



The occupational stresses of the female teachers of physical education

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Abstract

This study aimed to identify out the occupational stresses of the female teachers of physical education. The researcher used the descriptive method, the research sample is (83) an teacher in Gaza strip, representing (28.43%) of the original's community study of (175). As summaries of results the percentage of effect occupational stresses of the female teachers of physical education in Gaza strip were medium (59.5%), The percentage of facilities stresses ranked the first ((74.43%), The percentage school administration stresses is (38.61%), The percentage competition stresses is (59.04%), The percentage relation with student stresses is (57.35%), The percentage teacher personality stresses is (45.3%).

Key word: Occupational stresses, female teachers of physical education

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I. Introduction and importance of the study:

In the second half of the twentieth century, life stresses increased due to technological changes that brought about tremendous developments that led to increased responsibilities and burdens, friction between people, and competition in public life to keep pace with this progress and development.

Occupational stress is viewed as an expression of a state of mental and physical stress that occurs as a result of accidents that cause anxiety and occurs as a result of dissatisfaction with the general conditions prevailing in the work environment [1].

The researcher believes that professional stresses either pushes the teacher to succeed and increase motivation and challenge in his work, or it has a negative effect and thus he becomes less motivated and enthusiastic in teaching.

Moderate pressure is a necessary motivation for teachers to participate in professional activities, but if the stresses in professional activities is too great, it will bring unnecessary psychological burdens to teachers, which will affect, the enthusiasm and initiative of the role, and ultimately may lead to physical activity and mental Crisis [2].

Studying the issue of professional stresses among female teachers of physical education is necessary due to the nature of the student's personality structure, which tends towards play and fun, which makes him close to and in love with the physical education teacher, male or female. Through sports activities, they can go through many educational aspects that can affect the student, and here the important role played by the physical education teacher [3].

This has been confirmed by numerous studies that show that professional stresses play an important role in the desire to work efficiently, as well as work pressure, relationships with colleagues, and material and moral incentives, etc., such as the study by Laima Trinkūnienė, Laimutė Kardeliene. (2018) Occupational Difficulties at Work of Physical Education Teachers, found that the five most important difficulties in physical education teachers' work usually denied in temporary students were as follows: low status of physical education, limited equipment, facilities and supplies behind time, large class, sizes and excessive daily workloads [4].

Al-Tahayneh and Hamtaama's (2011) study on the sources of professional stress among physical education teachers in Zarqa Governorate and their desire to leave teaching [5], and López, Bolaño, Mariño and Pol's study (2010) which addressed professional stress, psychological burnout and dissatisfaction among teachers. It was found that there is a link between professional stress, psychological burnout and dissatisfaction and between

personal and psychological factors [6], and Cheng's study (2008) the most important results of which were the existence of a positive relationship between sources of stress and psychological symptoms among teachers, and the most influential of these sources was the teaching burden [7], and the Al-Helou study (2004), which concluded that the most important professional stresses that teachers suffer from are the lack of financial incentives and the volume of work [8].

Studying the issue of professional stresses among physical education teachers is necessary due to the nature of the student's personality structure, which tends towards play and fun, which makes him close to and in love with the physical education teacher, male or female. Through sports activities, they can go through many educational aspects that may affect the student. Here, the important role played by the physical education teacher becomes clear. Despite the important role of professional pressures in the teacher's life, they have not received much attention or study from physical education teachers. Therefore, the need has emerged to study professional pressures with the aim of helping teachers develop themselves.

Hence, the importance of the study became clear in the researcher's mind to conduct this study in her capacity as a physical education teacher and lecturer at Al-Aqsa University.

Therefore, the researcher believes it is necessary to identify the professional stresses among physical education teachers, which can positively or negatively affect their psychological stability. Therefore, the researcher realized the importance of the study as it is an attempt to identify the professional stresses among physical education teachers in the Gaza Strip.

Study problem:

The teaching profession is one of the professions that causes the most stresses on teachers due to its many requirements and increased responsibilities.

Persistent occupational stress and negative adjustment can lead to an acute and persistent emotional response, and health, physical, psychological, and behavioral complications that cause physical education teachers to deviate from normal work performance [9].

