

The Occupational and Psychological Stresses among Kindergarten Teachers

Ali Mustafa Olaimat and Ibrahim Faleh Jumia'an
Queen Rania Faculty for Childhood, Hashemite University, Zarqa, Jordan

Abstract: The study aimed to identify the level of psychological and occupational stress among kindergarten teachers in Jordan in light of some of the variables (experience, educational qualification) where the study sample consisted of 120 teacher has been developed tool (questionnaire) to measure the level of psychological and occupational stress when kindergarten teachers and the results showed a high level of psychological and occupational stress among kindergarten teachers as well as the presence of statistically significant differences in the level of psychological and occupational stresses due to the variable experience and educational qualification, the study recommended to alleviate the psychological and occupational stress among kindergarten teachers in Jordan levels through the provision of psychological and occupational environment are compatible and provide with rehabilitation and training programs for teachers.

Key words: Psychological stress, occupational stress, kindergarten teachers, qualification, statistically, provision

INTRODUCTION

Psychological and occupational stresses are the targeted aspect of many scientists in education and psychology because it has become a factor imposes itself in many psychological problems, even the physical degree of naming the era of stress and psychological stress is the basis on which the rest of the other stresses and is the common factor in all other stresses such as social, including occupational, economic, family and other ones.

With regard to the concept of psychological stress, Helal (2005) sees "it is a key factor in many organizational problems, especially the low performance problem as well as other behaviors called regression or withdrawal such as absence, escape from responsibility, disposition, indifference and indifference".

It is also worth noting that Mohieldin states that "psychological stress plays an important and influential role in the level of performance and effectiveness of the individual in performing his work. When these stresses exceed their moderate limits, they affect negatively their level of proficiency, proficiency and occupational skills."

In addition, Cooper and Al-Maaytah stressed that "psychological stress has become the most prevalent health problem in the world. Psychological diseases are highly cost-effective as well as the loss of productivity in all areas".

Referring to psychological stress, Spring reported that "it is an expression of mental or physical stress caused by accidents that cause concern, discomfort or discontent due to the general characteristics of the work environment or they occur as a result of the interaction between all these causes and stress is defined as the end result for unsuccessful attempts to overcome various difficulties and negative working conditions.

Psychological stress has become a part of the lives of individuals and communities. Due to the many challenges of this age and the increase in demands, there is almost no society without these stresses which are difficult to avoid or ignore. This is what led the majority of people to work against it or try to coexist the impact of stress depends not only on the personal aspects of individuals or the home environment but also on people in the work environment and their effects are negatively impacted in many aspects of membership and psychology, limiting their functioning and their relationships with others and adapting them to work conditions that The degradation of productivity and low quality, thus low economic return to society.

In the course of analyzing the information for stress, Badour (2007) sees "stress arises as a result of the interaction of the individual with the environment that coexists or interact with them and the resulting interaction of the multitude of demands and challenges that require the individual to respond to them and this causes the

emergence of a state of negative feeling and self-threat, because he feels that his responses are inadequate or appropriate, a state of anxiety, anger or depression and notes that the response of individuals to the stresses vary according to nature and size and characteristics of the individual and the nature of the society in which the individual lives.

Also, in the context of investigating occupational stresses, Jepson and Forrest (2006) acknowledged that "some scientists have identified the sources of occupational stress in two key factors: the work environment such as physical, social and organizational stresses of the workplace, personal factors such as personality, control, abilities and needs".

In further reference to stresses mentioned, Al-Mishaan stated that "many studies have indicated that teachers are more exposed to psychological and occupational stresses because of the ambiguity of the role, the large number of conflicting demands and the continued exposure to stressful situations".

Moreover, should teachers suffer from stress, it indicates to a negative trend towards the profession of education; leaves nothing but may continue to teachers in the profession as a result of stressful circumstances but the achievement of the requirements of the profession may not be the level required to achieve the objectives of the profession of education and may not upgrade the profession the negative trends towards the profession of education due to the psychological and occupational stresses experienced by the teachers are linked to the psychological and physical stress on them and thus negatively affect the children's attitudes (Talafeh, 2013).

