شبكة المعلومات الجامعية

التوثيق الإلكتروني والميكروفيلم

بسم الله الرحمن الرحيم

HANAA ALY

شبكة المعلومات الجامعية

التوثيق الالكتروني والميكروفيلم

HANAA ALY

شبكة المعلومات الجامعية

التوثيق الإلكتروني والميكروفيلم

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات

يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار

HANAA ALY

Work Related Stress, Anxiety, Depression among School Teachers in General Education

Thesis

Submitted for Partial Fulfillment of Master Degree
in Occupational Medicine and Environment

By

Maha Hussien Ali Awad Greda
M.B.B.Ch.,
Demonstrator of Occupational and Environmental Medicine
Department of Community, Environmental and Occupational Medicine, Faculty of Medicine – Ain Shams University (2014).

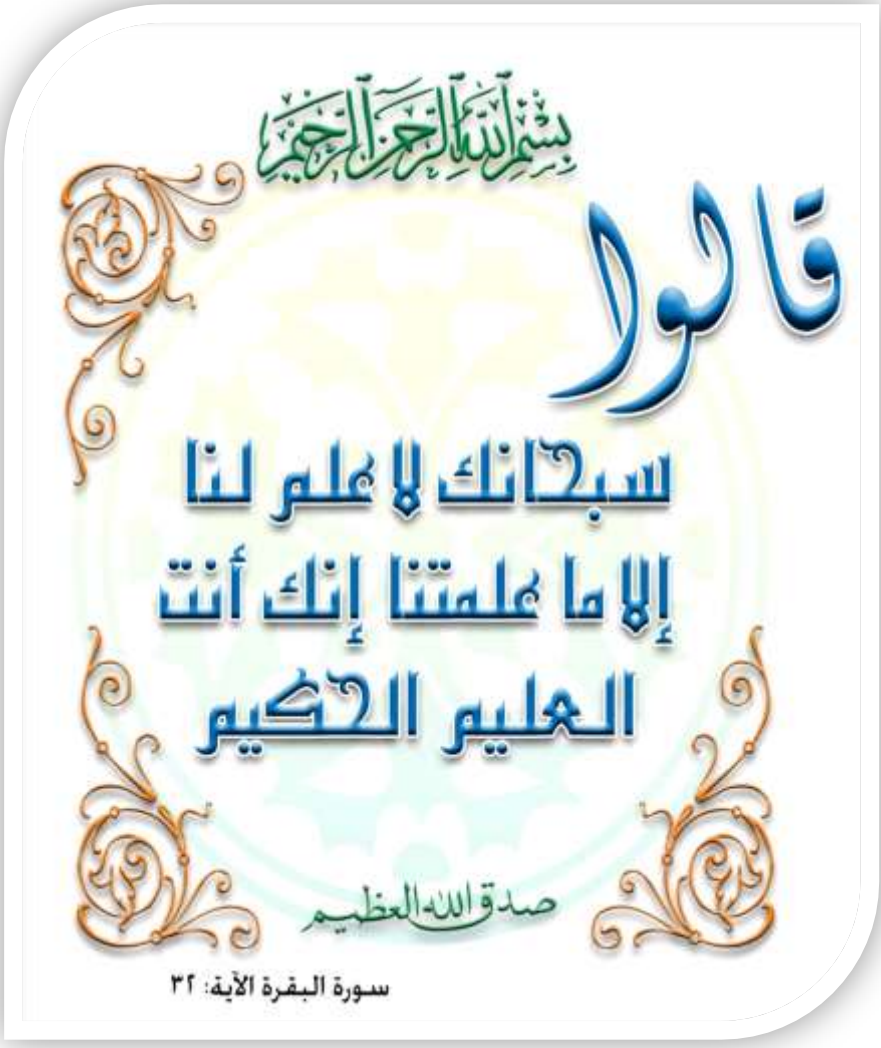
Under Supervision of

Prof. Dr. Abdelaziz Mohamed Kamal
Professor of Occupational and Environmental Medicine
Department of Community, Environmental and Occupational Medicine, Ain Shams University

