corticotrophin-releasing hormone) to the pituitary gland, which sends ACTH (adrenocorticotrophic hormone) to the adrenal glands. Cortisol is sent from the adrenal glands into the body to keep the body on high demand and focus. Once the stressful situation is under control, the other component of the autonomic nerves, the parasympathetic nervous system, is activated. The parasympathetic nervous system acts like a brake and allows the body to rest and digest; when the body is put on rest, cortisol levels begin to lower (Harvard Health, 2016).

When teachers are under a large amount of stress, this HPA axis is forced to stay activated. If the HPA axis is pushed too much for too long, health problems begin to evolve due to chronic stress. The American Psychological Association (n.d.) found that these problems include increasing risk of damaging blood vessels and arteries, high blood pressure, and increasing risk of heart attacks or strokes. Weight gain can occur with those who are highly stressed. This happens because the body produces high cortisol levels. Cortisol creates physiological changes so the body wants to replenish the body's energy storage since all the energy was used up during the stress response. This is the reason that a person eats more when they are stressed. When the body tries to replenish energy, it increases the storage of unused nutrients as fat, resulting in a buildup of fat tissues. Also, as more food is consumed, the body may experience more frequently heartburn or acid reflux. The stomach may react with vomiting and developing ulcers if stress levels are too high. Diarrhea or constipation is a common side effect of stress as well. Stress also affects the reproductive system. For as males, too must stress

affects “normal biochemical functions” are affected causing a change in “testosterone production, sperm production, maturation, erectile dysfunction, and vulnerability to infection to the testes, prostate gland, and urethra”. For women, stress may affect menstruation and the symptoms that come along with it, including, cramping, fluid retention, negative moods, and mood swings (American Psychological Association; n.d.).

De Souza (2012) discovered that “high-school teachers show characteristics of partial sleep deprivation that may contribute to excessive daytime sleepiness and poor sleep quality. This situation may compromise health and quality of life, in addition to teaching performance that can affect the education of their students.” Partial sleep deprivation is when a person does not allow their body the time to sleep that would be accurate for the day that they had (Stevens, 2015). If teachers are not providing themselves with the necessary sleep, they are not as productive and attentive at work because of excessive daytime sleepiness.

Burnout rates.

Teachers that take on all of these different affects, start to question their decision in being a teacher. Over the past 20 years, 41% of educators have left the profession. Some of these teachers may have retired, but documentation shows that 23-43% of those leaving the profession left during their first five years of entering teaching. The connection between teachers, students, and parents lack in low-income neighborhoods because of teacher burnout. The most common area for teachers to burnout is in poorly performing schools. Long-term destabilization overcomes these school districts surrounded by low-income neighborhoods (Greenberg, 2016). Burnout rates with education becomes very expensive as well. The National Commission on

Teaching and America's Future estimates that \$7.3 billion per year goes into training new teachers in the United States, because of such high burnout rates (National, n.d.).

Impact on students.

When a teacher begins to feel and experience all these emotions, the students are also affected greatly. Math and literacy rates are weaker when teachers are showing signs of depressive symptoms, in comparison to teachers that do not show these symptoms (McLean, 2015). Not only are the students' academics affected, but their social development. If teachers are stressed, there is more likelihood of teacher burnout. When this occurs, a teacher's classroom management skills begin to dissipate and their students' behavior problems increase. Teachers that are highly stressed have been proven to have students that lack social adjustment and lower levels of academic performance. If a teacher is stressed and close to burnout, their engagement in the classroom tends to lag. Gallup's (2014) study in 2009 showed that teacher engagement is directly correlated with student engagement in the classroom. A simple one-percentage-point increase in a student's engagement score will increase the student's math score by eight-points and reading score by six-points.

Coping with Stress

For all of these negative effects that teacher stress has on the teacher, students, and school district, researchers have focused their energy on coping mechanisms.

Organizational interventions.

One approach that school districts have taken is organizational interventions. This allows the schools to strengthen their faculty relationships and create an open communication within the

school system. These interventions focus their energy on changing the school structure, school process, development on health services, and efficiency at work. This style of interventions can assist the district in improving schools that are struggling with work overload, defining roles, and the teachers feeling as though they have an opinion. Participative action research (PAR) is an intervention system that is a model for work reorganization and is used within all organizations, not just schools. After participating in PAR's collaborative process, bosses and their employees, have better communication. Organizational intervention is the least effective style because it is not a technique directed specifically at schools, but it can be useful if there are role conflicts within the school district (Bossche, 2003).

Organization-individual interface interventions.

Organization-individual interface interventions are meant to help co-workers build a support system. One style of this intervention is providing staff with mentoring and inductive programs. These programs provide beginning teachers with social support through orientations, guidance, and mentoring programs. Some schools arranged for new teachers to be mentored by teachers in their same area. Through team building exercises schools gain stronger, more supportive communication between teachers and administrators. Teachers learn time management and mindfulness techniques that help them be responsive, not reactive, and be focused, calm, attentive, and self-compassionate in order to help lower stress levels and decrease burnout.

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There are five very resourceful intervention classes that educators find useful:

Mindfulness-based Stress Reduction (MBSR), Cultivating Compassion Training (CCT), Mindful schools, Stress Management and Relaxation Techniques in Education (SMART), and Cultivating Awareness and Resilience in Education (CARE). MBSR is an eight week course with 2.5 hour sessions each week and a full day retreat. This intervention was founded by professionals in medicine, mental health, and education (Eva, 2017). MBSR's website states their goals for participants are to take away a different approach to life, the ability to cope with difficult situations, have control over pain levels in the moment, and to recover from stressful situations (University, 2015). This program is open to the public, not just teachers. Stanford scientists and psychologists combined mindfulness practices and scientific research to create CCT. This course consists of two hour weekly classes for eight weeks that help participants become more connected with themselves and others to have an overall sense of well-being (About, n.d.). Mindful schools are online courses that participants focus on mindfulness fundamentals for six-weeks. Mindful schools motto is, "develop a personal mindfulness practice to deepen self-awareness and increase well-being" (Mindful, n.d.). SMART is completely focused on teachers, and educators spend a total of 20 after-school hours, throughout eight weeks, bonding while participating in workshops. Research shows that participants have "reduced occupational stress and burnout, reduced feelings of anxiety and depression, more focused attention, increased working memory capacity, greater mindfulness, and higher levels of self-compassion" (PassageWorks, 2014). CARE is among the most popular interventions. With the combination of insight from psychologists on how to regulate one's emotions and through breathing and movement techniques, participants work to calm their body. The techniques learned in this

intervention, follow educators into the classroom. Teachers are advised through this course to utilize four mindful techniques. One mechanism is “take 5”, where a student focuses on calming down by taking note of five things they can see, hear, and touch. Another way for students to destress is for the teachers to provide quiet corners or peace corners. This is an inviting area where the child can deal with difficult situations. Encouraging students to participate in “calmer transitions” benefits students in releasing anxiety. During transitions, the teacher encourages the students to take three deep breaths and listen to the chime of the bell until the ringing has stopped. Mindful walks are advised for teachers who are always on their feet to “focus on the sensation of the weight on their feet and the pressure of the feet on the floor” to help calm them down (Kamenetz, 2016).

Individual interventions.

Individual interventions are the third way that schools can help teachers cope with their stress. Teachers are able to connect with themselves and others with ease because they are less reactive, patient, kind, empathetic, and forgiving when they focus on this style of interventions. These interventions teach educators how to do body scans, focus on breath awareness, become more emotionally aware, participate in meditative movements, and direct positive emotions towards themselves and others (Greenberg, 2016).

Future Research

Although there is a great deal of research on teacher stress in the West and Europe, there is still room for future research on the presence of teacher stress, the sources of stress, the effect of teacher stress, and coping mechanisms. Education is different in each country because of the

different policies and programs that they have implemented. Stress is dealt with in different ways based on the values within each culture. Morocco provides both of these aspects. This is significant because Morocco will provide a different view on teacher stress since they have a different education system and diverse cultural values. The goal of this research is to learn more about teacher stress in Morocco, through seeing different policies and cultural views towards the topic. Potential topics include:

1. To what extent do Moroccan educators feel overwhelmed with stress? What makes Moroccan educators stressed?
2. To what extent do Moroccan teachers leave their profession because of teacher stress? What effect does stress have on Moroccan teachers?
3. To what extent do Moroccan's utilize coping mechanisms to handle teacher stress? How do the teachers view mindfulness? What makes Moroccan educators stressed?

