



## Research Article

# Causes and Perceived Impacts of Occupational Stress among Female College Teachers in Faisalabad, Pakistan

Faiza Gull

Faculty of Social Sciences, University of Agriculture, Faisalabad, Pakistan.

\*Correspondence: [faizagull86@gmail.com](mailto:faizagull86@gmail.com)

### Article History

Received: July 28, 2025

Accepted: September 18, 2025

Published: October 12, 2025

### Abstract

The present study examined the perceived causes and impacts of stress among female college teachers in Faisalabad District, Punjab, Pakistan. The study focused on the top three private colleges in the district, namely Shiblee College, Punjab College, and Superior College, which together comprised a population of 180 female teachers. A sample of 123 respondents was selected through stratified proportionate sampling. Data were collected through a well-structured and pretested questionnaire and analyzed using the Statistical Package for Social Sciences (SPSS). The findings revealed that most respondents were young to middle-aged, unmarried, academically qualified up to M.Phil. level, and had less than ten years of teaching experience. Workload emerged as the leading cause of stress, followed by difficulty in balancing work and personal life, lack of institutional support, hefty goals and targets, and low income or salary. The results further showed that these same factors had the strongest perceived impact on teachers' mental well-being. Grading and assessment, administrative responsibilities, and job insecurity also contributed noticeably to stress, while student behavior, inflation, involvement in irrelevant duties, and research and publications were perceived as relatively less influential. The study concludes that stress among female college teachers is largely rooted in organizational, institutional, and workload-related conditions rather than individual or student-related factors alone. It is recommended that college administrations ensure fair workload distribution, strengthen institutional support, set realistic targets, improve salary structures, and promote work-life balance to reduce stress and enhance teachers' professional well-being.

**Keywords:** Food Teacher stress; college teachers; workload; work-life balance; institutional support; occupational stress; female teachers.



Copyright: © 2025 by the authors.  
Licensee Roots Press, Islamabad  
Pakistan.

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

### Introduction

Teaching is widely recognized as a demanding profession because it requires continuous intellectual, emotional, administrative, and interpersonal engagement. College teachers are expected not only to deliver lectures but also to prepare lessons, assess students' work, maintain academic records, participate in institutional activities, support students, and meet administrative and performance-related expectations. When these professional demands exceed teachers' available time, energy, resources, and institutional support, they may lead to occupational stress. Teacher stress has therefore become an important area of educational research, as it can affect teachers' mental health, job satisfaction, professional performance, and the overall quality of education.

Teacher stress may be understood as a negative emotional experience resulting from aspects of the teaching profession that are perceived as threatening or difficult to manage. Kyriacou (2001) described teacher stress as an important issue in educational settings and identified excessive demands, teacher–student interaction, school climate, and educational reforms as important areas requiring further research. Similarly, the Job Demands–Resources model explains that stress and burnout occur when job demands such as workload, time pressure, and emotional demands are high, while job resources such as support, recognition, autonomy, and fair rewards are insufficient (Demerouti et al., 2001). This model is particularly relevant to teachers because their work often involves multiple simultaneous demands, including instructional, assessment, administrative, and emotional responsibilities. Previous research has shown that workload, lack of support, time pressure, job insecurity, limited rewards, and poor institutional conditions are common sources of stress among teachers and academic staff. Gillespie et al. (2001), in their study of university staff, found that academic employees reported high levels of occupational stress and identified factors such as workload, inadequate resources, poor management practices, insufficient recognition, and job insecurity as important stressors. Similarly, Hakanen, Bakker, and Schaufeli (2006) found that job demands among teachers were associated with burnout and ill health, whereas job resources were related to work engagement and organizational commitment. These findings suggest that teacher stress is not simply an individual problem but is strongly linked with institutional and organizational conditions.

Workload is one of the most frequently reported causes of stress in teaching. Teachers are often required to manage large amounts of academic work, including teaching, lesson preparation, grading, assessment, student supervision, documentation, and institutional responsibilities. When workload becomes excessive, it may reduce teachers' ability to maintain balance between professional and personal life. Work–life imbalance can further increase emotional exhaustion, reduce motivation, and negatively affect teachers' mental well-being. Zhao et al. (2022) reported that teacher job stress is related to work–family conflict and burnout, supporting the view that stress in teaching extends beyond the workplace and affects personal life as well.

