



## Stress Coping Strategies among Female Secondary School Teachers: A Field Study in the City of Tlemcen

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### Abstract:

This study aims to identify the most prominent stress coping strategies among working women at the secondary education level through a field study conducted on female secondary school teachers in the city of Tlemcen. The importance of this topic stems from its sensitivity, given the professional pressures experienced by teachers within the educational environment, especially in light of the continuous reforms affecting the educational system. These transformations have led to the diversity and variation of teachers' strategies in dealing with such pressures, with the aim of adapting to them and achieving both professional and personal balance.

The descriptive method was adopted in this study because it is the most suitable and widely used approach for examining psychological and social phenomena.

The study included a sample of 40 female teachers from secondary schools in the city of Tlemcen. The research instrument used was a questionnaire designed to measure professional stress coping strategies.

The results revealed the following:

1. There is one coping strategy that is used more frequently than other strategies among female secondary school teachers.
2. There are no statistically significant differences in stress coping strategies attributable to the marital status variable among female secondary school teachers.
3. There are no differences in stress coping strategies attributable to the professional experience variable among female secondary school teachers.

**Keywords:** Stress Coping Strategies, Teachers, Working Woman.

### Introduction:

Education is considered one of the fundamental pillars that plays a central role in the lives of individuals and the prosperity of societies. The noble status of teachers is undeniable, as they represent the cornerstone in conveying the noble mission upon which

the progress and advancement of humanity toward development and modernity depend. (Madani & Mhamed, 2024)

Contemporary life imposes continuous changes and increasing expectations on individuals, accompanied by multiple and diverse roles. Political, social, and cultural progress in any nation has become dependent on serious and dedicated work. Thus, the level of achievement and the ability to overcome difficulties constitute accurate indicators reflecting the status and strength of society. (Mhamed, 2020)

Today, work has become associated with psychological and professional pressures resulting from occupational demands and burdens. The pursuit of material gains at the expense of values and ethics has led to the deterioration of professional relationships and negatively affected performance, transforming work from a means of advancement into a source of decline.

The negative effects of occupational stress have emerged as a threat to workers' well-being, attracting the attention of researchers. Such pressures affect various professions, including teaching, whose success depends largely on the teacher as the fundamental element of the educational process. Indeed, the success of education is strongly linked to the role of teachers, who constitute its cornerstone.

Overcoming the problems faced by teachers represents one of the major challenges hindering the development of the educational sector. Despite the high status of the teaching profession, often described as the "mother of all professions" because of its foundational and essential role in all other fields, it remains the primary source for providing society with scientifically, socially, and morally qualified human resources.

Within this context, the present study seeks to identify the strategies used by female secondary school teachers to cope with occupational stress and to determine whether there are differences in stress coping strategies among them.

### **1. Research Problem:**

The entry of women into the labor market in the modern era has become a widespread global phenomenon. Since women represent half of society, they hold an important position both within the family and in society.

These transformations have contributed to the economic and social empowerment of women and have pushed them to assume leadership positions in various sectors, such as education, administration, journalism, health, etc. (Boubaakar, 2007, p. 02).

This reality has led our current study to focus on female secondary school teachers. This group, in particular, suffers more than others from psychological and occupational stress due to the nature of the profession, which involves multiple burdens and responsibilities. These difficulties are mainly caused by the dual role of balancing both family and work, which makes it harder for them to adapt and leads to various forms of tension and psychological pressure.

Psychological and occupational stress has become a serious threat to the teaching profession due to its negative effects, such as job dissatisfaction, low performance levels, reduced achievement motivation, and ultimately psychological burnout, which in turn affects the ability and willingness to work.

Stress, in its various forms, exists in all areas of life and takes multiple shapes and manifestations. Wherever we go, we find it in schools, workplaces, families, and among friends, across all social levels, to the extent that some researchers have described it as a “silent phenomenon.”

The ability to effectively cope with stressful events is key to achieving psychological and social adjustment. However, coping strategies vary significantly among individuals, including gender-based differences. Males and females often use different coping mechanisms when dealing with stress, which affects their adaptation and adjustment abilities. The selection of effective coping strategies greatly contributes to reducing psychological problems and improving quality of life.

The present study generally focuses on the stress experienced by female secondary school teachers and aims to understand the strategies they use to cope with these pressures. Specifically, it highlights secondary school female teachers, as several studies have shown that this group is more exposed to psychological and occupational stress.

