

Exploring Work-Related Stress Among Indonesian Primary School Teachers: A Study in the Post-COVID-19 Era

Anak Agung Gede Agung¹, I Ketut Gading², Ni Luh Putu Agetania³, Anak Agung Gede Oka Ananta Prawira⁴, Jian-Bang Deng⁵, Basilius Redan Werang⁶

Abstract

Teachers' well-being is closely linked to their ability to teach effectively. Stress can impact their teaching performance, which in turn affects student learning outcomes. This study aimed to explore the work-related stress of primary school teachers in Bali Province, Indonesia. To address this objective comprehensively, we utilized a mixed research approach, combining both quantitative and qualitative research approaches. Quantitative data were collected by distributing a questionnaire of 10 items, while qualitative data were obtained through interviews with some of the surveyed teachers. Obtained quantifiable data were subjected to descriptive statistical analysis techniques, while qualitative data were subjected to descriptive qualitative analysis techniques. The results from both the descriptive statistical and qualitative analyses revealed a significantly high level of work-related stress among primary school teachers in Bali Province, Indonesia. The high levels of reported stress underline the critical need for educational policymakers to create and implement solutions for lowering teacher stress. This could entail modifying administrative requirements, providing support resources, and generating more manageable workloads.

Keywords: *Work-related stress; teachers; primary schools.*

Introduction

Teachers are at the forefront of a country's education system. They play a crucial role in delivering quality education and ensuring the success of the nation's youth (Asaloei et al., 2020; Wea et al., 2020; Werang et al., 2019; Elias & Arnold, 2006). With the ever-increasing demands in the field of education, teachers now face a more complex and dynamic workload. They are not only responsible for imparting educational material but also for shaping character and guiding student development.

The workload of teachers increased significantly when the COVID-19 pandemic struck the world, particularly in Indonesia. Teachers not only had to protect themselves and their families from the deadly virus but were also tasked with the responsibility of continuing to impart knowledge and skills to their students (Chen et al., 2021; Habeahan et al., 2022). The necessity to sustain education prompted the government to issue a Circular Letter requiring teachers to switch from face-to-face teaching to online learning to protect both teachers and students from the spread of the deadly virus (Sondakh et al., 2023; Werang & Leba, 2022). The mandate to shift from face-to-face to online learning did not make all teachers breathe a sigh of relief at being able to teach online and, thus, not needing to leave their homes. Many teachers had to rapidly become 'digitally literate' to meet the need for knowledge and skills of their students. Unfortunately, this tireless effort was further hampered by unequal access to technology among students. Many students lacked digital learning devices and had to share their use with their parents. This inequality in access to and understanding of technology was a major reason why some students could not participate in online learning, ultimately leading to a lack of understanding of the material being taught (learning loss).

Researchers' observations and experiences with fellow teachers show that this condition not only creates emotional exhaustion but also induces stress related to teaching tasks. This stress did not end with the reopening of schools in mid-2021 but continues to this day because teachers must address the challenges of students' psychosocial development and literacy in reading, writing, and numeracy, essentially having to start all over again. These teachers' experiences further reinforce research findings that conclude that the

¹ Ganesha University of Education, Indonesia.

² Ganesha University of Education, Indonesia.

³ Ganesha University of Education, Indonesia.

⁴ Udayana University, Indonesia.

⁵ Tamkang University, Taiwan.

⁶ Ganesha University of Education, Indonesia. email: werang267@undiksha.ac.id

profession of 'teaching' is the most stressful compared to other jobs (Boyle et al., 1995; Clipa, 2015, 2017; Dick & Wagner, 2001; Skaalvik & Skaalvik, 2017a,b; Skaalvik & Skaalvik, 2021; Liu, S. & Onwuegbuzie, 2012; Stoeber, & Rennert, 2008). The learning loss caused by the COVID-19 pandemic, as previously explained, has severely impacted teachers and is even seen as the main source of stress for them (Jacobson, 2022). Teacher work stress is defined differently by various academics and researchers (Wong & Cheuk, 2005). Generally, teacher work stress refers to the feelings of pressure teachers experience in their personal and professional lives, caused by an imbalance between job demands and the ability to complete the work (Albert & Widjaya, 2021).