Chapter 3: Methodology

Research Questions

1. To what extent do Moroccan educators feel overwhelmed with stress? What makes Moroccan educators stressed?
2. To what extent do Moroccan teachers leave their profession because of teacher stress? What effect does stress have on Moroccan teachers?

3. To what extent do Moroccan's utilize coping mechanisms to handle teacher stress? What makes Moroccan educators stressed?

Survey Design

A survey was constructed for this study based off of Creswell's (2003) method of "generaliz[ing] from a sample population so that inferences can be made about some characteristic, attitude, or behavior of this population" (p. 154). The goal of this survey was to "assess, describe, and infer" trends about teacher stress with the sample population of educators in Morocco (Glisczinski, p.52, 2005).

This survey was intended to "collect data from participants in a minimally intrusive manner", so as to not cause emotional distress and offend the teacher's Moroccan culture (Glisczinski, p. 52, 2005). The data was collected from a single email survey.

Population and Sample

The population for this study was comprised of educators in Morocco. The researcher chose to focus on educators to target a profession where stress comes from many different aspects. The fact that the population was teachers in Morocco provides a unique aspect. Morocco's geographical location lies between Africa and Europe. With such a diverse population, due to the country's location, Moroccan culture is rich and prominent within the teachers' daily lives. Moroccan culture tends to focus on the present versus the American culture which focuses on the future. The researcher was interested in whether teacher stress levels seem to be affected by this cultural difference.

Teachers must often work their way up until they are placed in a northern city of Morocco, so it was important for the participants to indicate their city.

Instrumentation

The researcher utilized the survey tool Qualtrics to reach the participants. The survey consisted of 94 questions based on the following information: background data, amount of stress in the field (Gallup, 2014; Marow, 2012; Kyriacou, 2001) , relationship with and behavior of students (Center, 2016; Yoon, 2002; Geving, 2007; Pang, 2012), relationship with parents (Prakke, 2007), satisfaction with job (Stauss, 2016), significance of their opinion (Gallup, 2014), devotion of their time (Sahlberg, 2015), relationship with staff (Skaalvik, 2016; Kagan, 1986), relationship with community (Center, 2016), and coping strategies (Benmansour, 1998).

Summary

After looking through many other surveys, the researcher was able to manipulate the surveys from previous studies to address the questions prompted in this study. Through this adjusted survey, data was collected based on whether participants experience stress, what their demographic information was, what influences their stress, and the effect of their stress on themselves and their profession.

Chapter 4: Findings

Figure 1 illustrates the variation in the respondents' ages.

Figure 1

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Ages of respondents

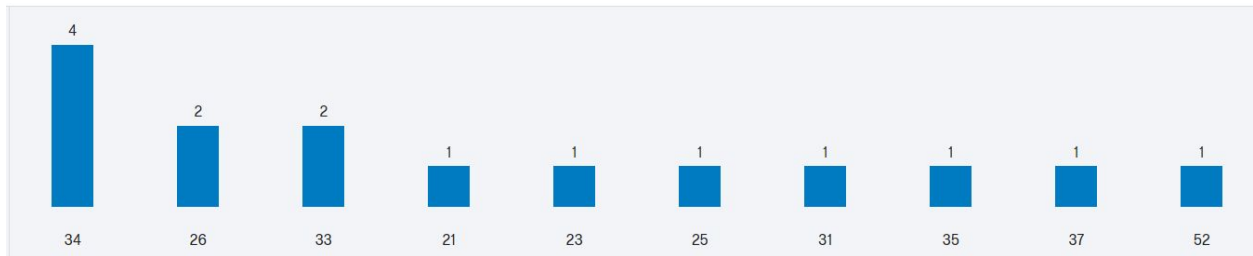


Table 1 reports the correlation but lack of significance between the ages of the respondents and the existence of stress for a teacher. In order to analyze the data, the researcher

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combined the ages into two groups: the first row labeled Age “1” represents respondents between 20-29 and the row labeled Age “2” represents respondents 30 and older. For the stress indicator, 1 represents that they disagree to a certain extent¹ that they experience teacher stress and 2 represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.150$, DF = 1, $p < 0.05$). As seen by the highlighted section, there is a correlation between older teachers and stress at work.

Table 1

Cross tabulation between ages of respondents and “I experience a lot of stress at work”

Count		stress_work		Total
		1	2	
Age	1	2	3	5
	2	3	7	10
Total		5	10	15

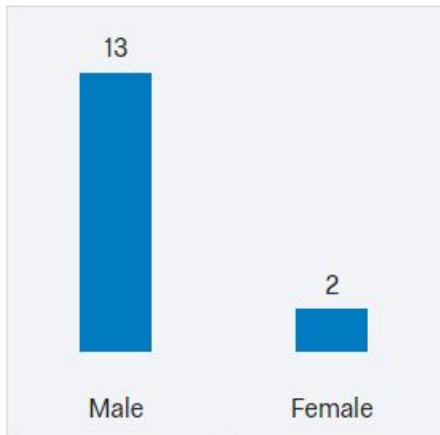
¹ The phrase “certain extent” indicates the respondent selected completely, mostly, or slightly agree/disagree/satisfied/unsatisfied.

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Figure 2 reports that almost all of the respondents identified as male, considering that only two females participated in the survey. Since there was such a low number of female respondents, this study did not attempt interpretation of these demographic findings.

Figure 2

Gender of respondents

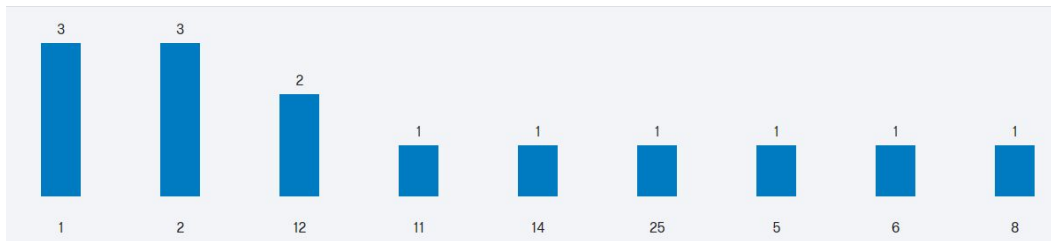


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Figure 3 reports the number of years that the respondents have taught. Almost half of the respondents stated that they have only been teaching for one or two years, with six out of the 14 respondents.

Figure 3

Years respondents have taught

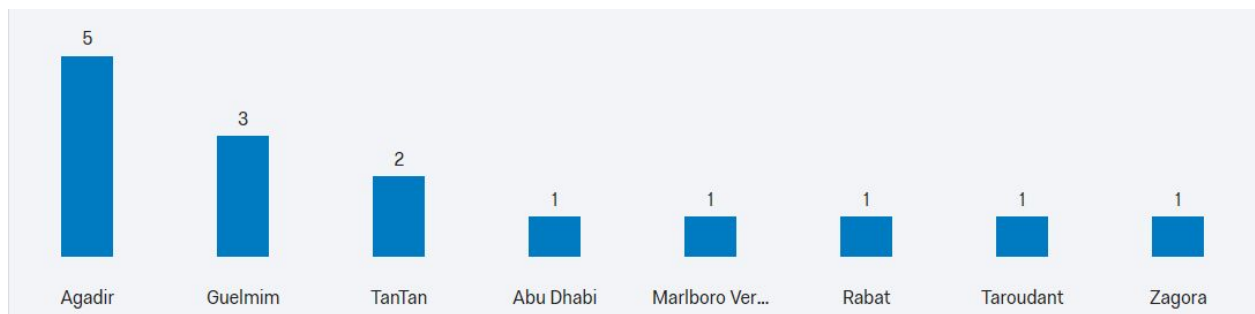


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Figure 4 illustrates the city where the participants are currently teaching. The researcher was based out of Agadir, explaining the reason that a significant number of the respondents are teachers in Agadir, Morocco.

