

# Association of Stress on Wellbeing among Teacher: A Systematic Literature Review

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## Abstract

Teacher well-being is a crucial issue for schools and society. It is seen as associate to teaching effectiveness, student outcomes, and educational governance. Teacher well-being is also associated with other psychological constructs, including negatively with teacher stress. Bad sentiments that a teacher experiences because of some aspects of their job are characterised as teacher stress. Many things can cause it, including when teachers fall short of expectations. To put it another way, for the process of work-related stress to start, employees must evaluate their situations and the demands of their surroundings as stressors and think that they lack the resources to deal with them, which causes behaviours that have a strong influence on their wellbeing. Thus, the goal of this article is to conduct a systematic literature review of the association of stress on well-being. 21 papers were chosen after a search was performed in the Web of Science and Scopus databases. The findings indicated a negative significant association of stress on well-being, including both direct and indirect associations. The finding contributes to the few earlier studies on these collaborative associations.

**Keywords:** Stress, Wellbeing, Teacher, Education, Systematic Literature Review

## Introduction

Stress appears in daily life as a factor that may endanger people's mental and physical health (Norful et al., 2021). According to psychology research on the subject, stress is a psychological response to environmental factors that can result in bodily arousal and dangers to one's wellness (Macintyre et al., 2020). A key issue for educators is teacher stress, with close to 30% of instructors experiencing clinically significant levels of stress (von der Embse et al., 2019). According to Cross et al (2020), teacher stress is characterized as bad feelings that a teacher encounters due to some part of their work. It can happen for several reasons, including when teachers fail to live up to expectations. Research has frequently shown that teacher stress harms instructional strategies (Bottiani et al., 2019). The subject's assessment of the expectations in the workplace and their ability to manage them affects how stressed out they or feel at work. In other words, for the process of work-related stress to begin, employees must assess their circumstances and the demands of their surroundings as stressors and perceive that they lack the tools to deal with them, leading to reactions that harm their well-being (Syrek et al., 2022). According to Harding et al (2019), a dual-component model of mental health, the concept of teacher well-being encompasses both protective and protective

characteristics, such as teaching efficacy and connection to the school environment, and negative factors like stress (Mankin, et al., 2018). It is possible to define work-related well-being as a variety of experiences, such as optimistic affective states (such as enthusiasm), low levels of pessimistic affective states (such as anxiety), good psychosomatic health, and optimistic cognitive states (such as aspirations and assessments of job satisfaction) (Ray, 2021). Personal resources like self-esteem and emotional stability tend to interact with stress factors from the workplace to affect changes in well-being indicators.

When stress at work is experienced, it consistently has a detrimental impact on employees' performance (Trumello et al., 2020), as shown by various psychological and physiological well-being measures. However, some people respond differently when confronted with pressures. Although many studies, including Macintyre et al (2020); Jerrim & Sims (2021); Kupers et al (2022); Von der Embse & Mankin (2020); Wong (2021); Alqarani et al (2023), conclude that stress and well-being at work are negatively correlated, there has been an increasing number of studies that attempt to explain why stressors may (Billet et al., 2023; Padmanabhanunni et al., 2023; Chan et al., 2023; Savage & Woloshyn, 2022). The systematic review discussed in this article aimed to investigate and comprehend the connection between work stress and well-being. The study generates inputs to support recommendations for enhancing well-being at work and lowering stress in organizations, as well as an overall picture of state of the art in this field of research and a critical review of the results collected.

### **Methodology**

Through a systematic review, literature reviews may be quantitative and qualitative (Suarez et al., 2017). This article offers a systematic review of the literature to strengthen past well-being research that used systematic literature reviews, such as Macintyre et al (2020); Jerrim & Sims (2021); Kupers et al (2022); Von der Embse & Mankin (2020); Wong (2020); Alqarani (2021); Jogi et al (2023); Arbia et al (2023); Katsantonis (2020); Zewude & Hercz (2021); Zewude et al (2022); Nazari & Oghyanous (2021); Nong et al (2022); Liang et al (2022); Cho et al (2021); Jian et al (2022); Liao et al (2023); Billet et al (2023); Padmanabhanunni et al (2023); Chan et al (2023); Savage & Woloshyn (2022) by analysing the associations between stress and well-being based on 21 studies (Table 2). The steps recommended by Sanchez-Meca (2010) and used by Suarez et al., as the basis for this systematic review of the literature (2017). The suggested procedures are as follows: (a) formulating the research questions; (b) creating the inclusion and exclusion standards for publications; (c) conducting the search; and (d) analysing the search results.

