

	Science, Education and Innovations in the Context of Modern Problems Issue 12, Vol. 8, 2025
	Title of research article  Exploring the Interrelationship Between Teachers' Mental Health and Achievement Motivation: A Quantitative Study on Gender and Seniority Differences in Algerian Schools
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Issue web link	https://imcra-az.org/archive/387-science-education-and-innovations-in-the-context-of-modern-problems-issue-12-vol-8-2025.html
Keywords	Mental health; Achievement motivation; Teachers; Gender differences; Seniority; Correlation; Educational psychology.
Abstract	The present research investigates the intricate relationship between teachers' mental health and their motivation for achievement within Algerian educational institutions. Teachers play a crucial role in shaping the cognitive, emotional, and social development of students, yet they often face professional stressors that may compromise their psychological well-being and motivation. The study aims (1) to determine the correlation between teachers' mental health and achievement motivation, and (2) to identify whether gender and seniority influence these variables. A descriptive-analytical research design was applied to a purposive sample of 87 teachers drawn from two middle schools and one secondary school in the Ben Ibrahim Mustafa district of Sidi Bel Abbès. Two standardized instruments were used for data collection: the Cornell Mental Health Scale and the Achievement Motivation Scale. Statistical analyses involved frequencies, percentages, arithmetic means, standard deviations, Pearson's correlation coefficient, and t-tests to examine group differences. The findings revealed a statistically significant positive correlation between teachers' mental health and their achievement motivation, suggesting that better mental health enhances professional drive and goal orientation. No significant differences were found in mental health across gender or seniority. However, achievement motivation varied significantly with seniority, indicating that teaching experience may affect intrinsic motivational patterns. This study underscores the importance of supporting teachers' mental health as a prerequisite for sustainable motivation and effective educational outcomes. By integrating psychological support programs and professional development initiatives, educational policymakers can enhance both teacher well-being and institutional performance..
Citation.	Mezeghrani H. (2025). Exploring the Interrelationship Between Teachers' Mental Health and Achievement Motivation: A Quantitative Study on Gender and Seniority Differences in Algerian Schools. <i>Science, Education and Innovations in the Context of Modern Problems</i>, 8(12), 413-426. https://doi.org/10.56334/sci/8.12.35
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Received: 16.01.2025

Accepted: 28.06.2025

Published: 06.10.2025 (available online)

Introduction:

The school is responsible for educating and shaping young people, and instilling the right values in them. Teachers are the cornerstone of the educational process, playing a primary and influential role. It is therefore important to pay attention to the problems that prevent them from fulfilling their role. The daily pressures they face negatively affect their mental and physical health, impacting their creativity, job satisfaction and overall happiness at work and in life. These issues can lead to feelings of frustration and apathy, ultimately resulting in psychological exhaustion.

Numerous studies, including those by Jihan Othman (1999), Wafa Abd al-Jawad (1994) and Shawqiya al-Samaduni (1993), have demonstrated that professional pressures can have a significant impact on teachers' mental health. Talaat Mansour and Viola Al-Bilawi (1989) found that these pressures are a major contributing factor to various psychological, physical and social disorders that may prevent teachers from effectively fulfilling their professional duties.

Mohamed Al-Dasouqi Al-Shafei (1998) observes that Brown and Francis (1958) both agree that teaching is one of the most stressful professions. The mental health of teachers is influenced by the extent of the pressures they encounter in the classroom. As these pressures decrease, teachers become more engaged with their work, which is reflected in their performance and their students' achievements. This enhances the educational process.

In general, teaching is one of the most stressful professions, ranking highly compared to others. Cruckshank et al. (1980) state that teaching is demanding and challenging, with few other jobs bearing such heavy mental, physical and psychological burdens.

In the school environment, teachers' mental health requires balancing various physical, psychological, social, economic and cognitive aspects. This balance is defined quantitatively and subjectively by several dimensions, the most important of which are job satisfaction and psychological comfort at work. This balance is reflected in the nature of their work, their sense of pride and enthusiasm, and in mutual respect, recognition and rewards. It is also reflected in their interactions with the administration, their colleagues and their students, and in their ability to work with full professional independence, free from pressures.

