

Psychosocial Status of Hypertensive Teachers

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Abstract--- *The correlation between hypertension with the psychosocial state of teachers has become common due to the psychological and social pressures they are exposed to as a result of the teaching and psychological stress surrounding them. The study goals are to identify the psychosocial domain of teachers and find out the correlation between psychosocial domain and hypertension of teachers. An appropriate sample of teachers was taken in the Al-Najaf Al-Ashraf city (n = 274) to conduct the research. Questionnaire tools were created by the researcher for collecting the study sample. The questionnaire validity was determined by a committee consisting of (14) experts distributed among (4) colleges. The tool reliability is detected by using of the method test in the study that was conducted and the questionnaire tools were used to collect samples and its value was (0.824). The finding of the study confirmed that the majority of teachers are male (60.6%), and (84.7%) of them live a civilian life, and suffer from the hypertension stage1 (33.6%), and with a fair of the psychosocial level, and there is a strong correlation (p = 0.00) between the hypertension and the Psychosocial status. All teachers have a moderate cognitive (mean of score =2.023) and emotional (mean of score =1.932) level and the majority of them have an a moderate social-behavioral (mean of score =2.076) and general health (mean of score = 2.386) level. I recommend cooperation between the Ministries of Health and Education to early detection of hypertensive teachers and increase teachers 'knowledge about the impact of psychosocial status on hypertension.*

Keywords--- *Psychosocial Status and Hypertensive Teachers.*

I. INTRODUCTION

Normal hypertension is measured by using a sphygmomanometer where we heard two sounds, the first sound is called systolic and another sound called diastolic and has registered two numbers as 120/80 mm Hg (Ahmad, 2018).

Hypertension is defined by a chronic disease when a systolic blood pressure measure ≥ 140 mm Hg while a diastolic blood pressure measure ≥ 90 mm Hg (Solomon, 2017).

Right reasons of hypertension are not known yet, but behavioral reasons as smoking, weight, diet, alcohol, physical activity and genetic factors have a large impact on increase or decrease the incidence of various chronic diseases variations in unclear outcomes, Many studies suggest that psychosocial fatigue is a potential risk factor for incidence chronic diseases (Spruill, 2013).

Management of hypertension based on control (is done by maintaining BP less than 140/90 mm Hg), awareness (is through early diagnosis of hypertension) and Treatment (specific treatment for people with hypertension (Centers for Disease Control and Prevention, 2010). Psychosocial problems: are included interaction of spiritual, emotional, mental and social aspects with environment, job. Stress and etc. that are concerned with the negative health of the individual and society (Roffey, 2012).

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Increasing individual fatigue and exposure to large pressures reduces their scientific and cognitive performance and negatively affects the psychosocial aspect which results in a decline in physical health, academic ability and their health are clinically unstable and more susceptible to various diseases (Suleiman, Alghabeesh, Jassem, & Shahroor, 2020).

Psychosocial pressure for women increases after menopause due to the lack of female hormones that control the organization of the psychosocial status, Lack of regulation of food, excessive smoking, drinking of alcohol and the increase of effort above the normal level (Drevenhorn, 2006).

Providing health care for the elderly differs from others because of their psychological and social factors that stimulate good medical attention and care to overcome the problems resulting from aging (Mohammad, Kassim, & Yasir, 2013).

Psychosocial stress that a teacher may be exposed to the following:

- 1) Environmental causes: as the environmental, ventilation, sunlight, and others
- 2) Organic and chemical causes: as radiation, toxic and hazardous resources
- 3) Recreational causes: as electronic devices (Scheuch, Haufe, & Seibt, 2015)

II. METHODOLOGY

- 1) Non Probability of (274) teachers, those do in al-Najaf secondary school. That includes (166) male and (108) female.
- 2) An assessment tool is adopted by the researcher. That consists of six parts are Sociodemographic, measure hypertension, cognitive, emotional, behavioral-social and general health questionnaire-28
- 3) Samples were collected from February 2020, until March 2020, by interviewed and medical assessments (blood pressure measurements)
- 4) The reliability of the take a look at was used to decide the accuracy of the questionnaire, it changed into received via evaluating the questionnaire, the reliability coefficient of (Cronbach Alpha) becomes (0.824)
- 5) The data collection is assessed and analyzed by the Microsoft excel 2010 and version (23) statistical package of social sciences (SPSS).