#### ***(a) Formulating the Question***

The concepts and questions that a thorough literature review might be able to answer are presented in this section.

- a) Which are the characteristics of the articles analysed (type of studies, technique analysis used, and countries)?
- b) Does stress have a negative association with teacher well-being?

#### ***(b) Criteria for inclusion and exclusion of articles***

The research topic should serve as the foundation for the selection criteria, suggest (Kitchenham and Charters, 2007). Okoli (2015) advised researchers to pick the periods they can review because it is difficult for academics to review the currently available published works. According to Higgins and Green (2011), timeline publication limits should only be used

when it is known that pertinent studies could only have been reported during a specific period. The number of research linking stress to well-being has increased from 2020 to 2023, according to the findings of the search conducted on the selected database. Additionally, only research with genuine data is published in journals. To minimize understanding, the review only includes materials written in English. To search, the article inclusion and exclusion criteria are established at this stage (Siva et al., 2016):

- i. Temporal scope: articles have been included from the year 2020 to 2023.
- ii. Quality of Research: articles were selected if published in journals included in Web of Sciences and Scopus
- iii. Area of knowledge: the knowledge areas are stress and well-being.
- iv. Language of publication: the articles analysed are published in English.
- v. Keywords: the keywords were “*stress*”, “*well-being*”, “*teacher*” and “*education*”.
- vi. All non-peer-reviewed articles, and books and conference papers, were excluded.

**(c) Conducting the Research**

At this step, search, and selection the papers were chosen based on the inclusion and exclusion criteria and the research questions:

- i. Databases: Regarding coverage and content quality, the most relevant databases were utilised (Siva et al., 2016): Web of Science and Scopus.
- ii. Database search strategy: a combination of keywords was performed, by title, between stress and well-being.

**(d) Analyzing the Result**

First, Scopus and Web of Sciences were searched as databases. In 4054 publications, the association between stress and teachers' well-being was discovered. As a result, the database's sorting function was used to choose the selection criteria for all 846 articles automatically. 825 articles were eliminated because they did not adhere to the criteria for inclusion. The remaining 21 publications focused on the association between stress and teacher well-being (Table 1).

**Research Objective 1 - Characteristics of Articles**

**(a) Type of Study**

Based on this study's review of stress and well-being among teachers (Figure 1), it can be shown that most research methodologies are quantitative (86 per cent), followed by mix-method studies (9 per cent), and there is only one qualitative study (5 per cent).

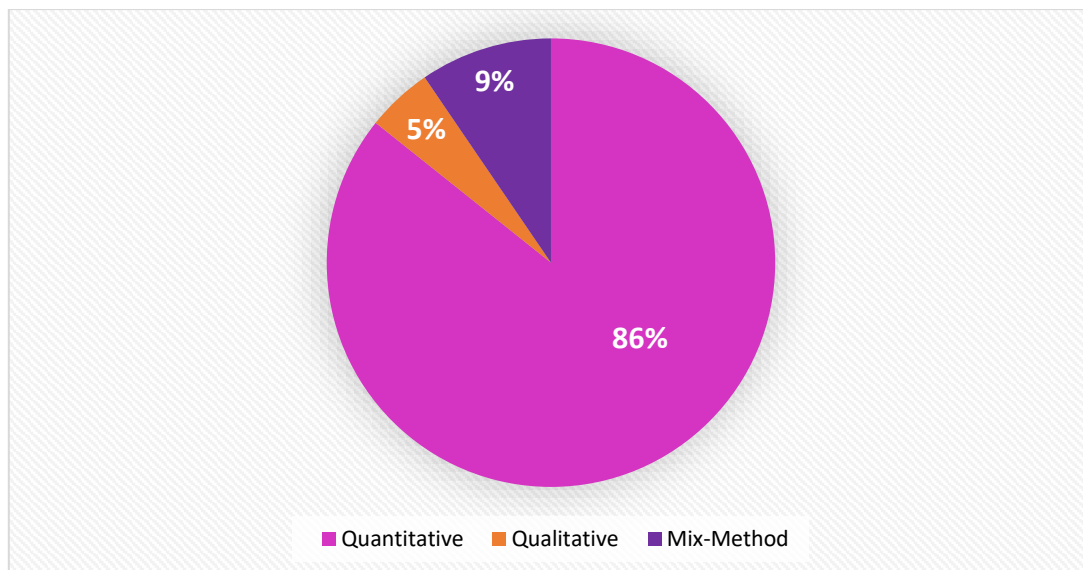


Figure 1 Research approaches

**(b) Technique analysis used**

The 18 quantitative investigations included 7 structural equation models, 4 Pearson correlations, 2 multiple regressions, ANOVAs, cluster analyses, and 1 Spearman-rank study (Figure 2). Only one qualitative study employed a thematic analysis to code a topic using information from interviews and triangulation.