Grazyna sums it up best when he states that "the psychological stress of the teachers is defined as the teachers' feeling of distress and inability to control positions and inability to perform their work efficiently because of the behavior of students and poor relationship between teachers and their colleagues and dissatisfaction with the financial return and low social status of teachers and other factors that make up the working environment".

A number of studies on the subject related to psychological and occupational stresses and compared with other variables and these studies conducted by Khleifat and Emad (2003) aimed at revealing the phenomenon of psychological stress among teachers of the directorates of education in Karak governorate and its relationship to some variables. The results of their study showed that the teachers of the Directorate of Education in Karak governorate suffer from a high level of psychological stress and that there are differences of statistical significance due to the variable of the scientific

qualification. The results also showed a statistically significant relationship between years of experience and income, educational supervision and relationship with the local community and parents.

In line with the above definitions, Sa'adat aimed in his study to identify the level of psychological stress and its relation to the level of motivation among kindergarten teachers in Yemen according to gender, school qualification, years of experience and geographic region. The study sample consisted of 110 female and male teachers of the two years at kindergarten schools in Yemen. Data collection instruments were designed and constructed: the first to measure the psychological stress and the second to measure the motivation of the teachers. The results revealed that there was an average level of psychological stress according to the teacher's answers themselves. There was also a high level of motivation among these teachers. There was a statistically significant correlation between the psychological stress level of the teachers and the level of motivation. The level of psychological stress among kindergartens in Yemen is due to gender variables, years of experience, scientific qualification and geographical area. As well as the absence of statistically significant differences in the level of motivation attributed to gender variables, experience, scientific qualification and geographical area.

Another study by Cheuk and Wong (2000) aimed to identify work stresses as seen by kindergarten administrators in Hong Kong and to test whether social support from close friends helped alleviate or stress work stresses. The study sample consisted of 77 managers and a questionnaire was applied and prepared to collect data to achieve the objective of the study. The study concluded that the kindergarten principals suffer from the stresses of work to a medium degree and the greatest degree of work stress in the sample was due to the increasing number of students, the limited budget and the guidance of teachers on the importance of education in kindergartens and the conflict role as well. While the least was the recognition of kindergarten authority. The results also showed a positive correlation between emotional and social support from close friends and alleviation of stress on female managers.

To address this need in identifying stress, Roberson and Matthews conducted a study aimed at identifying sources of stress among school principals and the most adaptive strategies to deal with. The study sample consisted of 21 principals in the public secondary schools in the state of Georgia in the United States of America. The results of the study found that there is a weak relationship between psychological stress and sources of adaptation and performance as well as the interest of

school principals to follow mental and psychological strategies and direct and constructive in the face of high levels of psychological stress and the results indicated the most sources of stress among managers, including the nature of the relationship with faculty staff and parents. The results also showed that principals suffer from moderate mental stress levels.

Using information for identifying stress, another study by Savery and Detiuk (1986) aimed at identifying the stress levels of both primary and secondary school principals by a sample consisted of 23 principals at primary and secondary government schools in Western Australia. The results indicated that there were statistically significant differences between the levels of psychological stress among school principals according to the type of teacher (primary and secondary) in favor of secondary schools. The results also indicated that ambiguity and conflict roles were the main causes of stress.

In spite of the variety definitions by above scholars, Ulaekan conducted a study aimed to identify the sources of stress among principals and the appropriate adaptive strategies to alleviate stress among them. In a sample consisted of 346 high school principals in Ogun State, Nigeria and questionnaire used to measure stress levels and identify adaptive strategies for managers to cope with stress, the results showed that one of the most important sources of psychological stress that principals face is the workload, length of school hours, job satisfaction and ambiguity. The results also indicate that adaptive strategy that they use to cope with stressful life events is the strategy of escaping from stressful events which is a strategy is not effective and the results confirmed the ill-treatment of principals with psychological stress or overcome.

