

Research Article

Stressors Amongst Teachers: A Contemporary

Yolande Jane van der Merwe¹ , Kezell Klinck^{2,*} 

¹University Graduate School of Business Leadership, University of South Africa, Mahikeng, South Africa

²Faculty of Economic and Management Sciences, North-West University, Mahikeng, South Africa

Abstract

The post-COVID-19 era has witnessed an unprecedented acceleration in digital technology and artificial intelligence (AI), profoundly reshaping the educational landscape. These advancements have transformed not only instructional methods but also the expectations placed on teachers, thereby introducing new layers of complexity to an already demanding profession. This study seeks to explore teacher well-being by identifying and characterising both traditional and emerging pressures experienced by educators in this evolving context. Employing a desktop research approach, the study draws on a focused review of recent academic literature, policy documents, and professional reports. Special emphasis was given to sources addressing the changing nature of teacher stressors in the wake of the global pandemic and rapid technological integration. The findings indicate that while longstanding issues—such as inadequate working conditions, recurring educational reforms, and limited institutional support—continue to impact educators, new stressors have emerged. These include heightened expectations for continuous technological upskilling, increased use of AI in the classroom, and evolving pedagogical demands, often implemented without sufficient training or systemic support. As a result, teachers report higher levels of stress and professional dissatisfaction, underscoring the growing demands of the modern educational environment. The study concludes that the teaching profession has become increasingly complex due to the convergence of traditional and technological pressures. This complexity calls for more effective, structured support mechanisms to ensure educator resilience and instructional quality. By providing a systematic synthesis of the current educational climate, the study offers valuable insights for policymakers, researchers, and educational leaders, laying the foundation for targeted interventions and informed strategies to enhance teacher well-being in an era of continual change.

Keywords

Artificial Intelligence, Contemporary Review, Stressors, Teachers

1. Introduction

The teaching profession is often seen as a stressful career choice, but the current situation highlights the challenges teachers face in fulfilling learner needs, leading to high stress levels [22, 23]. Over the past thirty years, there has been a noticeable change in the perception of the teaching profession, which was once thought to be a low-stress job. Several studies

have shown that, in comparison to other professions, currently teaching rates among the most stressful [5, 1, 54]. Up to 40% of teachers leave within their first five years, indicating dissatisfaction with their roles, stress, or seeking alternative careers. Teacher stress may include heavy workloads, limited resources, challenging classroom environments, insufficient

*Corresponding author: Kezell.Klinck@nwu.ac.za (Kezell Klinck)

Received: 19 May 2025; **Accepted:** 7 June 2025; **Published:** 23 June 2025



Copyright: © The Author(s), 2025. Published by Science Publishing Group. This is an **Open Access** article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

support the increasing emphasis on standardised testing and administrative responsibilities [30, 56]. Understanding school climate and inclusive education strategies is essential for enhancing learner outcomes and teacher well-being [43].

Teachers across the world agree that teaching is one of the most stressful professions there is. This broad recognition is a result of the numerous difficulties and demands that teachers deal with on a regular basis. Teachers have a lot on their plates, from dealing with high class sizes to attending to the needs of individual students. These duties frequently go beyond the parameters of typical classroom education [21]. Teachers' stress levels are further exacerbated by societal expectations, curricular modifications, and administrative duties. Because of the demands of their work, teachers may experience increased levels of worry, burnout, and exhaustion. This emphasises the critical need for tools and supportive measures to lessen their load and enhance their well-being [2].

In the post-COVID-19 era, augmented by advancements in Artificial Intelligence (AI), stressors seem to have increased [56]. The COVID-19 pandemic disrupted daily life worldwide, leading to the "new normal" lifestyles and severe government controls [18]. In March 2020, education institutions transitioned to remote learning to address the pandemic, posing significant challenges resulting in an escalation of stress amongst teachers [55]. The 'new normal' now includes more online classes and additional interpersonal stressors for teachers [45].

AI is the simulation of human intelligence processes by computer systems, focusing on learning, reasoning, and self-correction. AI technologies include machine learning, natural language processing, computer vision, robotics, and expert systems. The goal is to create autonomous, adaptable, and intelligent systems [18]. However, AI integration in teaching may cause stress, job insecurity, increased workload, and concerns about education quality, data privacy, and algorithmic bias, necessitating careful consideration and learning curves. AI integration in teaching may increase workload and stress for teachers, while concerns arise about maintaining learner engagement and meaningful interactions due to AI reliance [45, 19].

While the stressors traditionally experienced by teachers are well-known, the stressors faced by teachers today are less understood. This article explores and articulates all the stressors currently faced by teachers in their work environment. The aim is to provide insights into the environmental stressors' teachers experience, as a first step towards designing strategies to enhance effective teaching and teacher well-being.

