The level of professional stress among vocational education teachers in Jordan and its relationship to some variables

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Abstract:

The study aimed to reveal the level of occupational stress among vocational education teachers in Jordan, and to identify its most common areas (physical environment, administrative burdens, technological development, professional relationships), in addition to investigating the differences in that stress according to the variables of gender and practical experience. The study followed the descriptive approach, and the study sample consisted of (342) male and female teachers who were selected by simple random method from government schools in Jordan for the academic year (2025/2026). To collect data, a questionnaire consisting of 30 items distributed across the study domains was developed. The results showed that the overall level of occupational stress among the sample participants was “moderate,” with an arithmetic mean of 2.72. At the domain level, the domain of technical development and keeping up with curricula ranked first, followed by the domain of physical environment and occupational safety, then the domain of administrative and organizational burdens, while the domain of professional relationships and institutional support ranked last. The results also indicated no statistically significant differences in the level of occupational stress attributable to gender or years of experience. In light of the results, the study recommends the need to develop ongoing training programs on digital competencies to keep pace with global BTEC curricula, and to increase financial allocations for vocational workshops to strengthen safety systems and reduce concerns about injuries.

Keywords: occupational stress, vocational education teachers, vocational education, higher education.

Introduction:

In the current era, the teaching profession is one that demands double the mental and physical effort, given the grave responsibilities it entails in preparing future generations. Vocational

education occupies a strategic position in the Jordanian educational system, as it seeks to equip students with the technical and practical skills required by the labor market (Alkafaween et.al, 2025; Bian& Jiang, 2026; Junça &Pinto, 2024), However, vocational education teachers face unique challenges that go beyond the traditional burdens of teaching; they are responsible for managing workshops and laboratories, maintaining equipment, and ensuring strict occupational safety standards, in addition to the need to keep pace with rapid technological developments (Abujamous et.al, 2025;Li et.al, 2025; Harahsheh et.al, 2025; Agyapong et.al, 2022).

The nature of work in vocational workshops and the handling of machinery and raw materials impose continuous professional pressures on teachers, which can affect their performance and job satisfaction. Educational literature confirms(Yulinar et.al, 2026; Sandoval et.al, 2026; Barnová et.al, 2023; Lambert et.al, 2015) that understanding the level and sources of these pressures is a fundamental step in developing the educational environment in the vocational sector. This study, therefore, examines the reality of the pressures faced by vocational education teachers in Jordan and their relationship to specific demographic and professional variables.

Contemporary educational literature indicates(Silva Sánchez et.al, 2026; Dankade et.al, 2016; Preechawong et.al,2021) that professional stress is not merely a fleeting response, but rather a state of imbalance between job demands and an individual's ability to adapt. If this imbalance persists, it can lead to burnout and a decline in the quality of educational outcomes. In the Jordanian context, vocational education teachers face additional challenges related to the occasional limited availability of technical resources and the high student density in practical workshops. This makes studying their stress levels an urgent necessity, not only for the teachers' mental health but also for the sustainability of the quality of technical education, which is the cornerstone of supplying the labor market with qualified personnel.

The phenomenon of occupational stress is one of the most central issues that has captured the attention of researchers in both the educational and administrative fields, given its direct implications for

productivity and psychological well-being (Widodo et.al, 2025; MOHAN,2025; Rahman et.al, 2022), and in the context of the vocational education sector, this stress takes on additional dimensions stemming from the nature of the interaction between the teacher and the technical environment; where the teacher's role does not stop at the transfer of theoretical knowledge, but extends to include direct technical supervision, managing workshops and laboratories, and ensuring general safety standards in an environment fraught with mechanical and electrical hazards (Barnová et.al, 2025; Rababa & AL-Momani, 2021).

Occupational stress is theoretically defined as a state of psychological and physiological tension that arises when job demands do not align with the teacher's capabilities and resources, creating a gap that leads to a decline in job satisfaction (Yerezhepov et.al, 2025; Joy et.al,2024), and recent studies such as(Galanakis et.al,2020; Steyn& Kamper,2006) have indicated that teachers working in practical educational environments face higher levels of stress compared to their colleagues in academic tracks, attributed to the burden of "responsibility for the safety of others" and the management of complex physical resources.