Figure 4

City where respondents teach

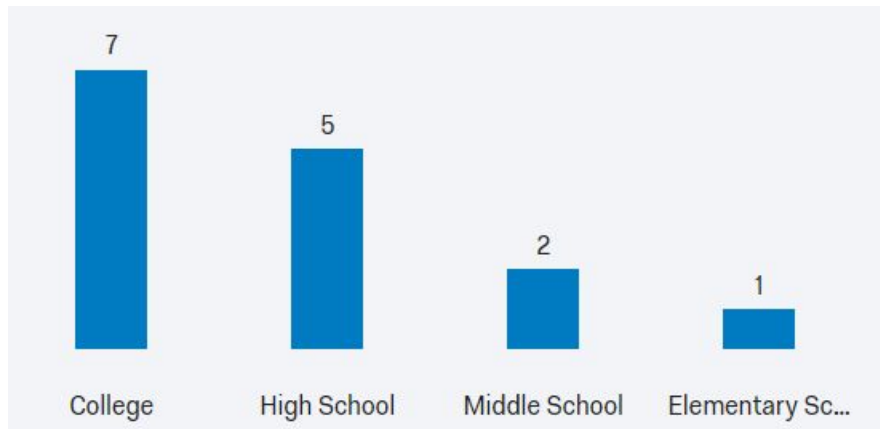


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Figure 5 illustrates the different levels at which the respondents are teaching. When the researcher was constructing the survey, it was intended for high school teachers only. Due to the lack of respondents, the researcher accepted all levels of teachers.

Figure 5

Grade respondents teach



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Table 2 reports the correlation but the lack of significance between the level at which the teachers teach and the existence of the teacher's stress. The researcher only analyzed college and high school, due to the lack of respondents in middle school and elementary school. College is represented by 2, and high school is represented by 1 in the grade column. For the stress indicator, 1 represents that they disagree to a certain extent that they experience teacher stress and 2 represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.686$, $DF = 1$, $p < 0.408$). The teachers that consider themselves stressed are equally split between high school and college, as indicated by the yellow highlight. There are fewer teachers that are not stressed in high schools, as seen by the blue highlighted section of table 2.

Table 2

Cross tabulation between grades respondents' teach and "I experience a lot of stress at work"

Count

		stress_work		Total
		1	2	
grade	1.0	1	4	5
	2.0	3	4	7
Total		4	8	12

Figure 6 reports the subject the teachers are currently teaching. Although, the survey was also translated in French, many of the respondents were educators that were confident in English. The researcher was only fluent in English; therefore, the majority of the participants wanted to be able to communicate with the researcher. Since there is a low number of other subjects represented in the survey, this study does not attempt interpretation of this demographic information.

Figure 6

Subject respondents teach

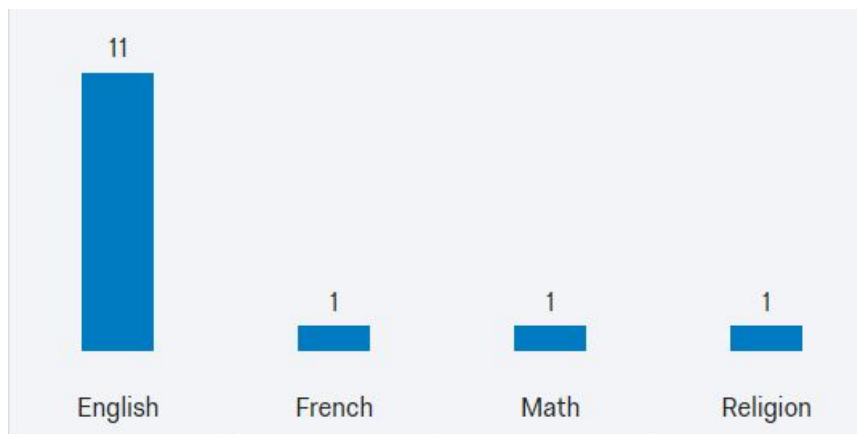


Figure 7 illustrates the number of students in the participants average class.

Figure 7

Number of students in the respondent's average class

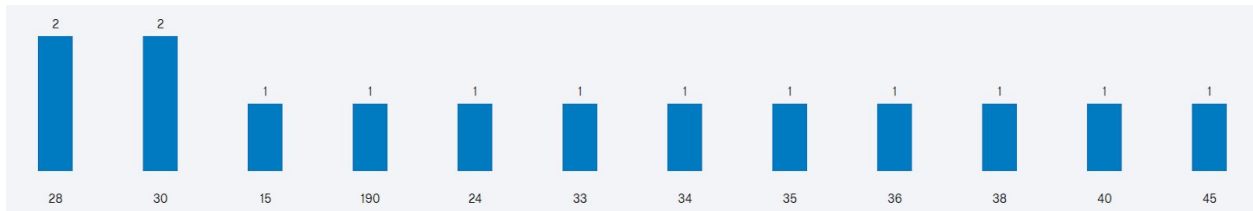


Table 3 reports the correlation but lack of significance between the respondent's average class size and the teacher's existence of stress. In order to analyze the data, the researcher combined the number of students in the average class size into two groups: the first row labeled #students_class "1" represents class sizes between 10-29, and the row labeled #students_class "2" represents class sizes 30 and above. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.498$, DF = 1, $p < 0.05$). As seen by the highlighted section, there is a correlation between larger classes and stress at work.

Table 3

Cross tabulation between average number of students in the teacher's class and "I experience a lot of stress at work"

Count		stress_work		Total
		1	2	
#students_class	1	2	2	4
	2	3	7	10
Total		5	9	14

Figure 8 reports the number of students in the respondent's school.

Figure 8

Number of students in the respondent's school

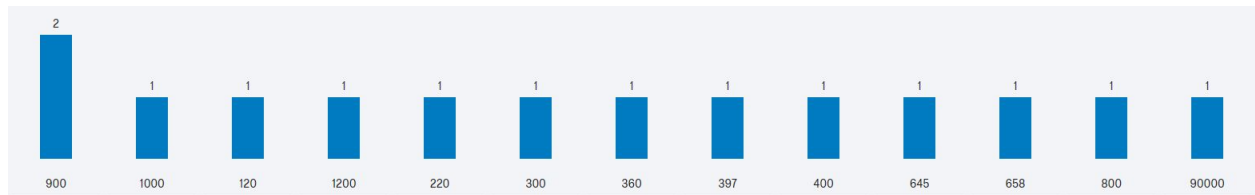


Table 4 reports the correlation but lack of significance between the respondent's size of their school and the teacher's existence of stress. In order to analyze the data, the researcher combined the number of students in the school into two groups: the first row labeled #students_school "1" represents school sizes between 100-499, and the row labeled #students_school "2" represents school sizes 500 and above. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.627$, $DF = 1$, $p < 0.05$). As seen by the highlighted section, there is a correlation between larger schools and teacher stress.

Table 4

Cross tabulation between the number of students in the respondents' school and "I experience a lot of stress at work"

Count		stress_work		Total
		1	2	
#students_school	1	3	3	6
	2	2	5	7
Total		5	8	13

Figure 9 reports the number of administrators in the respondent's school.

Figure 9

Number of administrators in the respondent's school

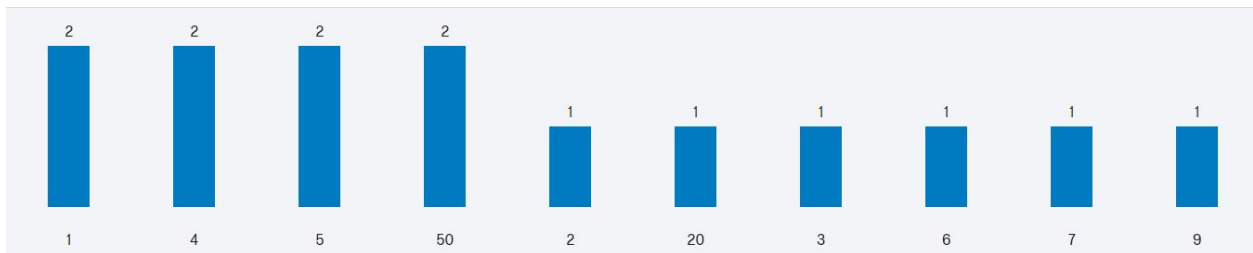


Table 5 reports the correlation but lack of significance between the respondent’s number of administrators at his/her school and the teacher’s existence of stress. In order to analyze the data, the researcher combined the number of administrators in the school into two groups: the first row labeled #admin “1” represents schools with administrators between 1-9, and the row labeled #admin “2” represents schools with 10 or more administrators. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.009$, DF = 1, $p < 0.05$). As seen by the highlighted section, there is a correlation between fewer administrators at the school and existence of teacher’s stress.