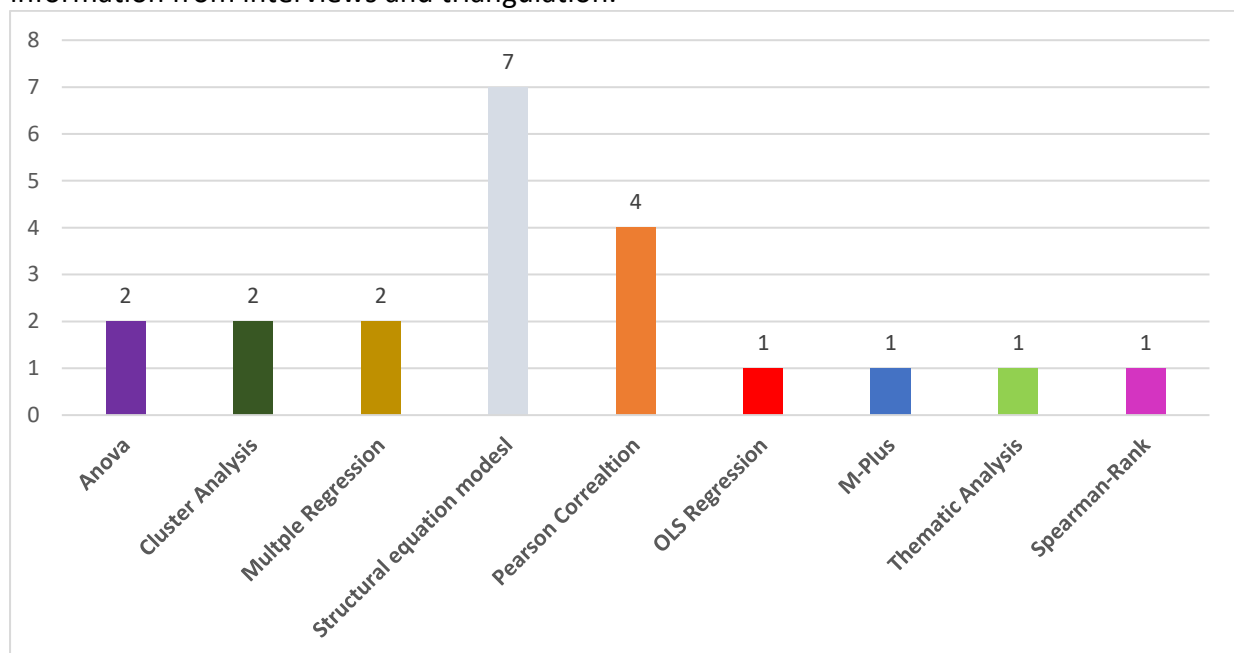


Figure 2 Techniques Analysis

**(c) Countries**

Regarding research on stress and teacher well-being, China has the most studies (four), followed by the world (three), and Finland (two) in third place. Finally, the countries in fourth position are South Africa (1), Australia (1), South Korea (1), the Netherlands (1), the United States (1), Hong Kong (1), Saudi Arabia (1), Italy (1), Hungary (1), Ethiopia (1), Iran (1), and Canada (1).