2. Literature Review

This section deals with discussions around the teaching profession (TP), a profession which is fundamental to society and for this reason these discussions have far-reaching implications outside of the classroom. This part focuses on the

complicated role that teachers play, examining both the personal development that comes with being a teacher and the critical role teachers play in the advancement of society. Addressing the significant influence of teaching positions and highlighting the complex network of relationships that teachers build inside their professional area lies at the heart of our conversation. Teachers frequently face the issue of working in a profession that is undervalued in society, despite the fundamental importance of their work. This fact is made worse by the complex responsibilities that teachers must perform on a daily basis. The intricate conundrums around teaching highlights the need for ongoing professional development, which is essential for improving the effectiveness and adaptability of teachers. Given the significance and intricacy of this context, it is critical to comprehend the various stressors that teachers face in order to lay the foundation for a more thorough examination of their working environment.

The discussion that follows deals with teachers' profession, the important role that teachers play in society, teachers' personal development, their critical position in advancement of society, the complex network of teachers and complex responsibilities as well as their career professional development and the various stressors teachers face are all covered in the sections that follow. Comprehending the crucial function and complex responsibilities of teachers offers a framework for understanding the stressors they face.

2.1. Teaching Profession (TP)

Teaching is a crucial profession that significantly impacts learners' intellectual and personal growth. Teachers play a vital role in shaping learners' lives by facilitating learning, fostering critical thinking, and creating inclusive environments [34, 3, 12]. Teaching is a unique profession that emphasises sustained, long-term growth, focusing on intellectual, emotional, and social development. Its outcomes are anchored in the growth of people and communities, unlike other professions that prioritise financial performance or quantitative measures [6]. A profession as an occupation with knowledge and skills not easily accessible to the public, indicating that professionals possess expertise and authority in their respective fields, distinguishing them from amateurs [32]. The teaching profession's exclusivity is attributed to its unique understanding and mastery of its craft, highlighting the significance of specialised knowledge in distinguishing it from other occupations [36, 37]. For this study, literature regarding the complex challenges which is inherent in the teaching profession, is a prerequisite for conducting a more in-depth analysis of the evolving roles on teachers.

2.2. Teacher's Roles (TR)

Teachers fulfill many roles in the classroom. First of all, they serve as educators [42]. An emphasis is placed on the potential and talents of learners, which highlights the im-

portance of teacher educators in asset-oriented learning as teachers also act as mentors [38, 41, 7]. Mentoring is a crucial aspect of human learning, providing care, support, and nurturing to individuals or groups. Mentoring programs can improve peer relationships and academic achievement as teachers also adopt the position of counsellors [7, 4, 52]. A school counsellor is defined as a licensed professional who provides academic, career, college readiness, and social-emotional support to learners at all educational levels [52]. Counselors provide support services to teachers namely psychological assistance, advancement of the profession, resolving conflicts, campaigning, and collaboration with teachers to create a safe, loving learning environment for all learners [26, 50, 28, 31, 25].

Teachers operate as role models, influencing the attitudes and values of their learners and having a significant impact on the future paths of those they instruct. It is therefore important for teachers to be role models and lead by example as learners look up to them as key influencers, setting an example of values such as diligence, respect, honesty, and empathy, which influence their learners' growth [33, 8].

An additional role for teachers is one in which they serve as administrators, a role which extends far beyond the classroom and is integral to the successful operation of schools and the academic achievement of learners, which also significantly contribute to the uniqueness of the teaching profession. Beyond teaching and learning, teachers must contribute to curriculum development, assessment, and grading, record-keeping, communication with stakeholders, and classroom management; as well as engage in their own professional development, do supervision, and also be involved in the safekeeping of learners [47, 44]. We can therefore say that teachers face significant stress due to their unique demands, including delivering quality teaching and administrative duties, which can lead to burnout. Navigating educational reforms can exacerbate this stress. Addressing these stressors is crucial for a sustainable and effective educational system. Given the important role teachers play in society, their low status as professionals granted to them by society and the complexity of their tasks, it is likely that teachers would experience significant stress [29]. A more complete analysis of the changing nature of education and the diverse roles teachers must adopt can only be conducted after a thorough understanding of the complexity of a teacher's tasks.

2.3. Complexity of Teacher's Tasks

The complexity of a teacher's job includes many different tasks like differentiation instruction, educational assessments, and classroom management [53, 51, 9, 29]. Differentiated instruction is a teaching strategy that considers student readiness, learning preferences, and needs. However, many teachers struggle with integrating differentiation instruction due to lack of resources. To improve teachers' ability to deliver differentiated teaching, a professional development path or curriculum

rework should be implemented, offering continuing education, fresh materials, group projects, and differentiation instruction concepts [13, 51]. Educational assessments significantly influence teaching and learning practices, impacting curricula, instruction methods, and learner outcomes. However, teachers face challenges in creating valid, reliable tests, ensuring impartiality, balancing curriculum demands, as well as dealing with time constraints, and technology integration. Assessment overload, lack of assessment literacy, and technology integration also pose challenges. Effective interpretation of assessment data is crucial for informed teaching decision-making [9]. Classroom management is a complex task requiring diverse experiences and approaches. Teachers' perceptions are influenced by factors like education, socioeconomic status, and professional training. Effective management requires appropriate responses, evaluation, and quick judgments. Teachers must have a deep understanding of classroom dynamics, sound decision-making abilities, and adaptability to changing situations [53]. To improve, teachers should reflect, seek professional development, and develop their skills. When teachers become aware of the specific areas in which they must concentrate their efforts toward growth and progress, their career and professional development journeys will be informed and shaped by their grasp of the complexity of their duties [53, 51, 9].