Consistent with the literature Al Shebrawi conducted a study aimed to identify the relationship between the stresses of the teaching profession and the personality traits of the teacher and to identify the moral differences in the stresses of teaching profession according to the variables: gender and years of experience in a sample consisted of 155 teachers, 102 males and 53 females. The results showed, after adopting scale of work stresses that there is a significant correlation coefficient between the stresses of the teaching profession and the skill level and the existence of a significant negative correlation coefficient between the stresses of the teaching profession and the sensitivity and stress characteristics while there is no significant correlation between the stresses Teaching profession and each of the attributes: emotional stability, control. Also, showed significant differences between the genders in the stresses of the teaching profession in favor of male teachers and there

were no significant differences in the stresses of the teaching profession, according to the years of experience.

Whereas Mustafa and Ashqar (2011)'s review of the literature revealed that there were differences in the occupational stresses according to the scientific qualification in favor of the diploma holders, the years of experience in favor of years 1-5. There were no differences in the gender variable in a study aimed at identifying the occupational stresses and their relation to job satisfaction of the Palestinian teacher and in sample consisted of 330 female and male teachers.

Additionally, in the study outlined by Talafeh (2013) to reveal the level of work stress at the teachers of the basic stage in Amman. The study sample consisted of 228 female and male teachers. The results revealed a high level of work stress, significant differences in the level of work stress due to gender variable in favor of males and significant differences in favor of intermediate experience between "5-10".

Like other scholars, Kendri (2013) conducted a study to identify the organizational stresses faced by secondary school teachers in Kuwait from the point of view of the principals and teachers, the cluster sample consisted of 76 principals and 336 female and male teachers. The results found that the regulatory stresses were moderate from the point of view of both principals and teachers with no differences of statistical significance attributed to gender variable, occupational experience, age and scientific qualification from the point of view of teachers.

Having identified the psychological and occupational stress for the present study, the researchers indicate to the importance of the same subject and its impact on the lives of individuals, evidence that there are a large number of researchers who have been interested in studying the impact of stress on the performance and psychology of workers in multiple areas and different communities. There are many sources that are considered to be major causes of stress, including lack of material and moral incentives, increased workload, inadequate work environment, negative conditions associated with job stability, poor relationships with presidents, colleagues and students, conflict of roles and ambiguity and others. It is also noted that all the studies presented have used the descriptive approach which is similar to the methodology used in this study.

Unlike previous studies, this study differs in that it sought to identify the sources of stress among a sample of kindergarten teachers, specifically at the Jordanian public schools. The two researchers benefited from studying the previous studies in enriching the theoretical framework of the study and commenting on the results reached in the current study.

Study problem and its questions: The psychological and occupational stresses that teachers face during their work are of great interest to researchers and learners to find solutions to cope with them and to overcome their causes because they have a clear impact on the performance of teachers and the results of the education process. The problem of the study stems from the exposure of teachers in general and kindergarten teachers in particular to different levels of psychological and occupational stress as a result of developments in various areas of life which left psychological, social and economic effects and reflected on the level of performance in the educational process.

Based on the above, the present study attempted to uncover the level of psychological and occupational stress in the kindergarten teachers in Jordan in the light of some variables. The study problem is summarized in the following questions: What is the level of psychological and occupational stress facing the teachers of state kindergartens in Jordan? Are there significant differences in ($\alpha < 0.05$) in the level of psychological and occupational stress among the kindergarten teachers in Jordan due to years teaching experience? Are there significant differences at ($\alpha < 0.05$) in the level of psychological and occupational stress among the teachers of the governmental kindergartens in Jordan due to scientific qualification variable?

The importance of the study: The importance of the present study is illustrated by several considerations: the results of this study contribute to shed light on the sources of psychological and occupational stress among the kindergarten teachers in Jordan.

The results of the study contribute to the possibility of making appropriate scientific recommendations through the results of this scientific study on the level of psychological and occupational stress among the kindergarten teachers in Jordan in preparation for taking appropriate measures and procedures to alleviate or solve them.