III. RESULT

Table 3.1: Overall, Cognitive Assessment of Teachers

<i>Measurement of blood pressure</i>	<i>Cognitive items</i>			<i>Total</i>	<i>Mean</i>	<i>Assess</i>
	<i>Poor</i>	<i>Fair</i>	<i>Good</i>			
$\geq 180/\geq 110$	6	0	0	6		
160-179/100-109	40	3	1	44		
140-159/90-99	54	29	9	92		
130-139/85-89	0	9	37	46	2.023	Fair
120-129/80-84	0	4	14	18		
$< 120/< 80$	1	15	52	68		
Total	101	60	113	274		

Table (3.1) Shows that the overall of secondary school teacher with a fair cognitive assessment.

Table 3.2: Overall emotional assessment of teachers

Measurement of blood pressure	Emotional items			Total	Mean	Assess
	Poor	Fair	Good			
>=180/>=110	6	0	0	6		
160-179/100-109	40	3	1	44		
140-159/90-99	41	51	0	92		
130-139/85-89	2	23	21	46	1.932	Fair
120-129/80-84	2	4	12	18		
<120/<80	4	30	34	68		
Total	95	111	68	274		

Table (3.2) Shows that the overall of secondary school teacher with a Fair emotional assessment.

Table 3.3: Overall, Behavioral, Social Assessment of Teachers

Measurement of blood pressure	Behavioral, Social items			Total	Mean	Assess
	Poor	Fair	Good			
>=180/>=110	6	0	0	6		
160-179/100-109	42	2	0	44		
140-159/90-99	47	45	0	92		
130-139/85-89	0	6	40	46	2.076	Fair
120-129/80-84	0	4	14	18		
<120/<80	1	6	61	68		
Total	96	63	115	274		

Table (3.3) Shows that the overall of secondary school teacher with fair behavioral social Assessment

Table 3.4: Overall General Health 28 Assessment of Teachers

Measurement of blood pressure	Mean of general health -28 items				Total	Mean	Assess
	Poor	Fair	Good	Very good			
>=180/>=110	3	2	1	0	6		
160-179/100-109	29	15	0	0	44		
140-159/90-99	28	60	4	0	92		
130-139/85-89	0	8	25	13	46	2.386	Fair
120-129/80-84	0	0	10	8	18		
<120/<80	2	11	35	20	68		
Total	62	96	75	41	274		

Table (3.4): shows that the overall of secondary school teacher with a fairly general health assessment.

Table 3.5: Overall Assessment of Teachers to all Psychosocial Items

DV	SS	DF	MS	F	P
Between group	124.511	67	1.858	761.933	.000
Within group	0.500	205	0.02		
Total	125.011	272			

The test of ANOVA is used to analyze the variance between hypertension and psychosocial status teachers. This table shows the P-value is (0.000) of all domains, that is > (0.05) which indicate that there is a highly significant difference between hypertension and psychosocial status.

IV. DISCUSSION

1. The study result related to the cognitive field of psychosocial are showing all teachers with moderate cognitive level, result is agree with result that appear in a study by Lobbia in the year 2019 that working in where the finding where the really effect on the functioning of cognitive the humans. And the result of study

that most of participate with fair to good cognitive behavior and that play essential role in psychosocial status(Lobbia et al., 2019)

2. The study result related to the emotional field of psychosocial is shown a majority of teachers with moderate emotional level and the result correspond with result of study that working by Bano & Iqbal in 2018 the year that express the emotional compound effect on psychosocial status and the majority of participate who with rang from (good to fair) level (Bano & Iqbal, 2018)
3. The study result related to social behavior field of psychosocial is show majority teachers with moderate social behavior level that result agree with the result of research that made by (Panayiotou , 2014), were the result of study is the most participate of teachers and students with good social behavior status and that effect on psychosocial status(Panayiotou et al., 2014)
4. The study result related to general health questionnaire -28 field of psychosocial is show a majority of teachers with moderate health level the result of study corresponding with result of study that achieve by (Commission, and others, 2020) were the majority of participate enjoy with good general health (Commission, Panel, & Programme, 2020)
5. The study result showed a significant difference in the psychosocial condition of teachers who suffer from hypertension compared to those who are healthy and then (P-value 0.000) This is realistic because hypertension physiologically will affect the activity and body hormones, which play a fundamental role Whatever the complexity of the psychosocial problems of teachers, which results in decline and lack of ability and competence in teaching.

V. CONCLUSION

All teachers have a moderate cognitive and emotional assessment and most of them have a moderate social, behavioral and health assessment and have a moderate psychosocial condition, the majority of them are male urban dwellers with a Bachelor's degree, their partial economic level.

VI. RECOMMENDATIONS

I recommend cooperation between the Ministries of Health and Education to early detection of hypertensive teachers, increase their knowledge of the psychosocial impact on blood pressure, and conduct extensive research on other psychosocial problems causing these injuries, and intensify psychosocial support for teachers and encourage them to entertain periodically to get rid of those problems.

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