Institutional support also plays an important role in teachers' stress experiences. Support from administration, supervisors, colleagues, and institutional leadership may help teachers manage professional demands more effectively. In contrast, lack of support, limited recognition, unclear policies, and unfair workload distribution may intensify stress. Bakker et al. (2007) argued that job resources such as supervisor support, appreciation, and positive organizational climate can improve work engagement, especially when job demands are high. Likewise, Skaalvik and Skaalvik (2011) found that school context variables, including supervisory support, time pressure, emotional exhaustion, and sense of belonging, are related to teachers' job satisfaction and motivation to leave the profession.

Economic and employment-related factors may also contribute to teachers' stress. Low salary, limited rewards, and job insecurity can create dissatisfaction and psychological strain, particularly when teachers believe that their efforts are not fairly compensated. Kinman and Jones (2008) found that effort–reward imbalance and overcommitment predicted strain among academic employees, indicating that stress increases when professional effort is not matched by adequate rewards, recognition, or career security. In addition, Rana and Soodan

(2019), in a study of college teachers, reported that occupational and personal stress significantly affected burnout, job satisfaction, and health. These findings highlight the importance of examining stress among college teachers in relation to both institutional and personal outcomes.

Stress among teachers is a serious concern because it may affect not only teachers themselves but also students and institutions. Teachers experiencing high levels of stress may face reduced concentration, emotional exhaustion, low morale, decreased job satisfaction, and weakened professional commitment. Agyapong et al. (2022), in a scoping review, reported that stress, burnout, anxiety, and depression are important mental health concerns among teachers and are associated with demographic, organizational, and work-related factors. Therefore, identifying the major causes and perceived impacts of stress among college teachers is necessary for developing institutional policies and support systems that promote teacher well-being and improve educational effectiveness.

In this context, the present study was conducted to examine the perceived causes and impacts of stress among college teachers. The study focuses on key factors such as workload, work-life balance, institutional support, salary, goals and targets, grading and assessment, administrative responsibilities, job insecurity, student behavior, inflation, involvement in irrelevant duties, and research and publications. By identifying the most significant causes and impacts of stress, the study may provide useful insights for college administrations, policymakers, and educational leaders to design strategies that reduce teacher stress and promote a healthier academic environment.

## Methodology

The present study was conducted in Faisalabad District, widely recognised as the industrial hub of Punjab, Pakistan. Due to constraints in time and available resources, the study focused on the top three private colleges in the district based on enrollment and institutional reputation: Shiblee College (n = 39), Punjab College (n = 90), and Superior College (n = 51), comprising a total population of 180 female teachers.

A sample size of 123 respondents was determined using an online sample size calculator ([www.surveysystem.com](http://www.surveysystem.com)), with parameters set at a 95% confidence level and a 5% confidence interval. To ensure representativeness, a stratified proportionate sampling technique was employed, allocating the sample across the selected colleges as follows: Shiblee College (n = 26), Punjab College (n = 62), and Superior College (n = 35).

Data were collected through a well-structured and pretested questionnaire designed to gather relevant information on teacher stress and associated factors. The collected data were systematically coded and analyzed using the Statistical Package for Social Sciences (SPSS), facilitating both descriptive and inferential statistical analysis.

## Results

### Demographic characteristics

Age, education, class, family background, living status, parents' occupation, and all the other things related to that come under the umbrella of demographic characteristics. These demographic attributes impact an individual's life. Respondents were asked about

the different socioeconomic attributes prior to being asked about the study object. The data collected in this regard are given in Table 1.

Table 1. Demographic attributes of the respondents.