From this perspective, the main research question of this study is formulated as follows:

- Are there coping strategies that are used more than others by female secondary school teachers?

This main question is broken down into the following sub-questions:

- Are there statistically significant differences in coping strategies with occupational stress among secondary school female teachers according to marital status (married / unmarried)?
- Are there statistically significant differences in coping strategies according to seniority?

## **2. Research Hypotheses:**

The following hypotheses were formulated to answer the research questions:

### **a. Main hypothesis:**

- There are coping strategies that are used more frequently than others by female secondary school teachers.

### **b. Sub-hypotheses:**

1. There are statistically significant differences in coping strategies with occupational stress among secondary school female teachers according to marital status (married / unmarried).
2. There are statistically significant differences in coping strategies according to seniority (less than 5 years – from 5 to 10 years – more than 10 years).

## **3. Significance of the Study:**

The importance of this study lies in the following points:

1. To gain a better understanding of the psychological and occupational stress experienced by working women, specifically female secondary school teachers.
2. The importance of the sample itself, as this group is highly exposed to occupational stress.
3. To contribute new findings to the existing body of research in the field of scientific studies.

4. To identify coping strategies used by female secondary school teachers, which may help reduce the level of stress and contribute to the success of the educational process.

#### **4. Objectives of the Study:**

The objectives of this study are divided into direct and indirect objectives, as follows:

##### **1. Direct objectives:**

- To answer the research questions of the study.

##### **2. Indirect objectives:**

- To identify and determine the coping strategies used by female secondary school teachers to deal with stress and help reduce it.
- To explore the main types of stress and psychosocial factors experienced by working women in the education sector (secondary level).
- To address the scientific and practical nature of the topic.

##### **5. Reasons for Choosing This Topic:**

1. Experiencing the reality of working women and the extent of their suffering due to the multiplicity of their responsibilities..
2. The aim of contributing something new to the topic of stress from a scientific and academic perspective.
3. Highlighting certain gaps that have not been sufficiently addressed regarding stress among female secondary school teachers.
4. The severity of stress experienced by these teachers and its impact on the effectiveness of the educational process.

##### **6. Operational Definition of Concepts:**

This study includes several concepts that will be operationally defined as follows:

- **Coping Strategies:** According to the measurement tool used in this study, they refer to the behavioral and cognitive responses employed by female secondary school teachers when dealing with stressful situations, in order to maintain their psychological and physical balance.
- **Marital Status:** According to the measurement tool used in this study, it refers to the social condition of the working woman, whether she is married or unmarried.
- **Professional Experience (Seniority):** According to the measurement tool used in this study, it refers to the length of time a teacher has spent performing her duties within the school.
- **Working Woman (Female Secondary School Teacher):** According to the measurement tool used in this study, it refers to a female teacher employed in the field of education, who performs both administrative and pedagogical duties and is considered a key element in preparing future generations.

##### **7. Previous Studies:**

**01. Study of Ghattassi Ezzedine and Mahbouba Aaliya (2011–2012), titled: “Coping Strategies for Psychological Stress among Working Women”**

This study aimed to identify coping strategies for psychological stress among primary school female teachers, as well as to examine the influence of variables such as region, marital status, geographical location, and age.

The study was conducted on a sample of 110 female teachers, and it adopted the descriptive method, which is based on describing the phenomenon. Percentages and statistical tests for differences were used.

The results showed that coping strategies vary according to marital status and region, while they do not differ according to geographical location. The findings were interpreted in light of theoretical frameworks and previous studies.

### **02. Veenling & Vogel Study (2006), titled: “Occupational Stress among Male and Female Teachers in Middle and Secondary Schools”**

This study showed that female teachers experience higher levels of occupational stress and greater psychological burnout compared to male teachers.

### **03. Study of AbdelMouti (2006), titled: “Life Stress and its Relationship with Mental Health and Some Variables”**

This study aimed to identify the impact of Egyptian and Indonesian culture and society in shaping individuals’ personalities, as well as their responses to life stress and coping strategies.

The sample consisted of:

- Egyptian sample (385 participants)
- Indonesian sample (297 participants)

The study concluded that Egyptians suffer more from life stress due to their coping strategies, such as avoidance and denial, as well as persistence. In contrast, Indonesians experience lower levels of life stress due to their use of coping strategies based on social relationships and social integration.