For teachers, particularly those in elementary schools, stress can manifest in both positive and negative ways. When stress is positive, it acts as a motivating force, pushing teachers to innovate, adapt, and perform at their best. This form of stress, known as eustress, can drive teachers to develop new teaching strategies, engage more deeply with their students, and ultimately enhance their overall effectiveness in the classroom. For instance, the challenge of preparing for a significant lesson or dealing with a new curriculum can energize teachers, encouraging them to find creative solutions and stay committed to their professional growth.

However, stress can also take a negative turn, becoming distressed when it overwhelms an individual's capacity to cope. This negative stress can severely reduce performance and, in extreme cases, lead to complete burnout. When stress reaches this level, it can impair cognitive functions, reduce concentration, and result in physical and emotional exhaustion. For teachers, this can mean a decline in the quality of education they provide, increased absenteeism, and even a decision to leave the profession entirely. The harmful effects of distress are not just limited to the teachers themselves but can also negatively impact students' learning experiences and outcomes.

This study aimed to assess the level of work stress among primary school teachers in bridging the challenges of learning loss due to the COVID-19 pandemic and to provide a stronger foundation for improving the mental well-being of primary school teachers in Bali Province. Although there have been many studies examining the work stress of primary school teachers (Arismunandar et al., 2022; Yao & Xu, 2023; Tsubono & Ogawa, 2022; Kavita & Hassan, 2018; Kharadi & Praval, 2015; Xin et al., 2019; Yusuf et al., 2015; Subair et al., 2021; Cheku & Wangdi, 2021), this study is unique in its focus on revealing the specific levels of stress faced by elementary school teachers in Bali Province, Indonesia. This study fills a significant gap in the existing literature and adds valuable insights to the body of knowledge in several ways. Firstly, by focusing specifically on primary school teachers in Bali Province, Indonesia, it offers a localized perspective that is often overlooked in broader studies. This geographical focus allows for a detailed examination of the unique challenges and stressors faced by teachers in Bali, which may differ from those experienced by teachers in other regions of Indonesia or around the world. By focusing specifically on this particular context, the study offers valuable insights that have direct applicability to policymakers, school administrators, and educators in Bali. These insights empower stakeholders to customize interventions and support mechanisms to more effectively meet the unique needs of local teachers. Secondly, the study adds to the existing literature by specifically examining the impact of the COVID-19 pandemic on teacher stress. By assessing the level of work stress among teachers in Bali Province in the context of learning loss due to COVID-19, the study sheds light on how the pandemic has exacerbated existing stressors and introduced new ones. This insight is crucial for understanding the mental well-being of teachers in the post-pandemic era and for developing targeted strategies to support them.

In doing so, it addresses the unprecedented challenges brought about by the pandemic, including the abrupt shift to online learning, the increased workload, and the emotional toll of navigating a global health crisis. This context-specific analysis is crucial for developing relevant and effective strategies for stress alleviation. This study was driven by a single research question: To what extent do primary school teachers in Bali Province perceive their work-related stress? To address this inquiry comprehensively, we utilized a mixed research approach, combining both quantitative and qualitative methods.

Related Literature on Work-Related Stress: A Brief Look

Stress has become an integral and inevitable aspect of daily life. It has also emerged as a costly issue of global significance, impacting both developing and developed countries equally. The increasing prevalence of stress is attributed to various factors such as work pressures, financial instability, and social challenges.