Assist. Prof. Dr. Waleed Salah Eldein Ahmed
Assistant Professor of Occupational and Environmental Medicine
Department of Community, Environmental and Occupational Medicine, Ain Shams University

Assist. Prof. Dr. Ghada Ossama Wassif
Assistant Professor of Public Health
Department of Community, Environmental and Occupational Medicine, Ain Shams University

2021


بسم الله الرحمن الرحيم
قالوا
سبحانك لا علم لنا
إلا ما علمتنا إنك أنت
العليم الحكيم
صدق الله العظيم
سورة البقرة الآية: ٣٢

Acknowledgments

First and foremost, I feel always indebted to **Allah**, *the* ***Most Beneficent*** *and* ***Merciful*** *who gave me the strength to accomplish this work.*

My deepest gratitude to **Prof. Dr. Abdelaziz Mohamed Kamal,** *Professor of Occupational and Environmental Medicine, Department of Community, Environmental and Occupational Medicine, Ain Shams University, for his valuable guidance and expert supervision, in addition to his great deal of support and encouragement. I really have the honor to complete this work under his supervision.*

I would like to express my great and deep appreciation and thanks to **Assist. Prof. Dr. Waleed Salah Eldein Ahmed,** *Assistant Professor of Occupational and Environmental Medicine, Department of Community, Environmental and Occupational Medicine, Ain Shams University, for his meticulous supervision, and his patience in reviewing and correcting this work.*

I must express my deepest thanks to **Assist. Prof. Dr. Ghada Ossama Wassif,** *Assistant Professor of Public Health, Department of Community, Environmental and Occupational Medicine, Ain Shams University, for guiding me throughout this work and for granting me much of her time. I greatly appreciate her efforts.*

Special thanks to my **Parents,** *my* **Husband** *and all my* **Family** *members for their continuous encouragement, enduring me and standing by me.*

✍ *Maha Hussien Ali Awad Greda*

List of Contents

Subject *Page No.*

List of Abbreviations ..... **i**

List of Tables ..... **ii**

List of Figures ..... **iv**

Introduction **1**

Aim of the Work **3**

Review of Literature

Concept of Work Related Stress, Anxiety & Depression 4

Sources of Work Related Stress, Anxiety & Depression among school teachers 12

Effects of Work Related Stress, Anxiety & Depression on school teachers 24

Prevention and control of work related stress, Anxiety & Depression among school teachers 35

Participants and Methods **41**

Results **45**

Discussion **72**

Summary **86**

Conclusion **88**

Recommendations **89**

References **91**

Arabic Summary ..... **—**

List of Abbreviations

Abbr.	Full-term

CDC : Centers for Disease Control and Prevention

GERD : Gastroesophageal reflux disease

SD : Standard deviation

SPSS : Statistical Package for Social Sciences

STAI : StateTrait Anxiety Inventory

U.K : United Kingdom

U.S : United States

List of Tables

Table No.	Title	Page No.
Table (1):	Sociodemographic characteristics and comorbidities of the studied teachers	47
Table (2):	Years of experience, School grades and speciality of the studied teachers	49
Table (3):	Frequency of Stress, anxiety and depression among the studied teachers	55
Table (4):	Sociodemographic characteristics & comorbidities among teachers with different grades of stress	57
Table (5):	Duration of work (years), school grades and specialities among teachers with different grades of stress	59
Table (6):	Logistic regression for independent determinants of stress among the studied teachers	61
Table (7):	Sociodemographic characteristics and comorbidities among teachers with different grades of anxiety	62
Table (8):	Duration of work (years), school grades and specialities among teachers with different grades of anxiety.	64
Table (9):	Logistic regression for independent determinants of anxiety among the studied teachers	65

Table (10): Sociodemographic characteristics and comorbidities among teachers with different grades of depression..... 66

Table (11): Duration of work (years), school grades and specialties among teachers with different grades of depression..... 68

Table (12): Logistic regression for independent determinants of anxiety among the studied teachers..... 69

Table (13): Correlations between stress score & (age, experience, anxiety and depression) among the studied teachers..... 70

