

Exploring the Sources of English as a Foreign Language Teachers' Stress at Secondary High School

Dr. Charly Jerome J¹, Dr. Sutharshan V², Ramesh Pettela³, Dr. R. Rajadurai⁴, Dr. P. Jayakumar⁵, Dr. Lamessa Oli⁶

¹ Assistant Professor, KPR Institute of Engineering and Technology, India. E-mail: charlyjerome@kpri.ac.in

² Assistant Professor, PSG Institute of Technology and Applied Research (PSGiTech), Coimbatore-641062, India. E-mail: sudharshan2709@gmail.com

³ Associate Professor, Department of English, Aditya University, Surampalem, India. E-mail: rameshp@adityauniversity.in

⁴ Assistant Professor, Department of English, Vel Tech High Tech Dr. Rangarajan Dr. Sakunthala Engineering College, Chennai - 600062, India

⁵ Assistant Professor, Department of English, Academy of Maritime Education and Training, Kanathur, Chennai - 603112, India. E-mail: jaikmabed@gmail.com

⁶ Assistant Professor, Department of English, Kotebe University of Education, Addis Ababa, Ethiopia. E-mail: lemessaoli0@gmail.com

Correspondence: Dr. Lamessa Oli, Assistant Professor, Department of English, Kotebe University of Education, Addis Ababa, Ethiopia. E-mail: lemessaoli0@gmail.com

Received: November 1, 2024

Accepted: August 5, 2025

Online Published: November 13, 2025

doi:10.5430/wjel.v16n2p389

URL: <https://doi.org/10.5430/wjel.v16n2p389>

Abstract

Stress is a psychological and physiological response to perceived challenges or threats, often resulting in emotional or physical tension that can lead to feelings of frustration, anger, or nervousness. For non-native English teachers, teaching English as a foreign language (EFL) presents unique stressors that differ from those faced by first or second-language instructors. Research suggests that EFL teachers experience higher levels of anxiety and job-related pressure due to linguistic barriers, cultural differences, and institutional expectations. This study aims to investigate the primary sources of stress among EFL teachers at the secondary high school level and to identify key factors that contribute to their occupational strain. A quantitative research approach was adopted for this study, with primary data collected through a structured survey questionnaire distributed to EFL teachers. Using purposive sampling, 32 secondary school English teachers were selected to participate, ensuring that respondents had relevant experience in EFL instruction. The collected data were analyzed using SPSS software to identify significant patterns and correlations. The findings highlight multiple stressors, including teachers' lack of capability, economic constraints, political instability in the country, students' poor academic performance, inadequate school infrastructure, and restrictive school management policies. The study underscores the need for institutional support and policy reforms to mitigate stress among EFL teachers. Addressing these stressors could improve teacher well-being, reduce attrition rates, and enhance the overall quality of English language education. By understanding the specific challenges faced by EFL educators, schools, and policymakers can implement targeted interventions to create a more sustainable and supportive teaching environment.

Keywords: English, learning, foreign language, teaching, teacher, students, stress

1. Introduction

Stress occurs when an individual experiences pressure that surpasses their perceived capacity for coping, or when there is an imbalance between the demands placed upon them and the resources available to assist in meeting those expectations (Wood & McCarthy, 2002). Teacher stress is the term used to describe the detrimental impact that a teacher's workplace has on them. According to Kyriacou (2001), a teacher may feel tense, frustrated, anxious, angry, or depressed at work. Experiencing stress at work can have negative effects on mental health, lower job satisfaction, stress, and even the decision to quit (Brackett et al., 2010; Wang et al., 2015). Around the world, there is a teacher shortage due to unmanaged stress and rising stress rates. According to Kyriacou (2001), "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher" (p. 28) is what is meant to be understood regarding teacher stress. It's critical to comprehend both the definition of teacher stress and the sources of stress experienced by teachers. Teachers may encounter stress at work on several different levels.

Currently, there is a global staffing deficit in schools as more and more teachers quit their jobs in favor of less demanding and stressful ones. For the school to continue operating, it has become necessary for the remaining staff members and teachers to take on more work. Furthermore, even though this kind of filling in has perhaps been somewhat successful in the past, the current state of affairs is too severe to hope that things will continue to go as planned.

Delivering the content to students in the classroom will always be a teacher's priority. It might be difficult for teachers and staff to

prioritize other, more "urgent" responsibilities and demands above their fundamental need to prepare and organize their courses, though, when there is an increase in external and workplace sources of their stress and pressures. Many teachers complain about how much of their preparation time is lost to lengthy administrative meetings and general, non-specific professional development. Despite never having the time to prepare, they are under constant pressure to create and present interesting, cutting-edge teachings. Results from the Teaching and Learning International Survey by Freeman et al. (2014) show that, more than long teaching hours, excessive administrative workloads constitute a cause of stress for teachers worldwide. Regular exposure to work-related stress can result in mental health issues, stress, and decisions to leave the field (Brackett et al., 2010; Wang et al., 2015). It can also contribute to decreased job satisfaction. Goddard and Goddard (2006) found that there is a correlation between teacher stress and the intention to leave the profession, which leads to high rates of attrition among early career teachers in many different nations across the world.

According to Kyriacou (2001, p. 28), teacher stress is described as "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work." Conversely, stress is defined as "a state of physical, emotional, and mental exhaustion that results from long-term involvement in emotionally demanding work situations" (Schaufeli & Greenglass, 2001, p. 501). Research has repeatedly shown that the development of stress is implicitly linked to chronic stress (Brackett et al., 2010). The development of stress is thought to result from the interaction of external and intrapersonal elements (Sapolsky, 2004). External demands like an excessive workload, time constraints, a lack of resources, paperwork, student behavior, organizational factors (like the level of support from leadership, the school climate), and scrutiny of teacher effectiveness are some of the environmental factors that are commonly mentioned as sources of teacher stress (Carroll, Flynn, et al., 2021; Howard & Johnson, 2004; Skaalvik & Skaalvik, 2015).

De Nobile and McCormick (2010) discovered that classroom teachers were the most stressed out of all educator types. It also indicates that urban teachers experienced higher levels of stress than their rural counterparts, although there were no differences in the levels of stress between these groups (Feltoe et al., 2016). Goddard and Goddard's (2006) research indicates a powerful correlation between teacher stress and the intention to leave the profession, which in turn leads to high rates of early career teacher attrition in many different nations around the globe. Determining the causes and effects of teacher stress in our schools and using this knowledge to guide the selection of preventative and intervention strategies that lessen and manage stress makes sense. Therefore, this study aims:

1. To examine the workload-related factors contributing to stress among EFL teachers.
2. To assess the impact of institutional and infrastructural challenges on teacher stress.
3. To investigate the influence of student-related factors on teacher stress.
4. To explore the role of socio-economic and political factors in EFL teacher stress.

Research Questions

1. How do excessive administrative tasks, teaching hours, and lesson preparation contribute to stress levels among secondary high school EFL teachers?
2. To what extent do inadequate school resources, management policies, and classroom conditions affect stress levels in EFL teachers?
3. How do students' poor performance, behavioral issues, and engagement levels contribute to stress among EFL teachers?
4. How do economic instability, job insecurity, and political influences in the education system impact stress levels among EFL teachers?

2. Literature Review

One of the most commonly mentioned causes of stress among teachers is their workload, especially while the field goes through a phase of intensification (i.e., an extension of the teaching function to satisfy greater accountability demands (Ballet & Kelchermans, 2009). Teachers have many responsibilities in their everyday work lives, which is reflected in the complexity and diversity of the concept of workload. Droogenbroeck et al. (2014), for instance, contend that workload should be broken down between tasks related to teaching. Their research findings validated that one of the most potent influences on the sensation of emotional weariness was the combination of the burden associated with teaching and the interpersonal ties between the instructor and students.

Ryan et al. (2017) found that when stresses represented more externalized demands (like workload) than internal elements (like coping strategies), instructors were more likely to remain in their position. Rajendran et al. (2020) discovered that emotional tiredness acted as a mediating factor in the indirect relationship between the intention to leave the teaching profession and workload, student misbehavior, and work-family issues. Taking into account these disparate results, the current study adds to our understanding of how workload affects teachers' experiences of stress and stress.

Many factors, such as a heavy workload, the complexity of teaching becoming more and more complex, a lack of leadership support or mentoring, and erratic employment patterns, contribute to this attrition among early career teachers (Feltoe et al., 2016). Yong and Yue (2007) also noted that teachers who are stressed tend to overreact to minor issues, have trouble focusing, and struggle with self-control and self-respect. Teachers' sense of creativity is also diminished, and they lack excitement for their work. According to several studies, teachers who lack useful coping mechanisms eventually burn out (McCarthy et al., 2009). When they hit this point of stress, teachers are

more likely to quit their jobs. According to research by Maslach et al. (2001), overworked instructors are less productive than their peers. Thus, teachers who choose to continue in their careers after reaching stress may not be able to give their students a high-quality education (Schaufeli, Leiter, & Maslach, 2009). According to Friedman (2000), Hepburn & Brown (2001), and Lambert et al. (2009), professional development opportunities, parental participation, and testing are sources of their stress at the environmental levels (also known as community and public policy levels).