Objectives of the study: Identifying the level of psychological and occupational stress among the kindergarten teachers in Jordan. Identifying the differences in the level of psychological stress and occupational teachers of the state kindergartens according to the variable experience. Identifying the differences in the level of psychological and vocational stress among the teachers of the state kindergartens according to the variable of the academic qualification.

Table 1: The distribution of participants according to experience and academic qualification variables

Variable/Category	N	Percentage
Experience by years		
Below 5	25	25
5-10	60	40
More than 10	35	35
Educational qualification		
Diploma	46	36
Bachelor	54	54
Higher studies	20	10
Total	120	100

Terminology of study: Psychological stresses are defined by Linden (2002) as “a condition that affects the emotional aspects of an individual's thinking and physical condition”. He believes that this condition negatively affects people's thinking, behavior and state of health.

While, Thomas (2003) defined it as “a state of psychological distress that requires the individual to adapt to it”.

Joma'h (2001) defined it is as “a situation in which the teacher feels tension and anxiety and the consequent imbalance due to the teacher's environmental influences surrounding the working conditions such as role burden, ambiguity, work stress, school stress, occupational satisfaction, and leadership style”.

Occupational stresses: they are defined by the Kahani (2000) as “a set of internal effects of employees, resulting from the interaction between organizational or social factors and their personal components and may lead to physical, psychological or behavioral disorders which leads them to deviate from the normal performance of their work”.

Psychological-occupational stresses: they are defined as “a subjective experience in the individual that occurs as a result of factors in the individual or factors in the institution in which the individual works, resulting in physical, psychological or behavioral effects”.

To sum up, the procedural definition in this study is the total score obtained by the examinee on psychological and occupational stress level used.

Population and study sample: The population consist of all female teachers were working at public schools in north directorate of education (2016-2017). The sample of the study selected randomly consisted of 120 female teachers. The following Table 1 describes participants according to experience and academic qualification variables:

Study instrument: The study instrument included a measure of psychological and occupational stress variable. The researchers designed the psychological and

Table 2: Paragraph correlation coefficients of the total degree of the dimension to which it belongs

Dimension/Items	R. coefficients	Items	R. coefficients
Psychological stresses			
1	0.586**	15	0.772**
2	0.721**	16	0.523**
3	0.752**	17	0.829**
4	0.557**	18	0.873**
5	0.797**	19	0.796**
6	0.692**	20	0.798**
7	0.763**	21	0.697**
8	0.811**	22	0.417**
9	0.786**	23	0.679**
10	0.721**	24	0.502**
11	0.752**	25	0.640**
12	0.877**	26	0.655**
13	0.797**	27	0.527**
14	0.625**		
Occupational stresses			
28	0.649**	39	0.753**
29	0.684**	40	0.633**
30	0.558**	41	0.536**
31	0.549**	42	0.627**
32	0.489**	43	0.779**
33	0.508**	44	0.682**
34	0.593**	45	0.667**
35	0.456**	46	0.637**
36	0.568**	47	0.744**
37	0.588**	48	0.557**
38	0.652**		

**Statistical significant at (0.01)

occupational stress scale after the researchers had been looked into the studies and researches that dealt with the psychological and occupational stresses, it was formulated in 50 paragraphs according five Likert scale and presented to arbitrators specialized in psychology and education. The final scale consists of 48 paragraphs which have five alternatives answers “Strongly agree, agree not sure, disagree and strongly disagree”. Positive paragraphs are given (1-5), respectively but negatives given (5-1), the total score ranged between.

Validity: In order to verify the validity of the scale, the researchers presented the scale to arbitrators. Their amendments and opinions were taken to delete two paragraphs and redrafted into 48 items which were agreed by more than 80% of the arbitrators, the researcher verified the validity structure was used through Pearson correlation coefficient between each paragraph and the total score of the dimension, Table 2 as well as between each dimension and the total score of the scale Table 3.

Table 2 shows that correlation coefficients between each paragraph and the total score belonging to its domains were positive and statistically significant at level (0.01).