Believing in the importance of identifying these occupational stresses and the extent of their impact on the educational process, the researcher presented the problem of the study as an attempt to identify occupational stresses among physical education teachers in the Gaza Strip.

Objective of the study:

1. Identifying the level of occupational stress among the female teachers of physical education in Gaza Strip.
2. Identifying the ranking of occupational stress among the female teachers of physical education in Gaza Strip.

Study question:

1. What is the level of occupational stress among the female teachers of physical education in Gaza Strip.
2. What is the ranking of occupational stress among the female teachers of physical education in Gaza Strip.

Study term:

- **Occupational stress:** It is "a state of temporary imbalance in the physical education teacher that forces her to perform tasks to meet the mental, physical, and psychological requirements to readapt to the school environment." Procedural definition.

Study methodology: The researcher used the descriptive approach using the survey method to suit the nature of the study.

Study population and sample: The study sample consisted of (83) female teachers from the original study population of (175) female teachers, representing 47.43%.

Data collection tools:

1- Unregulated personal interview: The researcher relied on interviewing academics in the female teachers physical education and some physical education, where through discussion the basic axes of the questionnaire form were reached.

2- the Occupational stress questionnaire: form for the female teachers physical education in Gaza Strip, prepared by the researcher, attached (3). In preparing it, the researcher followed the following steps:

- **Reading and reading:** The researcher reviewed specialized scientific studies that dealt with the ranking of Occupational stress among the female teachers physical education in order to determine the items of the questionnaire axes.

- **Determine the purpose of the questionnaire:** The purpose of the questionnaire was determined to identify the reality of Occupational stress among the female teachers physical education in the Gaza Strip.

- **Determining the axes of the form:** After reviewing the scientific studies, determining the purpose of the form, and interviewing academics specializing in physical education and some female teachers physical education, the basic axes of the study were determined and these axes were presented to (5) experts holding a doctorate degree in sports psychology and physical education curricula and teaching methods, attached (1), and they agreed on the

existence of (5) axes for the form Below is a presentation of the topics and percentages of expert opinions, as shown in the following table:

Table (1)

Expert opinions on the form Interlocutors before and after arbitration and percentages

N	Axes	Faculty members Repeat consent percentage	
		Repeat consent	percentage
1	Axis related to school administration stress	5	%100
2	Axis related to relationship stress with female students	5	%100
3	Axis related to the teacher's personality	5	%100
4	Axis related to potential stress	5	%100
5	Axis related to competition stress	5	%100

It is clear from Table No. (1) that the axes for the form have obtained a percentage of (100%) and those axes have been accepted.

- **Formulating the phrases:** The researcher developed a set of phrases for each axis of the form and the questionnaire was presented to the experts, attached (2). The number of phrases in the form reached (28) phrases. The following is a presentation of the axes and the number of phrases before and after arbitration, as shown in the following table:

Table (2)

Interlocutors and number of phrases before and after arbitration for the questionnaire form:

N	Axes	Phrases	
		Before arbitration	After arbitration
1	Axis related to school administration stress	5	6
2	Axis related to relationship stress with female students	4	5
3	Axis related to the teacher's personality	5	5
4	Axis related to potential stress	5	6
5	Axis related to competition stress	6	6
Number of form questions		25	28

It is clear from Table (2) that the experts' opinions agreed that there were (5) axes for the form and a number of (28) phrases out of (25) phrases.

Thus, the form on the occupational stress faced by physical education teachers in the Gaza Strip governorates, attached (3), is ready to conduct scientific transactions on honesty and consistency.

- **Correcting the form:** To correct the form, the researcher placed a triple estimation scale, and the statements were corrected as follows:

N	Positive phrases		Negative phrases	
	Yes	three degrees	Yes	one degree
1	Yes	three degrees	Yes	one degree
2	Except to a certain extent	two degrees	Except to a certain extent	two degrees
3	No	one degree	No	three degrees

Scientific parameters of the form:

First: Validity of the form: The researcher calculated the validity of the form using the following methods:

1- Content validity: The researcher found the validity of the form through the validity of the judges, whose number was (5), with the aim of verifying the appropriate wording of the phrases and the extent of their suitability to the axes, and adding, deleting and modifying the proposed phrases. Based on that, the number of axes of the form

was determined at (5) axes, and the number of phrases in the form after modification reached "28" phrases.