Table 5

Cross tabulation between the number of administrators in the respondents’ school and “I experience a lot of stress at work”

Count		stress_work		Total
		1	2	
#admin	1	4	7	11
	2	1	2	3
Total		5	9	14

Figure 10 illustrates the number of teachers in the respondent's school. Due to the large variation, this study does not attempt to interpret this background information.

Figure 10

Number of teachers in the respondent's school



Table 6 reports the correlation between the number of teachers in the respondent's school and the existence of the teacher's stress. In order to analyze the data, the researcher combined the number of teachers in the school into two groups: the first row labeled #teachers "1" represents between 1-29 teachers, and the row labeled #teachers "2" represents schools with 30 or more teachers. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is significant ($\chi^2 = 4.381$, $DF = 1$, $p > 0.05$), since the p value is less than 0.05. As seen by the highlighted section, there is a correlation between a larger number of teachers and stress at work.

Table 6

Cross tabulation between the number of teachers in the respondents' school and "I experience a lot of stress at work"

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		stress_work		Total
		1	2	
#teachers	1	4	2	6
	2	1	7	8
Total		5	9	14

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.381 ^a	1	.036		
Continuity Correction ^b	2.340	1	.126		
Likelihood Ratio	4.583	1	.032		
Fisher's Exact Test				.091	.063
Linear-by-Linear Association	4.069	1	.044		

Table 7 reports the correlation but lack of significance between whether the teacher’s school was private or public and the teacher’s existence of stress. In order to analyze the data, the researcher looked at two groups: the first row labeled public_private “1” represents a private school, and the row labeled public_private “2” represents a public school. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 1.527$, $DF = 1$, $p < 0.05$). As seen by the blue highlighted section, there are no teachers that work in a private school that do not experience stress.

Table 7

Cross tabulation between the respondents’ school either public or private and “I experience a lot of stress at work”

TEACHER STRESS ON A SAMPLE OF MOROCCAN EDUCATORS37

Count		stress_work		Total
		1	2	
public_private	1	0	3	3
	2	4	7	11
Total		4	10	14

Table 8 reports the correlation but lack of significance between the respondent’s school being either urban or rural and the teacher’s existence of stress. In order to analyze the data, the researcher looked at the two groups: the first row labeled urban_rural “1” represents urban, and the row labeled urban_rural “2” represents rural. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.062$, DF = 1, $p < 0.05$). As seen by the highlighted section, there is a correlation between teaching at an urban schools and stress at work.

Table 8

TEACHER STRESS ON A SAMPLE OF MOROCCAN EDUCATORS38

Cross tabulation between the respondents' school either urban or rural and "I experience a lot of stress at work"

Count

		stress_work		Total
		1	2	
urban_rural	1	3	6	9
	2	2	3	5
Total		5	9	14

Table 9 reports the survey responses to "In my classes there are large variation in students' needs" in correlation to "I experience a lot of stress in my work". Majority of the responses are in the top left corner, illustrating the relationship between agreeing that there is a large variation in the teacher's students' needs and agreeing that the teacher experiences a lot of stress at their work.

Table 9

Cross tabulation between "I experience a lot of stress in my work" and "In my classes there are large variations in students' needs"

TEACHER STRESS ON A SAMPLE OF MOROCCAN EDUCATORS39

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much would you agree with the following statements? - In my classes there are large variations in students' needs	Completely Agree	2	3	2	3	0	0	10
	Mostly Agree	1	0	1	0	0	0	2
	Slightly Agree	0	1	0	1	0	1	3
	Slightly disagree	0	0	0	0	0	0	0
	Mostly Disagree	0	0	0	0	0	0	0
	Completely Agree	0	0	0	0	0	0	0
	Total	3	4	3	4	0	1	15

Table 10 condenses the data from table 9 to report the correlation between teacher's stress and the student's variation in needs. The bottom half of the variation in student's need is not included, because no respondents disagreed that there is a large variation in their student's needs. To analyze the data the researcher has needs "1" represent that the respondents agree to a certain extent that there is a large variation in student's needs within their classroom. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not

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significant, because the needs row produces a constant. All classrooms in this study have a large variation in needs.

Table 10

Condensed cross tabulation between “I experience a lot of stress in my work” and “In my classes there are large variations in students’ needs”

Count		stress_work		Total
		1	2	
needs	1	5	10	15
Total		5	10	15

Table 11 reports the correlation but lack of significance between the large variation in students’ needs and the existence of stress for a teacher. The chi-squared value is at 8.25 which is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25; therefore, there exists a positive correlation between a large variation in students’ needs and the existence of a lot of stress in a teacher’s job. The p-value is 1 though, so there is no significance between the two. If it was significant the p-value would be .05; however, there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

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Table 11

Values between “I experience a lot of stress in my work” and “In my classes there are large variations in students’ needs”

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much would you agree with the following statements? - In my classes there are large variations in students' needs	Chi Square	8.25*
	Degrees of Freedom	25
	p-value	1.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 12 illustrates the survey responses to “Relationship and communication with students” as compared to “I experience a lot of stress in my work”. Notice that majority of the responses are in the upper left corner. This suggests that there exists a correlation between the existence of a teacher’s stress and the satisfaction a teacher has with his/her relationship and communication with his/her students.

Table 12

Cross tabulation between “I experience a lot of stress in my work” and “Relationship and communication with students”

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		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How satisfied are you with each of these statements? - Relationship and communication with students	Extremely satisfied	0	2	0	1	0	1	4
	Moderately satisfied	1	2	3	2	0	0	8
	Slightly satisfied	1	0	0	0	0	0	1
	Slightly Unsatisfied	0	0	0	0	0	0	0
	Moderately Unsatisfied	0	0	0	0	0	0	0
	Extremely Unsatisfied	0	0	0	0	0	0	0
	Total	2	4	3	3	0	1	13

Table 13 condenses the data from table 12 to report the correlation between teacher's stress and the teachers satisfaction with his/her relationship and communication with his/her students. The bottom half of the teacher's satisfaction with his/her relationship and communication with his/her students is not included, because no respondents were unsatisfied with his/her relationship and communication with his/ her students. To analyze the data the research has relationship_comm_students "1" represent that the respondents are satisfied to a certain extent with his/her relationship and communication with his/her students. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent

TEACHER STRESS ON A SAMPLE OF MOROCCAN EDUCATORS43

that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant, because the relationship_comm_students row produces a constant. All teachers in this study are satisfied with his/her relationship and communication with his/her students.

Table 13

Condensed cross tabulation between “I experience a lot of stress in my work” and “Relationship and communication with students”

Count		stress_work		Total
		1	2	
relationship_comm_students	1	4	9	13
Total		4	9	13

Table 14 reports the correlation but the lack of significance between a teachers satisfaction with his/her relationship and communication with his/her students and the teacher’s existence of stress. The chi-squared value is at 10.56 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the satisfaction a teacher has with his/her relationship and communication with his/her students and the existence of a lot of stress in a teacher’s job. The p-value is 0.99, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance

TEACHER STRESS ON A SAMPLE OF MOROCCAN EDUCATORS44

if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 14

Values between “I experience a lot of stress in my work” and “Relationship and communication with students”

		How much would you agree with the following statements? - I experience a lot of stress in my work
How satisfied are you with each of these statements? - Relationship and communication with students	Chi Square	10.56*
	Degrees of Freedom	25
	p-value	0.99

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 15 illustrates the survey responses to “Results achieved by students” in correlation to “I experience a lot of stress in my work”. A majority of the responses are in the upper left corner, representing the correlation between a teacher’s existence of stress and their satisfaction with their students’ results.

Table 15

Cross tabulation between “I experience a lot of stress in my work” and “Results achieved by students”

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		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How satisfied are you with each of these statements? - Results achieved by students	Extremely satisfied	0	0	0	0	0	0	0
	Moderately satisfied	0	2	3	1	0	1	7
	Slightly satisfied	2	2	0	1	0	0	5
	Slightly Unsatisfied	0	0	0	1	0	0	1
	Moderately Unsatisfied	0	0	0	0	0	0	0
	Extremely Unsatisfied	0	0	0	0	0	0	0
	Total	2	4	3	3	0	1	13

Table 16 condenses table 15 to report the correlation between teacher's stress and the satisfaction teacher's feel towards his/her student's results. In order to analyze the data the first row labeled achieved_students "1" represents teachers that are satisfied with their student's results, and achieved_students "2" represents teachers that are unsatisfied with their student's results. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress, and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical

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analysis is not significant ($\chi^2 = 2.438$, $DF = 1$, $p < 0.05$). This study suggests that many Moroccan teachers in this study's sample are satisfied with their student's results, but they still experience stress.