Demographic attributes	Frequency	Percentage
Age in years		
Less than 30 years	43	34.9
30-45 years	72	58.6
Above 45 years	8	6.5
Marital status		
Married	39	31.7
Unmarried	82	66.7
Separated/ Divorced/ widow	2	1.6
Qualification		
Bachelor	32	26.0
Master	40	32.6
M.Phil.	49	39.8
Ph.D.	2	1.6
Professional qualification		
PTC	1	0.8
B.Ed.	56	45.5
M.Ed.	19	15.5
Not applicable	47	38.2
Total	123	100
Teaching experience		
Less than 10 years	108	87.8
10 to 20 years	12	9.8
Above 20 years	3	2.4

Table 1 presents the demographic attributes of the respondents who participated in the study. A total of 123 college teachers were included in the sample. Regarding age, the majority of the respondents were between 30 and 45 years, representing 58.6% of the total sample, followed by those below 30 years of age, who constituted 34.9%. Only 6.5% of the respondents were above 45 years, indicating that most participants were relatively young to middle-aged teachers. In terms of marital status, most of the respondents were unmarried, accounting for 66.7%, while 31.7% were married. A very small proportion, 1.6%, reported being separated, divorced, or widowed. With respect to academic qualification, the largest group of respondents held an M.Phil. degree, comprising 39.8% of the sample, followed by those with a Master's degree at 32.6%. Respondents with a Bachelor's degree represented 26.0%, whereas only 1.6% had a Ph.D. qualification. In relation to professional qualification, 45.5% of the respondents had completed B.Ed., while 15.5% had M.Ed. Only 0.8% reported having PTC, and 38.2% indicated that professional qualification did not apply to them. Regarding teaching experience, a large

majority of the respondents, 87.8%, had less than 10 years of teaching experience. Meanwhile, 9.8% had between 10 and 20 years of experience, and only 2.4% had more than 20 years of teaching experience. Overall, the demographic profile shows that the respondents were mostly unmarried, relatively young or middle-aged, academically qualified up to M.Phil. level, and had less than 10 years of teaching experience.

Table 2. Perceived causes of stress among teachers.

Causes of stress among teachers	Mean	Std. Deviation
Workload	4.79	0.102
Balancing work and personal life	4.43	0.97
Lack of institutional support	4.38	0.76
Hefty goals and targets	4.24	0.98
Low income/salary	4.10	0.46
Grading and assessment	3.98	0.80
Job insecurity	3.78	0.76
Administrative responsibilities	3.31	0.34
Involvement in irrelevant duties	3.01	0.87
Pressure to meet targets	2.99	0.65
Inflation	2.76	0.61
Student behavior	2.62	0.45
Research and publications	1.39	0.21

Scale 1= Strongly disagree 2= Disagree 3= Undecided 4= Agree 5=Strongly Agree

### Causes of stress among teachers

Table 2 shows the perceived causes of stress among college teachers. The findings indicate that workload was the most significant cause of stress, with the highest mean score of 4.79 and a very low standard deviation of 0.102, suggesting strong agreement among respondents that excessive workload contributes greatly to stress. Similarly, teachers agreed that balancing work and personal life was another major source of stress, as reflected by a mean score of 4.43. Lack of institutional support also emerged as an important stress factor, with a mean score of 4.38, indicating that inadequate support from the institution may increase pressure on teachers. In addition, hefty goals and targets scored a mean of 4.24, while low income or salary obtained a mean score of 4.10, showing that respondents generally agreed that demanding targets and financial concerns are important contributors to stress. Grading and assessment also appeared to be a moderate to high cause of stress, with a mean score of 3.98, which is close to the agreement level. Furthermore, job insecurity had a mean score of 3.78, indicating that uncertainty about employment also contributes to teachers' stress. Administrative responsibilities received a mean score of 3.31, while involvement in irrelevant duties scored 3.01, suggesting that respondents were relatively uncertain or moderately concerned about these factors. Similarly, pressure to meet targets had a mean score of 2.99, which falls near the undecided level. Other factors, such as inflation **and** student behaviour, received lower mean scores of 2.76 and 2.62, respectively, showing that these

were perceived as less influential causes of stress compared with workload, institutional support, and work-life balance. The lowest mean score was observed for research and publications at 1.39, indicating that respondents generally disagreed that research and publication requirements were a major cause of stress. Overall, the results suggest that the major perceived causes of stress among college teachers were excessive workload, difficulty in maintaining work-life balance, lack of institutional support, high targets, and low salary.

Table 3. Perceived impact of stress on teachers.