2.4. Career Professional Development (CPD)

Teachers engage in continuous professional development, adapting their practices to meet evolving learner needs and educational demands, highlighting the unique nature of teaching [17, 34]. The education landscape is evolving due to teaching methods, societal needs, and technological advancements, necessitating high standards and quality education [39]. Teachers must continuously develop and adapt to meet these demands through professional development programs, conferences, and advanced degrees. This development mindset ensures teachers are well-equipped to support student success in a global community [35]. Teachers are increasingly recognised as crucial for continuous professional development, as they must adapt to the rapidly changing world of education. This shift is driven by a deeper understanding of the constantly evolving curriculum, educational policies, pedagogical approaches, and technological advancements in education [50]. Teachers play a crucial role in shaping future teachers, requiring proficiency, compassion, communication, and dedication to lifelong learning. They must possess pedagogical experience, compassion, and mastery of their subject matter [16]. Educational institutions should prioritise professional development to keep teachers updated and adapt to changing learner needs, enhancing the quality of teacher preparation courses and learners' educational experiences. In order to foster supportive settings and provide teachers with the resources they need to successfully manage problems. It is crucial to

comprehend the relationship between the continuous teacher’s career professional development and stressors that are inherent in the teaching profession [14].

2.5. Teacher Stressors

Teachers’ sources of stress are specific to them and rely on the intricate interplay between their circumstances, values, abilities, and personalities. Some work conditions and educational programs are associated with higher levels of teacher stress, particularly among newly hired teachers. Understanding the nature and dynamics of teachers’ stressors will guide the researcher into a direction to explore effective strategic management interventions unique to the teaching profession [22, 23]. A study reveals that teachers are more likely to experience workplace violence, which can negatively impact on their mental health. This highlights the need for comprehensive efforts to reduce these risks, as it not only benefits teachers but also creates a supportive learning environment, benefiting the entire educational system [40]. This literature reviews further encourage the researcher to delve more into occupational stress as a risk factor specific to teachers.

Occupational stress are defined as a condition of stress at work created by an imbalance between the demands of work and the employee's capacity to cope or manage them. The importance of occupational stress as a substantial risk factor for several unfavourable outcomes has recently gained more attention [11, 24]. Though almost every aspect of our lives is characterised by stress, stress is not always detrimental as stress can serve as a strong motivator and growth catalyst. This beneficial stress, known as eustress, promotes concentration, efficacy, and endurance by motivating people to confront challenges and cultivate new abilities. In moderate amounts, stress can enhance cognitive function, aiding individuals in meeting deadlines and adjusting to changes. When kept in check, stress can foster feelings of achievement and purposefulness [27]. However, stress is common amongst most teachers and continues to be a significant issue such as likelihood of illness, abuse of drugs or alcohol and mental discomfort [10, 46, 49]. Stress, as well as its consequences, can be regarded as a complicated interaction between environmental factors known as stressors and people’s perceptions of their capacity to adjust to them [15].

Main Research question:
What are the stressors experienced by teachers?

3. Methodology

This study was conducted as desktop research without employing the methodology of a systematic review. The research process primarily involved conducting searches on Google Scholar using “stressors”, “teachers”, “contemporary review”, as keywords. Subsequently, books and articles that were accessible without charge and contained explicit lists of stressors were selected for analysis. Publications from the year 2020 onwards were considered to reflect the current challenges faced by teachers in their professional environments. The analyses of the data involved finding commonalities in the list, and pointing out the number of endorsers of the commonalities.

4. Findings and Discussion

4.1. Findings

Many authors provided lists of stressors teachers experience. Presented below is a list of 20 authors addressing this matter. Ten of these are pre 2020 and ten are post 2020.

4.1.1. Chronological List of Stressors

This article presents a structured desktop study that synthesises evolving stressors in the teaching profession, drawing from a chronological review of peer-reviewed literature between 2017 and 2020. Table 1 highlights how educator pressures have shifted from traditional challenges—such as excessive workloads and policy reforms—to more complex, contemporary stressors including AI integration, data privacy concerns, and algorithmic bias. By identifying thematic overlaps across multiple studies, the research not only maps the trajectory of teacher stressors over time but also uncovers emerging patterns that are often overlooked in isolated investigations. These findings are strategically consolidated in Table 2 as well and it reveals how rapid technological advancements, evolving pedagogical demands, and insufficient institutional support have compounded the emotional and professional burden on educators. The article contributes significantly to scholarly discourse by offering a timely, evidence-based overview of stress trends in education, setting the stage for future research, interventions, and policy reforms aimed at safeguarding teacher well-being in a rapidly transforming educational landscape.

Table 1. Chronological lists of stressors identified in academic literature.