### **04. Study of Bruchon-Schweitzer & Siksou (France, 2005), titled: “Coping with Occupational Stress among French Primary School Teachers”**

This study aimed to identify coping strategies used by teachers in dealing with the difficulties encountered in their profession.

The results revealed four main coping strategies for psychological stress:

- Social support seeking strategy
- Problem-focused coping strategy
- Avoidance strategy
- Tendency toward traditional teaching model strategy

### **05. Study of Luo Côté P. H.D (Canada, University of Ottawa, 2004), titled: “Coping Strategies among Teachers with Different Levels of Psychological Stress (Low vs High)”**

This study aimed to identify perceived stressful situations, coping strategies, and the consequences of psychological stress among teachers, using a mixed quantitative/qualitative methodology on a sample of 20 teachers.

The results showed that the study did not clearly identify specific coping strategies linked to stressful situations except in relation to students, where problem-focused strategies were observed. Teachers with low levels of stress reported an inability to ignore

colleagues, and they emphasized that maintaining a balance between work and personal life generally protects against psychological stress. This balance is achieved through engaging in sports, social, and creative activities.

**06. Study of Abu Hatab (2003), titled: “Psychological Stress and Coping Strategies as Perceived by Palestinian Women in Gaza Governorate”**

The sample consisted of 250 married women.

The study found that Palestinian women use various coping strategies to deal with stress, including:

- Reappraisal
- Problem-solving planning
- Self-control
- Wishful thinking
- Avoidance
- Responsibility taking
- Social affiliation
- Confusion and escape

The study also revealed individual differences among women in coping strategies, attributed to variables such as age and educational level.

Referring to our main topic, the teacher is considered the most important element in the educational process, as the role of female teachers is not limited to merely delivering facts and information. Rather, their responsibilities have expanded and diversified in order to keep up with continuous and rapid developments, such as the scientific and technological revolution.

However, the present study differs from the previously mentioned studies in terms of the targeted sample, as well as the nature of the field in which it is conducted.

**07. The study of Jadallah (2002), titled: “An Analytical Study of Work Stress among Egyptian Women: An Applied Study at the General Administration of the Egyptian Electricity Authority”**

This study aimed to analyze the work stress experienced by Egyptian women through a proposed model consisting of five interconnected and sequential elements in order to identify the extent to which women perceive and react to life situations in general. It also sought to identify the nature of work stress, determine women’s ability to adapt to stress, and clarify methods of managing occupational stress.

A work stress scale was applied to a sample of 220 working women. The study indicated that Egyptian women experience a moderate level of stress and possess a moderate ability to adapt. It also demonstrated a positive relationship between women’s coping ability and the level of stress they experience.

**08. The study of Dunham and Shiff (2001), titled: “Reasons for Teachers’ Resignation from the Teaching Profession”**

The findings of this study showed that resignation is a clear response to exposure to very intense stress and reflects that primary school teachers had reached a critical point in their attitudes toward the teaching profession.

The reasons for resignation were linked to several occupational factors, including:

- Teachers' inability to keep pace with changes in the educational process
- Negative societal attitudes toward the profession
- Low financial compensation
- Students' misbehavior

#### **09. Study conducted by Elaine (2000)**

This study aimed to identify the intervention methods used by primary school teachers to manage students' behavior while taking classroom behavioral problems into consideration.

The sample consisted of six primary school teachers. The researcher used a qualitative research methodology based on one-on-one interviews, asking teachers about the ways they encourage students to behave positively.

The study reached the following conclusions:

- Teachers showed strong interest in positive procedures designed to encourage acceptable behavior and discourage inappropriate behavior among students.
- Character education was found to be the most effective positive intervention, and the study recommended giving greater attention to this concept and integrating it into the curriculum.
- The study also highlighted several important factors in managing classroom behavior, such as the general school climate, classroom management style, students' commitment to classroom rules, parental involvement, and the use of positive and effective intervention strategies.

#### **10. Study of Ali (1997), titled: "Social Support and Coping with Stressful Life Events as Perceived by Married Working Women"**

This study aimed to compare married working women with high levels of social support and those with low levels of social support in coping with stressful life events, as well as their susceptibility to psychological disorders.

The sample consisted of 100 women divided into two groups:

- An experimental group of 50 women receiving social support
- A control group of 50 working women who did not receive social support, whether from family or coworkers

The results revealed statistically significant differences between the two groups in coping with stressful life events, in favor of the group receiving social support.