According to research by Liu and Ramsey (2008), a teacher's job satisfaction was correlated with their gender, years of teaching experience, and minority status. Stressful perceptions of the job were more common among teachers who were dissatisfied with their positions. Teachers of color expressed lower levels of satisfaction with their work, whereas teachers with greater years of experience expressed greater satisfaction. Additionally, compared to male teachers, female teachers tended to be happier. Experienced teachers and novice teachers have distinct causes of stress. According to research by Shaw, Keiper, and Flaherty (1985), veteran teachers experience stress from two different sources: hearing that their performance is subpar and being forced to move to a different grade, school, or district. Liu and Ramsey's (2008) research revealed that women were generally less stressed in their teaching roles than men; other studies have shown conflicting findings. For instance, De Nobile (2016) looked at the factors that predicted teacher stress and discovered that teachers showed higher levels of depression. This finding may indicate that men and women behave differently in stressful work environments. According to Kokkinos (2007) stated that married female teachers had higher levels of emotional exhaustion compared to their married male counterparts (p. 234). However, Akpochofo (2012) found no statistically significant differences in primary teacher stress levels based on age, gender, or years of experience in another study that looked at the roots of the problem.

Another element that may influence stress levels is personality. Personality qualities have been investigated to determine which types of people may be more likely to develop stress, according to Maslach et al. (2001). Stress levels in teachers can rise, for instance, if they have a high external locus of control and are perfectionists. A person's perceived control over their behavior, which can be internal or external, is referred to as their locus of control. According to Crother et al. (2010), people who have a strong internal locus of control feel that they are in charge of their circumstances, while people who have a high external locus of control feel that other people are in charge of them.

According to Kerr et al. (2011), there was tension associated with not having enough resources for a classroom's size. Previous studies have shown classroom size as a source of stress, particularly for teachers (Yong & Yue, 2007). Similar to the special education teacher's report in the current study, Kerr et al. (2011) also noted a lack of understanding, notably in behavior management. Two ordinary and gifted education teachers identified the second intrapersonal source of stress related to self-concept. The teachers, who considered themselves overachievers, expressed stress when they failed to attain a goal they set for themselves.

Lack of time, paperwork, and resources were the three institutional sources of stress that the teachers brought up. Six teachers cited insufficient time as the primary institutional source of stress. Due to her schedule's extreme flexibility and ability to alter her curriculum, one special education teacher who taught pre-K did not report this as a source of stress. This conclusion aligns with the results of other studies (Austin et al., 2005; Friedman, 2000; Kokkinos, 2007), indicating that the source of their stress is related to time.

In Friedman's (2000) study, teachers also mentioned stress stemming from a lack of professional development. Teacher stress was also found to be influenced by a lack of professional growth. A change in leadership entails a shift in expectations, which can be stressful (Muncer et al., 2005). According to Kenyeri's (2002) research, stress may be exacerbated by a lack of support, specific school policies, time, and resources. This result is consistent with Vesely et al. (2013), who discovered that teachers' occupational stress was mostly caused by excessively high workloads and scarce resources.

3. Methodology

This study adopted a quantitative research approach to investigate the sources of stress among English as a Foreign Language (EFL) teachers at the secondary high school level. A structured survey questionnaire was used as the primary data collection tool, designed to assess various stressors, including workload, institutional policies, economic factors, and classroom challenges. The questionnaire utilized a Likert-scale format to measure the intensity of stress experienced by teachers, ensuring standardized responses for quantitative analysis.

The study employed a purposive sampling technique to select 32 EFL teachers from secondary high schools, ensuring that participants had relevant experience and were currently teaching English in a non-native context. This sampling method was chosen to target individuals who could provide meaningful insights into the specific stressors faced by EFL educators. Data collected from the survey were systematically coded and analyzed using SPSS (Statistical Package for the Social Sciences) software, which facilitated descriptive and inferential statistical examinations.

To present the findings clearly, the analyzed data were organized into tables and figures, highlighting key trends and correlations between different stress factors. Measures such as frequency distributions, mean scores, and standard deviations were used to quantify stress levels across various dimensions. The use of statistical tools ensured an objective interpretation of the data, allowing for reliable conclusions regarding the primary sources of stress among EFL teachers in secondary education settings.

4. Results

1. The lack of students' active participation in my classes increases my stress.

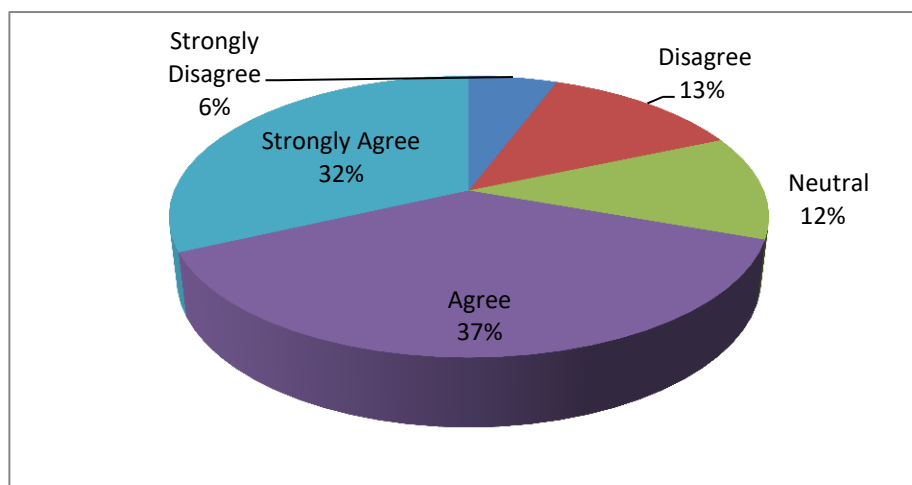


Figure 1. Teachers' level of agreement on the lack of students' active participation as a cause of their stress

Figure 1 reflects a range of experiences among teachers regarding how students' lack of active participation in class affects their stress levels. 5.7% of teachers strongly disagree with the statement that this lack of participation increases their stress. These teachers likely feel comfortable with quieter classrooms or have found ways to engage students without feeling personally stressed. They may believe that student participation is important, but not something that causes them undue concern. Another 12.8% of teachers disagree that students' lack of active class participation is the cause of their stress. These teachers might have lower expectations regarding student participation or have developed methods to deliver lessons even when students are less responsive. The lack of active participation might be an issue, but not one that affects their emotional state too deeply. 12% of teachers remain neutral. These teachers might encounter some stress when students aren't actively participating, but they don't consider it overwhelming. For them, the lack of participation might be an expected part of the teaching experience. On the other hand, 37.6% of teachers agree that the lack of active participation in their classes increases their stress. This group likely sees student engagement as a crucial part of the learning process and feels the absence of it makes their job more difficult. These teachers may find it challenging to motivate students, leading to frustration and stress, as they feel their teaching efforts are not being fully absorbed or appreciated. 31.9% strongly agree that the lack of student participation is a major source of stress for them. These teachers may feel that the success of their classes depends on active engagement and that without it, their lessons are less effective. The constant effort to involve students and the disappointment when it doesn't happen may cause these teachers to feel overwhelmed, affecting their job satisfaction and emotional well-being. Overall, the responses show that for most of the teachers, the lack of active participation is a source of stress, which suggests a need for strategies that can improve engagement and reduce the burden on teachers.

2. Students requesting extra help outside of regular class times adds to my stress.

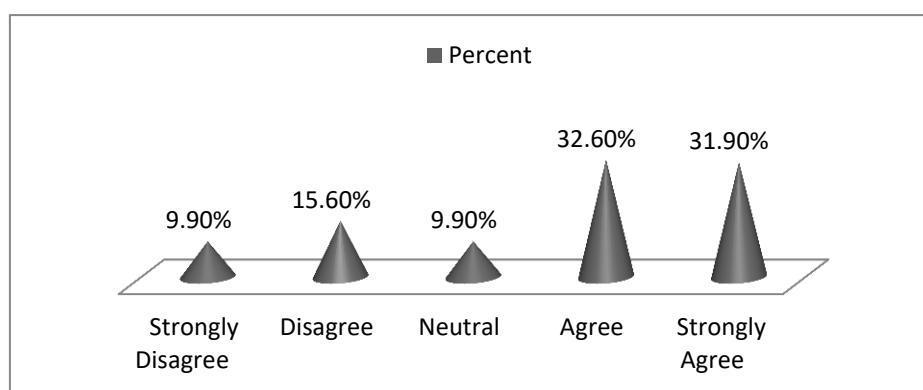


Figure 2. Teachers' level of agreement on extra help beyond regular class times as a cause of their stress

Figure 2 indicates that teachers' responses to students requesting extra help outside of regular class times show varying degrees of stress associated with this additional demand. 9.9% of teachers strongly disagree that providing extra help outside class adds to their stress. These teachers may see such requests as a natural part of their role, and they likely feel comfortable supporting students beyond regular hours. For them, helping students outside class is perhaps fulfilling, rather than a burden. Another 15.6% of teachers disagree that they recognize the time and effort involved. These teachers might have a balanced approach, offering help within set boundaries or managing their time well enough that additional support doesn't overwhelm them. They likely understand the importance of helping students and

find ways to incorporate it without letting it affect their well-being. 9.9% of teachers are neutral on this issue. These teachers might not find extra support sessions to be particularly stressful, but at the same time, they may not view it as something they eagerly take on. They might experience stress occasionally when asked for help, but don't find it to be a consistent or significant source of pressure. In contrast, 32.6% of teachers agree that students requesting extra help outside a regular class time adds to their stress. This group likely feels that balancing their workload, personal time, and additional student requests can be challenging. They may be committed to helping their students but feel stretched thin, and the extra effort required outside class hours increases their stress levels. 31.9% strongly agree that these extra requests contribute to their stress. These teachers may feel overwhelmed by the expectation to support students beyond the classroom, particularly if they are already managing a heavy workload. For them, the pressure to be constantly available might feel exhausting, and the additional time commitment could interfere with their personal life or recovery time, leading to higher levels of stress. Overall, students' request for extra help outside a regular class time adds to teachers' stress. This suggests that schools might need to find better ways to support teachers' availability and balance their responsibilities.