#	Date	Author(s)	List of stressors
1	2020	[19, 16]	AI integration in teaching, job insecurity, increased workload, concerns about education quality, data privacy, algorithmic bias. This shift is driven by a deeper understanding of the constantly evolving curriculum, educational policies, pedagogical approaches, and technological advancements in education.

#	Date	Author(s)	List of stressors
2	2019	[30]	Heavy workloads, limited resources, challenging classroom environments, insufficient support, the increasing emphasis on standardised testing and administrative responsibilities.
3	2018	[5]	Rapid changes in educational policies, technological advancements, quickly adapting to curriculum changes and new materials, and incorporate technology, increased societal and parental expectations, balancing administrative, extracurricular, and professional development responsibilities.
4	2019	[53]	According to differentiated instruction is a teaching strategy that considers student readiness, learning preferences, and needs. However, many teachers struggle with integrating differentiation instruction due to lack of resources. To improve teachers' ability to deliver differentiated teaching, a professional development path or curriculum rework should be implemented, offering continuing education, materials, group projects, and differentiation instruction concepts
5	2017	[11]	Assessment overload, lack of assessment literacy, and technology integration also pose challenges
6	2017	[49]	Education changes due to disempowerment and administrative objectives, hindering their evaluation of instructional value and feeling inconsistent with their primary purpose of teaching.

The list presented in Table 1 were scrutinised for commonalities by the researcher. In Table 2 these commonalities are strategically presented.

4.1.2. Commonalities Across Time

The results of Table 2, consolidates recurring stressors identified both before and after 2020, offering a comparative view of the persistent and emerging challenges facing educators. The most frequently endorsed pressure across both timeframes is the burden of administrative duties, with five sources confirming its continued prominence in the teaching profession. Inadequate working conditions were also notably consistent, with four endorsements from pre-2020 literature. While heavy workloads and limited resources remained prevalent before 2020, fewer post-2020 sources emphasised these as primary concerns, suggesting either some adaptation or a shift in focus due to newer challenges. Notably, the integration of artificial

intelligence (AI) and increased technological demands gained traction as a post-2020 concern, reflecting the acceleration of digital transformation in education. Though endorsed by only one pre-2020 source, AI and technology-related stressors were highlighted by multiple post-2020 studies, underscoring a growing awareness of the need for digital competencies and the stress associated with insufficient preparation. Expectations from society and parents remained steady but relatively minor in influence, each appearing in one source across both periods. Collectively, these patterns highlight a dual-layered pressure on educators: the enduring strain of traditional systemic issues alongside emerging technological demands, intensifying the complexity of their roles in a post-pandemic era. This analysis provides a nuanced understanding of how teacher stressors evolve over time, reinforcing the urgency for holistic support strategies that address both structural and technological challenges.

Table 2. Commonalities across time.

Commonality	Endorsed by pre 2020	Endorsed by post 2020
AI integration in the teaching profession and incorporate technological increase	#1, 2, 3 = 1 endorsers	#3, 5,=2 endorser
Heavy work load	#2 = 2 endorser	
Inadequate working conditions	#2, 4, 5, 6=4 endorses	
Educational changes	#1, 5 =2 endorses	
Administrative duties	#1, 2, 4, 5, 6= 5 endorses	
Limited resources	#2, 4 = 2 endorses	
Societal expectations	#3 = 1 endorser	#3 = 1 endorser
Parental expectations	#3= 1 endorser	

4.2. Discussion

The aim of the research study is to pinpoint the primary stressors that teachers deal with and provide a workable framework for efficient stress management interventions. Determining the main sources of stress that teachers face is essential for both their own well-being and the calibre of education that learners get [24]. The inability of teachers to successfully manage primary stressors can negatively impact their capacity to teach and foster the growth and learning of their learners. This might therefore have an effect on the growth, emotional health, and academic achievement of the learners [49]. Considering that learners have the potential to be society's future leaders, ignoring the pressures teachers encounter could prevent the development of strong and capable leaders. Thus, in order to create a supportive learning environment that supports the achievement of both teachers and learners, it is imperative to recognise and address the stressors that teachers face.