The term 'stress' is widely used today to describe a range of psychological experiences that can lead to depression. Hans Selye was the first who introduced the term 'stress' in 1936, defining it in biological terms as a general adaptive syndrome or a non-specific reaction to any demand placed on the human body that can threaten individuals (International Labour Organization, 2016; Randhawa, 2009). Over time, the term 'stress' was defined differently by academicians, researchers, and practitioners. Olson et al. (1989) characterized stress as a state of tension resulting from a perceived need to alter adaptive behavior, while Dunham (1992) described stress as a combination of behavioral, emotional, and physical reactions caused by ongoing pressures that exceed the available coping mechanisms. Wong and Cheuk (2005) viewed stress as a broad term used to describe the pressure individuals encounter in their daily lives.

Stress has become a widespread issue worldwide, negatively impacting not only people's health and well-being but also their dedication to their organization and its productivity (Dantes et al., 2024; Jim et al., 2024). The term 'stress' here refers to the teachers' work-related stress. A teacher's work-related stress is a mental health disorder (Karyotaki et al., 2020) caused by an imbalance between a teacher's workload and his/her ability to handle that workload (World Health Organization, 2020). The National Institute for Occupational Safety and Health (2018) stresses that teacher work-related stress manifests as harmful physical and mental reactions when there is a disconnect between teachers' capabilities and the job's demands. Similarly, the World Health Organization (2007) identified teacher work-related stress as a response that arises when the demands of the job exceed teachers' knowledge, skills, or abilities. This type of stress includes harmful physical and emotional responses that arise when job demands exceed an individual's ability to cope and the resources available to them, making it difficult to handle work-related challenges effectively (Lambert & Hogan, 2018; Vasani, 2018; World Health Organization, 2020).

Kyriacou (2010) argued that teachers experience stress through negative emotions such as pressure, obstacles, anxiety, and depression stemming from various aspects of their jobs. Work-related stress among teachers can lead to burnout (Choi et al., 2019; Barello et al., 2020), characterized by fatigue and frustration (Mansour & Tremblay, 2018). This condition is linked to several adverse outcomes, such as job dissatisfaction, low organizational commitment, and a high likelihood of resignation (Lu & Gursoy, 2016; Uchmanowicz et al., 2020). The causes of this stress are varied and can appear in different work environments, posing major obstacles for employees. Stress among teachers arises from various sources, such as increasing job demands, greater accountability, difficult student behavior, inadequate support systems, and changing educational policies. These factors combine with personal and professional issues, creating a complex network that affects teachers' mental and emotional health.

Stress can occur in various work situations and can worsen when teachers feel unsupported by their superiors and colleagues. In educational settings, work-related stress has both negative and positive implications. This means that stress is not always negative. Negative stress, known as 'distress,' can erode teachers' well-being, affecting their mental health, outlook, and productivity. On the other hand, positive stress, known as 'eustress,' helps teachers navigate challenges, increasing their focus, motivation, and performance (Dantes et al., 2024). Numerous studies (Ganeshan et al., 2018; Werang, 2018; Yunarti et al., 2020) have shown that work overload contributes to stress, leading to emotional exhaustion and decreased productivity. The widespread stress in the teaching profession results in high burnout rates, lower job satisfaction, and reduced teacher retention. Therefore, it's crucial to address the root causes of teacher stress and implement specific measures to support their well-being, ensuring a sustainable and thriving educational environment.

Teacher stress has the following multifaceted impact: (a) stress affects teachers as individuals, leading to issues such as absenteeism, early retirement, illness, tardiness, depression, insomnia, and attrition; (b) stress influences teachers' family lives, exacerbating marital and familial problems; (c) stress impacts the reputation of the departments where they work, affecting both students and colleagues; and (d) stress, in the long term, detrimentally affects the entire education system due to the lost teaching time and the cost of hiring replacements (Maslach & Jackson, 1981; Randhawa, 2009). Wilson (2002) points out that while occupational stress in other industries may be quantified economically in terms of missed productivity, in education, the losses in education are visible in the departure of qualified and dedicated teachers, reduced teaching effectiveness, or even premature death.