#### **11. Study of Al-Hindawi (1994), titled: "Strategies for Dealing with Work Stress"**

This study aimed to identify the sources of work stress and measure the relationship between work stress and certain variables. It also sought to propose some strategies for dealing with stress-related problems.

The study was conducted on a sample of employees of different nationalities working in Saudi hospitals. The findings revealed differences in individuals' perceptions of the causes of work stress according to nationality, and that non-Saudi employees experienced higher levels of stress.

The study also proposed several strategies for coping with workplace stress, including:

- Spiritual therapy
- Incentive and performance evaluation systems

- Biofeedback
- Employee assistance programs

## **12. Study of Asakura (1993), titled: “Psychological Stress among Working Women in Japan”**

This study was conducted to examine psychological stress among working women in Japan. The sample consisted of 431 working women, including women in senior administrative leadership positions. A psychological stress scale related to the work environment of Japanese working women was administered.

The findings revealed several sources of psychological stress among Japanese working women, the most important being:

- Stress related to the work environment
- Stress related to family care responsibilities

The results also showed that women occupying senior leadership positions experienced higher levels of psychological stress than women in lower-level positions, mainly due to responsibilities and decision-making pressures.

## **13. Study conducted by Sabri (1993)**

This study aimed to identify teachers’ strategies for dealing with classroom problems in the first six grades of basic education in schools affiliated with the United Nations Relief and Works Agency (UNRWA) in the northern West Bank region.

The sample consisted of 163 male and female teachers selected randomly. The researcher developed a questionnaire composed of two parts. The first part included 14 common classroom behavioral and academic problems, such as:

- Low motivation
- Achievement below ability level
- Cheating in exams
- Attention deficit
- Difficulties in reading, writing, and arithmetic
- Neglect of homework
- Excessive looking out of windows
- Reporting on classmates
- Lying and selfishness
- Hyperactivity
- Low self-confidence
- Verbal and physical aggression toward others

The second part consisted of six main strategies used by teachers in dealing with classroom problems:

- Reinforcement strategy
- Pressuring behavior strategy
- Ignoring or neglect strategy
- Individual-focused strategy
- Threatening and punitive practices strategy
- Group dynamics strategy

The study concluded that the most frequently used strategies in dealing with classroom problems, ranked by importance, were as follows:

1. Individual-focused strategy
2. Reinforcement strategy
3. Pressuring behavior strategy
4. Group dynamics strategy
5. Threatening and punitive practices strategy
6. Ignoring or neglect strategy

#### **14. Study of Greenglass (1990)**

This study aimed to investigate the relationship between role conflict among working women and professional ambitions.

The sample included 80 working women aged between 24 and 28 years. The participants were administered:

- A role conflict scale
- A professional ambition scale
- A Type A behavior scale

The study found that Type A behavior could be predicted through the length of time women stayed at home caring for children. It also revealed a negative impact of role conflict on the professional ambition level of working women.

#### **15. Study cited by Al-Doussouki (1988)**

According to Al-Dassouqi's study, both Brown and Francis agreed that the teaching profession is among the occupations that generate the highest levels of psychological stress for those working in it.

Al-Shafi'i added that the mental health level of female teachers is influenced by the degree of occupational stress they experience. When these stress levels are low, this positively affects their psychological well-being, increases their love for the teaching profession, and positively reflects on students' performance and achievement, contributing to the improvement and development of the educational process.

However, when teachers experience high levels of stress, this negatively affects their psychological state and causes them to become dissatisfied with the teaching profession, leading to poor performance. Consequently, this negatively impacts students' achievement and weakens the effectiveness of the educational process (Al-Doussouki, 1998, p. 187; Gattassi & Mahbouba, 2012).

#### **Main Study:**

After completing the pilot study, through which the validity and reliability of the instrument were verified at an acceptable statistical level, we proceeded to the main study. This stage represents an important step in the research process, during which the study population and sample were identified, as well as the procedures for administering and scoring the scale, in addition to the statistical methods used for processing and analyzing the data.

#### **1. Research Methodology:**

The nature of the study determines the methodology that the researcher should adopt. In this study, we relied on the descriptive method, as it is among the most

commonly used methods in the study of psychological and social phenomena. It was also considered the most appropriate method for the current study, through which we aimed to identify the coping strategies used by female secondary school teachers in dealing with occupational stress in the province of Tlemcen.