A review of the existing literature on this topic reveals mixed results; while a study by (Bezuidenhout et.al, 2026; Liang et.al, 2022) indicated that years of experience play a positive role in reducing stress levels due to the acquisition of coping skills, other studies, such as (Mittal et al. 2023; Kärner& Höning, 2021) have shown that stress increases among teachers with long experience due to burnout and the increased administrative and leadership burdens placed on them. As for the gender variable, studies (Kinder et al., 2022; Ladres& Garcia, 2025) showed significant differences in favor of females in the perception of occupational stress, explaining this by the multiplicity of family and occupational roles and responsibilities for women, which is what the current study seeks to identify in the Jordanian environment.

In Jordan, vocational education teachers face challenges related to digital transformation and the integration of Fourth Industrial Revolution tools into the curriculum, requiring significant intellectual effort to keep pace with these technologies. This accumulation of burdens, sometimes stemming from inadequate equipment and

demanding technical requirements, makes studying the professional pressures in this sector a strategic imperative. Hence, this study examines the level of these pressures among a large sample of 342 male and female teachers, with the aim of providing a realistic perspective to assist decision-makers at the Ministry of Education in developing intervention programs based on sound scientific foundations.

Research Problem:

The problem addressed in this study lies in the significant discrepancy between the multiple and growing roles of the vocational education teacher and the environmental and organizational reality in which they work. While the teacher is expected to be a technical trainer, a public safety specialist, and a career mentor, they find themselves facing a range of pressures stemming from a lack of technical equipment in some workshops, increased administrative burdens, or weak incentives related to the nature of fieldwork.

The researcher observed, through direct contact with the educational field and field reports, that there is an increasing sense of professional burnout among this group, especially with the shift towards international professional curricula such as (BTEC) which require exceptional effort in assessment and follow-up. Accordingly, this study seeks to determine the level of occupational stress with scientific precision and to reveal the role played by demographic variables (gender and experience) in the perception of this stress by answering the following questions:

Research Questions:

1. What is the level of occupational stress among vocational education teachers in Jordan?
2. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of occupational stress attributable to the gender variable (male, female)?

3. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of occupational stress attributable to the variable of years of experience (less than 10 years, more than 10 years)?

Significance of the Study:

This study derives its significance from two main axes:

1- **Theoretical significance:**

This study contributes to enriching the Arab and Jordanian educational literature with a modern theoretical framework on occupational stress in the vocational education sector, a sector that requires more qualitative studies compared to general education.

2- Practical Significance:

The Jordanian Ministry of Education and those responsible for vocational education are provided with realistic data on the psychological and professional challenges facing teachers, which helps in drawing up supportive policies and training programs aimed at reducing stress. It also highlights the most influential sources of stress, helping teachers to develop self-coping strategies. In addition, addressing teacher stress leads to improved quality of practical training and increased student motivation towards vocational learning.

Study Objectives:

The current study seeks to achieve the following objectives:

1. To reveal the level of occupational stress among vocational education teachers in Jordan.
2. To investigate differences in the level of occupational stress attributable to the gender variable (male, female).
3. To identify the effect of years of professional experience on the level of occupational stress among the sample participants.

Study Terminology:

The key terms in this study are defined as follows:

1. **Job stress:** A state of psychological and physical tension experienced by vocational education teachers in Jordan resulting from an imbalance between professional demands (such as workshop management, equipment maintenance, and administrative burdens) and the resources available to them (Bellod et.al, 2021; Teles et.al,2020), and is measured by the total score obtained by the respondent on the job stress questionnaire used in this study.
2. **Vocational education teacher**: A specialized educator responsible for teaching theoretical aspects and providing practical training in vocational workshops and laboratories affiliated with the Jordanian Ministry of Education, and tasked with implementing vocational and technical curricula.

Study Limitations:

The generalizability of this study's findings is determined by the following limitations:

1. **Subject-related limitations:** This study is limited to measuring the level of occupational stress from the teachers' own perspective and addresses specific areas (physical environment, administrative burdens, technological development, and professional relationships).
2. **Human limitations:** The study is limited to male and female vocational education teachers working in public schools affiliated with the Jordanian Ministry of Education.
3. **Spatial determinants:** This study was conducted in public schools in the Hashemite Kingdom of Jordan.
4. **Temporal determinants:** Data were collected and the instrument was administered during the 2025–2026 school year.

Method and field procedures:

Study Approach:

The study adopted the descriptive approach, which is the most appropriate approach for human and educational studies that seek to describe a particular phenomenon. This approach allows for the collection of quantitative data from a wide sample, which contributes to building an accurate picture of the reality of professional pressures among vocational education teachers in Jordan.