Teachers' Related Issues

3. Colleagues' collaboration often results in stress since many have different philosophies of teaching.

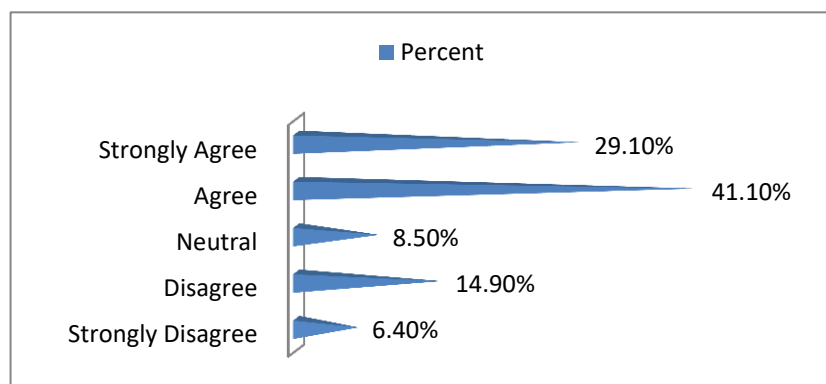


Figure 3. Teachers' level of agreement on the philosophy of teaching causes their stress

Figure 3 reveals teachers' responses to the statement about colleagues' collaboration leading to stress due to differing teaching philosophies, revealing a diverse range of experiences. 6.4% of teachers strongly disagree that collaboration with colleagues causes them stress. These teachers likely find that working with others enhances their teaching experience, bringing fresh ideas and perspectives that complement their own. They may thrive in collaborative environments, appreciating the diversity of thought and the opportunity to learn from their peers. Another 14.9% of teachers disagree that collaboration leads to stress due to differences in teaching philosophies. This group might be adept at navigating differing philosophies and finding common ground, enabling them to collaborate effectively without feeling overwhelmed. They may view collaboration as a valuable opportunity for professional growth rather than a source of anxiety, indicating a level of comfort in engaging with differing viewpoints. 8.5% of teachers remain neutral. These teachers might feel that working with colleagues can be both beneficial and challenging, depending on the specific situation. On the other hand, 41.1% of teachers agree that collaboration often leads to stress due to differences in teaching philosophies. This significant portion of teachers likely finds that conflicting ideas about teaching methods can create tension in collaborative settings. The struggle to reconcile differing approaches may lead to frustration and confusion, making it harder to work together effectively. For these teachers, the stress of collaboration may stem from the feeling that they must compromise their own beliefs or adapt to others' styles, which can be emotionally draining. 29.1% of teachers strongly agree that differing philosophies among colleagues contribute to their stress. These teachers may feel that the pressure to align with others' teaching methods compromises their individuality or undermines their effectiveness. The intensity of this stress could lead to feelings of isolation or frustration, as they grapple with the challenge of collaborating in an environment where philosophies clash. Overall, the majority of the teachers feel stress when faced with differing approaches, highlighting the importance of fostering a collaborative culture that values diverse teaching philosophies while supporting individual perspectives. According to research by Su et al. (2014) and Renshaw et al. (2015), teachers' successful and healthy work functioning is significantly influenced by their subjective well-being, which has been recognized as one of the crucial elements of psychological well-being.

4. Conflict with other teachers raises my stress.

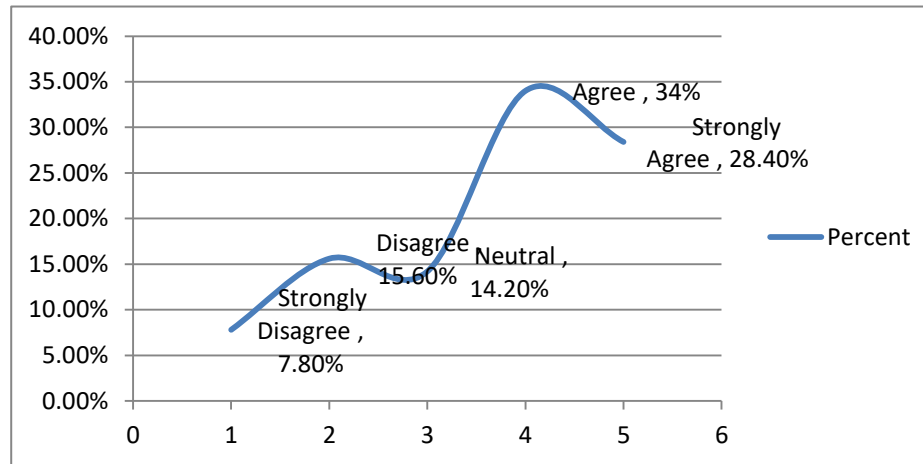


Figure 4. Teachers' level of agreement on conflict with other teachers as a cause of their stress

Figure 4 shows the impact of conflict with other teachers on their stress levels, reflecting a diverse range of experiences and perspectives. 7.8% of teachers strongly disagree that conflict with colleagues raises their stress. These teachers likely possess strong conflict-resolution skills or work in a collaborative environment where disagreements are managed effectively. For them, the dynamics among staff may foster open communication, allowing them to navigate conflicts without feeling significantly affected. Another 15.6% of teachers disagree with the statement that they may encounter conflict, but it does not contribute to their stress levels. These teachers might approach disagreements with a problem-solving mindset, focusing on finding common ground rather than letting tensions escalate. They likely value collegial relationships and see conflict as a normal part of collaboration, viewing it as an opportunity for growth rather than a source of stress. 14.2% of teachers remain neutral. This group may experience varying levels of stress depending on the situation or the nature of the conflict. They could feel that while some conflicts are manageable, others might lead to discomfort or anxiety. In contrast, 34% of teachers agree that conflicts with other teachers do raise their stress levels. This group likely finds that disagreements can disrupt the collaborative atmosphere they seek in their workplace. The stress may stem from feeling misunderstood or unsupported by colleagues during conflicts, making it difficult for them to focus on their teaching responsibilities. They may also worry that unresolved conflicts could impact their professional relationships and overall work environment. 28.4% of teachers strongly agree that conflict with colleagues is a source of stress for them. For these teachers, the emotional toll of ongoing disagreements may feel particularly burdensome, leading to feelings of frustration or anxiety. They might struggle with the ramifications of conflict, including impacts on teamwork and the ability to create a positive classroom environment. Overall, a majority of the teachers believe that conflicts with colleagues as a considerable source of their stress, highlighting the need for strategies to foster a more harmonious and collaborative professional atmosphere. According to Sutton et al. (2009), teachers' sense of self-efficacy, that is, their confidence in their ability to handle different situations and their ability to identify and choose when to express negative emotions like anger or frustration, is both enhanced when they can recognize them within themselves. This trait also helps teachers avoid stress.

5. Departmental expectations and peer pressures keep me stressed.

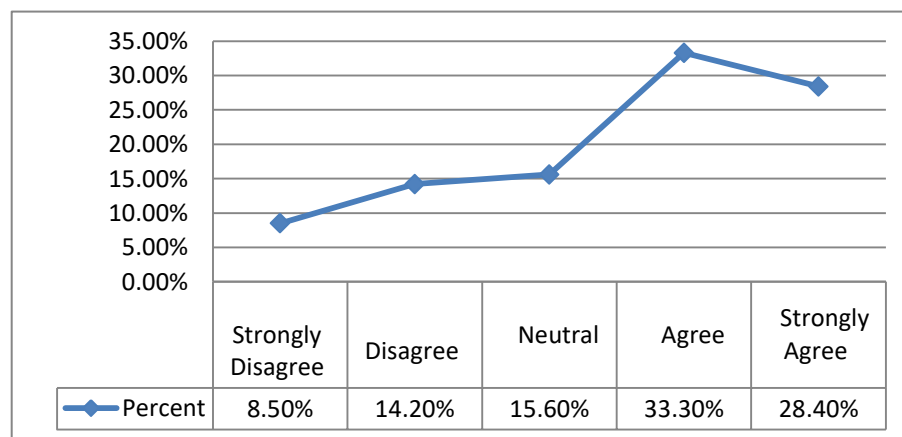


Figure 5. Teachers' level of agreement on departmental expectations as a cause of their stress

Figure 5 reveals departmental expectations and peer pressures causing stress, revealing a range of feelings and experiences within their

professional environment. 8.5% of teachers strongly disagree that these pressures contribute to their stress. These teachers likely feel confident in their abilities and believe they can manage expectations without feeling overwhelmed. They may have established a strong sense of personal and professional identity that shields them from the stresses associated with departmental demands. Another 14.2% of teachers disagree that they acknowledge the presence of expectations and peer pressures; they do not find them particularly stressful. This group might have developed effective coping mechanisms that allow them to navigate the challenges posed by their departments without feeling significant pressure. They could also have supportive colleagues who help them manage expectations, fostering a work environment that minimizes stress. 15.6% of teachers remain neutral. These teachers might find that their experiences vary depending on specific situations or contexts. Some days, they might feel the pressure more acutely, while other times, they can handle the expectations with relative ease. This ambivalence suggests that their experiences are not consistently stressful, reflecting the complexities of navigating departmental dynamics. In contrast, 33.3% of teachers agree that departmental expectations and peer pressures do contribute to their stress. This group likely feels the weight of meeting not only the expectations set by their departments but also the perceived expectations of their colleagues. The pressure to perform and align with departmental standards can create anxiety, as they may worry about being judged or falling short of expectations. For these teachers, the stress might stem from the fear of not being seen as competent or capable in a competitive environment. 28.4% of teachers strongly agree that these pressures significantly impact their stress levels. For these teachers, the constant demands and expectations from both the department and their peers may feel overwhelming, leading to feelings of anxiety and self-doubt. They may struggle with the belief that they need to continuously prove themselves, which can drain their energy and enthusiasm for teaching. Overall, a considerable number experience these factors as significant sources of their stress, highlighting the need for a supportive environment that prioritizes well-being and collaboration among teachers. Teachers who possess strong interpersonal skills in managing emotions in their students are more likely to identify the emotions in their students, anticipate the corresponding thoughts and actions, and select a suitable response that caters to their requirements (Sutton et al., 2009).