Overall, teachers face significant burdens and pressures that affect their psyche, performance, emotions and attitudes towards themselves and their profession. Researchers such as Talaat Mansour (1984) and Viola Al-Bilawi (1989) have emphasised this psychological burnout, arguing that caring for and preventing mental health issues among teachers is crucial given their important role. Constant exposure to professional pressures reduces teachers' effectiveness and skills, which has a negative impact on their personal lives, their students, and educational productivity.

Defining the study problem:

Motivation is one of the most important topics in psychology. Problems cannot be resolved without considering the motivations of living beings, which play a crucial role in determining their behaviour in terms of both quality and quantity.

Despite its importance for teachers, motivation is not without psychological ramifications, manifesting as feelings of stress, internal instability, discomfort, apathy and frustration. These feelings are reflected in teachers' performance and students' academic achievement.

Teachers' psychological lives are fraught with difficulties, professional problems and educational challenges. They have significant responsibilities towards society in general and students in particular. Teachers are not only viewed as educators, but also as mentors who are responsible for guiding students while adhering to prescribed

programmes and curricula. This responsibility can impact their mental health, behaviours and attitudes, potentially affecting their motivation to achieve.

Furthermore, viewing schools as a cognitive investment and a means to achieve broader goals explains the emphasis in studies and research on the cognitive and operational aspects of teachers, particularly with regard to their motivation to enhance performance. The role of the teacher has evolved beyond merely imparting knowledge. They are now responsible for the holistic development of individuals, providing supervision and guidance and fostering a conducive learning environment (Fahim, 1998).

Therefore, it is crucial to prioritise teachers' mental health to boost their motivation and subsequently enhance their job performance.

From this perspective, the study problem can be outlined by the following questions:

1. Is there a statistically significant correlation between teachers' mental health and their motivation to achieve?
2. Are there statistically significant differences in mental health between male and female teachers?
3. Are there statistically significant differences in motivation for achievement between male and female teachers?
4. Are there statistically significant differences in mental health levels based on teachers' seniority?
5. Are there statistically significant differences in motivation for achievement based on seniority?

Study hypotheses:

1. There is a statistically significant correlation between mental health and the motivation to achieve.
2. There are statistically significant differences in mental health between male and female teachers.
3. There are statistically significant differences in the motivation to achieve between male and female teachers.
4. There are statistically significant differences in mental health levels based on teachers' seniority.
5. There are statistically significant differences in motivation for achievement based on seniority.

Operational concepts:

Definition of mental health: According to Zahran and Violet (1991), mental health is defined as a relatively permanent state in which an individual is personally, emotionally and socially harmonious with themselves and their environment. In this state, individuals feel happy with themselves and others, realise their potential, and utilise their abilities to the fullest. They can face life's demands, have a well-integrated personality and exhibit normal behaviour, enabling them to live in peace.

In this study, mental health is defined operationally as the score achieved by teachers on the mental health scale used in the current research.

Motivation for achievement is defined as a set of biological mechanisms that drive and direct behaviour (Alain, 1997).

Adas (1998) defines motivation for achievement as the extent to which an individual is willing and inclined to strive for, and succeed in achieving, a specific goal and master it. This goal is characterised by specific traits and criteria (Adas, 1998: 51).

Salem (2000: 20) defines it as the desire and effort to overcome difficulties and obstacles in order to achieve success.

The case study defines motivation for achievement as the scores that teachers obtain through positive responses to the items on the scale used in the current study.

Definition of teacher: the concept of a teacher is closely related to that of an educator who supervises, educates and guides students towards social ideals and values. In this study, the term specifically refers to middle and secondary school teachers at the Mustafa Ben Ibrahim school in Sidi Bel Abbès, Algeria.

Study objectives:

The aim of this study is to achieve the following:

1. Identify the relationship between teachers' mental health and their motivation to achieve.
2. Explore gender differences in mental health and motivation for achievement among teachers.
3. Investigate differences in mental health and motivation for achievement based on teachers' years of experience.