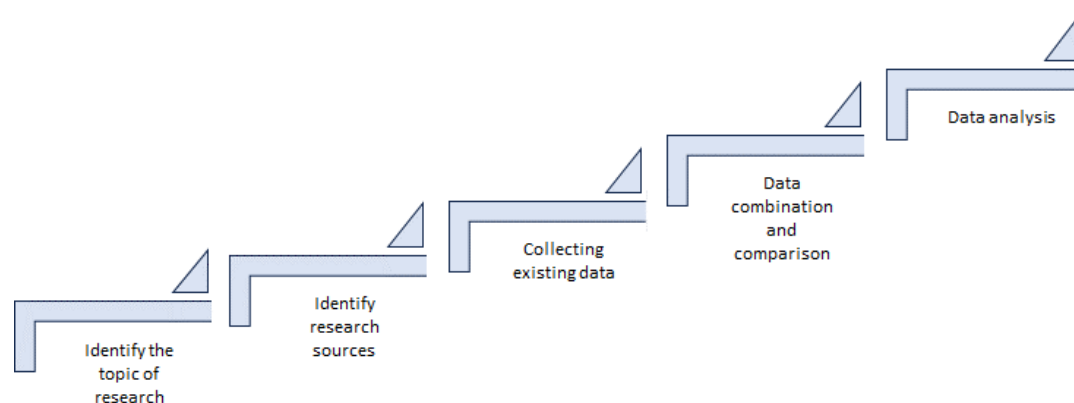
4.2.1. Overview of Literature Review

Numerous sources that have identified primary stressors in the teaching profession are presented in the literature review. These stresses frequently include things like excessive workloads, expectations from the administration, a lack of resources, problems with learner behaviour, a lack of administrative assistance, and an unsatisfactory work-life balance, to name a few [5, 6, 31]. Even though these stressors have a wealth of documented information, merely recognising them is insufficient to alleviate the difficulties teachers encounter [31]. It is imperative to do research targeted at offering remedies to mitigate these pressures. Through the implementation of evidence-based interventions and empirical research, researchers can create customised techniques and frameworks aimed at efficiently managing and alleviating the pressures faced by teachers. These remedies could include putting supportive institutional policies into place, offering professional development courses on coping mechanisms and stress management, cultivating a supportive school climate that puts teachers' well-being first, and providing tools for work-life balance [14]. Investing in the

well-being of teachers has a substantial impact on learner outcomes in addition to being beneficial to their personal health and job happiness. Teachers are more likely to be motivated, engaged, and productive in their jobs when they receive the assistance and tools, they need to effectively manage their stress. To establish a supportive learning environment where learners can flourish intellectually, socially, and emotionally, a good and sound teacher workforce is essential [14]. Thus, it is essential to conduct a study to find ways to lessen the main pressures faced by teachers. Educational institutions may create an environment of support and durability by putting teachers' well-being first. This will eventually benefit both teachers and learners, paving the way for the success and development of future generations.

4.2.2. Overview of the Method

Secondary research, also known as desk research, is a low-cost method that analyses existing data sources instead of acquiring new information through firsthand observation or experience [49]. It involves establishing research objectives, which help focus efforts and ensure the collection of relevant data. The researcher selects reliable, reputable, and relevant data sources from various sources, such as books, academic journals, government papers, and industrial publications, after setting research objectives [24]. To provide a comprehensive overview of the research topic, the researcher gathers data from various sources, including articles, reports, statistics, case studies, and more. Mutual verification ensures data accuracy, consistency, and dependability by cross-referencing from multiple sources, reducing bias and inaccuracies, and strengthening the reliability of results [49, 24]. The final stage of desk research involves analysing the data to gain insights and conclusions, using methods like content analysis, theme analysis, or statistical analysis. Desk research is a systematic method for examining data sources to achieve research goals, utilising five sequential phases to gain valuable insights and inform decision-making processes. The researcher found this method relatively easy and cost effective. Figure 1, illustrates the desk research method: [49, 24]



Source: Adapted from [49]

Figure 1. Desk research method.

The research study identified primary stressors in teachers, including workload, insufficient administrative support, learner behavioural issues, and scheduling constraints. The desk method was done by making use of Google scholar. This method allowed the researcher to examine data trends to identify common stressors and pressures based on factors like school location, teaching experience, and demographics, identifying areas that may benefit most from interventions. Stakeholder collaboration is crucial for successful implementation of solutions to reduce identified stressors, such as workload management training, mental health resource accessibility, administrative re-organisation, and fostering a more pleasant school environment. The study suggests exploring potential causes of teacher stress and future effects of evaluation procedures, aiming to better direct future research and promote teacher well-being. The analysis of primary stressors of teachers can provide a comprehensive understanding of their implications for practice and research.

4.2.3. List of Primary Stressors Faced by Teachers and the Effects thereof

The literature analysis carried out as part of this desk research study made it clear that the study is about how teachers manage a variety of stressors. These main stressors are linked to specific outcomes despite the substantial challenges they face, and they are as follows: -

Integration of Technology: Teachers now face new obstacles because of the quick adoption of technology in the classroom. These challenges include adopting new tools, modifying their methods of teaching, and addressing concerns about online safety and digital equity [20, 5].

Balance between work and life: Teachers face increasing pressures, including long hours, weekends, and limited self-care, leading to burnout and mental health problems due to a need for a healthy work-life balance [20, 5, 31, 6].

Policy Modifications: Teachers may experience increased pressure to meet evolving expectations and criteria due to continuous changes in education policy, standards, and accountability measures [5, 48].

Expectations from Parents: Teachers may experience increased stress due to increased parental expectations and increased communication through technology in managing parent-teacher interactions and responding to parental concerns and requests [5].

Awareness of Mental Health: As awareness of mental health issues increases, teachers are expected to support learners' social-emotional health, address classroom mental health issues, and manage their own mental health needs [21].

Diversity and Inclusivity: Teachers face challenges in curriculum adaptation, cultural responsiveness, and creating inclusive learning environments for diverse learners, including those from diverse cultural, linguistic, and socioeconomic backgrounds [5, 6].