Table (3)
Correlation coefficient between the sum of the scores of each axis and the total score of the form
n=5

N	Axes	correlation coefficient
1	Axis related to school administration stress	0.903
2	Axis related to relationship stress with female students	0.805
3	Axis related to the teacher's personality	0.879
4	Axis related to potential stress	0.912
5	Axis related to competition stress	0.869

The tabular value of (r) at the level of 0.05 = 0.729

It is clear from Table (3) that the correlation coefficient between the sum of the scores of each axis and the total score of the form ranged between (0.933 and 0.805), which are statistically significant correlation coefficients, which indicates the validity of the internal consistency of the form.

Second: Stability of the form: To verify the stability of the form, the researcher used the half-segmentation method using Cronbach's alpha coefficient on a sample of 8 individuals from the study population and from outside the research sample, where the correlation coefficients were high (0.892), indicating the stability of the form.

Study results and discussion:

The first question read: What is the level of occupational stress among the female teachers physical education in the Gaza Strip?

To answer the question, the researcher found the arithmetic mean and relative weight of each axis of the questionnaire, and the following tables explain this.

Table (4)
Phrases, sum of responses, mean, and relative weight
And the order of the research sample responses
n=83

Phrases number	total responses	Mean	relative weight	Arrangement
1	144	1.75	57.83%	17
2	166	2	66.67%	9
3	94	1.13	37.75%	27
4	190	2.29	76.31%	4
5	169	2.04	67.87%	6
6	153	1.84	61.45%	13
7	151	1.82	60.64%	15
8	126	1.52	50.60%	22
9	165	1.99	66.27%	10
10	126	1.52	50.60%	22
11	128	1.77	59.04%	16
12	102	1.23	40.96%	26
13	137	1.65	55.02%	19
14	193	2.33	77.51%	2
15	133	1.60	53.41%	21
16	152	1.83	61.04%	14
17	140	1.69	56.22%	18
18	90	1.08	36.14%	28
19	168	2.02	67.28%	8
20	125	1.51	50.20%	24
21	185	2.23	74.30%	5
22	155	1.87	62.25%	12
23	117	1.41	46.99%	25
24	192	2.31	77.11%	3
25	160	1.93	64.26%	11
26	126	1.52	54.60%	20
27	204	2.46	81.93%	1
28	169	2.04	67.87%	6

First axis: Pressures associated with school administration

Table (5)

Arrange each paragraph of the axis related to school administration Stresses according to the total responses the mean and relative weight in the axis and the questionnaire.

n=83

N	Phrases Number	total responses	Mean	relative weight	Arrangement in resolution	Arrangement in axis
1	1	144	1.75	57.83%	17	5
2	6	153	1.84	61.45%	13	2
3	11	128	1.77	59.04%	16	4
4	16	152	1.83	61.04%	14	3
5	21	185	2.23	74.30%	5	1
6	26	126	1.52	54.60%	20	6
Total		907	1.82	61.38%		

It is clear from Table (5) regarding the total responses and the mean of the study sample's responses to each paragraph of the axis related to school administration Stresses and to its average paragraphs that the average paragraphs may range between (1.52-2.23).

The second axis: female students relationship stress with female students

Table (6)

Arrange each paragraph of the axis related female students relationship stress according to the total responses the mean and relative weight in the axis and the questionnaire.

n=83

N	Phrases Number	total responses	Mean	relative weight	Arrangement in resolution	Arrangement in axis
1	2	166	2	66.67%	9	1
2	7	151	1.82	60.64%	15	3
3	12	102	1.23	40.96%	26	5
4	17	140	1.69	56.22%	18	4
5	22	155	1.87	62.25%	12	2
Total		714	1.72	57.35%		

It is clear from Table (6) regarding the total responses and the mean of the study sample's responses to each paragraph of the axis related to the Stresses of the relationship with female students and to the average of its paragraphs that the average of the paragraphs may range between (1.23-2).