Table 16

Condensed cross tabulation between "I experience a lot of stress in my work" and "Results achieved by students"

Count		stress_work		Total
		1	2	
achieved_students	1	3	9	12
	2	1	0	1
Total		4	9	13

Table 17 reports the correlation but the lack of significance between the teacher's satisfaction with their students' results and the existence of the teacher's stress. The chi-squared value is at 9.90 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the teachers' satisfaction with his/her student's results and the existence of a lot of stress in a teacher's job. The p-value is 1 then, so

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there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 17

Values between “I experience a lot of stress in my work” and “Results achieved by students”

		How much would you agree with the following statements? - I experience a lot of stress in my work
How satisfied are you with each of these statements? - Results achieved by students	Chi Square	9.90*
	Degrees of Freedom	25
	p-value	1.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 18 illustrates the survey responses to “Controlling students’ behavior takes a lot of time and effort” in correlation to “I experience a lot of stress in my work”. Since a majority of the responses are located in the upper left quadrant, there exists a correlation between the

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agreement that controlling students’ behavior takes a lot of time and effort and the existence of teacher stress.

Table 18

Cross tabulation between “I experience a lot of stress in my work” and “Controlling students’ behavior takes a lot of time and effort”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much would you agree with the following statements - Controlling students’ behavior takes a lot of time and effort	Completely agree	1	1	1	0	0	0	3
	Mostly Agree	1	1	0	0	0	0	2
	Slightly Agree	0	1	1	1	0	1	4
	Slightly Disagree	0	1	1	0	0	0	2
	Mostly Disagree	0	0	0	2	0	0	2
	Completely Disagree	0	0	0	0	0	0	0
	Total	2	4	3	3	0	1	13

Table 19 condenses table 18 to report the correlation between teacher’s stress and their agreement towards the fact that controlling students’ behavior takes a lot of time and effort. In order to analyze the data the first row labeled control_behavior “1” represents teachers that

disagree with the idea that controlling their student's behavior takes a lot of time and effort, and control_behavior "2" represents teachers that agree that controlling their student's behavior takes a lot of time and effort. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 1.003$, DF = 1, $p < 0.05$). As seen by the highlighted section, there is a correlation between a teacher's existence of stress and the agreement that controlling student's behavior takes a lot of time and effort.

Table 19

Condensed cross tabulation between "I experience a lot of stress in my work" and "Controlling students' behavior takes a lot of time and effort"

Count		stress_work		Total
		1	2	
control_behavior	1	2	2	4
	2	2	7	9
Total		4	9	13

Table 20 reports the correlation but the lack of significance between the agreement that controlling students' behavior takes a lot of time and effort and the existence of stress. The chi-squared value of 15.26 is less than 37.652 with an upper tail area of 0.05 when the degree of

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freedom is 25, therefore there exists a correlation between a agreement that controlling students' behavior takes a lot of time and effort and the existence of a lot of stress in a teacher's job. The p-value is 0.94, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 20

Values between "I experience a lot of stress in my work" and "Controlling students' behavior takes a lot of time and effort"

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much would you agree with the following statements - Controlling students' behavior takes a lot of time and effort	Chi Square	15.26*
	Degrees of Freedom	25
	p-value	0.94

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 21 illustrates the survey responses to "many of the students give up once they meet a challenge" in relation to "I experience a lot of stress in my work". A majority of the survey responses are in the upper left quartile, representing the positive correlation between the

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agreement that many students give up once they meet a challenge and the existence of stress in the teacher's work.

Table 21

Cross tabulation between “I experience a lot of stress in my work” and “Many of the students give up once they meet a challenge”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much would you agree with the following statements - Many of the students give up once they meet a challenge	Completely agree	1	0	0	0	0	0	1
	Mostly Agree	1	0	1	1	0	0	3
	Slightly Agree	0	3	1	1	0	0	5
	Slightly Disagree	0	0	1	0	0	0	1
	Mostly Disagree	0	1	0	1	0	0	2
	Completely Disagree	0	0	0	0	0	1	1
	Total	2	4	3	3	0	1	13

Table 22 condenses table 21 to report the correlation between teacher’s stress and the agreement that many students give up once they meet a challenge. In order to analyze the data the first row labeled giveup_challenge “1” represents teachers that disagree that their students

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give up once they meet a challenge and giveup_challenge “2” represents teachers that agree that their students give up once they meet a challenge. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress, and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 1.003$, DF = 1, p < 0.05). As seen by the highlighted section, there is a correlation between a teacher’s existence of stress and the agreement that students give up once they meet a challenge.

Table 22

Condensed cross tabulation between “I experience a lot of stress in my work” and “Many of the students give up once they meet a challenge”

Count		stress_work		Total
		1	2	
giveup_challenge	1	2	2	4
	2	2	7	9
Total		4	9	13

Table 23 reports the correlation but lack of significance between the agreement that students give up once they meet a challenge and the existence of a teacher’s stress at work. The

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chi-squared value of 27.26 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the agreement that many students give up once they meet a challenge and the existence of a lot of stress in a teacher's job. The p-value is 0.34, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 23

Values between "I experience a lot of stress in my work" and "Many of the students give up once they meet a challenge"

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much would you agree with the following statements - Many of the students give up once they meet a challenge	Chi Square	27.26*
	Degrees of Freedom	25
	p-value	0.34

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 24 illustrates the survey responses between "In general parents are involved with the progress of the child to an excessive degree" in relation to "I experience a lot of stress in my

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work”. Since there is no quadrant that has the majority of the survey responses, there is no correlation between the parents being involved to an excessive degree and the existence of a teacher’s stress.

Table 24

Cross tabulation between “I experience a lot of stress in my work” and “In general parents are involved with the progress of the child to an excessive degree”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much would you agree with the following statements? - In general parents are involved with the progress of the child to an excessive degree	Completely agree	0	0	0	0	0	0	0
	Mostly agree	0	1	0	0	0	0	1
	Slightly Agree	0	1	2	1	0	0	4
	Slightly disagree	1	0	1	1	0	0	3
	Mostly Disagree	1	1	0	1	0	1	4
	Completely Agree	0	0	0	0	0	0	0
	Total	2	3	3	3	0	1	12

Table 25 condense table 24 to report the correlation between teacher’s stress and the agreement that parents are involved in their student’s progress to an excessive degree. In order to

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analyze the data the first row labeled parents_involvement_excessive “1” represents teachers that disagree with the idea that parents are involved to an excessive degree, and parents_involvement_excessive “2” represents teachers that agree that parents are involved to an excessive degree. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.686$, $DF = 1$, $p < 0.05$). As seen by the highlighted section, there is only one teacher that is not stressed and agrees that parents are involved to an excessive degree.

Table 25

Condensed cross tabulation between “I experience a lot of stress in my work” and “In general parents are involved with the progress of the child to an excessive degree”

Count		stress_work		Total
		1	2	
parents_involvement_excessive	1	3	4	7
	2	1	4	5
Total		4	8	12

Table 26 reports the correlation but lack of significance between the agreement that parents are involved in the progress of the child to an excessive degree and the existence of

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stress. The chi-squared value of 9.17 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the agreement that in general parents are involved with the progress of the child to an excessive degree and the existence of stress in a teacher's job. The p-value is 1, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 26

Values between "I experience a lot of stress in my work" and "In general parents are involved with the progress of the child to an excessive degree"

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much would you agree with the following statements? - In general parents are involved with the progress of the child to an excessive degree	Chi Square	9.17*
	Degrees of Freedom	25
	p-value	1.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 27 illustrates that survey responses to "I believe my opinions are factored into decision making within a school" in correlation to "I experience a lot of stress in my work".

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Majority of the survey responses are in the upper left quadrant, representing the correlation between the agreement that a teacher’s are factored into the decision making of a school and the existence of a teacher’s stress at work.