<b>Stress impact on mentally</b>	<b>Mean</b>	<b>Std. Deviation</b>
Workload	4.70	0.54
Balancing work and personal life	4.54	0.98
Hefty goals and targets	4.54	0.77
Low income/salary	4.38	0.56
Lack of institutional support	4.06	0.87
Grading and assessment	3.88	0.76
Administrative responsibilities	3.71	0.56
Job insecurity	3.65	0.78
Pressure to meet targets	3.19	0.44
Inflation	3.12	0.56
Student behavior	2.92	0.87
Involvement in irrelevant duties	2.61	0.32
Research and publications	1.22	0.18

Scale 1= Very Low 2= Low 3= Medium 4= High 5= Very High

### **Perceived impacts of stress**

Table 3 presents the perceived impact of stress on teachers. The results show that workload had the highest perceived impact on teachers' mental well-being, with a mean score of 4.70 and a standard deviation of 0.54, indicating that respondents rated its impact as very high. Similarly, balancing work and personal life and hefty goals and targets both obtained mean scores of 4.54, suggesting that these factors also had a very high impact on teachers' stress levels. Low income or salary was another major stress impact factor, with a mean score of 4.38, showing that financial concerns strongly affected teachers. In addition, the lack of institutional support received a mean score of 4.06, indicating a high perceived impact on teachers' mental condition. The findings further reveal that grading and assessment had a relatively high impact, with a mean score of 3.88, followed by administrative responsibilities with a mean of 3.71 and job insecurity with a mean of 3.65. These results suggest that academic duties, administrative workload, and employment uncertainty also contributed noticeably to teachers' stress. Factors such as pressure to meet targets and inflation showed a medium level of impact, with mean scores of 3.19 and 3.12, respectively. Student behaviour had a slightly lower mean score of 2.92, indicating a moderate to low impact. Meanwhile, involvement in irrelevant duties scored 2.61, showing a low to moderate perceived impact.

The lowest mean score was observed for research and publications, with a mean of 1.22, indicating that teachers perceived this factor as having a very low impact on their stress. Overall, the findings indicate that the most serious impacts of stress on teachers were associated with workload, difficulty in maintaining work-life balance, demanding goals and targets, low salary, and lack of institutional support. These results suggest that institutional and workload-related pressures have a stronger effect on teachers' mental well-being than factors such as student behavior, irrelevant duties, and research publication requirements.

### Discussion

The findings of the present study show that stress among college teachers is mainly associated with workload-related, institutional, economic, and work-life balance factors. Among the perceived causes of stress, workload received the highest mean score of 4.79, indicating strong agreement among respondents that excessive workload is the most important source of stress. This finding is further supported by the perceived impact results, where workload also recorded the highest mean score of 4.70, showing a very high impact on teachers' mental well-being. This pattern suggests that workload is not only the leading cause of stress but also the most serious factor affecting teachers psychologically. The result is consistent with the Job Demands-Resources model, which explains that high job demands, such as excessive workload, time pressure, and continuous effort, are strongly associated with exhaustion when adequate resources are not available (Demerouti et al., 2001). Similarly, Agyapong et al. (2022) reported that teacher workload is one of the most common sources of stress among teachers.

The second major cause of stress was balancing work and personal life, with a mean score of 4.43, while its perceived impact was also very high, with a mean score of 4.54. This indicates that teachers experience considerable difficulty in managing professional responsibilities alongside family and personal roles. Teaching responsibilities often extend beyond classroom hours through lesson planning, grading, student guidance, institutional duties, and administrative tasks. When these duties interfere with personal and family life, teachers may experience emotional strain and reduced well-being. This finding is supported by Zhao et al. (2022), who found that teacher job stress significantly predicts work-family conflict and burnout. Therefore, the present study confirms that work-life imbalance is both an important cause and a major impact of stress among college teachers.

Lack of institutional support was also identified as a major cause of stress, with a mean score of 4.38, and it showed a high perceived impact, with a mean score of 4.06. This suggests that teachers feel more stressed when institutions do not provide sufficient administrative support, guidance, teaching resources, recognition, or fair workload distribution. Institutional support is important because it helps teachers cope with professional demands and reduces the negative effects of stress. Bakker et al. (2007) found that job resources, including support and appreciation, can buffer the negative effects of job demands and improve teachers' work engagement. Similarly, Gillespie et al. (2001) identified poor management practices, insufficient resources, job insecurity, and

insufficient recognition and reward as major sources of occupational stress among university staff.