Study Population and Sample:

Study Population:

The study population consisted of all vocational education teachers in government schools affiliated with the Jordanian Ministry of Education in various governorates and education directorates, whether in the northern, central, or southern regions, for the academic year 2025/2026.

Study Sample:

The study sample was selected using simple random sampling to ensure representation of all segments of the community and equal opportunity in selection. An electronic questionnaire was developed and distributed to the study sample via social media platforms such as Facebook and WhatsApp. A total of 400 electronic questionnaires were distributed; after the questionnaires were returned, 57 were excluded because they were not filled out correctly, bringing the final sample size to 342 teachers. Table 1 below shows the distribution of the study sample according to the variables:

Table (1): Distribution of the study sample by variables (gender and years of experience)

Variable	Category	Frequency	Percentage
Gender	Male	182	53.2%
	Female	160	46.8%
Total		342	100%

Years of experience	Less than 10 years	154	45.0%
	10 years or more	188	55.0%
Total		342	100%

Research Tool:

To achieve the study's objectives, a special questionnaire was developed to measure occupational stress, undergoing several stages of construction and development to suit the technical professional context. Reference was made to a number of previous studies, such as Study ( ), Study ( ), Study ( ), Study ( ), Study ( ), and Study ( ). The initial version of the instrument consisted of 34 clearly worded items, distributed across four main domains as follows:

1. **Physical Environment and Occupational Safety:** Focused on workshop pressures, shortages of raw materials, and machine maintenance.
2. **Administrative and organizational burdens: This area** addressed documentation pressures, study plans, and non-teaching tasks.
3. **Technical development and curriculum alignment:** Focused on the challenges of digital transformation and the implementation of modern vocational curricula.
4. **Professional relationships and institutional support:** Addressed interactions with school administration and colleagues, as well as community appreciation.

Validity and Reliability of the Study Tool:

First: Validity of the tool:

The validity of the instrument was verified through two methods:

Face validity: The questionnaire was presented to a panel of 10 expert reviewers consisting of university professors specializing in

vocational education teaching methods, educational psychology, and measurement and evaluation. Based on their feedback, the wording of some items was revised and others were deleted to ensure their accuracy and relevance to the specified domains. The final version of the study tool consists of 30 items distributed across the study domains as follows: the physical environment and occupational safety domain comprises (8 items), the administrative and organizational burdens area (8 items), the technical development and curriculum alignment area (7 items), and the professional relationships and institutional support area (7 items).

Construct Validity: The instrument was administered to a pilot sample of 30 teachers outside the original study sample, and the correlation coefficient between each item and the total score for the domain was calculated; all correlations were statistically significant at the 0.01 level.

Reliability of the instrument:

To ensure the instrument's stability and the consistency of its results, the reliability coefficient was calculated using **Cronbach's alpha** for internal consistency. The overall value for the instrument was **0.89**, while the values for the domains ranged from 0.82 to 0.87, This confirms the tool's suitability for field application.

To further confirm the reliability of the instrument, the instrument items were divided into two halves (odd and even), and the correlation coefficient between them was calculated using the Spearman-Brown equation, which amounted to (0.86). This confirms the reliability and stability of the instrument, giving complete confidence in the accuracy of the collected data. The following table (2) shows this:

Table (2): Stability Coefficients of the Study Instrument (Cronbach's Alpha and Split-Half)

Method of Calculating Reliability	Study domain / Instrument	Stability Coefficient
Cronbach's Alpha Formula	Physical Environment and Occupational Safety	0.82–0.87*

	Administrative and organizational burdens	0.82–0.87
	Technical Development and Curriculum Alignment	0.82–0.87*
	Professional relationships and institutional support	0.82–0.87*
Overall value of the tool		**0.89**
Half-split	Spearman-Brown coefficient (total)	**0.86**

The table above shows that the reliability coefficients are high; the total Cronbach's alpha coefficient was 0.89, and the reliability coefficients for the subscales ranged from 0.82 to 0.87. The reliability coefficient using the split-half method with the Spearman-Brown equation was 0.86. These values are statistically acceptable and exceed the minimum threshold adopted in educational studies (0.70), confirming that the study instrument possesses a high degree of reliability and stability, and providing sufficient confidence in the accuracy of the results to be obtained when applied to the study sample.