Research Methodology

This study aimed to reveal the level of work-related stress of primary school teachers in Bali Province, Indonesia. To reach this objective, we employed a mixed-method approach, combining both quantitative and qualitative survey research design. Quantitative and qualitative survey research design is the appropriate research design for this study because it allows for detailed information gathering and has the potential to capture diverse perspectives, experiences, and interpretations (Braun et al., 2017; Toerien & Wilkinson, 2004). This multifaceted approach enabled us to gather rich and diverse data, allowing for a nuanced understanding of the factors contributing to teachers' stress levels.

This mixed-method study focuses on primary school teachers in Bali Province, deliberately selected to ensure a nuanced understanding of the challenges faced by educators in this specific context. The decision to concentrate on teachers as research subjects arises from their direct engagement in addressing learning deficits and psychosocial hurdles within their educational environments. Their frontline role in nurturing students' academic and socioemotional development, teachers possess invaluable experiential knowledge that can provide profound and comprehensive insights into the various stressors they encounter in their professional roles. Furthermore, teachers' experiences encompass a broad spectrum of challenges, spanning from managing classroom dynamics to navigating administrative demands and addressing individual student needs. Through this study, we aim to capture the multifaceted nature of their experiences and gain a deeper understanding of the complex interplay between professional responsibilities and personal well-being.

In the first phase, we used a survey research design with a 10-item questionnaire to collect quantifiable data. We chose the survey to collect data because the survey mode has become increasingly popular in recent decades based on considerations of cost-effectiveness and convenience, both for researchers and participants (Werang et al., 2023a,b.; Werang et al., 2024a,b.c). By employing surveys, we aimed to capture the subjective experiences and perceptions of teachers regarding work-related stress. A questionnaire of 10 items using a four-point Likert Scale was distributed in the Indonesian language to a total of 120 established respondents. To enhance participants' understanding of the questionnaire items, all statements were provided in Bahasa Indonesia. The following are samples from the English version of the questionnaire items: "I feel overwhelmed by the number of tasks or work I have to do every day," "I find it difficult to balance teaching responsibilities with my personal life," "I feel that my energy and thoughts are extremely drained emotionally by the end of the school day," "I often feel stressed in meeting the highly diverse needs of students," "Frequent curriculum changes and the pressure to complete them quickly have caused me to experience job burnout or severe work stress," and "A large amount of administrative tasks is a source of stress for me." Each item of the questionnaire has undergone face validity and reliability assessments, having been utilized multiple times in earlier research.

To have a better understanding and more precise information on the work-related stress facing the primary school teachers in Bali Province, in the second phase, we employed a qualitative approach by interviewing the informants to hear their perceptions in detail. In this phase, profound interviews with the primary school principals in Bali Province were the main tools to collect data. To enhance participants' understanding of the question raised, all questions were provided in Bahasa Indonesia. All informants were given the same semi-structured questions as the following: "How often do you experience acute work stress?" "How often do you find it very difficult to balance your work and family lives?" "On a scale of 1-10, how would you rate your level of work stress?"

The combined approach not only provided quantitative insights into the prevalence and intensity of stress but also offered qualitative depth, elucidating the contextual nuances and personal narratives surrounding teachers' stress experiences. Through this rigorous approach, we sought to generate valuable insights that could inform targeted interventions and support systems aimed at promoting the well-being of primary school teachers in Bali Province. The obtained quantitative data were subjected to descriptive statistical analysis techniques to determine the level of stress experienced by primary school teachers in Bali Province, Indonesia; while the obtained qualitative data were analyzed using qualitative descriptive analysis technique.

Results

As aforementioned, obtained quantitative data were subjected to descriptive statistical analysis technique by calculating frequencies, while qualitative data were subjected to descriptive qualitative analysis technique. The significant results of descriptive statistical analysis are presented in Table 1 and Figure 1.

Table 1. Frequency Distribution of Data.