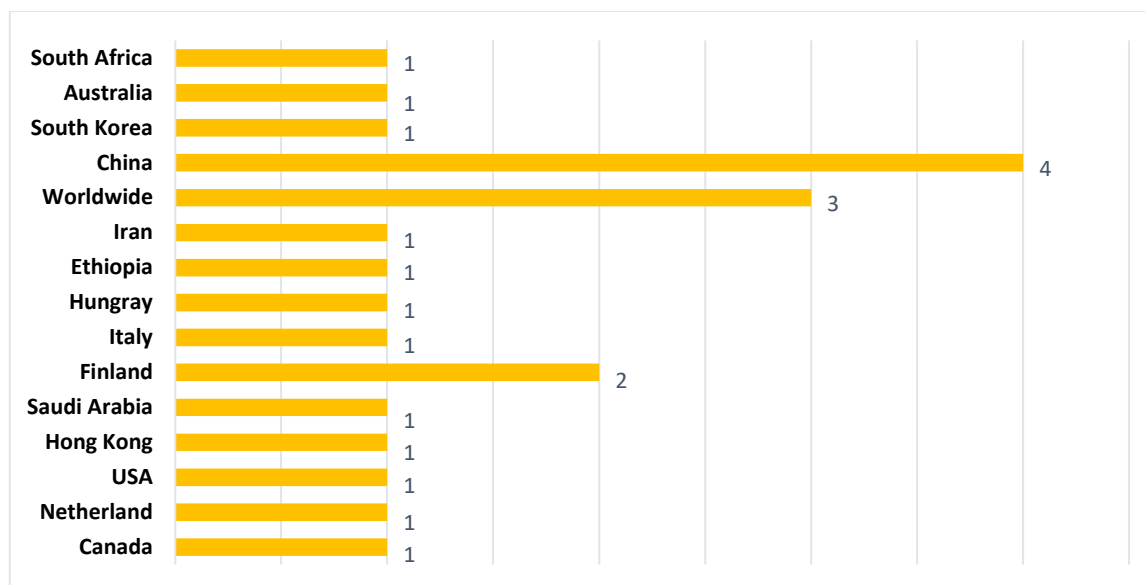


Figure 3 Countries

### Research Objective 2 – Association Stress and Well-Being

The review (Table 1) indicates that twenty-one studies show an association between stress and well-being among teachers. A few studies (three) point out that there is no association between stress and well-being Jogi et al (2023), but self-efficacy and burnout Jogi et al (2023), psychological capital Zewude & Hercz (2021), resilience (Zewude et al., 2022; Cho et al., 2021; Padmanabhanunni, Pretorius & Khamisa (2023), emotional and cognitive engagement Nong et al., 2022; Jian et al (2022) are the factors that associated with the well-being. Besides, seven studies shows that there is a negative association between stress and well-being among teacher such as (Macintyre et al., 2020; Jerrim & Sims, 2021; Alqarani, 2021; Zewude et al., 2022; Nong et al., 2022; Liang et al., 2022; Liao et al., 2023). According to a study by Kupers et al., (2022), teachers report increased stress due to work pressure and exhaustion. Longer work hours, demands from the job, a lack of control over the task Wong (2020), a lack of emotional support, and poor instructional support are additional variables that contribute to teacher stress (Chan et al., 2023). Von der Embse and Mankin (2020) estimate that there has been a 20% increase in teacher stress. According to a study by Billet et al (2023), 77.30 per cent of teachers reported high levels of stress and low levels of good emotions at work, such as positivity, joy, and contentment, which harmed their health. A study by Savage and Woloshyn (202) ed that female teacher reported significantly higher perceived stress than their male teachers. Meanwhile a study by Wong (2020), found male teachers had a higher level of stress rather than female teacher. Additionally, a study by Nazari and Alizadeh Oghyanous (2021) indicated that compared to more experienced teachers, novice teachers have a stronger link between stress and well-being. Additionally, the age and gender of the teacher had an impact on their degree of stress (Jian et al., 2022). Alqarani (2021) also indicated that low stress levels and good physical health were predictive of a prominent level of well-being.