6. My English language proficiency level is a source of stress for me.

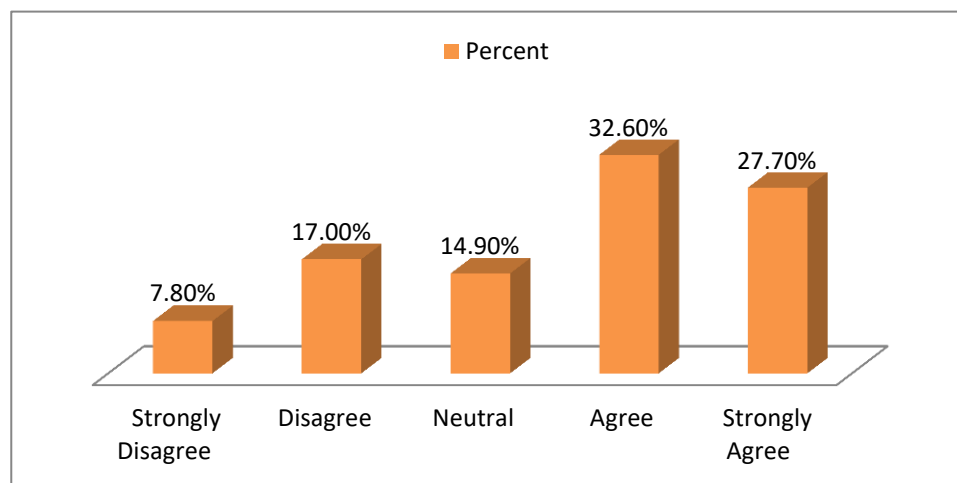


Figure 6. Teachers' level of agreement on English language proficiency is caused by their stress

Figure 6 shows that teachers' English language proficiency is a source of stress, revealing a range of feelings and experiences regarding their language skills in the classroom. 7.8% of teachers strongly disagree that their proficiency level causes them stress. These teachers likely feel confident in their English language abilities, enabling them to teach effectively without anxiety about their communication skills. They might view their proficiency as an asset that enhances their teaching, allowing them to engage with students confidently and articulate complex concepts clearly. Another 17.0% of teachers disagree that they recognize the importance of language proficiency, which does not significantly impact their stress levels. This group may have a solid command of English and feel comfortable teaching the language, but they might still encounter occasional challenges. However, they likely have coping strategies in place that help them navigate these moments without feeling overwhelmed. Their self-assurance in their language skills helps them maintain a positive classroom atmosphere. 14.9% of teachers remain neutral. These teachers might feel that their proficiency is sufficient for most situations, but could face challenges in more complex or nuanced conversations. They may experience fluctuations in confidence depending on the context or their audience, reflecting the complexities of using a second language in a professional setting. In contrast, 32.6% of teachers agree that their English language proficiency does contribute to their stress. This group likely feels the pressure to communicate effectively in a language that may not be their first. They may worry about making mistakes, being misunderstood, or not expressing their ideas clearly. The stress may stem from the desire to meet the expectations of their students and colleagues, which can lead to anxiety about their language skills during teaching or professional interactions. 27.7% of teachers strongly agree that their English language proficiency is a major source of stress. For these teachers, the emotional toll of feeling less proficient in English can significantly impact their confidence and teaching effectiveness. They might grapple with self-doubt, fearing that their language limitations could hinder their

students' learning experiences. Overall, a considerable number identify their proficiency level as a source of their stress, highlighting the need for ongoing professional development and support in language skills for teachers. Lack of personal accomplishment is the result of someone thinking they are unable to do a task correctly. The person frequently assesses themselves severely and has negative thoughts about their performance (Maslach et al., 2001).

Institution Related Issues

7. The work culture of the institution increases my stress.

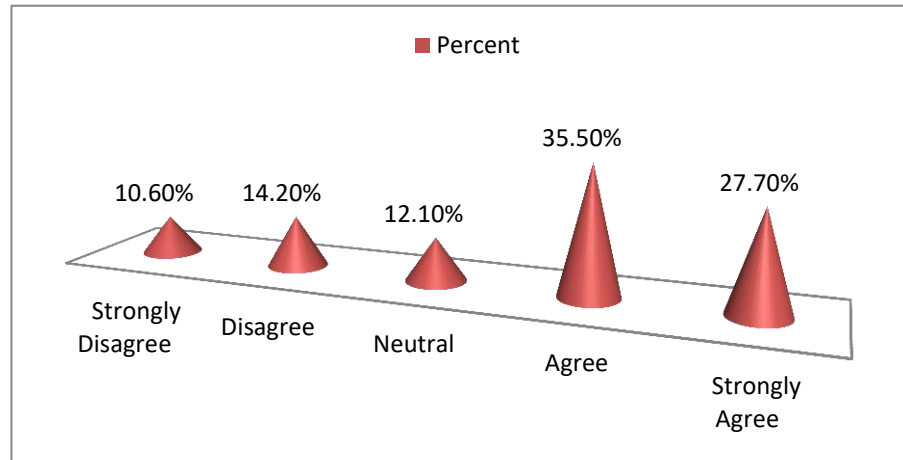


Figure 7. Teachers' level of agreement on the work culture of the institution as a cause of their stress

Figure 7 discusses responses regarding the work culture of their institution and its impact on their stress levels, showcasing a variety of perspectives and experiences. 10.6% of teachers strongly disagree that the work culture contributes to their stress. These teachers likely feel supported and valued in their environment, finding the culture to be collaborative and conducive to their professional growth. For them, the work culture enhances their job satisfaction, allowing them to thrive without feeling overwhelmed by stress. Another 14.2% of teachers disagree that the work culture is a source of their stress. This group might appreciate certain elements of the culture, such as friendship among colleagues or supportive leadership, that help mitigate potential sources of their stress. They could have developed coping strategies or found ways to adapt to the institutional environment, allowing them to manage any pressures that arise. In contrast, 35.5% of teachers agree that the work culture increases their stress. This group likely feels that the environment can be competitive, rigid, or lacking in support, which contributes to their anxiety. They may experience challenges in collaboration or feel that their voices are not heard, leading to frustration. The stress may stem from navigating a culture that seems to prioritize results over well-being, leaving them feeling unsupported in their efforts to create a positive learning experience for their students. 27.7% of teachers strongly agree that the work culture is a source of stress. For these teachers, the emotional toll of working in a stressful environment can be quite heavy. They may feel that the pressures of their institution detract from their ability to focus on teaching and supporting their students effectively. Overall, for many teachers, the work culture is a source of stress, highlighting the importance of fostering a positive and supportive work environment in educational institutions. The results obtained indicate that the best predictors of teachers' stress among the variables included factors, such as the relative importance of teaching in a classroom versus an administrative function, and perceptions of workload (Jennings & Greenberg, 2009).

8. The absence of institutional support for professional development adds to my stress.

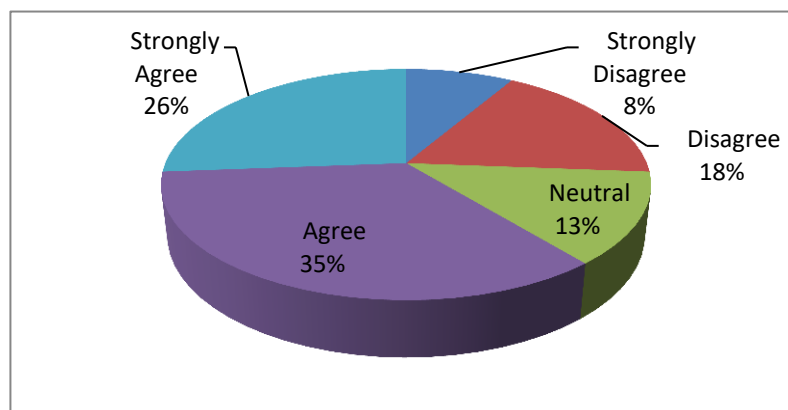


Figure 8. Teachers' level of agreement on the absence of institutional support as a cause of their stress

Figure 8 displays that the responses regarding the absence of institutional support for professional development reflect a range of experiences and feelings about their growth opportunities within their institutions. 8.5% of teachers strongly disagree that the lack of support adds to their stress. These teachers likely feel confident in their professional skills and may seek development opportunities independently or believe that their institution provides sufficient resources for growth. Their sense of autonomy in pursuing professional learning may contribute to a positive outlook on their career development. Another 17.7% of teachers disagree that the lack of institutional support is a source of their stress. This group might have found ways to access training and resources outside their institution, such as workshops, online courses, or professional networks. Their ability to tap into alternative avenues for growth helps them feel less burdened by the absence of formal support within their institution. 12.8% of teachers remain neutral. These teachers may appreciate some aspects of professional development offered by their institutions, but feel that there could be more opportunities available. They might experience varying levels of stress depending on their current professional needs or the effectiveness of the available resources. In contrast, 34.8% of teachers agree that the lack of institutional support for professional development does contribute to their stress, while 26.2% strongly agree. For these teachers, the absence of support can feel isolating, as they may struggle to find the resources or guidance needed to enhance their skills and teaching practices. They may worry that without opportunities for professional growth, they could stagnate in their careers, which can lead to feelings of frustration and dissatisfaction. Overall, teachers believe that the lack of institutional support is a source of their stress, highlighting the critical need for schools to prioritize professional development to foster teacher growth and well-being. According to Kenyeri's (2002) research, stress may be exacerbated by a lack of support, specific school policies, time, and resources.