## 2. Population and Sample of the Main Study:

The population selected for this study consisted of female secondary school teachers from both Meliha Hamidou Secondary School and Ibn Tufail Secondary School in the city of Tlemcen.

A purposive sampling method was adopted in selecting the participants. Female secondary school teachers from some high schools in the province of Tlemcen were chosen, and the questionnaires were distributed to all female teachers in the schools visited.

The selected sample consisted of 50 female teachers, representing a significant proportion of the original population. After distribution, 40 questionnaires were successfully retrieved.

**Table (01): Secondary Schools Included in the Main Study**

Secondary School	Location	Number of Female Teachers
Ibn Tufail	Imama	25
Meliha Hamidou	City Center	15

## 3. Characteristics of the Main Study Sample:

**Table (02): Distribution of the Sample According to Marital Status**

Marital Status	Number	Percentage
Married	19	47.5%
Unmarried	21	52.5%
Total	40	100%

The main study sample was characterized by the following features:

### a- Marital Status:

Table (02) shows the distribution of the main study sample according to the marital status variable.

The sample consisted of 40 female teachers. As shown in the table, the number of married teachers was 19, whereas the number of unmarried teachers was 21. This indicates that unmarried female teachers represented 52.5% of the sample, which is slightly higher than the proportion of married teachers in the current study.

### b- Professional Experience (Seniority):

**Table (03): Distribution of the Main Study Sample According to Professional Experience**

Professional Experience	Number	Percentage
Less than 5 years	13	32.5%
From 5 to 10 years	13	32.5%
More than 10 years	14	35%
Total	40	100%

The table above presents the distribution of the main study sample, consisting of 40 female teachers, according to the professional experience (seniority) variable.

The table indicates that:

- 13 teachers had less than 5 years of experience, representing 32.5% of the sample.
- 13 teachers had between 5 and 10 years of experience, also representing 32.5%, which is equal to the first category.
- 14 teachers had more than 10 years of experience, representing 35% of the total sample of the main study.

#### 4. Description and Administration of the Study Tools:

The study instrument was administered according to the nature of the topic, as the aim of the study was to identify the coping strategies used by female secondary school teachers in dealing with stress. Therefore, the instrument was designed to provide logical answers to the research questions.

The tool used was the Occupational Stress Coping Strategies Scale, whose validity and reliability had previously been verified through the pilot study.

#### 5. Statistical Processing Methods:

In analyzing the data of the main study, appropriate statistical methods were used according to the proposed hypotheses, as follows:

- Frequencies and percentages to describe the study participants and determine response rates.
- Arithmetic means and standard deviations to identify the responses of the study sample.
- Cronbach's Alpha coefficient to calculate the reliability of the instrument.
- Bravais-Pearson correlation coefficient to measure the relationship between variables.
- T-test to examine differences between the study variables.

The statistical indicators mentioned above were calculated using the Statistical Package for the Social Sciences (SPSS), Version 21.

#### A. Presentation of the Results of the Main Hypothesis:

The main hypothesis stated that there is a coping strategy used by female teachers more frequently than other strategies in dealing with stress. To verify this hypothesis, the arithmetic mean for each dimension of the coping strategies scale was calculated.

The results showed that some strategies were used more frequently than others in coping with stress, as illustrated in the following table:

**Table (04): Arithmetic Mean and Standard Deviation of the Dimensions of the Coping Strategies Scale**

Dimensions	Minimum Score	Maximum Score	Arithmetic Mean	Standard Deviation	Standard Error
Focus and Emotion	09	22	15.47	3.58	0.56
Social Support	01	21	13.52	3.85	0.60
Mental Distraction	10	22	16.72	3.32	0.52
Active Coping	06	15	11.55	2.18	0.34
Spiritual Coping	10	21	19.10	2.60	0.41

Denial	05	16	9.92	2.25	0.35
Self-Control and Composure	11	21	16.32	2.71	0.42
Seeking Emotional Support	06	17	11.20	2.68	0.42
Behavioral Withdrawal	07	15	11.87	2.01	0.31
Planning	07	18	14.20	2.74	0.43
Acceptance	08	16	11.95	2.66	0.42

From Table (04), it is clear that the most frequently used coping strategy among female teachers is “Spiritual Coping,” with an arithmetic mean of 19.10 and a standard deviation of 2.60.

This strategy was followed by:

- Mental Distraction
- Self-Control and Composure

with arithmetic means of 16.72 and 16.32, and standard deviations of 3.32 and 2.71 respectively.