Table 3 shows all correlation coefficients between each dimension and the total score of the scale were

Table 3: The correlation coefficients between each dimension and the total score for instrument

Dimension	R. coefficients
Psychological stresses	0.832**
Occupational stresses	0.881**

**Statistical significant at (0.01)

Table 4: Reliability coefficient values for each scale

Dimension	Cronbach-alpha	Split-half
Psychological stresses	0.873	0.859
Occupational stresses	0.798	0.802
Scale as a whole	0.892	0.897

positive and statistically significant at 0.01. This indicates that all the paragraphs of the scale were valid and measuring the goals for which they were set.

Reliability: To verify the reliability of the scale, the coefficient of Cronbach-alpha reliability and split-half were applied for each dimension and the scale as a whole the results were as follows:

Table 4 indicates that the values of the Cronbach-alpha and the split-half for each dimension and the scale as a whole are high reliability.

Data analysis: To achieve the objectives of the study, the Statistical Package for Social Sciences (SPSS) was used to analyze the data as follows:

- Frequencies and percentages for the characteristics of the study sample
- The means and the standard deviations are computed for participant’s responses on each items for scales
- Pearson correlation coefficient is to measure the relationship between variables and to verify the structure validity
- Cronbach-alpha and split-half are to verify the reliability of the scale (internal consistency)
- One-way ANOVA analysis was applied to detect significant differences among categories for independent variables
- Post Hoc test (LSD) was used to compare between both categories for each variables

RESULTS AND DISCUSSION

Results of first question: What is the level of psychological and occupational stress faced by kindergarten teachers in Jordan?

Psychological stresses scale: In order to answer this question, the means, the standard deviations, the level of

Table 5: Means, standard deviations, stress levels and ranks for each psychological stress scale items

Items	Mean	SD	Level	Ranks
I feel unequal rights with others	4.26	0.958	Very high	1
I feel that the opportunities for creativity are limited in my academic work	4.21	0.874	Very high	2
I think my goals do not come true as I like in this profession	4.18	0.928	High	3
It bothers me if not organizing my work properly	4.15	0.855	High	4
I feel that the facilitators are not available in kindergarten	4.13	0.782	High	5
Abiding to regulations, instructions and procedures literally causes me trouble	4.12	0.398	High	6
I feel moody and easy for others to excite me	4.09	0.686	High	7
The freedom granted to me limits my dealing with the correct attitude	4.09	0.708	High	8
Criticism is a source of threat to my career	4.07	0.625	High	9
My job imposes great responsibilities	4.06	0.795	High	10
My job imposes great responsibilities	4.02	0.852	High	11
I get angry by the way the management used to monitor my work	3.99	0.825	High	12
Domestic problems stress my emotions during work	3.95	0.898	High	13
I Make sure to do as many tasks as possible in less time	3.92	0.952	High	14
I feel displeased once my good work is not appreciated	3.91	0.962	High	15
It is difficult to reconcile the requirements of administrative and academic work	3.87	0.976	High	16
I expect things badly no matter how simple things can be	3.84	0.852	High	17
I suffer from poor cooperation and participation from colleagues in Kindergarten	3.81	0.972	High	18
I feel that my nerves are strained with no need for	3.75	0.935	High	19
I feel much stressed because my work requires high skills and experience	3.71	0.852	High	20
I think the criteria for evaluating employee's performance are not objective	3.65	0.964	High	21
I depress many things that cause anxiety	3.59	0.825	High	22
I expect that my decisions will not succeed	3.56	0.857	High	23
I feel in a state of constant competition with others	3.51	0.892	High	24
I think I am overstating to the normal problems in kindergarten	3.48	0.791	High	25
I lose control in many situations	3.43	0.807	High	26
I get very upset when I am criticized before others	3.29	0.924	Medium	27
Total	3.88	0.726	High	-

stress were calculated according to the psychological stresses facing kindergarten teachers in Jordan. The results were as follows:

Psychological stresses scale: In order to answer this question, the means, the standard deviations, the level of stress were calculated according to the psychological stresses facing kindergarten teachers in Jordan. The results were as follows:

Table 5 shows the means, the standard deviations and the level of stress for the paragraphs related to the psychological stresses facing kindergarten teachers in Jordan in descending, ranging between (3.29-4.26).