Curriculum and Syllabus Related Issues

9. The increasing demand for frequent curriculum revision causes stress for me.

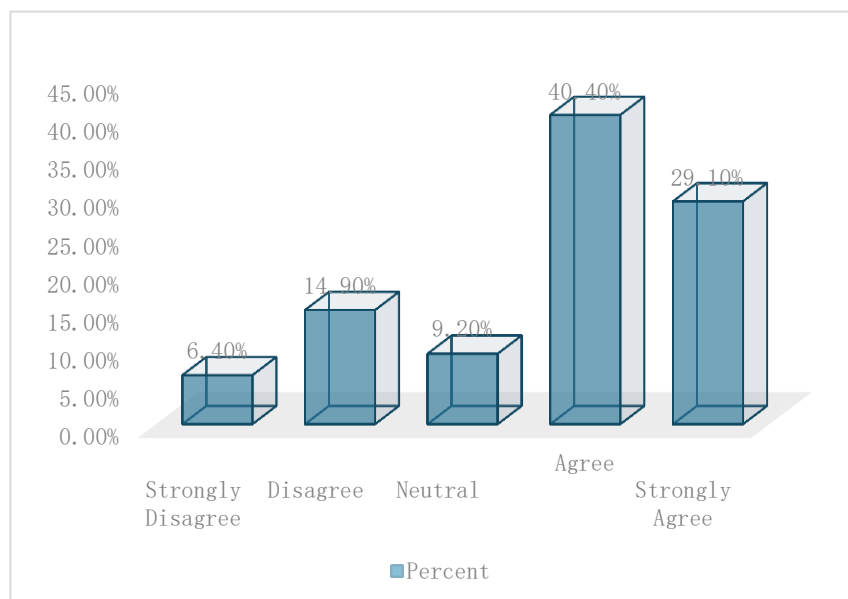


Figure 9. Teachers' level of agreement on frequent curriculum revision as a cause of their stress

Figure 9 indicates responses to the statement about the increasing demand for frequent curriculum revision, revealing a spectrum of experiences regarding their workload and stress levels. 6.4% of teachers strongly disagree that these demands cause them stress. This small percentage likely consists of teachers who feel comfortable and confident in their ability to adapt to changes in curriculum. They may embrace the opportunity to refine their teaching practices and enhance student learning without feeling burdened by the need for constant revisions. Another 14.9% of teachers disagree that the increasing demand for frequent curriculum revision contributes to their stress. This group might recognize the value of staying current with educational trends and standards, viewing curriculum revisions as a natural part of their profession. They likely have developed effective strategies for incorporating changes without feeling overwhelmed, allowing them to maintain a positive attitude towards the ongoing evolution of their teaching materials. 9.2% of teachers remain neutral. These teachers may experience varying levels of pressure depending on the specific revisions required or the timeline for implementation. They could feel confident in some areas while finding certain revisions daunting, reflecting the complexity of their roles as teachers. Their neutral stance suggests that they see both the benefits and challenges of revising the curriculum, leading to a nuanced perspective on the issue. In contrast, 40.4% of teachers agree that the increasing demand for frequent curriculum revision contributes to their stress, while 29.1% strongly agree. For these teachers, the pressure to continuously adapt their curriculum can feel overwhelming, especially in an already demanding profession. They might struggle to find the time and resources needed to implement changes effectively while still meeting the diverse needs of their students. The stress may stem from the fear of inadequacy or the perception that they must constantly

prove their effectiveness through updated teaching materials. Many of these teachers may also feel a sense of frustration, as frequent revisions can disrupt their established teaching practices. They might worry that constantly changing the curriculum prevents them from fully developing their lesson plans or engaging deeply with their students. This feeling of instability can lead to anxiety, making it challenging for them to provide a consistent learning experience. Overall, teachers embrace curriculum revisions as opportunities for growth, as a significant source of their stress. Their responses underscore the importance of providing adequate support and resources for teachers as they navigate the complexities of curriculum development, ensuring that they feel empowered rather than overwhelmed by the need for continuous improvement in their teaching practices.

10. Alignment issues in curriculum and assessment methods are a source of stress for me.

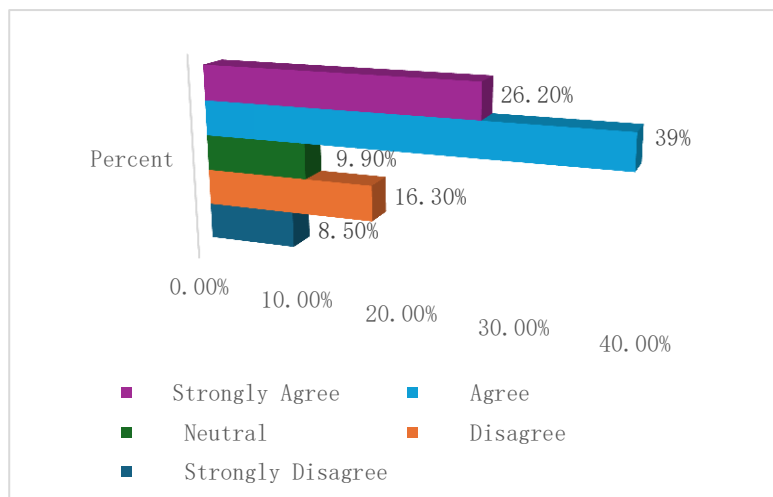


Figure 10. Teachers' level of agreement on alignment issues in the curriculum as a cause of their stress

Figure 10 reveals responses from teachers regarding alignment issues in curriculum and assessment methods and provides insight into their experiences and the stress they may face in their profession. Beginning with the smallest group, 8.5% of teachers strongly disagree that these alignment issues contribute to their stress. These teachers likely feel confident in the coherence between their teaching and assessment strategies, seeing their methods as effective in evaluating student learning. They may believe that their assessments accurately reflect the curriculum and feel supported by a clear structure that guides their teaching. Another 16.3% of teachers disagree that alignment issues contribute to their stress. This group might have found effective ways to align their assessments with the curriculum, enabling them to manage the demands of their roles. They could see the importance of adaptability in their teaching, allowing them to bridge any gaps between what is taught and how it is assessed without feeling overwhelmed. 9.9% of teachers remain neutral. These teachers may find themselves experiencing both alignment challenges and moments of clarity in their assessments. In contrast, 39% of teachers agree that alignment issues between the curriculum and assessment methods contribute to their stress, while 26.2% strongly agree. For these teachers, the disconnection between what they teach and how students are assessed can lead to feelings of frustration and confusion. They may feel that their efforts to deliver meaningful lessons are undermined when assessments do not align well with the curriculum, leading to concerns about accurately measuring student learning and progress. This misalignment can create a sense of insecurity among teachers, who might worry about whether they are adequately preparing their students for assessments. They may feel the pressure of having to cover content that doesn't translate effectively into the assessment format, which can hinder their ability to teach in a way that fosters deeper understanding. The stress arising from these alignment issues can lead to stress, as they grapple with the challenges of ensuring their teaching is comprehensive and coherent. Overall, the majority of the teachers feel secure in the alignment of their curriculum and assessment as significant sources of stress. Their responses highlight the importance of creating a cohesive educational framework that supports teachers in effectively linking curriculum content to assessment practices. By addressing these alignment challenges, educational institutions can help alleviate stress for teachers, ultimately enhancing the quality of teaching and learning experiences for both teachers and students.