These were followed by:

- Focus and Emotion
- Planning
- Social Support
- Acceptance
- Behavioral Withdrawal
- Active Coping
- Seeking Emotional Support

The least used strategy among female teachers was Denial (Dimension 06), with an arithmetic mean of 9.92 and a standard deviation of 2.25.

Therefore, the findings indicate that the most commonly used strategy among female secondary school teachers in coping with stress is the Spiritual Coping Strategy.

## 2. Presentation of the Results of the First Sub-Hypothesis:

The first sub-hypothesis stated that there are no statistically significant differences in coping strategies attributable to the marital status variable among female secondary school teachers.

To verify this hypothesis, a T-test was calculated to examine the differences, as illustrated in the following table:

**Table (05): Value of the T-test Coefficient**

Variable	Sample Size	Arithmetic Mean	Standard Deviation	T-test Value	Sig Value	Decision
Coping Strategies with Stress	Married: 19   Unmarried: 21	153.95   149.52	13.57   10.58	1.141	0.642	Not statistically significant

From Table (05), it is evident that the calculated T-test value reached 1.141, which is not statistically significant at the 0.05 significance level. Therefore, the hypothesis was

not confirmed, meaning that there are no statistically significant differences in coping strategies attributable to the marital status variable among female secondary school teachers.

### **3. Presentation of the Results of the Second Sub-Hypothesis:**

The second sub-hypothesis stated that there are no statistically significant differences in coping strategies attributable to the professional experience variable among secondary school teachers.

To verify this hypothesis, arithmetic means were calculated to examine the differences between variables, as illustrated in the following table:

**Table (06): Arithmetic Means of the Coping Strategies Variable According to Professional Experience**

<b>Professional Experience Variable</b>	<b>Sample Size</b>	<b>Arithmetic Mean</b>	<b>Standard Deviation</b>
Less than 5 years	13	152.69	14.51
From 5 to 10 years	13	152.38	07.97
More than 10 years	14	150.57	14.06

From Table (06), it appears that the arithmetic mean for teachers with less than 5 years of experience reached 152.69 with a standard deviation of 14.51.

The arithmetic mean for teachers with 5 to 10 years of experience reached 152.38 with a standard deviation of 07.97, whereas the arithmetic mean for teachers with more than 10 years of experience reached 150.57 with a standard deviation of 14.06.

These values are relatively close, which indicates that the hypothesis was not confirmed. Therefore, there are no significant differences in coping strategies attributable to the professional experience variable among female secondary school teachers.

### **Discussion and Interpretation of the Results of the Main Hypothesis:**

#### **There are coping strategies used by female teachers in dealing with stress.**

The obtained results indicate that female secondary school teachers use various strategies to cope with occupational stress. Table (04) presents the ranking of arithmetic means and standard deviations of these strategies.

The first-ranked strategy was spiritual and religious coping. This can be explained by the teachers' strengthened attachment to religious values and beliefs, which helps them confront life challenges in a more balanced and psychologically stable manner. This type of coping includes several spiritual practices such as prayer, meditation, reading the Qur'an, and interaction with the religious community, all of which contribute to self-esteem enhancement and improvement in quality of life.

This was followed by:

- Mental distraction
- Self-control and composure
- Focus and emotion
- Planning
- Social support
- Acceptance
- Behavioral withdrawal
- Active coping

- Seeking emotional support
- Finally, denial

## **2. Discussion of the First Sub-Hypothesis:**

There are statistically significant differences in coping strategies with occupational stress among female secondary school teachers attributable to the marital status variable (married / unmarried).

The results presented in Table (05) showed that the calculated T-value reached 1.141, which is not statistically significant at the 0.05 significance level. Consequently, it was concluded that there are no statistically significant differences according to the marital status variable across all dimensions of the occupational stress coping strategies scale.

These findings contradicted the formulated hypothesis regarding the marital status variable (married or unmarried). However, the findings of the present study were consistent with the study of Ghattassi Ezzedine and Aliya Mahbouba (2011–2012) concerning coping strategies among working women. They were also in agreement with the study of Omar Chadli (2010), which concluded that differences in coping strategies are attributable to marital status, as married female teachers tend to use positive coping strategies, unlike unmarried teachers who tend to use more negative strategies.

These findings may be interpreted by the fact that female secondary school teachers, regardless of their marital status, perform the same duties and responsibilities. This suggests that all teachers share a strong sense of responsibility, seriousness, and commitment to their work.