Safety Issues: Teachers face stress and anxiety due to con-

cerns about school safety, bullying, violence threats, and emergency readiness, despite their efforts to ensure their children's safety and wellbeing [31, 5, 6, 30].

Advancement of the Profession: Teachers face challenges in pursuing career growth, staying up to date with research, and fulfilling professional development needs due to conflicting time and resource demands [5, 6, 17, 57].

Teachers face increasing stressors like technology integration, work-life balance, and mental health awareness, necessitating proactive approaches, institutional support, and stakeholder collaboration to improve learners' performance.

5. Limitations

Desk research, a popular and useful research approach, relies on preexisting data sources for validity [49, 24]. The availability and quality of these sources are crucial for reproducibility. Desk research is organised and methodical, but its limitations include its reliance on preexisting data, which can become outdated or unreachable over time. Subjectivity in data selection in desk research leads to variability in findings due to different scholars' selection or interpretation of the same sources [49, 24]. Desk research data sources may undergo changes over time due to updates, revisions, or new releases, causing different outcomes when trying to replicate the original data sources [24]. Desk research may face restricted data access, such as locked databases or historical documents, which can hinder replication or require researcher membership [24]. Contextual factors like time, place, and socio-political climate can influence desk research findings. Non-replicability limits generalisability and robustness. Researchers should be open about the limitations of desk research and consider the consequences of its non-replicability when interpreting and applying results [49, 24]. Future researchers are encouraged to conduct similar studies on teacher stressors, despite the rapid changes in the education industry due to societal upheavals, curricular reforms, regulatory changes, and technology advancements.

6. Conclusion

The aim of the research was to identify primary stressors causing distress among teachers, aiding in the development of targeted interventions and support systems, and improving their overall well-being, as prolonged exposure can lead to burnout and job dissatisfaction. Addressing primary stressors in schools can improve educational quality by creating a conducive environment for teaching and learning, leading to improved teacher retention, job satisfaction, and overall learning outcomes. Teachers' professional development programs can enhance resilience and coping mechanisms by addressing stressors, providing focused training and support, benefiting both teachers and learners. Identifying stress sources among teachers is crucial for resolving systemic is-

sues and improving their wellbeing, which significantly impacts learner's achievement and educational outcomes.

Abbreviations

AI	Artificial Intelligence
CPD	Career Professional Development
COVID-19	Corona Virus Disease 2019
TP	Teaching Profession
TR	Teaching Role

Author Contributions

Yolande Jane van der Merwe: Data curation, Formal Analysis, Investigation, Methodology, Visualization, Writing – original draft

Kezell Klinck: Formal Analysis, Methodology, Project administration, Supervision, Validation, Writing – review & editing

Conflicts of Interest

The authors declare no conflicts of interest.

References

- [1] Agha, K. (2017). Work-life balance and job satisfaction: An empirical study focusing on higher education teachers in Oman. *International Journal of Social Science and Humanity*, 7(3), 164–171. <https://doi.org/10.18178/ijssh.2017.V7.813>
- [2] Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, burnout, anxiety and depression among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
- [3] Alam, A., & Ahmad, M. (2017). The impact of instructional leadership, professional communities and extra responsibilities for teachers on student achievement. *International Journal of Educational Management*, 31(3), 383–395. <https://doi.org/10.1108/IJEM-09-2015-0120>
- [4] Alonazi, S. M. (2017). The role of teachers in promoting learner autonomy in secondary schools in Saudi Arabia. *English Language Teaching*, 10(7), 183–202. <https://doi.org/10.5539/elt.v10n7p183>
- [5] Ariffin, T. F. T., Bush, T., & Nordin, H. (2018). Framing the roles and responsibilities of excellent teachers: Evidence from Malaysia. *Teaching and Teacher Education*, 73, 14–23. <https://doi.org/10.1016/j.tate.2018.03.011>
- [6] Asaloei, S. I., Wolomasi, A. K., & Werang, B. R. (2020). Work-related stress and performance among primary school teachers. *International Journal of Evaluation and Research in Education*, 9(2), 352–358. <https://doi.org/10.11591/ijere.v9i2.20492>
- [7] Aspelin, J. (2020). Teaching as a way of bonding: A contribution to the relational theory of teaching. *Educational Philosophy and Theory*, 53(6), 588–596. <https://doi.org/10.1080/00131857.2020.1737656>
- [8] Ayalon, A. (2023). Teachers as mentors: Models for promoting achievement with disadvantaged and underrepresented learners by creating community. Taylor & Francis.
- [9] Bakar, R. (2018). The influence of professional teachers on Padang vocational school learners' achievement. *Kasetsart Journal of Social Sciences*, 39(1), 67–72. <https://doi.org/10.1016/j.kjss.2017.12.017>
- [10] Baird, J. A., Andrich, D., Hopfenbeck, T. N., & Stobart, G. (2017). Assessment and learning: Fields apart? *Assessment in Education: Principles, Policy & Practice*, 24(3), 317–350. <https://doi.org/10.1080/0969594X.2017.1319337>
- [11] Bhamjee, A. (2021). *Personal stress management among principals in public and private primary schools* [Master's thesis, University of Johannesburg]. University of Johannesburg Institutional Repository.
- [12] Basu Thakur, C. (2021). Project based learning as a teaching and learning method for middle school ELLs.
- [13] Bergmark, U., & Westman, S. (2018). Student participation within teacher education: Emphasising democratic values, engagement and learning for a future profession. *Higher Education Research & Development*, 37(7), 1352–1365. <https://doi.org/10.1080/07294360.2018.1484703>
- [14] Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education*, 54(3), 356–369. <https://doi.org/10.1111/ejed.12345>
- [15] Calderhead, J. (2021). The contribution of research on teachers' thinking to the professional development of teachers. In *Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research (Vol. 220–11)*. Routledge.
- [16] Colborne, J. W. (2020). Perceived academic stress and coping strategies among first year psychology students at a tertiary institution [Doctoral dissertation].
- [17] Danijela, M. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 6(2), 33–45. <https://doi.org/10.5937/IJCRSEE1802033D>
- [18] Day, C. (2017). Teachers' worlds and work: Understanding complexity, building quality. Taylor & Francis.
- [19] Ertel, W. (2018). *Introduction to artificial intelligence*. Springer. <https://doi.org/10.1007/978-3-319-58487-0>
- [20] Estrada-Muñoz, C., Castillo, D., Vega-Muñoz, A., & Boada-Grau, J. (2020). Teacher technostress in the Chilean school system. *International Journal of Environmental Research and Public Health*, 17(15), 5280. <https://doi.org/10.3390/ijerph17155280>