11. Poor guidelines or support in the development of the syllabus results in increasing my stress

Table 1. Teachers' level of agreement on poor guidelines or support as a cause of their stress

	Percent
Strongly Disagree	9.2%
Disagree	17.7%
Neutral	12.8%
Agree	34.8%
Strongly Agree	25.5%

Table 1 shows responses from teachers regarding poor guidelines or support in syllabus development, shedding light on their feelings of stress about their curriculum responsibilities. 9.2% of teachers strongly disagree that inadequate support or guidelines contribute to their

stress levels. These teachers likely feel confident in their abilities and have either had positive experiences in developing their syllabi or have found effective workarounds that allow them to create engaging and relevant content without feeling overwhelmed. Their confidence might stem from their experience, knowledge, or access to other resources that help them navigate syllabus development successfully. Another 17.7% of teachers disagree that poor guidelines or support in syllabus development contributes to their stress. This group may be experienced enough to adapt to whatever guidelines are provided, or they may have built a personal toolkit of strategies that help them fill in the gaps when support is lacking. They might approach syllabus development as a collaborative effort, seeking feedback from colleagues or utilizing their creativity to enhance the content without feeling the weight of the inadequacies in guidelines. 12.8% of teachers remain neutral. These teachers may experience varying levels of stress based on specific circumstances, such as the complexity of the subject matter or the available resources. Their neutrality reflects an understanding that while poor guidelines can pose challenges, they may also find opportunities for creativity or professional growth in navigating those difficulties. This complexity suggests that their experiences are not solely negative, as they can adapt and find ways to manage the demands of syllabus development. In contrast, 34.8% of teachers agree that poor guidelines or support in syllabus development contributes to their stress, while 25.5% strongly agree. For these teachers, the lack of clear direction or resources can lead to feelings of uncertainty and frustration. They may find themselves grappling with how to structure their courses effectively or what content to prioritize, which can create anxiety around their teaching practices. The absence of reliable support might leave them feeling isolated in their efforts to design a meaningful learning experience for their students. The stress resulting from inadequate guidelines can also impact the quality of teaching. Teachers may feel pressured to produce a syllabus that meets external expectations without sufficient time or resources to do so. This struggle can lead to a hurried or disorganized syllabus, which may ultimately affect student learning outcomes. The fear of not adequately preparing their students can weigh heavily on these teachers, compounding their stress and making it challenging to create an engaging classroom environment. Overall, the majority of the teachers feel capable of navigating the complexities of syllabus development despite poor guidelines and believe this issue is a source of stress. Their responses highlight the importance of providing teachers with the necessary resources and support to develop effective syllabi that align with educational standards and student needs. By addressing the challenges posed by insufficient guidelines, educational institutions can help reduce stress for teachers, fostering a more positive and productive teaching and learning environment.

Economic Related Issues

12. Job insecurity from an economic perspective makes me stressed.

Table 2. Teachers' level of agreement on job insecurity as a source of their stress

	Percent
Strongly Disagree	7.1%
Disagree	17.7%
Neutral	9.9%
Agree	34%
Strongly Agree	31.2%

Table 2 indicates responses to the statement about job insecurity from an economic perspective reflect a range of experiences and concerns within the educational field. 7.1% of teachers strongly disagree that job insecurity contributes to their stress. These teachers likely feel stable in their positions and have confidence in their employment prospects. They may work in environments with strong support systems, clear job security, and positive professional relationships, allowing them to focus on their teaching without the added worry of losing their jobs. Another 17.7% of teachers say that job insecurity contributes to their stress. This group might have developed a sense of resilience, relying on their experience and adaptability to navigate potential economic challenges. They may also feel secure in their roles due to strong tenure protections or a positive employment history, allowing them to prioritize their students and educational goals over economic anxieties. 9.9% of teachers remain neutral. These teachers might experience fluctuations in their feelings about job stability, influenced by factors such as school budgets, economic changes, or administrative decisions. In contrast, 34% of teachers agree that job insecurity contributes to their stress, and 31.2% strongly agree. For these teachers, the uncertainty surrounding their job security can create feelings of anxiety and concern. They may worry about potential layoffs, funding cuts, or changes in administration that could threaten their positions. This stress can be compounded by external economic factors, such as a fluctuating job market, making them feel vulnerable in their roles and impacting their ability to focus on their teaching. Overall, the majority of the teachers feel secure and unaffected by job insecurity, but a considerable number experience it as a source of stress. Their responses underscore the need for educational institutions to foster a supportive work environment that prioritizes job security for teachers. By addressing concerns related to employment stability, schools can help alleviate stress for teachers, allowing them to dedicate their energy and focus to providing quality education for their students.

13. I feel stressed out due to financial constraints to support my family.

Table 3. Teachers' level of agreement on financial constraints as a cause of their stress

	Percent
Strongly Disagree	8.5%
Disagree	14.2%
Neutral	8.5%
Agree	38.3%
Strongly Agree	30.5%

Table 3 displays responses regarding the stress stemming from financial constraints to support their families, revealing a profound concern for their economic well-being. 8.5% of teachers strongly disagree that financial constraints to support my family impact their stress levels. These individuals may have found stability in their financial situations or have developed effective coping mechanisms that allow them to manage their responsibilities without feeling overwhelmed. They might be in a comfortable position or have alternative sources of support, enabling them to focus on their teaching and personal lives without financial worry. Another 14.2% of teachers disagree with financial constraints to support my family. This group might have learned to prioritize their spending and find creative solutions to meet their family needs within their financial limitations. They may rely on budgeting strategies, community resources, or supportive networks to help mitigate financial pressures, allowing them to concentrate on their teaching responsibilities without excessive concern about their economic situation. 8.5% of teachers remain neutral. These teachers may find themselves fluctuating between moments of worry and reassurance, depending on circumstances such as unexpected expenses or changes in their financial situation. In contrast, 38.3% of teachers agree that financial constraints contribute to their stress, while 30.5% strongly agree. For these teachers, the pressure to provide for their families can be overwhelming, particularly if their salaries are insufficient to cover basic needs or unexpected expenses. This financial stress can lead to feelings of anxiety and inadequacy, as they grapple with the responsibilities of both their professional roles and their family obligations. The weight of this pressure can distract them from their teaching duties and impact their overall well-being. Overall, some teachers find ways to manage their financial constraints, and believe these issues as a source of stress. Their responses highlight the need for educational institutions and policymakers to address financial challenges faced by teachers, as providing adequate compensation and support can significantly alleviate stress for teachers. By recognizing and addressing these financial concerns, schools can foster a healthier work environment that allows teachers to focus on their students and teaching without the added burden of financial insecurity.

Political Related Issues

14. Political instability or changes in political rulings raise my stress.

Table 4. Teachers' level of agreement on political instability as a cause of their stress

	Percent
Strongly Disagree	7.1%
Disagree	14.2%
Neutral	14.9%
Agree	34.8%
Strongly Agree	29.1%

Table 4 shows teachers' responses regarding the impact of political instability or changes in political rulings on their stress levels, revealing a complex relationship between education and the broader political landscape. 7.1% of teachers strongly disagree that political factors raise their stress. These teachers may feel secure in their roles and believe that their work can continue regardless of political changes. They might also possess a strong sense of agency and resilience, allowing them to separate their professional responsibilities from the tumultuous political environment. Another 14.2% of teachers disagree with the statement that they recognize political instability, which does not significantly impact their stress levels. This group may have developed coping strategies to deal with external pressures, focusing instead on their teaching and student needs. They might believe that their role as teachers remains critical, regardless of political issues, and find motivation in their commitment to their students' success despite any surrounding uncertainties. 14.9% of teachers remain neutral. This neutrality suggests that their experiences with political issues might vary, with some periods causing less anxiety than others. In contrast, 34.8% of teachers agree that political instability contributes to their stress, while 29.1% strongly agree. For these teachers, the unpredictability of political changes can create feelings of anxiety and uncertainty about the future of education and their job security. They may worry about how political decisions could affect school funding, curriculum changes, or even their ability to teach freely. This pressure can distract them from their primary focus on students, making it challenging to maintain a positive teaching environment. Overall, the responses highlight the intertwined nature of politics and education, emphasizing the need for a supportive environment that enables teachers to thrive despite external challenges.

15. Political interference in academic matters is one of my stress factors.

Table 5. Teachers' level of agreement on political interference in academic matters as a cause of their stress

	Percent
Strongly Disagree	6.4%
Disagree	17.0%
Neutral	14.9%
Agree	33.3%
Strongly Agree	28.4%

Table 5 reveals teachers' responses to the issue of political interference in academic matters, illustrating a range of feelings and concerns among teachers. 6.4% of teachers strongly disagree that political interference is a source of stress for them. These individuals may feel a sense of autonomy in their teaching practices, believing that their expertise and professional judgment can remain unaffected by political influences. They might approach their roles with confidence, focusing on delivering quality education and fostering student growth without feeling hindered by external political pressures. Another 17.0% of teachers disagree with the statement that they acknowledge the presence of political interference. This group may have learned to navigate the complexities of academic life, finding ways to maintain their teaching

philosophy and curriculum despite political influences. They might prioritize their commitment to students and create a positive learning environment, showing resilience in the face of challenges that come from outside their classrooms. 14.9% of teachers maintain a neutral stance, indicating mixed feelings about the impact of political interference on their stress levels. This neutrality suggests that their experiences might vary depending on the specific context or political climate at any given time. They may find themselves balancing concerns about political influences with their dedication to teaching, sometimes feeling stressed and other times finding ways to push through the challenges posed by external factors. In contrast, 33.3% agree and 28.4% strongly agree that political interference in academic matters contributes to their stress. For these teachers, the involvement of political agendas in educational decisions can create uncertainty and anxiety, impacting their ability to teach effectively. They may worry that political motives could overshadow the needs of students or compromise the integrity of educational practices. This stress can lead to feelings of frustration and helplessness as they navigate the challenges of trying to fulfil their teaching responsibilities while grappling with the implications of political involvement in academia. Overall, these responses underscore the importance of fostering an environment that allows teachers to focus on their primary mission: educating students without the burden of political interference.