The results also show that hefty goals and targets were perceived as a significant cause of stress, with a mean score of 4.24, and their perceived impact was very high, with a mean score of 4.54. This indicates that demanding targets, performance expectations, and institutional pressure may create psychological strain among teachers. When targets are perceived as excessive, unrealistic, or difficult to achieve within available time and resources, they may lead to anxiety, fatigue, and emotional exhaustion. Kyriacou (2001) explained that teacher stress is often triggered by excessive demands and pressures that exceed teachers' ability to cope effectively. The present findings therefore, support previous literature by showing that high institutional expectations and demanding goals are important contributors to stress among college teachers.

Low income or salary was another important cause of stress, with a mean score of 4.10, and it had a high perceived impact, with a mean score of 4.38. This finding suggests that financial dissatisfaction contributes substantially to teachers' stress. When teachers perceive that their salary does not match their workload, qualifications, professional responsibilities, or cost of living, stress may increase. This result can be explained through the effort–reward imbalance perspective, which suggests that stress occurs when high effort is not balanced by appropriate rewards such as salary, recognition, promotion, or job security. Kinman and Jones (2008) found that effort–reward imbalance and overcommitment predicted strain among academic employees in the United Kingdom. Thus, the present study indicates that inadequate financial reward is an important stress-related concern among college teachers.

The findings further reveal that grading and assessment had a relatively high perceived impact, with a mean score of 3.88, and was also rated as an important cause of stress, with a mean score of 3.98. This shows that assessment-related tasks such as checking papers, preparing results, maintaining records, and ensuring fairness in evaluation contribute noticeably to teachers' stress. Similarly, administrative responsibilities had a mean score of 3.31 as a cause and 3.71 as an impact, suggesting that administrative work may not be perceived as the strongest direct cause of stress, but it still affects teachers' mental well-being by adding to their overall workload. Collie and Mansfield (2022) noted that workload stress includes lesson preparation, instruction, and marking work, while expectation stress is linked with high or unrealistic demands placed on teachers. This supports the present finding that academic and administrative duties increase the overall pressure experienced by teachers.

Job insecurity was also found to be a relevant stress factor, with a mean score of 3.78 as a cause and 3.65 as an impact. This indicates that uncertainty about employment stability, promotion, contract renewal, or career progression contributes to teachers' stress. The result is consistent with Gillespie et al. (2001), who identified job insecurity as one of the major sources of occupational stress among university staff. In the present study, job insecurity may have contributed to anxiety and reduced psychological comfort, particularly among teachers with limited experience or uncertain employment conditions.

Some factors were perceived as moderate or low contributors to stress. Pressure to meet targets had a mean score of 2.99 as a cause and 3.19 as an impact, while inflation had a mean score of 2.76 as a cause and 3.12 as an impact. These findings indicate a medium level of concern. Although these factors were not ranked among the strongest stressors, they still appear to influence teachers' mental well-being to some extent. Student behavior was rated lower, with a mean score of 2.62 as a cause and 2.92 as an impact. This suggests that, in the present study, teachers perceived stress more strongly from workload, institutional expectations, salary, and support-related issues than from student behavior. This finding is somewhat different from some teacher-stress studies in school settings, where student behavior is often considered a major stressor. However, Collie and Mansfield (2022) also noted that workload, student behavior, and expectation stress may operate differently across teacher groups and institutional contexts.

The lowest mean score was observed for research and publications, both as a cause of stress, 1.39, and as an impact, 1.22. This indicates that teachers in the present study did not perceive research and publication requirements as a major source of stress. This may be because the respondents were more strongly affected by immediate teaching responsibilities, grading, workload, salary, administrative duties, and institutional support than by research productivity expectations. In college contexts where teaching is the primary responsibility, research demands may be less central than instructional and administrative pressures.