Table 27

Cross tabulation between “I experience a lot of stress in my work” and “I believe my opinions are factored into decision making within a school”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much do you agree with each of these statements - I believe my opinions are factored into decision making within a school	Completely Agree	0	1	0	0	0	0	1
	Mostly Agree	0	1	1	0	0	0	2
	Slightly Agree	1	0	1	2	0	0	4
	Slightly disagree	0	0	0	0	0	0	0
	Mostly Disagree	0	1	0	0	0	0	1
	Completely Disagree	0	0	0	0	0	0	0
	Total	1	3	2	2	0	0	8

Table 28 condenses table 27 to report the correlation between teacher’s stress and the agreement that teachers opinions are factored into decision making within a school. In order to

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analyze the data the first row labeled opinion_school “1” represents teachers that agree that their opinions are factored into decision making within a school, and opinion_school “2” represents teachers that disagree that their opinions are factored into decision making within a school. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.381$, DF = 1, $p < 0.05$). This study suggests that almost all Moroccan teachers in this study’s sample believe that their opinions are factored into the decision making within a school.

Table 28

Condensed cross tabulation between “I experience a lot of stress in my work” and “I believe my opinions are factored into decision making within a school”

Count

		stress_work		Total
		1	2	
opinion_school	1	2	5	7
	2	0	1	1
Total		2	6	8

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Table 29 reports the correlation but lack of significance between the agreement that teacher's opinions are factored into decision making within a school and the existence of a teacher's stress. The chi-squared value of 7.67 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the agreement that a teacher's opinions are factored into decision making within a school and the existence of a lot of stress in a teacher's job. The p-value is 1, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 29

Cross tabulation between "I experience a lot of stress in my work" and "I believe my opinions are factored into decision making within a school"

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much do you agree with each of these statements - I believe my opinions are factored into decision making within a school	Chi Square	7.67*
	Degrees of Freedom	25
	p-value	1.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

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Table 30 illustrates the survey responses to “If I am having problems with the students, there is little understanding and support from my supervisors” in relation to “I experience a lot of stress in my work. A majority of the survey responses are in the lower left quadrant, representing the correlation between the support from the teacher’s supervisors and the existence of a teacher’s stress.

Table 30

Cross tabulation between “I experience a lot of stress in my work” and “If I am having problems with the students, there is little understanding and support from my supervisors”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much do you agree with each of these statements? - If I am having problems with the students, there is little understanding and support from my supervisors	Completely agree	0	0	0	0	0	0	0
	Mostly agree	0	0	0	0	0	0	0
	Slightly agree	1	0	0	0	0	0	1
	Slightly disagree	0	1	2	1	0	0	4
	Mostly disagree	0	1	0	1	0	0	2
	Completely disagree	0	1	0	0	0	0	1
	Total	1	3	2	2	0	0	8

Table 31 reports the correlation between teacher’s stress and the agreement that if they are having problems with their students, that their supervisors will understand and support them. In order to analyze the data the first row labeled problem_student_support_supervisor “1” represents teachers that agree that their supervisors support them when they have problems with students and problem_student_support_supervisor “2” represents teachers that disagree that their supervisors support them when they have problems with students. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.381$, DF = 1, $p < 0.05$). As seen by the highlighted section, there is a correlation between a teacher’s existence of stress and the supervisors support the teachers when they have difficult students.

Table 31

Condensed cross tabulation between “I experience a lot of stress in my work” and “If I am having problems with the students, there is little understanding and support from my supervisors”

		stress_work		Total
		1	2	
problem_student_support_supervisor	1	2	5	7
	2	0	1	1
Total		2	6	8

Table 32 reports the correlation but the lack of significance between the support from the teacher’s supervisors and the existence of the teacher’s stress. The chi-squared value of 11.67 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the agreement that supervisors support the teacher’s and the existence of a lot of stress in a teacher’s job. The p-value is 0.99, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 32

Values between “I experience a lot of stress in my work” and “If I am having problems with the students, there is little understanding and support from my supervisors”

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much do you agree with each of these statements? - If I am having problems with the students, there is little understanding and support from my supervisors	Chi Square	11.67*
	Degrees of Freedom	25
	p-value	0.99

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Table 33 illustrates the survey responses to “the stress and upsets involved in teaching at this school aren’t really worth it” in relation to “I experience a lot of stress in my work”. A majority of the survey responses are in the upper left quadrant, representing the correlation between the agreement that the stress the teachers are experiencing are not worth them staying at their school.

Table 33

Cross tabulation between “I experience a lot of stress in my work” and “The stress and upsets involved in teaching at this school aren’t really worth it”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much would you agree with each of these statements - The stress and upsets involved in teaching at this school aren't really worth it	Completely agree	0	1	0	0	0	0	1
	Mostly agree	0	1	0	1	0	0	2
	Slightly agree	1	1	2	1	0	0	5
	Slightly disagree	0	0	0	0	0	0	0
	Mostly disagree	0	0	0	0	0	0	0
	Completely disagree	0	0	0	0	0	0	0
	Total	1	3	2	2	0	0	8

Table 34 condenses table 33 to report the correlation between teacher’s stress and the agreement the stress and upsets involved in teaching are not worth it. The bottom half of the teacher’s disagreement that the stress and upsets involved in teaching are not worth it is not included, because no respondents disagreed with this statement. To analyze the data the research has upsets_not_worth_it “1” represent that the respondents agree to a certain extent that the stress and upsets involved in teaching are not worth it. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant, because the upsets_not_worth_it row produces a constant. All teachers in this study agree that the stress and upsets involved in teaching are not worth it.

Table 34

Cross tabulation between “I experience a lot of stress in my work” and “The stress and upsets involved in teaching at this school aren’t really worth it”

Count		stress_work		Total
		1	2	
upsets_not_worth_it	2	2	6	8
Total		2	6	8

Table 35 reports the correlation but the lack of significance between the agreement that the stress the teachers are experiencing are not worth them staying. The chi-squared value of 4.13 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the agreement that the stress the teachers are experiencing are not worth them staying. The p-value is 1, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 35

Values between “I experience a lot of stress in my work” and “The stress and upsets involved in teaching at this school aren’t really worth it”

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much would you agree with each of these statements - The stress and upsets involved in teaching at this school aren't really worth it	Chi Square	4.13*
	Degrees of Freedom	25
	p-value	1.00

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Table 36 illustrates that survey responses to “I often think of leaving the teaching profession” in relation to “I experience a lot of stress in my work”. A majority of the survey responses are in the upper left quadrant, representing the correlation between the agreement that the teacher often thinking about leaving his/her profession due to the existence of a teacher’s stress at work.

Table 36

Cross tabulation between “I experience a lot of stress in my work” and “I often think of leaving the teaching profession”

		How much would you agree with the following statements? - I experience a lot of stress in my work						Total
		Completely agree	Mostly Agree	Slightly Agree	Slightly Disagree	Mostly Disagree	Completely Disagree	
How much do you agree with each of these statements - I often think of leaving the teaching profession	Completely agree	0	1	0	0	0	0	1
	Mostly agree	0	0	1	0	0	0	1
	Slightly agree	1	2	0	0	0	0	3
	Slightly disagree	0	0	0	1	0	0	1
	Mostly disagree	0	0	1	0	0	0	1
	Completely disagree	0	0	0	1	0	0	1
	Total	1	3	2	2	0	0	8

Table 37 condenses table 36 to report the correlation between teacher's stress and the agreement that teachers often thinking about leaving their teaching profession. To analyze the data the first row labeled leaving_teaching "1" represents teachers that disagree to a certain extent that they often thinking about leaving the teaching profession, and leaving_teaching "2" represents teachers that agree to a certain extent that they often think about leaving. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is significant, ($\chi^2 = 4.444$, DF = 1, $p < 0.05$).

Table 37

Condensed cross tabulation between "I experience a lot of stress in my work" and "I often think of leaving the teaching profession"

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Count		stress_work		Total
		1	2	
leaving_teaching	1	2	1	3
	2	0	5	5
Total		2	6	8

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.444 ^a	1	.035		
Continuity Correction ^b	1.600	1	.206		
Likelihood Ratio	5.178	1	.023		
Fisher's Exact Test				.107	.107
Linear-by-Linear Association	3.889	1	.049		

Table 38 reports the correlation but lack of significance between the agreement that teachers consider leaving their profession based off of the stress they experience. The chi-squared value of 16.89 is less than 37.652 with an upper tail area of 0.05 when the degree of freedom is 25, therefore there exists a positive correlation between the agreement that a teacher’s opinions are factored into decision making within a school and the existence of a lot of stress in a teacher’s job. The p-value is 0.89, so there is no significance between the two. If it was significant the p-value would be .05, however there is no significance if the p-value is above .05. A reasoning for this could be due to a low number of participants for the study.