16. I become stressed out because I worry that my job could be impacted by political fallout.

Table 6. Teachers' level of agreement on political fallout as a cause of their stress

	Percent
Strongly Disagree	7.8%
Disagree	15.6%
Neutral	16.3%
Agree	31.9%
Strongly Agree	28.4%

Table 6 shows teachers' responses regarding stress related to job security amid political fallout, revealing a range of emotions and experiences within the educational environment. 7.8% of teachers strongly disagree with the idea that political fallout impacts their job security. These individuals may feel a strong sense of stability and confidence in their positions, believing that their skills and dedication to teaching will remain valued regardless of political changes. Their focus tends to remain on their students and classroom dynamics, fostering an environment of learning without feeling overly concerned about external political influences. Another 15.6% of teachers disagree with the statement that they recognize potential political fallout, but they do not perceive it as a major source of stress. This group may possess a certain level of resilience and adaptability, allowing them to separate their teaching roles from the political climate. They might focus on what they can control, creating engaging lesson plans and supporting their students, rather than dwelling on uncertainties in the political sphere that might not directly affect their work. 16.3% of teachers take a neutral stance, indicating mixed feelings about the impact of political fallout on their job security. This neutrality suggests that their experiences vary depending on the political context or specific incidents that occur. On the other hand, 31.9% agree and 28.4% strongly agree that worrying about job security due to political fallout contributes to their stress levels. For these teachers, the unpredictability of political events can create a sense of anxiety and uncertainty about their futures in the profession. They may feel concerned about how shifts in policies or political agendas could lead to job instability or changes in educational funding. This stress can distract them from their core mission of teaching and hinder their ability to focus on their students, highlighting the need for a supportive environment where teachers feel secure and valued, allowing them to concentrate on fostering learning and growth in their classrooms.

5. Discussion

The findings of this study highlight the multifaceted causes of stress impacting teachers, spanning classroom dynamics, interpersonal relationships, institutional demands, curriculum challenges, economic pressures, and political instability. These factors collectively underscore the complexity of the teaching profession and the urgent need for systemic interventions to support educators.

1. Student Participation and Teacher Stress

The findings indicate that a significant majority of teachers (69.5%) experience stress due to students' lack of active class participation. This aligns with recent studies emphasizing the importance of student engagement in reducing teacher burnout (Skaalvik & Skaalvik, 2017). Research suggests that disengaged students create additional emotional labor for teachers, leading to frustration and decreased job satisfaction (Klassen et al., 2013). The present study supports these findings, highlighting the need for professional development in student engagement strategies to alleviate teacher stress.

2. Extra Help Requests and Workload Stress

A considerable number of teachers (64.5%) report stress from students requesting extra help outside class hours. This finding is consistent with studies showing that excessive workload and blurred work-life boundaries contribute to teacher burnout (Hakanen et al., 2006). Recent research also indicates that institutional support, such as structured tutoring programs, can mitigate this stress (Kyriacou, 2011). The current study reinforces the necessity of workload management policies to prevent teacher exhaustion.

3. Colleague Collaboration and Teaching Philosophy Conflicts

About 70.2% of teachers find it stressful due to differing teaching philosophies, which echoes research by Renshaw et al. (2015) on the impact of interpersonal conflicts in schools. Studies suggest that professional learning communities (PLCs) with shared goals can reduce such tensions (Vescio et al., 2008). The present data highlight the need for structured collaboration frameworks that

respect diverse teaching approaches while minimizing stress.

4. Institutional Work Culture and Stress

A majority of teachers (63.2%) identify institutional work culture as a stressor, corroborating Jennings & Greenberg's (2009) findings on organizational climate and teacher well-being. Research indicates that positive leadership and collegial support can buffer against workplace stress (Spilt et al., 2011). The current study suggests that schools should prioritize fostering supportive environments to enhance teacher morale.

5. Curriculum Revisions and Assessment Alignment Stress

Frequent curriculum revisions stress 69.5% of teachers, while 65.2% struggle with curriculum-assessment misalignment. These findings align with studies showing that rapid policy changes and inconsistent standards increase teacher anxiety (Darling-Hammond, 2017). Recent research advocates for teacher involvement in curriculum design to improve coherence and reduce stress (Fullan, 2016). The present study underscores the need for stable, teacher-informed curricular policies.

6. Financial and Job Insecurity Stress

Financial constraints stress 68.8% of teachers, and job insecurity affects 65.2%, consistent with Maslach et al.'s (2001) findings on economic factors in burnout. Studies suggest that salary improvements and tenure security enhance teacher retention (Ingersoll, 2001). The current data emphasize the need for policy reforms addressing teachers' economic well-being.

7. Political Instability Stress

Political instability affects 63.9% of teachers. This result supports Sutton et al.'s (2009) research on external pressures impacting teacher self-efficacy.

6. Conclusion

The study reveals various causes of teacher's stress which include classroom dynamics, institutional issues, curriculum-related challenges, economic concerns, and political instability. The findings underscore that teachers face significant stress related to student behavior, administrative workload, curriculum demands, financial pressures, and political interference. These factors can hinder their ability to teach effectively, diminish job satisfaction, and create an overwhelming work environment for many educators.

The majority of English teachers express that stress directly impacts their well-being and performance. The common thread across all these areas is the need for more robust support systems, through professional development, improved work environments, financial and political stability, and institutional reforms. By addressing these issues holistically, educational institutions can foster a more supportive, productive, and fulfilling environment for teachers, enabling them to focus on their core mission of delivering high-quality education to their students. This approach would not only improve teacher well-being but also contribute to better student outcomes and a healthier educational system overall. It is recommended that incorporating strategic solutions, looking into professional development, or receiving specialized coaching or mentorship aimed at improving their abilities in social and emotional learning, trauma-informed practice, and classroom and student management may all be beneficial to teachers and staff.

Educational institutes should think about implementing strategies that support the effectiveness of their teachers, like cutting back on work outside regular working hours, offering mentorship and counselling to teachers and students, praising students' accomplishments, creating opportunities for skill sharing, and encouraging lifelong learning. In addition, more studies should be conducted on whether primary school teachers are more vulnerable to stress than secondary school teachers.

7. Recommendations

1. Enhancing Student Participation by:

- Incorporating active learning techniques such as group discussions, debates, and role-play activities to increase engagement.
- Using differentiated instruction to cater to diverse learning styles and encourage participation.
- Recognizing and rewarding student contributions to foster a more interactive classroom environment.

2. Managing Extra Help Requests by:

- Encouraging collaborative learning among students to reduce the burden on teachers.
- Utilizing online platforms (e.g., discussion forums, recorded tutorials) to provide additional help without excessive time demands.

3. Improving Collaboration by:

- Fostering structured collaboration where teachers share best practices and align teaching philosophies.
- Providing workshops on effective communication and teamwork to reduce stress from differing viewpoints.
- Pairing experienced teachers with newer colleagues to bridge gaps in teaching approaches.

4. Reducing Conflict Among Teachers by:

- Implementing transparent policies for resolving disagreements professionally.
- Strengthening relationships through collaborative projects and social interactions.
- Ensuring school leaders facilitate constructive dialogue when conflicts arise.

5. Addressing Departmental Expectations & Peer Pressure by:

- Aligning departmental expectations with achievable outcomes to prevent burnout.
- Encouraging principals and department heads to provide constructive feedback rather than pressure.
- Allowing educators flexibility in meeting curriculum goals while maintaining standards.

6. Supporting English Language Proficiency by:

- Offering language training and workshops for nonnative English-speaking teachers.
- Creating groups where teachers can practice and improve their language skills.
- Providing training on effective communication strategies in the classroom.

7. Improving Institutional Work Culture by:

- Introducing stress management workshops and mental health support.
- Ensuring open communication between administration and staff to foster trust.
- Promoting reasonable workloads and flexible scheduling where possible.

8. Strengthening Professional Development Support by:

- Providing access to conferences, courses, and certifications.
- Regularly organizing skill-building sessions tailored to teachers' needs.
- Offering clear advancement opportunities to motivate teachers.

9. Managing Curriculum Revisions & Alignment Issues by:

- Introducing curriculum changes gradually with adequate training.
- Including educators in decision-making to ensure practicality.
- Ensuring tests and evaluations match the taught curriculum.

10. Providing Clear Syllabus Development Guidelines by:

- Supplying structured frameworks for syllabus creation.
- Allowing teachers to refine syllabi with peer feedback.
- Assigning curriculum specialists to assist in syllabus development.

11. Addressing Job Insecurity & Financial Stress by:

- Offering longer-term contracts or tenure where possible.
- Advocating for fair salaries and benefits to retain quality teachers.

8. Future Implications

- If stress factors remain unaddressed, burnout rates may rise, leading to higher attrition and shortages of experienced educators.
- Stressed teachers may deliver less effective instruction, negatively impacting student engagement and achievement.
- Schools with poor work culture and a lack of support may struggle to attract and retain skilled teachers.
- Persistent issues (e.g., frequent curriculum changes) could lead to broader educational reforms..
- Without institutional support, teachers may fall behind in pedagogical advancements, affecting education quality.
- Financial stress among teachers may push them to leave the profession, increasing recruitment and training costs for schools.
- Digital tools (e.g., AI-assisted grading, online resources) may help reduce workload stress if implemented effectively.

By addressing these challenges proactively, educational institutions can create a more sustainable and supportive environment for teachers, ultimately benefiting both educators and students.