Importance of the study:

It is clear that education will flourish if both educators and learners enjoy good mental and emotional health. Failing to recognise this will result in the waste of current resources allocated to education, as well as the human resources that form the foundation of social and economic development. Thus, the importance of this research is highlighted by studies and medical reports from global mental health organisations and researchers, which indicate that deteriorating mental health and severe psychological disorders hinder individuals' capabilities, reduce their interests and motivation, and lead to self-destruction.

Additionally, the study aims to raise awareness among the educational community and decision-makers in the education sector of the necessity to focus on teachers' mental health and motivation to achieve, given the professional pressures they face and the state of the educational system as a whole.

The study seeks to emphasise the importance of mental health and motivation for achievement in supporting and enhancing the educational process and learners' mental health.

Furthermore, the study seeks to modestly contribute to the fields of psychological and educational research.

Previous studies:

In this section, the researcher presents previous studies that addressed:

Study by Adly Kamel Farag (1962):

This study aimed to understand job satisfaction among secondary school science teachers in the southern region. The study focused on identifying the reasons behind feelings of satisfaction or dissatisfaction. The findings revealed that teacher satisfaction is crucial for performance and appreciation of the profession's importance and seriousness. Conversely, dissatisfaction diminishes teachers' activity and negatively impacts students' morale (Belhaj, 2011).

Study by Ali Al-Aaskari (1981):

This study examined job satisfaction among teachers in Kuwait and surveyed 1,132 teachers. The study aimed to identify teachers' personal and professional needs, the factors influencing their career choices, and the elements contributing to the development of the educational process. The results indicated that the basic needs of teachers were not being met, which was hindering their capabilities and opportunities for scientific advancement. The top-ranked needs were friendly relationships among teachers, social interaction with supervisors and classroom selection. These aspects were found to be significant for job satisfaction among teachers, ranging from a salary that enables them to live a dignified life to professional and scientific development that reinforces their sense of self-worth and importance in society (Belhaj, 2011).

Study by Nasser Al-Din Zidi (2007):

This study aimed to explore the psychology of teachers in Algeria's 12 provinces, with a sample size of 754 individuals. The findings revealed that 69.80% of teachers suffer from various illnesses continuously, with the incidence of illness increasing with the number of years spent working under the pressures of the teaching profession.

Study by Abdel Azim Al-Masdar and Bassam Ali Abu Kweik (2006):

This study investigated the pressures of the teaching profession and their relationship with mental health dimensions among male and female teachers in the Gaza Strip, Palestine. A sample of 220 teachers was involved in

the study. The results indicated an association between professional pressures and mental health dimensions, with differences observed between male and female teachers with regard to both pressures and mental health (Abu Krek, 2007).

Study by Fatima Bel-Muqaddam (2008):

This study aimed to evaluate the performance of university professors and its relationship with motivation and achievement. A sample of 280 professors from the University of Oran in Algeria was used for the study. The results indicated a correlation between performance evaluation and motivation for achievement, with no gender differences in motivation for achievement being found (Bel-Muqaddam, 2008).

Study by Khawja Malika Sharaf (2010):

This study aimed to identify sources of professional stress among teachers. A sample of 210 teachers of both genders from five municipalities in Tizi Ouzou, Algeria, across various educational stages (primary, middle and university) was involved. The results showed that teachers at all stages experience professional stress, and that professional experience affects stress levels: those with more experience reported feeling more stressed.

Study by Munira Al-Yousfi (1990):

This study focused on positive and negative life pressures, as well as work stress, as a means of adjustment for teachers. The study aimed to identify differences in stress levels between married and unmarried female teachers, and between those with more than five years' experience and newly qualified teachers. The sample consisted of 82 teachers. The results indicated that an increase in stress levels corresponded to poorer adjustment and adaptation. Differences were also found favouring experienced teachers over newly qualified ones (Al-Yousfi, 1990).