Whereas Paragraph (15) which states "I feel unequal rights with others" at the highest mean of (4.26) with very high level. While Paragraph (7) which states "I feel that the chances of creativity are limited in my academic work" with a mean of (4.21) with very high, too. Other paragraphs have high levels of stress, except (25) which states "I get very upset when I am criticized before others" is with the least mean of 3.29 at a medium stress level.

Table 5 also shows that the total means of paragraphs reached at 3.88 at a high level of stress. This indicates that the level of psychological stress was high.

Occupational stresses: To answer this question, the means, standard deviations, level of stress and the rank were computed for occupational stresses items were as follows:

Table 6 shows the means, the standard deviations and the level of stress for the paragraphs of occupational stresses were between "3.25-4.27".

Item (30) which states "I find it difficult to develop career opportunities in my profession" was at the highest mean (4.27) was very high while other paragraphs have high levels, apart from items (43, 40) were with medium levels. Whereas, item (40) which states "kindergarten management intervenes in my profession" indicates to lowest level with a mean of 3.25.

Table 6 also shows that the total scale was with high level mean of 3.78. This indicates that the level of occupational stresses facing kindergartens in Jordan was high. The following table summarizes the means, standard deviations, level of stress and rank of psychological and occupational stresses dimensions.

Table 7 shows the means of psychological and occupational stresses were of 3.88, 3.78, respectively with high level. The table also shows a total mean for instrument was 3.83 with high stress level.

This is attributed to teaching profession process in kindergarten which it is a social profession with many variables and demands. It is also seen, despite its importance as a profession is not being good status by some societies while the teacher is required to assume many responsibilities, even though its hard job, as a result of their responsibilities such as the development of their experiences through participation in training programs and the development of educational competencies to improve them at their work and the most sources of

Table 6: Means, standard deviations, stress level and rank for the occupational stresses items

Items	Mean	SD	Level	Ranks
I find it difficult to develop career opportunities in my profession	4.27	0.802	Very high	1
I do a lot of work besides my basic work as a teacher	4.17	0.897	High	2
My abilities and qualifications do not invest in accordance with the nature of my work	4.14	0.872	High	3
I feel that the status of education in kindergarten is lower than other professions	4.13	0.932	High	4
My salary does not match my academic qualifications	4.09	0.762	High	5
My contribution to the development of plans and programs is limited	4.02	0.782	High	6
There are no material incentives to reward the hardworking	3.97	0.854	High	7
I am missed to get provided with rules and references in my work at Kindergarten	3.92	0.921	High	8
Job dropout increases due to poor financial return	3.86	0.792	High	9
I am bored with the monotony of work and lack of renewal	3.82	0.884	High	10
I feel that work at kindergarten is tired and exhausting	3.75	0.836	High	11
The kindergarten management expects more effort than I have	3.69	0.912	High	12
I miss the freedom to participate and to express my opinion on the development of a specialized field	3.61	0.925	High	13
The evaluation process is performed on a courtesy and random basis	3.6	0.993	High	14
Poor community awareness of kindergarten teacher's status	3.59	0.882	High	15
Kindergarten management is not fair in handling work tasks	3.56	0.895	High	16
Poor understanding by others of the nature of my profession	3.56	0.841	High	17
I do not have enough power over the responsibilities	3.53	0.935	High	18
Weak budget funded for my profession	3.47	0.919	High	19
I feel unlucky choosing the right profession	3.33	0.966	Medium	20
The kindergarten management intervenes in my occupation	3.25	0.874	Medium	21
Total	3.78	0.739	High	

Table 7: Means, standard deviations, stress level and rank to the domains for occupational stresses

Domains	Mean	SD	Level	Ranks
Psychological	3.88	0.726	High	1
Occupational	3.78	0.739	High	2
Total	3.83	0.712	High	3

psychological and occupational stresses are related to low income that is not commensurate with the role played by teachers in addition to not attention and care of them by the authorities responsible which it increases the level of stress they have.