The third axis: Stresses related to the teacher's personality

Table. (7)

Arrange each paragraph of the axis related to teacher personality stress according to the total responses the mean and relative weight in the axis and the questionnaire

n=83

N	Phrases Number	total responses	Mean	relative weight	Arrangement in resolution	Arrangement in axis
1	3	94	1.13	37.75%	27	4
2	8	126	1.52	50.60%	22	2
3	13	137	1.65	55.02%	19	1
4	18	90	1.08	36.14%	28	5
5	23	117	1.41	46.99%	25	3
Total		564	1.36	45.3%		

The fourth axis: Stresses related to potential

Table (8)

Arrange each paragraph of the axis related to potential stress according to the total responses the mean and relative weight in the axis and the questionnaire

n=83

N	Phrases Number	total responses	Mean	relative weight	Arrangement in resolution	Arrangement in axis
1	4	190	2.29	76.31%	4	4
2	9	165	1.99	66.27%	10	6
3	14	193	2.33	77.51%	2	2
4	19	168	2.02	67.28%	8	5
5	24	192	2.31	77.11%	3	3
6	27	204	2.46	81.93%	1	1
Total		1112	2.23	74.43%		

It is clear from Table (8) regarding the total responses and the arithmetic mean of the study sample's responses to each paragraph of the axis related to potential stress and to its average paragraphs that the average paragraphs may range between (1.99-2.46).

The five axis: competition related stress

Table (9)

Arrange each paragraph of the axis related to competition stress according to the total responses the mean and relative weight in the axis and the questionnaire

n=83

N	Phrases Number	total responses	Mean	relative weight	Arrangement in resolution	Arrangement in axis
1	5	169	2.04	67.87%	6	1
2	10	126	1.52	50.60%	22	5
3	15	133	1.60	53.41%	21	4
4	20	125	1.51	50.20%	24	6
5	25	160	1.93	64.26%	11	3
6	28	169	2.04	67.87%	6	1
Total		882	1.77	59.04%		

It is clear from Table (9) regarding the total responses and the arithmetic mean of the study sample's responses to each paragraph of the axis related to competition stress and to its average paragraphs that the average paragraphs may range between (1.51-2.04).

Overall dimensions of the list:

Table No. (12)

Shows the average sum of responses, averages, relative weight, and ranking

Aix	total responses	Mean	relative weight	Arrangement
Axis related to school administration stress	907	1.82	907	2
Axis related to relationship stress with female students	714	1.72	714	4
Axis related to the teacher's personality	564	1.36	564	5
Axis related to potential stress	1112	2.23	1112	1
Axis related to competition stress	882	1.77	882	3
Average total	4179	8.9	4179	

The following is clear from Table (12): The overall response rate for the sample of parameters was average, reaching (59.5%).

- The axis related to potential stress ranked first with relative weight (74.43%).
- The axis related to school administration stress ranked second with relative weight (61.38%).
- The axis related to competition stress ranked third with relative weight (59.04%).
- The axis related to relationship stress with female students ranked fourth with relative weight (57.35%).
- The axis related to the teacher's personality ranked fifth and last with relative weight (45.3%).

II. Discuss the results:

For the axis related to potential stress: **The axis related to potential stress ranked first with relative weight (74.43%)**, The researcher attributes this natural and logical result to the high level of reality experienced by the Gaza Strip due to the siege and the role of the Israeli occupation in preventing Palestinian superiority in all fields, including sports, in terms of preventing the entry of most sports equipment and tools from its crossings, as well as the exposure of the Gaza Strip to several successive wars that affected sports facilities, including sports facilities in schools This was confirmed by the fact that the paragraph on the lack of budgets for school sports activities ranked first out of 28 paragraphs with a relative weight of 81.93%, as well as the paragraph on the lack of auxiliary and alternative tools ranked third out of 28 paragraphs with a relative weight of 77.11%, as capabilities are one of the most important criteria on which the training process is based and that the ability to provide them is reflected positively and negatively at the level of the players.