Study by Abbas Ibrahim Metwally (2000):

This study examined the relationship between psychological pressures and gender, experience and certain personal traits among primary school teachers. A sample of 2,040 teachers from several schools in the Damietta Governorate was used to identify differences in psychological pressure based on gender. The results showed that female teachers experienced significantly higher levels of pressure, with both male and female teachers experiencing high levels of psychological pressure. This led to tendencies towards neurosis, a decline in mental health, and feelings of stress, emotional instability, doubt, hesitation and inadequacy in performing their duties. Consequently, negative relationships with supervisors and colleagues emerged.

Study by Hamri Sara (2011):

This study examined the relationship between self-esteem and motivation for achievement among secondary school students. The objective was to investigate gender differences in both variables, with a sample size of 377 students. The results revealed a relationship between self-esteem and motivation, with males scoring higher than females in both self-esteem and motivation for achievement (Hamri, 2011).

Study by Saadia Abdalawi (2011):

This study examined psychological and behavioural issues in young children and their impact on academic achievement. A sample of 300 students was involved in the study, which aimed to explore the correlation between psychological issues in early childhood and academic performance. The results showed no significant differences between males and females in terms of psychological problems (e.g. anxiety, stress and anger) or behavioural issues.

Study by Singer (1986):

This study aimed to identify the impact of gender, age and teaching experience on burnout levels, as well as interpreting the relationship between the principal's leadership behaviour and stress among teachers. The results showed a correlation between experience and stress levels: the least experienced teachers were the most enthusiastic, followed by those with 1-6 years' experience and then those with 7-12 years' experience, who exhibited the least enthusiasm (Al-Hashimi, 2000: 65).

Study by Sarason (1972):

Sarason's 1972 study showed that the longer teachers practised in the profession, the less affected and responsive they became to influences in their surroundings regarding their roles. Sarason attributed this to increased experience leading to feelings of boredom and fatigue, thus reducing motivation and increasing stress levels (Yarkandi, 1993: 31).

Study by Leila Hassan Abdul Rahim Muhammad Al-Mulla (2003):

This study aimed to identify the main traits and characteristics of adolescents with psychosomatic disorders, of both genders, in the United Arab Emirates. It also aimed to determine how these traits and characteristics differed from those of their normal peers. The sample consisted of 111 students from middle and secondary school. The results revealed several traits common to both genders that distinguished the group with disorders, including fear, nervous inadequacy, anxiety, panic, psychosomatic symptoms, illness delusions, hysteria, paranoia, psychasthenia, schizophrenia and mild mania.

Study by Mohamed Hassan Al-Mutawa (1996):

This study aimed to explore the relationship between psychological balance and various factors, such as motivation to achieve in exams and students' self-esteem. The sample included 107 students from middle and secondary levels. The results revealed correlations between self-esteem and attitudes towards exams, and between self-esteem and motivation for achievement. No gender differences were found regarding psychological balance, motivation for achievement, self-esteem or attitudes towards exams.

Previous studies related to the current research on mental health and motivation for achievement have demonstrated the importance of both in the field of education. These studies highlight the influence of psychological factors on teachers' work and performance, and demonstrate that good performance and high levels of motivation contribute to psychological balance and job satisfaction, thereby promoting mental health.

Additionally, the studies indicated that teachers' motivation is affected by other factors, such as professional factors, curricula, teaching methods, overcrowding in classrooms, and the social and educational relationships between colleagues, supervisors, the community, and educational supervision.

Study methodology and procedures:

The researcher employed a descriptive analytical approach.

Sample selection method:

The human field of research involved a sample of teachers who were intentionally selected from Sidi Bel Abbès (specifically Talouti Abdelmalek Secondary School and two middle schools: Ayad Habib and Farsh Youb) in the Mustafa Ben Ibrahim district. It is estimated that the sample size comprises 87 teachers (45 males and 42 females), of whom 43 have more than 10 years' experience and 44 have less than 10 years' experience.

Study instruments:

To achieve the research objectives, the researcher used two scales: the Mental Health Scale by Imad Eddin Ismail and Sid Abdel Hamid Morsi, and the Achievement Motivation Scale by Hermens.