It is worth noting that this study is consistent with the study of Khleifat and Emad (2003), the study of Talfeh (2013) which all found that teachers are exposed to high levels of occupational and psychological stress. In contrast, it is not consistent with the results study of Kendri (2013) which found that teachers are exposed to a medium level of psychological and occupational stress.

Results of the second question: Are there statistical significant differences at ($\alpha = 0.05$) in the level of psychological and occupational stress among kindergarten teachers in Jordan due to experience variable?:

To answer this question, the means, standard deviations of the level of psychological and occupational stress among kindergarten teachers in Jordan were computed to the experience variable. The results were as follows:

Table 8 shows that there are significant differences between the means of the levels of psychological and

Table 8: Means and standard deviations of psychological and occupational stress levels according to experience variable

Domains/Experience by years	No.	Mean	SD
Psychological			
Below 5	25	3.72	0.748
5-10	60	4.03	0.759
More than 10	35	3.75	0.781
Occupational			
Below 5	25	3.62	0.758
5-10	60	3.98	0.801
More than 10	35	3.64	0.752
Total			
Below 5	25	3.67	0.726
5-10	60	3.97	0.738
More than 10	35	3.63	0.722

occupational stress among kindergarten teachers in Jordan according to the experience variable. To find out the significance of these differences, the following table illustrates that.

Table 9 shows that there are statistically significant differences at 0.05 in the levels of psychological and occupational stress among the kindergarten teachers in Jordan according to experience variable and to reveal which categories of experience the differences exist, the Least Significant Difference (LSD) test was performed for comparison, indicating the following results:

Table 10 shows that there are statistically significant differences between the experience categories (5-10 years), (below 5 years) and (10 and above) in favor of 5-10 years category. This indicates that the levels of stresses among kindergarten teachers in Jordan were in the category of experience (5-10) higher than other two categories.

Table 9: Test of analysis of the mono-variance to determine the significance of differences according to the experience variable

Domains/S. of variance	Sum of squares	df	Mean	F. value of squares	Sig.
Psychological					
Between groups	7.263	2	3.632	5.037	0.008*
Within groups	70.654	118	0.721		
Total	77.917	120			
Occupational					
Between groups	8.448	2	4.224	5.404	0.006*
Within groups	76.601	118	0.782		
Total	85.049	120			
Total					
Between groups	7.537	2	3.769	4.940	0.009*
Within groups	74.758	118	0.763		
Total	82.295	120			

*Statistical significant at (0.01)

Table 10: The results of (LSD) test to compare means of experience categories

Domains/Experience	Mean	Below		
		5 years	5-10 years	More than 10
Psychological				
Below 5	3.72		*	
5-10	4.03	*		*
More than 10	3.75		*	
Occupational				
Below 5	3.62		*	
5-10	3.98	*		*
More than 10	3.64		*	
Total				
Below 5	3.67		*	
5-10	3.97	*		*
More than 10	3.63		*	

*Statistical significant at (0.01)

This can be attributed to the fact that this group of teachers is most vulnerable to psychological and occupational stress for fear of their job security. This period is critical for them to reach the career retirement stage. Physical obligations in life are increasing to increase the number of family members and increase social obligations as well as secure the future and access to higher centers, unlike the most experienced teachers who have achieved levels commensurate with their experience. The researcher believes that school managers cost them work more than other levels because the new experience is in the training and preparation and those with long righteousness be indifferent to the mandates and tasks, they have achieved job security, retirement and the required level.

Also, experienced people (5-10 years) are committed to the laws and teachings for fear of their job and seek to improve their occupational level and to bear the tasks assigned to them by their departments, this concern constitutes psychological and occupational stress. The results of this study are consistent with Talafeh (2013)'s and Al-Shebrawi (2005)'s but they are inconsistent with the study by Mustafa and Ashqar (2011).