Nevertheless, some slight differences may still exist between married and unmarried teachers. These differences may be attributed to the positive relationships among teachers at work regardless of marital status, as well as the existence of a special educational day for female teachers, which helps reduce routine and boredom. In addition, their participation in discussions and seminars concerning salary increases and incentives, along with the relative rest periods of four hours per week granted by the Ministry of National Education, allows both married and unmarried teachers to regain energy and accomplish other responsibilities.

## **3. Discussion and Interpretation of the Results of the Second Sub-Hypothesis:**

The second sub-hypothesis stated that there are statistically significant differences in coping strategies according to the professional experience variable (seniority), categorized as:(less than 5 years – 5 to 10 years – more than 10 years).

From the results presented in Table (06), it appears that the arithmetic mean for teachers with less than 5 years of experience reached 152.69 with a standard deviation of 14.51. For teachers with 5 to 10 years of experience, the mean reached 152.38 with a standard deviation of 07.97, while the mean for the group with more than 10 years of experience was 150.57 with a standard deviation of 14.06.

These results indicate that there are no statistically significant differences according to the professional experience variable across all dimensions of the coping strategies scale. Thus, the results contradict the formulated hypothesis.

These findings are consistent with the study of Inam Sabri (1993), which aimed to determine whether teachers choose coping strategies based on the seniority variable. The study concluded that there is a similarity among teachers in selecting coping strategies regardless of differences in years of experience (Joumaa, 2000, p. 156).

Similarly, teachers with more experience do not differ from novice teachers in their use of coping strategies. This was also supported by the studies of Wimpy and Lockheed (1991), and Norman Che (1991), which concluded that the usefulness of expert characteristics depends on the type of problem faced by the individual. Expertise is beneficial when the problem is well-structured; however, when the problem is poorly structured, experts do not necessarily have an advantage over others (Badawi, 2008, p. 117).

Accordingly, the results of the present study are consistent with the studies of Omar Chadli, Elaine (2000), Back (2004), and Ghattassi Ezzedine & Mahboubia Aliya (2011–2012), while they contradict the findings of Farwell (2004), Lazarus, and Zawiernicole.

These results can be interpreted by the fact that female teachers, regardless of their experience, experience similar levels of occupational stress and tend to use similar coping strategies. Although newly recruited teachers may have sufficient energy and motivation to face new demands and fatigue, both experienced and novice teachers are subjected to the pressures of the profession and its continuous challenges.

Moreover, the questionnaire alone cannot be considered a sufficient tool to capture the true effect of professional experience on coping strategies, as its items measure observable behaviors rather than deeper competencies that require specialized assessment tools.

This result may also indicate that seniority in teaching is not a determining factor in the differences in coping strategies among female teachers. Simply accumulating years of experience does not automatically translate into better coping skills; rather, it is related to individual traits and personal characteristics.

Furthermore, social, psychological, and geographical factors also play a role in determining the coping strategies adopted by teachers, regardless of professional experience.

In conclusion, professional experience (seniority) in the workplace can be considered a double-edged sword: it may contribute positively by enhancing coping strategies and improving teachers' ability to deal with stressful situations, or it may lead to boredom, routine, and job dissatisfaction.

### **Recommendations:**

1. Apply scientific research findings in appropriate environments where field studies were conducted.
2. Organize periodic seminars under the supervision of specialized researchers for teachers to raise awareness on how to benefit from positive research findings.
3. Encourage the dissemination of scientific research within educational institutions and its practical application in the educational field.
4. Utilize holidays and weekly breaks to reduce psychological stress among teachers and provide opportunities for relaxation.

5. Intensify training courses for teachers to develop their skills in dealing with classroom problems.
6. The Ministry of Education should give serious attention to the psychological and professional well-being of teachers.
7. Provide teachers with opportunities to develop their abilities and encourage creativity without strict adherence to traditional curricula.
8. Select qualified teachers based on precise criteria and assessments to ensure their ability to handle professional challenges.
9. Improve working conditions by providing teaching materials, educational tools, better physical environments, and occupational health support to ensure psychological and professional comfort.
10. Pay attention to teacher training in line with technological developments and modern teaching methods.
11. Revise current training programs and benefit from international experiences to improve them.
12. Train specialized professionals to provide psychological support and counseling to teachers, helping them develop effective coping techniques for occupational stress.

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