Mental Health Scale:

This scale consists of 96 items and covers ten dimensions:

- Lack of adjustment

Pathological responses

- Nervousness and anxiety

- Psychosomatic symptoms related to the respiratory and circulatory systems

- Pathological trembling responses

- Other psychosomatic symptoms

- Illness delusions and weakness.
- Psychosomatic symptoms related to the stomach and intestines.
- Hypersensitivity and doubt.
- Severe psychopathology

The instructions state that, after reading the items, the teacher should select the appropriate response by placing an 'X' in the parentheses next to the chosen item. The psychometric properties of the scale in the current study were verified as follows:

Validity:

Internal consistency was used to calculate validity. The results showed a correlation between the dimensions and the total score of the scale ranging from 0.47 to 0.669 at a significance level of 0.01. This indicates consistency within the scale; all items were retained except for items 07, 08 and 10, which were removed due to their relationship with the dimension of lack of adjustment; item 57, which was removed due to its relationship with other psychosomatic symptoms; and item 97, which was removed due to its relationship with severe psychopathology. Discriminant validity was used to ensure the scale's validity. The researcher conducted a discriminant validity test on the study participants, selecting 30% with high scores and 30% with low scores, as shown in Table 1.

Variables	Sample	Mean	Standard Deviation	(T)	Degrees of Freedom	Significance Level	Significance Level at 0.01
Highest Degree	87	164,13	5,55	11,882	16	0,000	Significant at 0.01
Lowest Degree	87	189,25	2,31				

Using the t-test for pairwise comparison, the value obtained from Table 1 is 11.882, which is statistically significant at 0.01. This suggests that there are differences between the two groups' scores (high and low), indicating that the scale is highly valid.

Reliability:

To ensure the reliability of the mental health scale, the Cronbach's alpha coefficient was calculated. The results showed that the overall Cronbach's alpha for the test was 0.789, indicating that the tool is reliable.

Achievement Motivation Scale by Hermens (1970):

Translated by Rashad Mous and Salah Abu Zahia (1988) (Ali Mansour, 2011: 49), this scale consists of 29 items and has undergone the following psychometric testing:

Validity:

Internal consistency validity was assessed through the results, which revealed a correlation between the dimensions and the total score of the scale at a significance level of 0.01. Items 20 and 28 were subsequently removed due to an absence of correlation.

Reliability:

The correlation coefficient was found to be 0.75, indicating that the scale is reliable. Therefore, both tools can be used.

Statistical methods used:

Descriptive statistics were employed, including frequencies, percentages, means and standard deviations. The Pearson correlation coefficient was used and the t-test was used for inferential statistics to study differences between two independent groups. The Statistical Package for the Social Sciences (SPSS 10) was used for the statistical analysis of the collected data.

Application of research tools:

Teachers were asked to participate in the research after its objectives were explained to them, and they were requested to complete the questionnaires through direct contact. It took teachers between 15 and 25 minutes to complete each questionnaire in a single session.

Presentation of results and discussion:**First: Presentation of Research Results****Hypothesis One:**

There is a statistically significant correlation between mental health and motivation for achievement among teachers. The results of the Pearson correlation coefficient analysis are shown in Table 02.

Variables	Sample (N)	Mean	Standard Deviation	Value (r)	Significance Level	Notes
Mental Health	87	166,41	16,65	0.530	0.000	Significant at 0.05
Achievement Motivation		77,63	11,63			

This indicates a statistically significant positive correlation between mental health and the motivation to achieve, with a calculated Pearson correlation coefficient (r) of 0.530. This is statistically significant at the 0.05 level. Therefore, the first hypothesis has been confirmed.

Hypothesis two:

There is a statistically significant difference in mental health levels between male and female teachers. To test this hypothesis statistically, a t-test was performed to analyse differences in mental health levels between males and females, and the results are shown in Table 3.

Gender	Sample	Mean	Standard Deviation	Value (T)	Significance Level	Notes
Females	45	163,16	12,41	-1,521	0,132	Significant at 0.05
Males	42	167,21	12,44			

The calculated t-value in the table is not statistically significant, indicating that there are no differences in mental health levels between male and female teachers. Thus, the second hypothesis has not been confirmed.