List of Figures

Figure No.	Title	Page No.
Figure (1):	Comorbidities among the studied teachers	48
Figure (2):	Professional stressors among the studied teachers	51
Figure (3):	Social stressors among the studied teachers	52
Figure (4):	Physical & environmental stressors among the studied teachers	53
Figure (5):	Administrative stressors among the studied teachers	54
Figure (6):	Grades of stress among teachers with different school grades	60
Figure (7):	Stress grades among those teaching science & Arabic	60
Figure (8):	Correlation between stress and anxiety scores	71
Figure (9):	Correlation between stress and depression scores	71

Introduction

Work related stress is the worker's response when facing work demands and pressures not matched to their resources, needs, abilities and knowledge, and overcome their ability to manage ***(Khudaniya & Kaji, 2014).***

Teaching is a physically and mentally challenging occupation, as the teacher uses a lot of energy in his daily work in the classroom in addition to his personal and familial commitments, which is a continuous source of stress ***(Kaur, 2011).*** This was also proved by a study which was done by ***Cooper et al. (2005)*** to assess work related stress across 26 jobs, and found that teaching was one of the most stressful jobs.

Teaching and educational profession was rated as the second occupation with the highest prevalent rate of work related stress (2340 cases per 100,000) after health care profession (2730 cases per 100,000) ***(HSE,2013).***

A recent study by ***Desouky and Allam (2017)*** pointed that the prevalence of work related stress among teaches was 100%. In addition, ***Badway, (2015)*** in his study among 325 Egyptian teachers revealed that that teachers had moderate to severe stress and medium levels of burnout. On the other hand, the number of teachers in pre-university education in the 2015-2016 school year reached to mostly 1.6 million teachers

(CAPMAS, 2017). Accordingly, we could be facing a major threatening problem which needs to be verified and instigated.

The Egyptian education system has a lot of challenges such as low teachers' salaries, shortage of resources at schools and poor organizational climate for teachers ***(Manssy, 2011)***.

Egypt nowadays is experiencing a huge change in the educational system in order to meet the international standards of education, in addition to that improving teaching level through providing adequate training to primary school teachers to improve teacher skills as teacher is the most important factor in the new strategy rebuilding Egypt educational system 2018.

According to ***Teuta Agai-De Mjaha et al. (2015)*** teachers perceive more often changes in education as a very stressful factor.

That's why, the current study aimed to measure frequency of stress, anxiety, depression among school teachers after introduction of new Egyptian educational system & in addition to that the study will find out the relationship between stress levels & exposure to different risk factors at school environment.

Although, many studies described the possible sources of WRS among teaches yet it is necessary to replicate such studies due to local sociocultural, environmental and organizational difference between countries.

Aim of the Work

Research questions:

1. What is the frequency of work related stress, anxiety and depression among school teachers in Kobri El Koba district?
2. What is the frequency of the possible risk factors of stress in school environment?
3. What are the effects of work related stress, anxiety and depression?

Research hypothesis:

- The frequency of work related stress, anxiety and depression among school teachers is high.
- Risk factors of stress are highly prevalent among school teachers.
- Work related stress, anxiety and depression has detrimental health effect on school teachers.

Goal:

To reduce work related stress, anxiety and depression among school teachers.

Objectives:

1. To measure the frequency of work related stress, anxiety and depression among school teachers.
2. To measure the frequency and extent to which school teachers are exposed to possible risk factors of stress in school environment.
3. To study the possible effects of work related stress, anxiety, depression on school teachers.

Chapter (1)
Concept of Work Related Stress, Anxiety & Depression

Work Related Stress, Anxiety & Depression Concept and Definition

Work related stress is the harmful physical and emotional responses that occurs when the job demands do not match the worker abilities, needs and capabilities ***(Khudaniya and Kaji, 2014).***

In general, the combination of high demands in a job and the lack the ability to control can lead to stress ***(Aranđelović, 2006).***

WHO defines work related stress as the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. There is often confusion between pressure or challenge and stress and sometimes it is used to excuse bad management practice. Pressure at the workplace is unavoidable due to the demands of the contemporary work environment. Pressure perceived as acceptable by an individual, may even keep workers alert, motivated, able to work and learn, depending on the available resources and personal characteristics. However, when that pressure becomes excessive or otherwise unmanageable it