Statistical Analysis:

To achieve the study's objectives, the statistical software package SPSS v26. was used. Before beginning the analysis, the normality of the data distribution was verified to ensure the accuracy of statistical inference; the Kolmogorov-Smirnov test and tests for skewness and kurtosis were used. The results showed that all values fell within the acceptable range (±1.96), confirming that the data follow a normal distribution. Accordingly, parametric tests were used, including:

- frequencies and percentages to describe the sample.

- Arithmetic means and standard deviations to determine the level of stress and the ranking of domains.
- Independent samples t-test to detect differences based on gender and experience.
- Calculation of effect size (Cohen's d): to assess the practical significance of the detected differences.

Instrument validation and statistical criteria:

A five-point Likert scale was used to assess the level of occupational stress experienced by the study sample. The arithmetic means were categorized into three levels based on the arithmetic range (1.33) to facilitate the interpretation of results and draw educational implications regarding the severity of occupational stress among teachers. The scores assigned to the responses are distributed as follows:

- (5) points for the option: Very severe stress.
- (4) points for the option: Severe stress.
- (3) points for the option: Moderate stress
- (2) points for the option: Low stress.
- (1) point for the option: Very low stress.

To convert the arithmetic means derived from the sample participants' responses into educational implications that explain the degree of commitment, the arithmetic range of the categories was calculated by applying the following statistical formula to determine the class width:

Class width = Upper limit of the scale (5) – Minimum scale (1) / Number of levels (3) = 4/3 = 1.33

Based on the derived class width (1.33), the statistical criterion was established to interpret and classify the arithmetic means of managers' commitment levels into three categories (low, medium, high) according to the following limits, as shown in Table 3:

Table (3): The statistical criterion adopted to interpret the arithmetic means of the degree of occupational stress

M	Category (Arithmetic Mean)	Level of occupational stress
1	From 1.00 to 2.33	Low stress level
2	from 2.34 to 3.67	Moderate pressure
3	From 3.68 to 5.00	High stress level

Study Results and Discussion:

Results related to the first question, which states: "What is the level of occupational stress among vocational education teachers in Jordan?"

To answer this question, the arithmetic means and standard deviations of the sample participants' responses were calculated for the study instrument as a whole and for each of its four domains, as shown in Table (4):

Table (4): Arithmetic Means and Standard Deviations for Areas of Occupational Stress, Ranked Descending

Rank	Domain	Arithmetic Mean	Standard Deviation	Level
1	Technological Development and Curriculum Alignment	3.12	0.65	Average
2	Physical Environment and Occupational Safety	2.85	0.72	Average
3	Administrative and organizational burdens	2.64	0.58	Average
4	Professional relationships and institutional support	2.27	0.61	Low
Overall score for professional stress		**2.72**	**0.53**	**Average**

Table (4) above shows that the overall level of occupational stress among vocational education teachers in Jordan was moderate, with

an overall mean of 2.72. The area of "technological development and keeping up with curricula" ranked highest, indicating that the rapid pace of digital transformation is currently the primary source of stress. Conversely, the area of "professional relationships" ranked lowest, reflecting a positive social support environment among teachers.

This result can be explained by the fact that vocational education teachers in Jordan possess a number of coping strategies that enable them to control professional challenges without reaching the stage of complete burnout. However, the fact that the “technological development” domain ranked first reflects the knowledge gap created by the Fourth Industrial Revolution in modern Jordanian curricula such as BTEC. This finding aligns with a study (Ruiz-Juan & García, 2023) that confirmed that rapid technological development is the primary source of psychological stress among teachers of practical disciplines.

To identify the most influential sources of stress within each domain, the items for each domain were analyzed separately as follows:

First: The field of technical development and keeping pace with curricula

Table (5) shows the results of the items in this domain, ranked in descending order by their arithmetic means:

Item	Arithmetic Mean	Standard Deviation	Rank	Level
The accelerating pace of change in technology related to professional specialization.	3.45	0.75	1	High
Requirements for implementing BTEC curricula and competency-based assessment.	3.32	0.80	2	High
The ongoing need to learn new software and technical applications.	3.20	0.84	3	Average