Hypothesis three:

There is a statistically significant difference between male and female teachers in terms of motivation for achievement. To test this hypothesis statistically, a t-test was performed to analyse differences in motivation for achievement between males and females, and the results are presented in Table 4.

Gender	Sample	Mean	Standard Deviation	Value (T)	Significance Level	Notes
Females	45	77,13	10,33	-0.412	0,681	Significant at 0.05
Males	42	78,17	12,99			

The calculated t-value from the table is not statistically significant, indicating that there are no differences in motivation for achievement between male and female teachers. Therefore, the third hypothesis has not been confirmed.

Hypothesis four:

There is a statistically significant difference in mental health levels based on seniority. To test this hypothesis statistically, a t-value was calculated to assess differences in mental health levels based on seniority, and the results are presented in Table 5.

Years of Experience	Sample	Mean	Standard Deviation	Value (T)	Significance Level	Notes
-More than 10 years	43	167,00	11,34	1.394	0.167	Significant at 0.05
Less than 10 years	44	168,27	13,48			

The calculated t-value in the table is not statistically significant, indicating that there are no differences in mental health levels related to seniority. Therefore, hypothesis four has not been confirmed.

Hypothesis five:

There is a statistically significant difference in motivation for achievement based on seniority. To statistically test this hypothesis, Table 6 presents the differences in motivation levels based on seniority.

Years of Experience	Sample	Mean	Standard Deviation	Value (T)	Significance Level	Notes
-More than 10 years	43	77,02	11,53	0.390	0.025	Significant at 0.05
Less than 10 years	44	70,86	11,53			

The results in the table show that the calculated t-value is not statistically significant. This indicates that there are differences in achievement-related motivation related to seniority. Therefore, the fifth hypothesis has been confirmed.

Discussion of results:

Discussion of Hypothesis One Results:

The first hypothesis stated that there is a statistically significant correlation between mental health and motivation for achievement among teachers, and this has been confirmed.

Mental health is a fundamental factor in teachers' lives, as they are responsible for delivering educational messages and providing comfort and reassurance to their students. It is crucial for teachers to maintain their mental and physical health, particularly given the daily pressures they face in the educational system, such as overcrowded classrooms, frequent curriculum changes, and working with students of various ages and learning levels. Recent challenges in managing students can diminish teachers' motivation to achieve. However, providing teachers with conducive conditions for stability and psychological comfort, along with the opportunity to adapt to their environment, can enhance their motivation and improve their performance, enabling them to fulfil their roles as educators more effectively.

The study by Muhammad Hassan Al-Mutawa (1996) supports this hypothesis, indicating a relationship between psychological balance and the motivation to achieve. The greater one's mental health and freedom from psychological and physical disturbances, the greater one's motivation for achievement (Al-Mutawa, 1996).

Additionally, Nasser Al-Din Zidi's (2007) study demonstrated significant differences in feelings of inadequacy during lessons between healthy and ill teachers. 37.66% of healthy teachers felt inadequate during lessons, compared to 34.42% of ill teachers, suggesting a relationship between teachers' mental health and motivation for achievement. This aligns with Bella's (1982) study, which found that teachers with high job satisfaction and mental well-being have higher levels of achievement.

Similarly, Adli Kamel Faraj's (1962) study concluded that teachers' satisfaction with their profession is crucial for their performance, as recognising its importance and significance enhances their activity, while dissatisfaction diminishes it and has a negative impact on students.

Furthermore, Ali Al-Aaskari's (1981) study revealed shortcomings in meeting teachers' fundamental requirements for developing their capabilities and scientific advancement opportunities. The study emphasised the importance of job satisfaction for teachers, from receiving a salary that enables them to live a decent life to opportunities for professional and scientific development that reinforce their sense of self-worth and importance in society.

This is further supported by Saleh Marhab's (1984) study, which indicated a correlational relationship between all dimensions of healthy emotional and social adjustment, and ambition levels among a sample of Moroccan students, as well as gender differences in adjustment and ambition levels (Belhaj, 2011).