Overall, the findings indicate a clear relationship between the perceived causes of stress and their impacts on teachers. The factors rated highest as causes—workload, work–life imbalance, lack of institutional support, hefty goals and targets, and low salary—were also rated as having the strongest impact on teachers' mental well-being. These results suggest that stress among college teachers is largely rooted in organizational and structural conditions rather than individual weakness or student-related problems alone. This interpretation is supported by Hakanen et al. (2006), who found that job demands are linked with burnout and ill health among teachers, while job resources are associated with engagement and organizational commitment. Similarly, Rana and Soodan (2019) found that occupational and personal stress significantly affect burnout, job satisfaction, and health among college teachers. Therefore, reducing teachers' stress requires institutional interventions such as fair workload distribution, realistic targets, stronger administrative support, better compensation, and policies that promote work–life balance.

### Conclusion

The present study concluded that stress among college teachers is mainly influenced by workload-related, institutional, economic, and work–life balance factors. The findings showed that workload was the most prominent cause of stress and also had the highest perceived impact on teachers' mental well-being. Similarly, difficulty in balancing work and personal life, lack of institutional support, hefty goals and targets, and low income or salary were identified as major contributors to stress. These factors indicate that teachers' stress is largely linked with organisational and structural conditions rather than individual limitations alone.

The study further revealed that grading and assessment, administrative responsibilities, and job insecurity also contributed noticeably to teachers' stress. Although factors such as pressure to meet targets, inflation, student behavior, and involvement in irrelevant duties showed moderate to low levels of impact, they still added to the overall stress experienced by teachers. Research and publications were perceived as the least stressful factor, suggesting that the respondents were more affected by teaching workload, institutional demands, salary concerns, and administrative responsibilities than by research-related expectations. Overall, the findings suggest that stress among college teachers can negatively affect their mental well-being, professional satisfaction, and teaching effectiveness if not properly addressed.

On the basis of the findings, it is recommended that college administrations should ensure fair and balanced workload distribution among teachers. Excessive teaching hours, assessment duties, and administrative responsibilities should be reduced or managed through proper planning. Institutions should also provide stronger administrative and professional support to teachers, including guidance, teaching resources, recognition, and cooperation from management.

It is further recommended that colleges should promote a healthy work–life balance by avoiding unnecessary after-hours duties and by allowing teachers sufficient time for personal and family responsibilities. Institutions should set realistic academic goals and targets so that teachers do not experience unnecessary pressure. Salary packages, incentives, and promotion opportunities should also be reviewed to reduce financial dissatisfaction and improve motivation.

### References

- 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. doi:10.3390/ijerph191710706
- 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. doi:10.3390/ijerph191710706
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, 99(2), 274–284. doi:10.1037/0022-0663.99.2.274
- Collie, R. J., & Mansfield, C. F. (2022). Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes. *Teaching and Teacher Education*, 116, 103759. doi:10.1016/j.tate.2022.103759
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The Job Demands–Resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. doi:10.1037/0021-9010.86.3.499
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The Job Demands–Resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. doi:10.1037/0021-9010.86.3.499

- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J., & Stough, C. (2001). Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work & Stress, 15*(1), 53–72. doi:10.1080/026783701117944
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*(6), 495–513. doi:10.1016/j.jsp.2005.11.001
- Kinman, G., & Jones, F. (2008). Effort–reward imbalance and overcommitment: Predicting strain in academic employees in the United Kingdom. *International Journal of Stress Management, 15*(4), 381–395. doi:10.1037/a0013213
- Kinman, G., & Jones, F. (2008). Effort–reward imbalance and overcommitment: Predicting strain in academic employees in the United Kingdom. *International Journal of Stress Management, 15*(4), 381–395. doi:10.1037/a0013213
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*(1), 27–35. doi:10.1080/00131910120033628
- Rana, A., & Soodan, V. (2019). Effect of occupational and personal stress on job satisfaction, burnout, and health: A cross-sectional analysis of college teachers in Punjab, India. *Indian Journal of Occupational and Environmental Medicine, 23*(3), 133–140. doi:10.4103/ijoem.IJOEM\_216\_19
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education, 27*(6), 1029–1038. doi:10.1016/j.tate.2011.04.001
- Zhao, W., Liao, X., Li, Q., Jiang, W., & Ding, W. (2022). The relationship between teacher job stress and burnout: A moderated mediation model. *Frontiers in Psychology, 12*, 784243. doi:10.3389/fpsyg.2021.784243