Class	Interval Class	Frequency	
		Number	%
1.	15-17	2	1,7
2.	18-20	2	1,7
3.	21-23	9	7,5
4.	24-26	20	16,7
5.	27-29	20	16,7
6.	30-32	36	30,0
7.	33-35	7	5,8
8.	36-38	17	14,2
9.	39-41	7	5,8
Total		120	100

The results of descriptive statistical analysis, as shown in Table 1, illustrate how primary school teachers in the province of Bali perceive the levels of work-related stress they experience. Out of 120 established respondents, the majority of the respondents' perceptions fall within the interval class of 30-32, while the least of the respondents' perceptions fall within the interval class of 15-17 and 18-20. The Polygon chart presented in Figure 1 provides a clearer understanding of how the perceptions of the respondent regarding their level of stress varied.

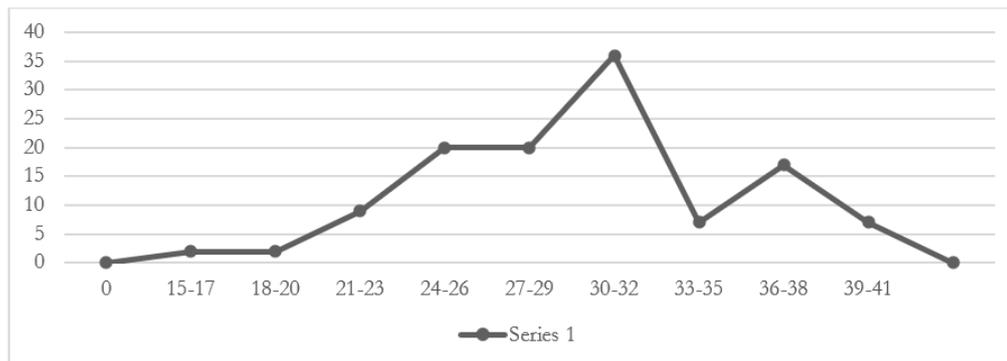


Figure 1. Polygon Chart of the Data.

The data displayed in Table 1 and Figure 1 showed that 87 respondents (72%), out of 120, tend to perceive their level of stress as high to very high. It means that the majority of respondents agreed with all the statements describing their level of stress. It demonstrates that primary school teachers in Bali Province, Indonesia, experience work-related stress that ranges from moderate to high levels. The descriptive statistics show an alarming pattern in which stress levels are constantly raised rather than sporadic or moderate, suggesting a systemic issue within the educational environment. This pattern indicates that a large number of primary school teachers in Bali Province, Indonesia, are regularly facing major stressors that affect both their personal and professional lives. The data indicates a troubling trend in which stress levels are consistently high rather than only sporadic or moderate, suggesting a systemic problem in the educational setting.

To gain a better understanding of the level of work-related stress faced by primary school teachers in Bali Province, Indonesia, in the second phase, we employed a qualitative approach by interviewing some of the surveyed primary school teachers. When we discussed how often they experience acute work stress, several interviewed teachers provided feedback as follows.

Table 2.

Participant 03	:	We often faced acute work stress, especially when we were teaching in the classroom and were suddenly asked to fill out administrative data. This
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		forced us to quickly leave the classroom, leaving students who needed our attention.
Participant 04	:	I often experience work stress when multiple tasks need to be completed simultaneously. Additionally, I feel particularly stressed at the end of each academic year due to the numerous reports and extensive data that must be processed.
Participant 08	:	I often experience stress. As a teacher, my primary duty is to educate and teach students. However, I am also assigned by the school principal to manage the School's Operational Fund (known as Biaya Operasional Sekolah or BOS), which adds to my workload.
Participant 09	:	I often experience stress due to rapid regulatory changes. I am not a booster teacher, so I am not yet able to adapt quickly to these frequent regulatory changes.
Participant 11	:	I experience significant stress when working with the Independent Learning Platform (known as Platform Merdeka Belajar or PMM).

The interviews highlighted the considerable stress that primary school teachers faced due to their workload and administrative demands. Teachers repeatedly encounter acute stress, especially when they are required to handle unpredictably administrative tasks, such as managing the School's Operational Fund (BOS) while teaching. This often obliges them to leave their students. The rapid changes in educational regulations also pose a challenge, with many teachers struggling to adjust, increasing their stress levels. The stress levels are further heightened by the concurrent demands of numerous tasks and extensive reporting requirements at the end of the academic year. The Independent Learning Platform (PMM) was also identified as a main source of stress due to its complexity.