Discussion of Hypothesis Two:

Results:

Hypothesis Two: There are no statistically significant differences between male and female teachers in terms of mental health at the 0.05 significance level. This hypothesis was not confirmed.

The results indicated that there are no statistically significant differences between male and female teachers in terms of mental health. This suggests that they experience similar working conditions and daily psychological pressures from administrators, supervisors and students. Both genders deal with various personalities, as highlighted by Al-Mulla's study (2002: 75), which found several common traits between genders, including fear, inadequacy, nervousness, anxiety, panic, psychosomatic symptoms, paranoia, hysteria, schizophrenia and mania.

This finding is consistent with Saadia Abd Al-Lawi's (2011) study, which found no differences between males and females in terms of psychological issues. Conversely, Abu Kweik's (2006) study suggested differences in overall mental health scores between male and female teachers. This discrepancy in results may be attributed to variations in environment, sample size and research tools.

Furthermore, Abbas Ibrahim Metwally's (2000) study found that teachers experiencing high psychological pressure tend to exhibit neurotic tendencies, distancing themselves from mental health. They also experience tension, emotional instability, doubt, hesitation and a sense of inadequacy when performing their duties. This can lead to negative relationships with superiors and colleagues (Metwally, 2000).

Discussion of Hypothesis Three Results:

Hypothesis Three: There are statistically significant differences between teachers in terms of motivation for achievement at the 0.05 significance level. This hypothesis was not confirmed. The results indicated that there are no statistically significant differences in motivation for achievement between male and female teachers at the 0.05 significance level. This is because both genders are motivated by the same thing: conveying educational messages to students alongside guidance and awareness. This finding is consistent with a study by Bel-Muqaddam (2008) which showed that there were no statistically significant differences between male and female teachers in terms of motivation for achievement.

However, Hamri's (2012) study supported the researcher's findings, revealing statistically significant differences in motivation for achievement between genders, favouring males. This study was titled 'The Relationship Between Self-Esteem and Motivation for Achievement Among Secondary School Students'. These differences may be due to the sample used and the nature of the study community. Additionally, teachers generally have a greater sense of responsibility than students, which may decrease their motivation for achievement.

Discussion of Hypothesis Four Results:

Hypothesis Four: There is a statistically significant difference in mental health levels based on seniority. This hypothesis was not confirmed. The results indicated that there were no statistically significant differences in mental health between teachers with more than 10 years' experience and those with less than 10 years' experience at the 0.05 significance level. This can be attributed to a lack of change in the educational environment, whether through the existing system for supervising teachers, how they are treated, or their interactions with the administration, their colleagues, and their students. All of these factors impose similar professional pressures and working conditions characterised by monotony throughout their years of service.

This finding is consistent with Mohammed Radi's study, which revealed no correlation between psychological exhaustion and experience (Sharaf Khawja, 2010). Furthermore, Sharaf Khawja's study demonstrated that there are no statistically significant differences among teachers regarding sources of professional stress based on experience: all teachers suffer from stress levels exceeding the average, which affects their mental health (Sharaf Khawja, 2010: 236).

This contrasts with the findings of Nasser Al-Din Zidi's descriptive analytical study, titled *The Psychology of the Teacher*, which involved a sample of 754 teachers. The study revealed that 63.80% of teachers suffer from various illnesses, with 69% experiencing these during their initial years of teaching. This suggests that exposure to illness is heightened by the pressures of the teaching profession.

Additionally, Lozin and Jin's study found no statistically significant differences in professional stress levels among teachers based on experience, although they noted that those with over 16 years' experience reported significantly higher levels of teaching-related stress than their less experienced counterparts (Sharaf Khawja, 2010: 236).

This is consistent with Manira Al-Yousfi's (1990) study, which found that increased stress levels were associated with poorer adjustment and adaptation, particularly among female teachers with more years of experience (Al-Yousfi, 1990). It also corroborates Singer's (1986) findings that the more enthusiastic teachers are, the less experienced they tend to be. Sarason (1972; Yarkandi, 1993) observed that, as teaching duration increases, teachers become less energetic and responsive. He attributed this to increased experience leading to feelings of boredom and fatigue, followed by a decrease in motivation to work (Al-Hashimi, 2000).