Results the fourth question: are there statistical significant differences at ($\alpha \leq 0.05$) in the level of

Table 11: Means and standard deviations of stress levels according to scientific qualification categories

Domains/Scientific qualification	N	Mean	SD
Psychological			
Diploma	46	4.06	0.733
Bachelor	54	3.88	0.739
Higher studies	20	3.64	0.774
Occupational			
Diploma	46	4.04	0.762
Bachelor	54	3.82	0.798
Higher studies	20	3.61	0.746
Total			
Diploma	46	4.05	0.736
Bachelor	54	3.86	0.737
Higher studies	20	3.63	0.734

Table 12: Test the Analysis of Variance (ANOVA) to determine the significant differences in the two domains and total of stress according to scientific qualification variable

Stresses/Source	Sum of square	df	Mean of		
			square	F-values	Sig.
Psychological					
Between groups	12.854	2	6.427	9.174	0.000*
Within groups	68.654	118	0.701		
Total	81.508	120			
Occupational					
Between groups	11.985	2	5.993	8.784	0.000*
Within groups	66.857	118	0.682		
Total	78.842	120			
Total					
Between groups	12.118	2	6.059	8.790	0.000*
Within groups	67.554	118	0.689		
Total	79.672	120			

*Statistical significant at (0.01)

psychological and occupational stress among kindergarten teachers in Jordan due to the scientific qualification variable?

To answer this question, the means and standard deviations among kindergarten teachers stress in Jordan were calculated according to the scientific qualification variable Table 11 and ANOVA was applied (Table 12).

Table 11 shows that there are apparent differences between the means of the levels of psychological and occupational stress among kindergarten teachers in Jordan according to scientific qualification categories and to find out the significance of these differences ANOVA was applied (Table 12).

Table 12 shows that there are statistically significant differences at a level (0.05) in the two domains of stress among kindergarten teachers in Jordan according to the variable of scientific qualification. To find out which qualification category are the differences, LSD test was performed as in following results:

Table 13 shows there are statistically significant differences in the domains of psychological and occupational stress and with the stresses as a whole among diploma and bachelor holders in favor of diploma on one hand and among diploma and postgraduates in favor of diploma on the other. In addition, between Bachelor and postgraduates in favor of those with

Table 13: The results (LSD) test to compare the categories of scientific qualification at the two domains of stress

Domains/Qualification	Mean	Diploma	Bachelor	Higher studies
Psychology				
Diploma	4.06		*	*
Bachelor	3.88	*		*
Higher studies	3.64	*	*	
Occupational				
Diploma	4.04		*	*
Bachelor	3.82	*		*
Higher studies	3.61	*	*	
Total				
Diploma	4.05		*	*
Bachelor	3.86	*		*
Higher studies	3.63	*	*	

*Statistical significant at (0.01)

Bachelors. This indicates to the less scientific qualifications among kindergartens teachers in Jordan, the more psychological and occupational stresses were reported.

The researcher attributed the reason to the fact that the diploma holders suffer from psychological and occupational stress more than others because they are always aware of the academic lack as their colleagues have higher qualifications than they are which generates a sense of non-appreciation of others, compared to their female colleagues teachers, particularly by school headquarters, low salaries, the possibility of promotion and development.

Additionally, the assignment of female teachers from this level of education to carry out occupational work in the kindergarten and that they take a occupational burden more than their colleagues, that their training is accompanied by many burdens due to educational training and rehabilitation low, this constitutes psychological and occupational stress. Therefore, the results of this study are consistent with Mustafa and Ashqar (2011) and is differed from Talafeh (2013)'s.

CONCLUSION

The results of this study are determined by a sample of kindergarten teachers in Jordan. The kindergartens belonging to the Northern Region in the Hashemite Kingdom of Jordan.

RECOMMENDATIONS

Having illustrated the psychological and occupational stresses and based on the results, the researchers recommend to have the following taken into consideration when it comes to those stresses: Reducing the levels of psychological and occupational stress among kindergarten teachers in Jordan by providing a compatible psychological and occupational environment. The Ministry of Education in Jordan shall take into account the kindergarten teachers who hold the degree of

diploma through the provision of rehabilitation and training programs. To create incentives, rewards material and moral and raise their economic and social levels.

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