When we asked about how often they find it difficult to balance their work and family lives, the majority of interviewed teachers said that they found it difficult to balance their work and family time. The following are the examples of responses provided.

Table 3.

Participant 04	:	To be honest, I find it difficult to balance my work and family life. I often cannot complete my work at school and have to continue it at home, which significantly disrupts my family time. I even find it hard to relax.
Participant 06	:	I find it difficult to manage my time during holidays because there is a lot of urgent work to complete. There is almost no free time, making it hard to relax. When this happens, family time is inevitably consumed by work.
Participant 09	:	Honestly, I find it challenging to balance work and family time. I often struggle when I'm required to quickly submit reports while also taking care of my young child. This situation truly stresses me out.

The feedback gathered highlighted various aspects of their experiences with acute work stress and challenges in balancing work and family life. Teachers reported that their school's work often extends into their family time, particularly during holidays when urgent tasks leave very little room for relaxation. This interconnectedness between work and family responsibilities disrupts their time to relax and, therefore, impacts their overall well-being.

When we asked them to rate their level of stress on a scale of 1-10, the responses were remarkably revealing. Surprisingly the majority of interviewed teachers rated their level of stress from 6 to 8, higher than the scale's midpoint. It reveals that a noteworthy portion of primary school teachers in Bali Province, Indonesia, experience a high degree of work-related stress. Such a rating suggests that the work-related stress facing primary school teachers in Bali Province, Indonesia, is not just a minor problem but a major concern affecting their daily life and overall well-being.

Discussion

Teachers play a vital role in shaping children's growth and their whole lives. Beyond facilitating learning, they are key agents of socialization, helping students reach their highest potential and become responsible citizens. The ultimate goal of the tireless efforts of dedicated and passionate teachers is the success of their students in achieving a bright future. These great teachers tirelessly devote their lives to educating the

nation's youth. Despite facing numerous challenges and pressures, their strong commitment ensures that students are well-prepared to navigate the complexities of the world (Apdian & Valle, 2023).

Teachers' stress stems from societal expectations of education and the various tasks they must perform to meet these demands. Over the past few decades, the varying demands of modern society have significantly increased the responsibilities placed on teachers (Wea et al., 2020; Werang et al., 2017). Teachers are now expected to accomplish multiple roles, including mentors, counselors, and administrators, in addition to their traditional teaching duties (Wea et al., 2020; Werang et al., 2019). This extended range of duties has placed extraordinary pressure on teachers, demanding greater resilience and adaptability in their profession. As a result, the teaching profession has transformed from being considered a less stressful job to one of the most stressful occupations. This shift is recognized by numerous studies, highlighting the accelerating levels of stress faced by teachers (Broughton, 2010; Clipa, 2015, 2017; Jacobson, 2022; Johnson et al., 2005; Travers, 2017). These studies emphasize the growing pressure on teachers to meet the changing needs and expectations of society while maintaining the quality of education for their students.

Teacher stress has increasingly gained attention, with decades of research consistently revealing high-stress levels in the profession. Persistent exposure to stress not only threatens individual well-being but also hinders the effectiveness of education systems. Several current research (Collie & Mansfield, 2022; Pogore et al., 2019) showed the negative consequences of this stress, including increased burnout and a troubling drop in teacher retention. According to the Conservation of Resources (COR) Theory, the impact of work-related stress on teachers' well-being is different from one to another teacher, depending on their resilience, specifically through their resource gains and losses (Hobfoll, 2010). Unlike the Job Demands and Resources (JDR) Theory, which focuses more on workplace dynamics (Demerouti et al., 2001), COR takes a broader approach by emphasizing individual resources alongside contextual ones, enhancing the understanding of teacher well-being (Hsieh et al., 2021).