Table 38

Values between “I experience a lot of stress in my work” and “I often think of leaving the teaching profession”

TEACHER STRESS ON A SAMPLE OF MOROCCAN EDUCATORS69

		How much would you agree with the following statements? - I experience a lot of stress in my work
How much do you agree with each of these statements - I often think of leaving the teaching profession	Chi Square	16.89*
	Degrees of Freedom	25
	p-value	0.89

**Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.*

Figure 11 illustrates the respondent's ratings for their most used coping strategy. The x-axis is represented by rankings with "1" being the most likely strategy to use and "12" being the least likely strategy to use. The y-axis represents the number of respondents that voted a specific rating for a specific coping strategy. The colored lines all represent different coping strategies. Through the points-for-preferences method of voting the order for coping strategies from most likely to use to least likely to use is plan/organize lessons in advance, try to be more realistic and adapt to the circumstances, suggest strategies/working procedures to improve students' performance, use more motivating methods in class, make double effort, get used to and adapt to the problems, talk about the problems with colleagues or friends, try not to

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exaggerate the importance of the problems, relax at work, forget the problems after work, talk about the problems during the meetings, and do physical activity.

Figure 11

Respondents coping strategies rankings

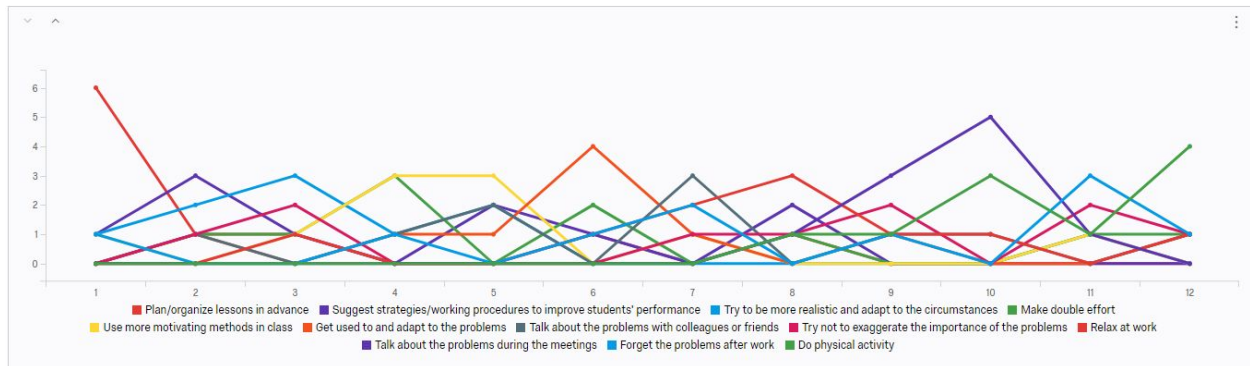


Table 39 reports the correlation between teacher's stress and the tactic of plan/organizing lessons in advance for a coping strategy. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row plan_lessons_advance "1". The rankings 6-12 are not represented, because no teacher's ranked "plan/orangize lessons in advance" this low. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant, because the plan_lessons_advance row produces a constant. All teachers in this study plan/organize their lessons in advance to cope with their stress.

Table 39

Cross tabulation between “Plan/organize lessons in advance” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
plan_lessons_advance	1	2	5	7
Total		2	5	7

Table 40 reports the correlation between teacher’s stress and the coping strategy of suggesting strategies/working procedures to improve students’ performance. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row strategies_improve_students “1”, and combined the ranking 6-12 into another group represented by the row strategies_improve_students “2”. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 2.917$, DF = 1, $p >$

0.05). As seen by the highlighted section, there is a correlation between using the coping strategy of suggesting strategies/working procedures to improve students' performance and teacher stress.

Table 40

Cross tabulation between "Suggest strategies/working procedures to improve students' performance" and "I experience a lot of stress in my work"

Count		stress_work		Total
		1	2	
strategies_improve_students	1	1	5	6
	2	1	0	1
Total		2	5	7

Table 42 reports the correlation between teacher's stress and the coping strategy of trying to be more realistic and adapt to circumstances. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row adapt_circumstances "1". The rankings 6-12 are not represented, because no teacher's ranked "try to be more realistic and adapt to the circumstances" this low. For the stress indicator, the column labeled stress_work "1" represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work "2" represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant, because the row adapt_circumstance is a

constant. This study suggests that all teachers in this study try to be more realistic and adapt to the circumstances to get over their work stress.

Table 42

Cross tabulation between “Try to be more realistic and adapt to the circumstances” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
adapt_circumstance	1	2	5	7
Total		2	5	7

Table 43 reports the correlation between teacher’s stress and the making double the effort coping strategy. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row effort “1”, and the rankings 6-12 are represented by the row effort “2”. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.058$, DF = 1, $p < 0.05$).

Table 43

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Cross tabulation between “Make double effort” and “I experience a lot of stress in my work”

Count

		stress_work		Total
		1	2	
effort	1	1	3	4
	2	1	2	3
Total		2	5	7

Table 44 reports the correlation between teacher’s stress and using more motivating methods in class as a coping strategy. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row motivating “1”, and the rankings 6-12 are represented by the row motivating “2”. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.467$, DF = 1, $p < 0.05$).

Table 44

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Cross tabulation between “Use more motivating methods in class” and “I experience a lot of stress in my work”

Count

		stress_work		Total
		1	2	
motivating	1	2	4	6
	2	0	1	1
Total		2	5	7

Table 45 reports the correlation between teacher’s stress and getting used to and adapting to the problems as a coping strategy. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row adapt_problem “1”, and the rankings 6-12 are represented by the row adapt_problem “2”. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 2.917$, DF = 1, $p < 0.05$).

Table 45

Cross tabulation between “Get used to and adapt to the problems” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
adapt_problem	1	1	0	1
	2	1	5	6
Total		2	5	7

Table 46 reports the correlation between teacher’s stress and talking about the problems with colleagues or friends as a coping strategy. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row talk_colleagues “1”, and the rankings 6-12 are represented by the row talk_colleagues “2”. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.467$, DF = 1, $p < 0.05$).

Table 46

Cross tabulation between “Talk about the problems with colleagues or friends” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
talk_colleagues	1	0	1	1
	2	2	4	6
Total		2	5	7

Table 47 reports the correlation between teacher’s stress and trying not to exaggerate the importance of the problems as a coping strategy. In order to analyze the data the researcher combined the rankings 1-5 into one group represented by the row not_exaggerate “1”, and the rankings 6-12 are represented by the row not_exaggerate “2”. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant ($\chi^2 = 0.058$, DF = 1, $p < 0.05$).

Table 47

Cross tabulation between “Try not to exaggerate the importance of the problems” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
not_exaggerate	1	1	2	3
	2	1	3	4
Total		2	5	7

Table 48 reports the correlation between teacher’s stress and relaxing at work as a coping strategy. In order to analyze the data the researcher combined the rankings 6-12 into one group represented by the row relax “2”. The rankings 1-5 are not represented, because no teacher’s ranked “relax at work” this high. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant, because the row relax is a constant. This study suggests that no teachers in this study relax at work to get over their teacher stress.

Table 48

Cross tabulation between “Relax at work” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
relax	2	2	5	7
Total		2	5	7

Table 49 reports the correlation between teacher’s stress and talking about the problems during the meetings as a coping strategy. In order to analyze the data the researcher combined the rankings 6-12 into one group represented by the row talk_meeting “2”. The rankings 1-5 are not represented, because no teacher’s ranked “talk about the problems during the meetings” this high. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant, because the row talk_meeting is a constant. This study suggests that

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no teachers in this study talk about the problems during the meetings to get over their teacher stress.