- [21] Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with learners' mental health and wellbeing? *Journal of Affective Disorders*, 242, 180–187. <https://doi.org/10.1016/j.jad.2018.08.080>
- [22] Harmsen, R., Helms-Lorenz, M., Maulana, R., & Van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching*, 24(6), 626–643. <https://doi.org/10.1080/13540602.2018.1465404>
- [23] Haydon, T., Leko, M. M., & Stevens, D. (2018). Teacher stress: Sources, effects, and protective factors. *Journal of Special Education Leadership*, 31(2), 99–108.
- [24] Helms, C., Pölling, B., Curran, T., & Lorleberg, W. (2018). Desktop research: National literature reviews and analyses of educational resources.
- [25] Hoboubi, N., Choobineh, A., Ghanavati, F. K., Keshavarzi, S., & Hosseini, A. A. (2017). The impact of job stress and job satisfaction on workforce productivity in an Iranian petrochemical industry. *Safety and Health at Work*, 8(1), 67–71. <https://doi.org/10.1016/j.shaw.2016.07.002>
- [26] Holman, L. F., Nelson, J., & Watts, R. (2019). Organizational variables contributing to school counsellor burnout: An opportunity for leadership, advocacy, collaboration, and systemic change. *The Professional Counselor*, 9(2), 126–141. <https://doi.org/10.15241/lfh.9.2.126>
- [27] Kassymova, G. K., Tokar, O. V., Tashcheva, A. I., Slepukhina, G. V., Gridneva, S. V., Bazhenova, N. G., & Arpentieva, M. R. (2019). Impact of stress on creative human resources and psychological counselling in crises. *International Journal of Education and Information Technologies*, 13(1), 26–32.
- [28] Kaupa, S. (2020). The sources and impact of stress of teachers on the performance of learners: The viewpoint of the high school teachers in Khomas Region in Namibia. *Journal of International Business Research and Marketing*, 5(4), 12–16. <https://doi.org/10.18775/jibrm.1849-8558.2015.54.3002>
- [29] Lindqvist, H., Weurlander, M., Wernerson, A., & Thornberg, R. (2017). Resolving feelings of professional inadequacy: Student teachers' coping with distressful situations. *Teaching and Teacher Education*, 64, 270–279. <https://doi.org/10.1016/j.tate.2017.02.019>
- [30] Longobardi, C., Badenes-Ribera, L., Fabris, M. A., Martinez, A., & McMahon, S. D. (2019). Prevalence of student violence against teachers: A meta-analysis. *Psychology of Violence*, 9(6), 596–610. <https://doi.org/10.1037/vio0000218>
- [31] MacIntyre, P. D., Ross, J., Talbot, K., Mercer, S., Gregersen, T., & Banga, C. A. (2019). Stressors, personality and wellbeing among language teachers. *System*, 82, 26–38. <https://doi.org/10.1016/j.system.2019.03.002>
- [32] Mulhern, C. (2020). Beyond teachers: Estimating individual guidance counsellor's effects on educational attainment [Unpublished manuscript]. RAND Corporation.
- [33] Mogboh, V. E. (2017). The teaching profession: An interesting journey.
- [34] Özdilekler, M. A., Altınay, F., Altınay, Z., & Dağlı, G. (2018). An evaluation of class-teachers' roles in transferring values. *Quality & Quantity*, 52, 1043–1058. <https://doi.org/10.1007/s11135-017-0508-3>
- [35] Pedler, M., Hudson, S., & Yeigh, T. (2020). The teachers' role in student engagement: A review. *Australian Journal of Teacher Education*, 45(3), 48–62. <https://doi.org/10.14221/ajte.2020v45n3.4>
- [36] Postholm, M. B. (2018). Teachers' professional development in school: A review study. *Cogent Education*, 5(1), 1522781. <https://doi.org/10.1080/2331186X.2018.1522781>
- [37] Pugach, M. C. (2023). Because teaching matters: An introduction to the profession. John Wiley & Sons.
- [38] Roebben, B. (2017). Generating hope: The future of the teaching profession in a globalized world. *Religious Education*, 112(3), 199–206. <https://doi.org/10.1080/00344087.2017.1293770>
- [39] Rowan, L., Brownlee, J. L., & Ryan, M. (2019). Teaching teachers: What [should] teacher educators “know” and “do” and how and why it matters. *Asia-Pacific Journal of Teacher Education*, 47(3), 210–215. <https://doi.org/10.1080/1359866X.2019.1607019>
- [40] Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305. <https://doi.org/10.1016/j.tate.2021.103305>
- [41] Schonfeld, I. S., Bianchi, R., & Luehring-Jones, P. (2017). Consequences of job stress for the mental health of teachers. In T. M. McIntyre, S. E. McIntyre, & D. J. Francis (Eds.), *Educator stress: An occupational health perspective* (pp. 55–75). Springer. https://doi.org/10.1007/978-3-319-99817-9_4
- [42] Shanks, R. (2017). Mentoring beginning teachers: Professional learning for mentees and mentors. *International Journal of Mentoring and Coaching in Education*, 6(3), 158–163. <https://doi.org/10.1108/IJMCE-03-2017-0024>
- [43] Shaukat, S., & Chowdhury, R. (2020). Teacher educators' perceptions of professional standards: Implementation challenges in Pakistan. *Issues in Educational Research*, 30(3), 1084–1104.
- [44] Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education*, 20, 775–790. <https://doi.org/10.1007/s11218-017-9391-0>
- [45] Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). ASCD.
- [46] Takács, J. M., Tolner, N., & Pogácsnik, M. (2023). University teachers' perceptions of AI integration: Insights from a qualitative focus group study. *Opus et Educatio*, 10(3). <https://doi.org/10.3311/ope.207>
- [47] Troesch, L. M., & Bauer, C. E. (2017). Second career teachers: Job satisfaction, job stress, and the role of self-efficacy. *Teaching and Teacher Education*, 67, 389–398. <https://doi.org/10.1016/j.tate.2017.07.006>