Lack of specialized training courses that keep pace with the industrial revolution	3.15	0.79	4	Average
gap between school curricula and the requirements of the modern job market.	3.05	0.86	5	Average
Time pressure required to convert theoretical material into digital applications.	2.90	0.92	6	Average
Difficulty in accurately and objectively assessing students' practical skills.	2.77	0.88	7	Average
Overall score for the technical development domain	**3.12**	**0.65**	**Average**	

It is evident from the review of Table 5 above that the items "rapid technological change" and "BTEC" requirements received high scores, which can be attributed to technological anxiety; teachers feel constant pressure to develop their digital skills to keep pace with the modern hardware and software that have recently entered educational workshops. Furthermore, the shift from traditional education to competency-based education imposes a mental burden in designing assessment tools. This finding is consistent with a study (Mittal et al., 2023), which indicated that teachers in technical fields feel the pressure of knowledge obsolescence, prompting them to put in extra effort outside of official working hours for self-directed learning.

Second: The Physical Environment and Occupational Safety

Table (6) shows the results of the items in this domain, sorted in descending order by their arithmetic means:

Table (6): Arithmetic Means and Standard Deviations for Items in the "Physical Environment and Occupational Safety" Domain

Item	Arithmetic Mean	Standard Deviation	Rank	Level
Shortfall in the budget allocated for the purchase of raw materials for workshops.	3.10	0.88	1	Average
Age of machinery and equipment and their constant need for maintenance.	3.02	0.91	2	Average
Concern about student injuries during practical work.	2.95	0.85	3	Average
The workshop space is not adequate for the number of students in a single class.	2.88	0.79	4	Average
Lack of general safety equipment (fire extinguishers, first aid kits) in the workshop.	2.80	0.82	5	Average
Noise and environmental conditions (ventilation, lighting) inside the workshops.	2.75	0.84	6	Average
Legal liability for the operator's custody and valuable equipment.	2.68	0.90	7	Average
Difficulty disposing of occupational waste safely.	2.62	0.87	8	Average

Overall score for the physical environment	2.85	0.72	Average

As shown in Table 6 above, the overall arithmetic mean for the domain was (2.85), indicating that the pressure stems from the responsibility for the safety of others and the lack of resources. The vocational teacher not only manages a classroom but also a miniature industrial facility. The fear of physical injuries to students increases the constant stress levels during practical lessons. Furthermore, outdated machinery adds the burden of technical maintenance to the teacher's workload, diverting their focus from teaching. This finding aligns with the results of Saleh's (2021) study, which concluded that the physical work environment in vocational schools is a major determinant of job satisfaction, and that insufficient operating budgets lead to a feeling of professional inadequacy among teachers.

Second: Administrative and Organizational Burdens

Table (7) shows the results for the items in this domain, ranked in descending order by their arithmetic means:

Table (7): Arithmetic Means and Standard Deviations for Items in the "Administrative and Organizational Burdens" Domain

Item	Arithmetic Mean	Standard Deviation	Rank	Level
The large number of paper and electronic records that must be filled out periodically.	2.98	0.82	1	Average
Assigning teachers additional administrative tasks outside their area of expertise.	2.85	0.89	2	Average
Overlap of responsibilities between school administration and	2.77	0.85	3	Average

professional supervision.				
Limited time allocated for preparing practical lessons and workshops.	2.70	0.91	4	Average
The large number of meetings and technical committees in which the teacher participates.	2.65	0.84	5	Average
Requiring periodic reports on the condition and maintenance of equipment.	2.55	0.87	6	Low
Difficulty coordinating workshop schedules with other academic classes.	2.40	0.83	7	Low
Complex bureaucratic procedures for ordering raw materials.	2.22	0.94	8	Low
Overall score for administrative burdens	**2.64**	**0.58**	**Medium**	

As shown in Table (7) above, the overall arithmetic mean for this area reached (2.64). The researcher explains this result by noting that the vocational teacher is required to document every practical skill performed by the student, in addition to maintaining inventory and stock records. This administrative fragmentation draws the teacher away from their creative role in the vocational workshop and towards that of an administrative employee, creating time pressure. This finding is supported by the study by Kinder et al. (2022), which demonstrated that an abundance of paper records and periodic reports exacerbates role conflict among teachers of applied disciplines.