The results from both the descriptive statistical and qualitative analyses revealed a significantly high level of work-related stress among primary school teachers in Bali Province, Indonesia. These findings highlight the critical need for proactive strategies to tackle the underlying causes of stress in educational settings. Based on our research, it is evident that primary school teachers in Bali Province, Indonesia, face considerable work-related stress. This stress is influenced by several factors associated with their job, such as workload, managing student behavior, administrative stress, and the difficulties of adjusting to the rapid changes in educational policy, as well as working with the Independent Learning Platform. The consequences of this stress reach beyond the classroom, impacting teachers' general welfare, satisfaction with their job, and their capacity to educate and assist students effectively. The findings of this study are consistent with the COR Theory, demonstrating that primary school teachers in Bali Province experience high levels of work-related stress.

Teacher stress poses a major challenge for schools due to its connection to various factors critical to student success, including school climate, teacher attrition, absenteeism, and mental health-related decision-making (Collie et al., 2012; von der Embse et al., 2016; von der Embse, Sandalos, Pendergast & Mankin, 2016; Putwain & Roberts, 2009). The level of teachers' work-related stress and its impact on their overall well-being varies among teachers, likely due to differences in their resilience and resource availability. Teachers experiencing higher stress levels are more likely to alter their teaching methods, such as focusing on test preparation instead of the broader curriculum (Putwain & Roberts, 2009). Teachers who can successfully mobilize their resources to cope with 3 stressors are better equipped to retain their well-being. In contrast, those who experience considerable resource loss or lack access to essential resources may find it more difficult to manage stress, resulting in harmful consequences on their well-being.

The findings encourage educational policymakers and institutions to work together to prevent excessive occupational stress. To reduce stress effectively, it is crucial to raise awareness about its negative impacts and hidden costs by providing support and communication from all parties, ensuring that teachers have clearly defined roles, and creating a more productive, caring, and well-defined work environment. Additionally, support and effective communication from parents, colleagues, administrators, and school advisors are vital in preventing teacher work-related stress.

Identifying the most effective interventions is crucial for reducing teacher stress.

Conclusion

This study provides a closer look at the work-related stress facing primary school teachers in Bali Province, Indonesia. Based on the results of the data analysis, both descriptive statistical and qualitative, it may be concluded that primary school teachers in Bali Province experience a high level of work-related stress. Given the understanding that teachers' overall well-being is crucial for enhancing students' academic and developmental outcomes, it is essential to implement interventions aimed at addressing work-related stress among teachers. This could entail modifying administrative requirements, providing support resources, and generating more manageable workloads. This, in turn, could lead to a more positive educational environment, benefiting both teachers and students.

While this study provides insight into the work-related stress experienced by primary school teachers in Bali Province, Indonesia, some limitations must be addressed. Firstly, the study is based on particular samples/informants from a specific place, namely Bali Province, which may not fully reflect the experiences of teachers in other areas or educational circumstances. The limited geographical setting of the study may limit the findings' applicability to other regions or countries. Secondly, the study provides a portrait of teachers' stress levels at a single point in time, without accounting for how stress may vary with changes in workload, administrative demands, or personal conditions. The qualitative approach while offering valuable insights, might be limited by the number of interviews conducted, potentially missing out on a broader range of experiences within the teaching population.

Based on the above limitations, future studies should focus on the following two recommendations: (a) Future studies should involve a broader and more diverse sample of teachers from other regions and educational environments to determine whether the stress levels and related features discovered are consistent across diverse geographic areas and educational contexts, hence increasing the generalizability of the findings. Besides, the number of informants who completed the interview should be added; and (b) To further understand how stress levels change over time, future studies should use longitudinal designs. Tracking teachers' stress levels over time, such as before and after large changes in workload, administrative pressures, or personal situations, would give a more complete picture of stress dynamics and the long-term effects of various causes. Addressing these two recommendations will allow future research to give a more comprehensive and applicable understanding of work-related stress in teachers, resulting in more effective interventions and support measures.

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