- [48] Tsang, K. K., & Kwong, T. L. (2017). Teachers' emotions in the context of education reform: Labour process theory and social constructionism. *British Journal of Sociology of Education*, 38(6), 841–855.
<https://doi.org/10.1080/01425692.2016.1202741>
- [49] Turoń, K., & Kubik, A. (2021). Business innovations in the new mobility market during the COVID-19 with the possibility of open business model innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(3), 195.
<https://doi.org/10.3390/joitmc7030195>
- [50] Ugwoke, S. C., Eseadi, C., Onuigbo, L. N., Aye, E. N., Akaneme, I. N., Oboegbulem, A. I.,... & Eneh, A. (2018). A rational-emotive stress management intervention for reducing job burnout and dysfunctional distress among special education teachers: An effect study. *Medicine*, 97(17), e0475.
<https://doi.org/10.1097/MD.00000000000010475>
- [51] Van der Klink, M., Kools, Q., Avissar, G., White, S., & Sakata, T. (2017). Professional development of teacher educators: What do they do? Findings from an explorative international study. *Professional Development in Education*, 43(2), 163–178.
<https://doi.org/10.1080/19415257.2015.1114506>
- [52] Van Geel, M., Keuning, T., Frèrejean, J., Dolmans, D., van Merriënboer, J., & Visscher, A. J. (2019). Capturing the complexity of differentiated instruction. *School Effectiveness and School Improvement*, 30(1), 51–67.
<https://doi.org/10.1080/09243453.2018.1539013>
- [53] Volungis, A. M., & Goodman, K. (2017). School violence prevention: Teachers establishing relationships with learners using counselling strategies. *SAGE Open*, 7(1), 2158244017700460.
<https://doi.org/10.1177/2158244017700460>
- [54] Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. (2021). Classroom management scripts: A theoretical model contrasting expert and novice teachers' knowledge and awareness of classroom events. *Educational Psychology Review*, 33(1), 131–148. <https://doi.org/10.1007/s10648-020-09522-5>
- [55] Wong, V. W., Ruble, L. A., Yu, Y., & McGrew, J. H. (2017). Too stressed to teach? Teaching quality, student engagement, and IEP outcomes. *Exceptional Children*, 83(4), 412–427.
<https://doi.org/10.1177/0014402917690729>
- [56] Yang özi, O., & Ünalii, B. (2023). The main stressors of tertiary level EFL teachers teaching remotely amidst COVID-19. *Indexing/Abstracting*, 19(1), 205.
- [57] Zamir, S. (2018). A teaching career: Mobility and stagnation. *Athens Journal of Education*, 5(2), 145–160.
<https://doi.org/10.30958/aje.5-2-4>