It is well known and certain that the availability of sports capabilities during the educational process is one of the basic matters that must be available, without which there will be no success in the physical education lesson. This was confirmed by the fact that the number of female students in the special section does not match the existing sports capabilities in second place out of 28 sections, with a relative weight of 77.51%. Sports tools are considered the basis for the process of practicing sports activities, thus promoting sports and bringing individuals towards sports practice. As for the axis related to school administration stress: **The axis related to school administration stress ranked second with relative weight (61.38%)**, The researcher attributes this result to factors related to the school's senior management, which seeks to increase work, change the dates of physical education classes, and is not convinced of the teacher's competence and limits her powers This was confirmed by the fact that the special paragraph, in which the school administration assigned me additional tasks and burdens, ranked fifth out of 28 paragraphs and with a relative weight (74.30%). Likewise, the special paragraph, in which the school administration enters into the heart of my work as a teacher, ranked thirteenth out of 28 paragraphs and with a relative weight (61.45%). As for the axis related to competition pressures: **The axis related to competition pressures ranked third with a relative weight (59.04%)**, and the researcher attributes obtaining this average result to the teacher's lack of feeling, The researcher attributes obtaining this average result to the teacher not feeling unstable in her work as a result of her inability to achieve more victories or motivate the players, as well as suffering from some problems related to the capabilities and management of the school or between the players with each other and the excessive sensitivity of the teacher or the team from being exposed to criticism This was confirmed by the fact that the special paragraph received: I am concerned that the team did not perform well in the competition, ranking sixth out of 28 paragraphs and with a relative weight (67.87%), and also that the special paragraph received a winning bonus that is not equal to the effort I made, ranking sixth out of 28 paragraphs and with a relative weight (67.87%), and also with regard to the axis related to the relationship with female students: **The axis related to relationship stress with female students ranked fourth with a relative weight of (57.35%)**, The researcher attributes the axis's low percentage of stress to the fact that it is with the physical education teacher and is the one who has a mutual relationship with the student in terms of personality and frankness in everything he is exposed to, as well as commitment from the female students to all aspects of the applied lesson This was confirmed by the fact that the paragraph related to the students' lack of sufficient respect for me as a teacher ranked 26th out of 28 paragraphs and had a relative weight of 40.96%, and the paragraph showed that some female students behave in unacceptable ways during teaching ranked 18th out of 28 paragraphs and had a relative weight of 56.22%, as well as the study that the female physical education teachers of government schools have least amount of occupational stress [10]. **The axis related to the teacher's personality ranked fifth and last with a relative weight (45.3%)**, The researcher attributes this natural and expected percentage to the fact that the physical education teacher is chosen to study in this specialization after passing specific criteria, including the criterion of personality and the ability to act in various circumstances. There are also many teaching courses that address how to employ modern teaching strategies in the teaching process This was confirmed by the fact that the linked paragraph, "My inability to control all the female students", ranked 28th out of 28 paragraphs and with a relative weight of 36.14%, and the linked paragraph, he related paragraph: I feel constant anxiety during lessons, ranked 27th out of 28 paragraphs and with a relative weight of 37.75%, as well as its ability to provide respect between it and the female students and make them appreciate the effort it exerts and recognize its essential role in developing their levels and reducing disagreements between them and their classmates at school.

III. Conclusion:

In light of the research objectives, questions, and data collection tools, the researcher concluded the following:

- 1- The level of professional pressure among physical education teachers in the Gaza Strip is average and at a percentage of (59.5%).
- 2- The factor related to potential stress ranked first at a rate of (74.43%), then school administration stress at a rate of (61.38%), competition stress at a rate of (59.04%), relationship stress with female students at a rate of

(57.35%), and finally the teacher's personality at a rate of (45.3%).

Proposals:

Based on the research results, its objectives, the research problem, the research questions, and in light of the sample, the method used, and the conclusions, the researcher recommends the following:

- 1- Providing a good professional environment in order to reduce the level of occupational stress among female teachers.
- 2- Serious emphasis on the need to give the teacher sufficient powers and authority.
- 3- The necessity of informing students of the efforts made by the teacher to raise their level and motivating and pushing them to reach the highest level of sports.
- 4- Conducting studies related to occupational stress with other variables associated with it.

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