Second: Professional Relationships and Institutional Support

Table (8) shows the results for the items in this domain, sorted in descending order by their arithmetic means:

Table (8): Arithmetic Means and Standard Deviations for Items in the "Professional Relationships and Institutional Support" Domain

Item	Arithmetic Mean	Standard Deviation	Rank	Level
Society's perception of vocational education is weaker compared to academic education.	2.55	0.95	1	Low
Lack of incentives and rewards associated with physical effort in workshops.	2.48	0.98	2	Low
Weak communication channels with the private sector and the labor market.	2.35	0.89	3	Low
Lack of appreciation by school administration for the nature of professional work.	2.25	0.84	4	Low
Feeling of professional isolation resulting from working alone in workshops.	2.15	0.82	5	Low
Weak cooperation among teachers of different vocational subjects.	2.10	0.88	6	Low
Lack of an environment that fosters innovation within the school.	2.01	0.92	7	Low
Overall score for the professional relationships domain	**2.27**	**0.61**	**Low**	

The results in Table 8 above show that the overall arithmetic mean for the domain was 2.27. This result is very positive for the educational environment in Jordan, indicating the presence of strong social capital and mutual support among colleagues and school administrations. The availability of social support acts as a stress reliever, preventing material and technical pressures from escalating into psychological breakdown. This result differs from some Western studies that suggest professional isolation among teachers, but it aligns with the cooperative nature of Jordanian society, which enhances teachers' resilience in the face of difficulties.

Results for the second question: "Are there differences in the level of job stress attributable to the gender variable (male, female)?"

To answer this question, an independent samples t-test was used, along with a calculation of the effect size (Cohen's d). Table 9 below shows the results:

Table (9): Results of the t-test and effect size for differences in occupational stress according to the gender variable (male, female)

Variable	Gender	Number	Arithmetic Mean	Standard Deviation	t-value	Significance (Sig)	Effect size (d)
Work-related stress	Male	182	2.70	0.54	-0.684	0.494	**0.07**
	Female	160	2.74	0.52			

The results shown in Table 9 indicate that there are no statistically significant differences (Sig > 0.05) in the level of occupational stress attributable to the gender variable. Furthermore, the effect size (0.07) confirmed that the difference between males and females is practically negligible, indicating that the professional work environment imposes similar pressures on both genders in Jordanian schools.

Results related to the third question: "Are there differences in the level of occupational stress attributable to the variable of years of experience (less than 10 years, 10 years or more)?"

A t-test was used to compare the two experience groups, with the effect size (Cohen's d) calculated. Table 10 below shows the results:

Table (10): Results of the t-test and effect size for differences based on the variable of years of experience

Variable	Experience	Number	Arithmetic Mean	Standard Deviation	t-value	Significance (Sig)	Effect size (d)
Work-related stress	Less than 10 years	154	2.71	0.55	-0.165	0.869	**0.02**
	10 years or more	188	2.72	0.51			

The results shown in Table 10 above indicate no statistically significant differences attributable to years of experience, with a significance value of 0.869. This suggests that professional pressures among vocational education teachers do not differentiate between novice and experienced teachers; both face the same challenges.

Conclusions:

Based on the results obtained, it is clear that the overall level of occupational stress among vocational education teachers in Jordan was moderate, with an arithmetic mean of (2.72). In addition, there were no statistically significant differences attributable to the study variables, namely the gender variable (males, females) and the variable of the number of years of experience (less than 10 years, more than 10 years).

Recommendations:

Based on the findings, the study recommends the following:

1. Provide simplified procedural guides and interactive technical support platforms for vocational education teachers to assist

them in implementing BTEC curricula and assessments based on international standards.

2. Increasing financial allocations (operating budgets) for vocational workshops to ensure a constant supply of raw materials and to upgrade outdated machinery that poses a technical burden and headache for teachers.
3. Strengthen the occupational safety and health system in schools and equip workshops with the latest safety equipment to reduce concerns about injuries, which results have shown to be a major source of stress.
4. Launch national initiatives to enhance the image of vocational education in society, thereby reducing the psychological pressures associated with society's sometimes negative perception of this sector.

Proposals:

To complement this study and address aspects not covered herein, the researcher proposes conducting the following studies:

1. Conduct in-depth interviews with vocational education teachers to explore the coping strategies they use to deal with curriculum-related stress.
2. Conduct a comparative study of the level of occupational stress among vocational education teachers in the public and private sectors in Jordan.
3. Examine the relationship between occupational stress and the level of motivation for achievement or job satisfaction among vocational education teachers.
4. To measure the impact of a proposed training program in managing occupational stress on reducing burnout levels among new teachers.

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