Table 1  
*Studies included in Systematic Literature Review*

| Authors                              | Research Design             | Country of Sample | Sample Size           | Tools                      | Findings  |
|--------------------------------------|-----------------------------|-------------------|-----------------------|----------------------------|---|
| Macintyre, Gregersen & Mercer (2020) | Quantitative                | Worldwide         | 600                   | ANOVA (SPSS)               | Correlations show that positive psychological outcomes (wellbeing, health, happiness, resilience, and growth during trauma) correlated positively with approach coping and negatively with avoidant coping. Avoidant coping, however consistently, correlated only with the negative outcomes (stress, anxiety, anger, sadness and loneliness)  |
| Jerrim & Sims (2021)                 | Quantitative                | Worldwide         | 11123                 | OLS Regression             | Longer working hours are associated with higher levels of workload stress. The time that teachers spend upon marking is found to be particularly detrimental to their wellbeing.  |
| Kupers et al. (2022)                 | Mix-Method                  | Netherland        | 307 data, 3 interview | Cluster Analysis (SPSS)    | Work pressure and fatigue build up over time and it is possible that teachers experienced more stress.  |
| Von der Embse & Mankin (2020)        | Quantitative                | USA               | 158                   | Spearman-Rank (SPSS)       | Teacher stress increased by nearly 20%.   |
| Wong (2020)                          | Quantitative                | Hong Kong         | 358                   | ANOVA (SPSS)               | Results showed that schoolteachers faced moderate level of job-related stress. The main stressors were 'demands from job', 'work-life balanced' and 'control over work'. It was also found that male teachers had higher level of stress in general. 'Psychological work environment', 'health & well-being', and 'relations at work' were found to have significant difference between male and female teachers. |
| Alqarani, (2021)                     | Quantitative                | Saudi Arabia      | 53                    | Multiple Regression (SPSS) | The quantitative findings demonstrated a significant negative relationship between well-being and levels of stress. The findings also showed a significant positive relationship between the EFL teachers' well-being were predicted by low levels of stress and good physical health.  |
| Jogi et al.(2023)                    | Longitudinal - quantitative | Finland           | 45                    | M-Plus                     | No relationships were evident between teachers' physiological stress and positive affect or between daily changes of stress and affect. Self-efficacy beliefs were related to lower stress and higher affect in the middle of the school day. Having sufficient school resources were related to higher positive affect. Teachers' burnout symptoms were associated with lower positive affect.                   |
| Arbia et al.(2023)                   | Qualitative                 | Italy             | 20 interviews         | Atlas-ti                   | The results show the effects of the gradual impoverishment of the recognition for the role the teacher, highlighting the difficulty for teachers in renegotiating more flexible workload assessments and reinforcing psycho-emotional skills for developing a teaching methodology that is attentive to the psycho-emotional needs of their pupils.   |
| Katsantonis (2020)                   | Quantitative                | Worldwide         | 51,782                | SEM (AMOS)                 | The East-Asian were displaying within cluster heterogeneity with large latent differences in workload stress.   |

| Authors                            | Research Design | Country of Sample | Sample Size            | Tools                      | Findings   |
|------------------------------------|-----------------|-------------------|------------------------|----------------------------|--|
| Zewude & Hercz (2021)              | Quantitative    | Hungary           | 836                    | SEM (AMOS)                 | PsyCap was related positively to TWB (total and dimensions), CWS, coping through withdrawal, and negative coping with acceptance and change. The indirect effect of PsyCap on TWB through coping with stress was fully mediated. PsyCap also positively and directly affected TWB and CWS. Coping through acceptance and change were fully mediated by PsyCap and TWB dimensions, while coping through withdrawal was not. PsyCap directly and positively affected coping with stress (acceptance and change) and negatively affected coping through withdrawal. |
| Zewude et al. (2022)               | Quantitative    | Ethiopia          | 836                    | SEM (AMOS)                 | Stress negatively predicted SOC, resilience, and TWB and that SOC and resilience positively predicted TWB. It was concluded that SOC and resilience, both together and separately, mediated the relation between COVID-19 stress and TWB.  |
| Nazari & Alizadeh Oghyanous (2021) | Mix-Method      | Iran              | 325 data, 20 interview | Pearson Correlation (SPSS) | The novice and experienced teachers' occupational stress/turnover intentions and grit/psychological well-being were significantly correlates. The results also revealed that the strength of relationship between occupational stress/turnover intentions and grit/psychological well-being is significantly higher for novice teachers than the experienced teachers.   |
| Nong et al. (2022)                 | Quantitative    | China             | 500                    | SEM (AMOS)                 | The results of the study showed that (a) behavioral engagement was not related either the job stress or sustainable well-being of preschool teachers; (b) emotional and cognitive engagement were negatively related to job stress but positively related to the sustainable well-being of preschool teachers; and; (c) job stress was negatively related to the sustainable well-being of preschool teachers.   |
| Liang et al. (2022)                | Quantitative    | China             | 24276                  | Pearson Correlation (SPSS) | Job related stress negatively predicted township teachers' professional well-being, with teachers' professional identity playing a mediating role.   |
| Cho et al.(2021)                   | Quantitative    | South Korea       | 854                    | SEM (AMOS)                 | High psychological well-being of teachers in COVID-19 pandemic was expected by a low SAVE-9 score, a high level of sel-efficacy, and high BRS score. Moreover, teachers' resilience mediated the effects of stress and anxiety from the COVID-19 pandemic on their subjective well-being or depression.  |
| Jian, Wijaya & Yu (2022)           | Quantitative    | China             | 207                    | PLS SEM                    | The results showed that behavioral and cognitive engagements significantly affect teachers' well-being, while the affective engagement was insignificant. The TPMK was the strongest significant predictor that had a positive impact on improving well-being and reducing stress levels. In addition, the stress level of mathematics teachers was influenced by gender and age.  |