Table 49

Cross tabulation between “Talk about the problems during the meetings” and “I experience a lot of stress in my work”

Count

		stress_work		Total
		1	2	
talk_meeting	2	2	5	7
Total		2	5	7

Table 50 reports the correlation between teacher’s stress and forgetting their problems after work as a coping strategy. In order to analyze the data the researcher combined the rankings 6-12 into one group represented by the row forget “2”. The rankings 1-5 are not represented, because no teacher’s ranked “forget the problems after work” this high. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain extent that they experience teacher stress. The statistical analysis is not significant,

because the row forget is a constant. This study suggests that no teachers in this study forget their problems after work to get over their teacher stress.

Table 50

Cross tabulation between “Forget the problems after work” and “I experience a lot of stress in my work”

Count		stress_work		Total
		1	2	
forget	2	2	5	7
Total		2	5	7

Table 51 reports the correlation between teacher’s stress and doing physical activity as a coping strategy. In order to analyze the data the researcher combined the rankings 6-12 into one group represented by the row physical_activity “2”. The rankings 1-5 are not represented, because no teacher’s ranked “do physical activity” this high. For the stress indicator, the column labeled stress_work “1” represents that they disagree to a certain extent that they experience teacher stress and the column labeled stress_work “2” represents that they agree to a certain

extent that they experience teacher stress. The statistical analysis is not significant, because the row `physical_activity` is a constant. This study suggests that no teachers in this study do physical activity to get over their teacher stress.

Table 51

Cross tabulation between “Do physical activity” and “I experience a lot of stress in my work”

Count

		stress_work		Total
		1	2	
physical_activity	2	2	5	7
Total		2	5	7

Chapter 5: Discussion and Recommendations

Results from Research:

Twenty years ago Benmansour (1998) conducted research on a sample of Moroccan teachers to determine if they were indeed stressed. The results came back positive: that sample of

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Moroccan teachers were stressed. This new survey echoes Benmansour's (1998) results, suggesting that Moroccan teachers are still stressed. From the participants that this survey focused on, 66% of the teachers stated they experience stress in their jobs. This study begs the questions then what causes Moroccan teachers this stress?

Among these participants, there are more older teachers that are stressed at work than there are beginner teachers. One might question if this information correlates with burnout rates. Interestingly, Greenberg's (2016) research indicated that of the 41% of educators that left their profession in the past twenty years, 23-43% of these teachers left within their first five years of entering teaching. Future studies might explore if the reason that this study contradicts the literature is due to the difference in the United States' and Morocco's culture, policies, and other country variances.

The information collected from this study suggests that the more needs that a school has and the less help that is available, the more stress. Specifically, this sample reported that the lower the grade level, the larger the classes, the larger the schools, and the fewer the number of administrators - the more stressed teachers.

One might wonder if the reason that more teachers are stressed if they are in a larger school is due to the weak connection they have to their school community. In general, if a person does not feel connected to their work environment, it is unlikely that they will stay (Center, 2016). Teachers are more likely to leave their school if they do not gain a community there (Greenberg, 2016). Based on the previous research and this study, one might wonder, will a teacher leave a large school based on the stress they feel because they do not have a connection to the community?

Although the educators in this study may be stressed due to the lack of connection they have with their community, they do have a good relationship with their supervisors. Sixty-three percent of the respondents believed that if they are having problems with their students, that their supervisor will support them. In Norway and the United States the teachers are not satisfied with their relationships with their supervisors (Skaalvik, 2016; Kagan, 1986). Future studies might explore if there is a difference between the relationship that educators have with their supervisors in Morocco and in other countries.

Research has suggested that a large reason that teachers are stressed is due to their students (Center, 2016; Yoon, 2002; Geving, 2007; Pang, 2012; Benmansour, 1998). The participants' responses in this survey echo these other studies. This sample of Moroccan educators indicated that they are more likely to be stressed if they have a larger class size. Along with this result, 94% of the respondents reported that they have a large variation in their classroom. Between having a large class and large variations in their classroom, the research indicated that it is no surprise that these teachers are stressed. On top of these two student factors, the students in the participants' classrooms are not motivated towards school with 68% of the respondents stating that their students give up once they meet a challenge. Along with trying to motivate their students, teachers in this study's sample have a difficult time controlling their students' behavior. This study notes that 62% of the respondents stated that they believe that controlling their students' behavior takes a lot of time and effort. The 2015 U.S. survey, conducted by the Center on Education Policy, indicates that the largest challenge that teachers face within schools is their students' misbehavior (2016). This current study echoes Benmansour's (1998) research that was conducted on a different sample of Moroccan teachers

twenty years ago, suggesting that both of these samples of Moroccan teachers are stressed due to their students' misbehavior. Future studies might explore Moroccan educators' classroom management in comparison to that of other countries.

Besides this study suggesting that this sample of Moroccan teachers are stressed due to their students' misbehavior, they are surprisingly satisfied with their relationship and communication they have with their students. All of the respondents, except for one, stated that they are satisfied with the connection they have with their students. This study contradicts Yoon's (2002) research that stated a possible reason teachers are stressed is due to their relationship with their students. Future studies might explore if Moroccan teachers form more satisfying relationships with their students than in other countries.

Also, 81% of the respondents stated that they are satisfied with their students' academic results. These responses suggest that the teachers in this study's sample are not stressed due to their students' academic results, but because of other factors. Especially in the United States, teachers are stressed about their students' standardized test scores (Embse, 2016). This study contradicts these findings in the United States, which then begs the question, are educators in Morocco more satisfied with their students' academic results than those in the United States?

Parents are also stated to have an effect on a teacher's stress (Parker-Pope, 2008; Prakke, 2007). This current study recognizes that 46% of the respondents agree that parents are involved to an excessive degree. More respondents who identified as stressed, responded that they disagree to a certain extent that parents are involved to an excessive degree. This new study contradicts Parker-Pope's (2008) and Prakke's (2007) statements, therefore this current study suggests that this sample of teaches are not stressed due to their students' parents.

The literature recognizes that people are more satisfied with their jobs when they have more control over them; however, in education, teachers' voices are too often not heard (Gallup, 2014). This present study suggests that in this sample of Moroccan educators, however, the teachers' voices are more frequently heard. Sixty-three percent of the respondents believe that their opinions are factored into the decision making of a school. From these responses, this study suggests that the teachers are not stressed due to their opinions not being heard. Future studies might explore the reason that this sample of Moroccan educators believe that their opinions are taken into consideration in comparison to teachers in the United States.

Through all of the potential factors, this sample of Moroccan educators state that they are stressed. In order to cope with this stress, these respondents stated that they would plan/organize lessons in advance, try to be more realistic and adapt to the circumstances, suggest strategies/working procedures to improve students' performance, use more motivating methods in class, make double effort, get used to and adapt to the problems, talk about the problems with colleagues or friends, try not to exaggerate the importance of the problems, relax at work, forget the problems after work, talk about the problems during the meetings, and do physical activity -in this level of priority. Although all of these are beneficial coping strategies, research shows that physical activity is especially beneficial to reduce stress, and the respondents ranked this coping strategy the lowest (Reynolds, 2012; Ratey, 2008). Also, discussing problems may be beneficial for this sample of educators based on the information from Better Health Channel (2015). Relaxing by doing breathing techniques has been proven to reduce stress (Naik, 2018; Deadman, 2018). One might wonder if Moroccan educators would benefit from doing more physical activity, discussing the problems at work, and relaxing to reduce their stress.

The more extreme actions that teachers can do to diminish their stress is to either leave their school or leave the profession of education as a whole. All of the respondents do not believe that their stress is worth them staying at the school and only one of the teachers that identifies with being stressed would stay in the education profession. These survey responses suggest this sample of teachers are approaching burnout. Future studies might explore how burnout rates are affecting Morocco in comparison to Greenberg's (2016) research on the United States burnout rates.

Recommendations:

This study would have been more effective if the researcher would have created more drafts of the survey. Approximately half of the survey questions were not able to be analyzed because they did not include a verb in the questions. This creates an unclear question for the respondent allowing there to be room for each of the respondents to understand a question differently. It is crucial for each respondent to think of each question in the same way, so the responses are impacted minimally by uncontrolled data.

In order to have more respondents, the researcher should have created a survey with fewer questions. It has been suggested that shorter surveys produce a larger pool of respondents (Rolstad, 2011). Also, this study included empty responses, where the respondent would begin the survey and quit before finishing. This impacts the chi-squared values due to the degree of freedom being different than stated.

The researcher was unable to answer portions of the research questions because she was unable to conduct qualitative research.

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