Acknowledgments

We would like to thank the participants who provided us with the required information.

Authors' contributions

Author 1 (Charly Jerome J): contributed to editing and revising the paper.

Author 2 (Sutharshan V): contributed to editing and revising the paper.

Author 3 (Ramesh Pettela): contributed to editing and revising the paper.

Author 4 (R. Rajadurai): contributed to editing and revising the paper.

Author 5 (P. Jayakumar): contributed to editing and revising the paper.

Author 6 (Lamessa Oli): contributed to reviewing the related literature, developed the methodology, formulated the research objectives and questions, performed the collection and data analysis, ensured the overall coherence and clarity of the manuscript.

We, the authors, discussed the findings, contributed to the interpretation of the results, and reviewed and approved the final version of the manuscript.

Funding

There is no institution that supports this study.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

Reference

- Akpochofa, G. O. (2012). Perceived Sources of Occupational Stress among Primary School Teachers in Delta State of Nigeria. *Education*, 132, 826833.
- Apple, M. W. (2018). *The struggle for democracy in education*. Routledge. <https://doi.org/10.4324/9781315194684>
- Austin, V., Shah, S., & Muncer, S. (2005). Teacher stress and coping strategies used to reduce stress. *Occupational Therapy International*, 12, 6380. <https://doi.org/10.1002/oti.16>
- Ballet, K., & Kelchtermans, G. (2009) Struggling with workload: Primary teachers' experience of intensification. *Teaching and Teacher Education*, 25(8), 1150-1157. <https://doi.org/10.1016/j.tate.2009.02.012>
- Brackett, M. A., Palomera, R., Mojsa, J., Reyes, M., & Salovey, P. (2010). Emotional Regulation Ability, Job Satisfaction, and Stress among British Secondary School Teachers. *Psychology in the Schools*, 47, 406417. <https://doi.org/10.1002/pits.20478>
- Carroll, A., Flynn, L., Sanders, O'C. E., Forrest, K., Bower, J., FynesClinton, S., ... Ziaei, M. (2021). In their words: Listening to teachers' perceptions about stress in the workplace and how to address it. *Asia Pacific Journal of Teacher Education*, 49(4), 420-434. <https://doi.org/10.1080/1359866X.2020.1789914>
- Crother, L., Kanyongo, G., Kolbert, J., Lipinski, J., Kachmar, S., & Koch, G. (2010). Job stress and locus of control in teachers: Comparisons between samples from the United States and Zimbabwe. *International Review of Education*, 56(56), 651669. <https://doi.org/10.1007/s11159-010-9176-6>
- Darling-Hammond, L. (2017). *Empowered educators: How high-performing systems shape teaching quality*. Jossey-Bass.

- De Nobile J. (2016). Organisational communication and its relationships with occupational stress of primary school staff in Western Australia. *The Australian Educational Researcher*, 43(2), 185-201. <https://doi.org/10.1007/s13384-015-0197-9>
- De Nobile, J. J., & McCormick, J. (2010) Occupational stress of Catholic primary school staff: A study of biographical differences. *International Journal of Educational Management*, 24(6), 492-506. <https://doi.org/10.1108/09513541011067674>
- Freeman, C., O'Malley, K., & Eveleigh, F. (2014). *Australian teachers and the learning environment: An analysis of teacher response to TALIS 2013 Final Report*.
- Friedman, I. (2000). Stress in teachers: Shattered dreams of impeccable professional performance. *Journal of Clinical Psychology*, 56(5), 595606. [https://doi.org/10.1002/\(SICI\)1097-4679\(200005\)56:5<595::AID-JCLP2>3.0.CO;2-Q](https://doi.org/10.1002/(SICI)1097-4679(200005)56:5<595::AID-JCLP2>3.0.CO;2-Q)
- Goddard, R., & Goddard, M. (2006). Beginning teacher stress in Queensland schools: Associations with serious intentions to leave. *The Australian Educational Researcher*, 33(2), 61-75. <https://doi.org/10.1007/BF03216834>
- Hakanen, J. J. et al. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2005.11.001>
- Hepburn, A., & Brown, S. D. (2001). Teacher Stress and the Management of Accountability. *Human Relations*, 54(6), 691715. <https://doi.org/10.1177/0018726701546001>
- Howard, S., & Johnson, B. (2004). Resilient teachers: resisting stress and stress. *Social Psychology of Education* 7, 399-420. <https://doi.org/10.1007/s11218-004-0975-0>
- Jennings, P. A., & Greenberg, M. T. (2009) The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom. *Review of Educational Research*. <https://doi.org/10.3102/0034654308325693>
- Kenyari, N. T. (2002). Teacher attrition: A comparison study between teacher stress and low and high-socioeconomic status schools. *Dissertation Abstracts International* 63(6A), 2131, US: University Microfilms International.
- Kerr, R., Breen, J., Delaney, M., Kelly, C., & Miller, K. (2011). A qualitative study of workplace stress and coping in secondary teachers in Ireland. *Irish Journal of Applied Social Studies*, 11(1), 2638.
- Kokkinos, C. (2007). Job stressors, personality, and stress in primary school teachers. *British Journal of Educational Psychology*, 77, 229243. <https://doi.org/10.1348/000709905X90344>
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 2735. <https://doi.org/10.1080/00131910120033628>
- Kyriacou, C. (2011). Teacher stress: Directions for future research. *Educational Review*.
- Lambert, R. G., McCarthy, C., Fitchett, P. G., Lineback, S., & Reiser, J. (2015). Identification of elementary teachers' risk for stress and vocational concerns using the national schools and staffing survey. *Education Policy Analysis Archives*, 23(43). <https://doi.org/10.14507/epaa.v23.1792>
- Liu, X., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 20002001. *Teaching and Teacher Education*, 24, 11731184. <https://doi.org/10.1016/j.tate.2006.11.010>
- Maslach, C. et al. (2001). Job burnout. *Annual Review of Psychology*.
- Maslach, C., Schaufeli, W., & Leiter, M. (2001). Job stress. *Annual Review of Psychology*, 52, 397422.
- McCarthy, C., Lambert, R., O'Donnell, M., & Melendres, L. (2009). The relation of elementary teachers' experience, stress, and coping resources to stress symptoms. *The Elementary School Journal*, 109(3), 282300. <https://doi.org/10.1086/592308>
- Rajendran N, Watt HM, Richardson PW. (2020) Teacher stress and turnover intent. *The Australian Educational Researcher*, 47(3), 477-500. <https://doi.org/10.1007/s13384-019-00371-x>
- Ryan, S. V., von der Embse, N. P., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017) Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, 66, 1-11. <https://doi.org/10.1016/j.tate.2017.03.016>
- Sapolsky, R. M. (2004). *Why zebras don't get ulcers – Revised Edition*. 3. Times Books.
- Schaufeli, W. B., & Greenglass, E. R. (2001) Introduction to special issue on stress and health. *Psychology & Health*, 16(5), 501-510. <https://doi.org/10.1080/08870440108405523>
- Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Stress: 35 years of research and practice. *The Career Development International*, 14(3), 204-220. <https://doi.org/10.1108/13620430910966406>
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress, and coping strategies in the teaching profession—what do teachers say? *International Education Studies*, 8(3), 181-192. <https://doi.org/10.5539/ies.v8n3p181>

- Stein, F., & Cutler, S. (2002). *Psychosocial Occupational Therapy: A Holistic Approach* (2nd ed.) San Diego: Singular Publishing.
- Stein, F., & Cutler, S. (2002). *Psychosocial occupational therapy: A holistic approach* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.
- Su, R., Tay, L., & Diener, E. (2014). The development and validation of the comprehensive inventory of thriving (CIT) and the brief inventory of thriving (BIT). *Applied Psychology: Health and Well-being*, 6(3), 251-279. <https://doi.org/10.1111/aphw.12027>
- Sutton, R. E. et al. (2009). Teachers' emotion regulation. *International Journal of Educational Research*. https://doi.org/10.1007/978-0-387-73317-3_25
- T.L. Renshaw, A.C. Long, C.R. Cook. (2015) Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2), 289-306. <https://doi.org/10.1037/spq0000112>
- Van Droogenbroeck, F., & Spruyt, B. (2015) Do teachers have worse mental health? Review of the existing comparative research and results from the Belgian health interview survey. *Teaching and Teacher Education*, 51(88), 100. <https://doi.org/10.1016/j.tate.2015.06.006>
- Vesely, A. K., Saklofske, D. H., & Leschied, A. D. (2013) Teachers: The vital resource: The contribution of emotional intelligence to teacher efficacy and wellbeing. *Canadian Journal of School Psychology*, 28(1), 71-89. <https://doi.org/10.1177/0829573512468855>
- Wang, Y., Ramos, A., Wu, H., Liu, L., Yang, X., Wang, J., & Wang, L. (2015) Relationship between occupational stress and stress among Chinese teachers: a crosssectional survey in Liaoning, China. *Int Arch Occup Environ Health*. Jul; 88(5), 589-97. <https://doi.org/10.1007/s00420-014-0987-9>
- Wood, T., & McCarthy, C. (2002). *Understanding and preventing teacher stress*. Washington, DC: United States Department of Education. Retrieved from ERIC database. (ED 424 517).
- Yong, Z., & Yue, Y. (2007). Causes for stress among secondary and elementary school teachers and preventive strategies. *Chinese Education and Society*, 40(5), 788-5. <https://doi.org/10.2753/CED1061-1932400508>