Discussion of Hypothesis Five Results:

Hypothesis Five: There are statistically significant differences in motivation for achievement based on seniority, and this hypothesis was confirmed. At the 0.05 significance level, there are significant differences in motivation for achievement between teachers with more than 10 years of experience and those with less than 10 years of experience, favouring the former. This suggests that teachers in the early stages of their careers strive to demonstrate good performance, whereas more experienced teachers may have mastered the educational process to such an extent that they perform tasks automatically and routinely, requiring less effort.

Most teachers experience similar professional lives, facing pressures from their environment and the school administration. Initially, they tend to put in greater effort and take the initiative, but they eventually fall into routine

and apathy, which leads to decreased motivation for achievement. This finding is consistent with Muhammad Abdul Jabbar's (Maysoun, 1995) study of job satisfaction among teachers in special and general education. This study concluded that job satisfaction is related to years of experience and that the degree of need fulfilment varies based on years of teaching experience.

This study is consistent with the work of McClelland and Freeman, who emphasised that the motivation to achieve plays a crucial role in enhancing an individual's performance and productivity in various fields and activities encountered in life. According to Pocock (1972), the achievement motive is an effective predictor of behaviour (Al-Azraq, 2000: 146).

Some teachers may lose motivation in their work, becoming perpetually bored with school. This is a concerning situation as it has a negative impact on students and the educational process as a whole. Teaching has unique characteristics that distinguish it from other professions. It requires training, endurance and persistence, as it involves working with dynamic and diverse people rather than machinery. The more competent a teacher believes they are in their role, the more new needs they encounter from students that require further training.

Traditional teachers are more likely to experience low motivation as they are accustomed to routine and monotony in their work. They may not pay attention to the inputs and outputs of the educational process, and they are less inclined to explore new developments that could help them to improve.

Conclusion:

In general, teachers experience high levels of stress in their profession, which impacts their mental health, leading to feelings of frustration and anxiety, as well as a sense of psychological threat and danger. This can result in feelings of isolation and withdrawal, making them feel unwanted. This, in turn, impacts their thought patterns and emotional stability. Consequently, they may lose the ability to control their behaviour and perform their duties effectively.

Methodology

The study adopted a descriptive-analytical quantitative design to explore correlations and group differences. The population consisted of active teachers in public middle and secondary schools within the Sidi Bel Abbès region. A sample of 87 participants (male and female) was selected using purposive sampling based on availability and consent to participate.

Instruments:

1. Cornell Mental Health Scale – used to measure emotional balance, psychological stability, and stress management.
2. Achievement Motivation Scale – assessed persistence, ambition, and goal orientation in professional contexts.

Procedure:

Participants completed both scales anonymously during working hours under research supervision. The data were coded and analyzed using SPSS (v.25).

Statistical Analysis:

Descriptive statistics (means, standard deviations, and frequency distributions) were computed to summarize the data. Inferential tests, including Pearson's correlation coefficient, t-tests, and ANOVA, were applied to determine relationships and group differences by gender and seniority.

Acknowledgment

The author expresses sincere gratitude to the administrative authorities and teaching staff of the Ben Ibrahim Mustafa district schools for their cooperation and participation. Special thanks are extended to colleagues from the Faculty of Social Sciences, University of Oran 2, for their valuable feedback and assistance during data analysis.

Funding Statement

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The author declares no conflict of interest regarding the publication of this paper.

Study recommendations:

1. Strengthening relationships: Foster and improve relationships between teachers, administration, colleagues and students, and enhance situations that may lead to conflict.
2. Supporting mental health: Assist teachers in maintaining their mental health to help them cope with professional challenges and responsibilities.
3. Providing professional and psychological support: Ensure teachers have access to occupational health services and psychological specialists to support their mental and professional well-being.
4. Enhancing motivation for achievement: Focus on training and providing the necessary conditions to boost teachers' motivation for achievement.
5. Specialised professional guidance: Allocate specialised professional frameworks to provide teachers with the necessary guidance and train them in techniques to address and cope with psychological issues.

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