| Authors                                      | Research Design | Country of Sample | Sample Size | Tools                      | Findings   |
|--|-----------------|-------------------|-------------|----------------------------|--|
| Liao, Wang & Wang (2023)                     | Quantitative    | China             | 562         | Pearson Correlation (SPSS) | Work stress negatively predicted teachers' well-being: family work conflict mediated this relationship, and a self-transcendent meaning of life moderated it.  |
| Billet, Turner & Li (2023)                   | Quantitative    | Australia         | 534         | Pearson Correlation        | Most teachers (77.29%) reported that they were not feeling anxious in their teaching role, teachers' responses indicated that they were experiencing high levels of stress and low levels of positive feelings such as joy, positivity, and contentment in their work during the COVID-19 pandemic negatively impacting their well-being and self-efficacy.                        |
| Padmanabhanu nni, Pretorius & Khamisa (2023) | Quantitative    | South Africa      | 355         | SEM (AMOS)                 | Structural equation modelling results demonstrated significant direct effects of resilience on life satisfaction, anxiety and depression, which indicates that resilience is beneficial for psychological health even in the absence of stress. Resilience also had a significant indirect effect on indices of psychological well-being via role ambiguity but not role conflict. |
| Chan et al.(2023)                            | Quantitative    | Finland           | 48          | Multiple regression (SPSS) | Teachers who reported higher work-related stress were observed with a lower quality of emotional support, classroom organization, and instructional support when controlling for background factors.   |
| Savage & Woloshyn (2022)                     | Quantitative    | Canada            | 806         | Cluster Analysis (SPSS)    | The result that educators reported overall low scores of wellbeing and higher levels of perceived stress as compared to general population. Female educators reported significantly higher perceived stress than their male colleagues.  |

## Discussions and Conclusions

The literature review results show that most of the research topics are quantitative. However, there is less study used in research design for mix-method (two studies) and qualitative data (one study). Accordingly, this study finds that quantitative studies are more frequently used to link stress to teachers' well-being. Additionally, structural equation models are frequently employed in investigations as a tool for analysis. Additionally, it should be noted that numerous research has been conducted on the relationship between stress and teachers' overall well-being in nations like China and Finland.

The search results indicate that stress has a negative association with well-being among teachers, which is supported by previous studies such as (Macintyre et al., 2020; Jerrim & Sims, 2021; Alqarani, 2021; Zewude et al., 2022; Nong et al., 2022; Liang et al., 2022; Liao et al., 2023). Teacher stress because of a few factors such as work pressure and fatigue Kupers et al (2022), longer working hours Jerrim & Sim (2021), demands from the job, control over work Wong (2020), low of emotional support and instructional support (Chan et al., 2023). Given that teachers are under more stress than before job burnout, the study's findings are alarming. As a result, school boards ought to put teacher well-being first. Therefore, policy makers and management teams in schools to take the initiative to lessen the sources of role uncertainty for teachers. Sharing expertise, providing written documentation outlining duties,



and raising awareness of the connections between work activities are ways management school teams can strengthen.

Future research could therefore look at other well-being-related characteristics. Similarly, other moderating or mediating factors, including religiosity, may be added. Despite the lack of studies that empirically examine these interactions collectively, it would be interesting to empirically examine both the direct and indirect links between each of these variables in a single study.

The previous research on the relationship between stress and teacher well-being was thoroughly reviewed for this study. Using information from the two databases, a thorough analysis of twenty-one studies on stress and teacher well-being was carried out (SCOPUS and Web of Sciences). The systematic literature review's findings revealed several studies on the relationship between stress and teachers' well-being. Studies published in the previous five years, from 2020 to 2023, were chosen because this study was conducted in 2023 to recover current outputs and new knowledge related to stress and well-being. The researchers' methods for assessing stress and well-being varied. The researcher should thoroughly study literature and validate the results with specialists from various nations. Teaching has been viewed as a demanding but rewarding profession. Because of the numerous factors that might affect a teacher's well-being, including a severe workload, lengthy teaching hours, big class sizes, student behavioural issues, crowded classrooms, and excessive administrative work, stress among teachers has also been a research topic.

Table 2

*Summary of Major Conclusions*

| <b>Conclusion</b>                                  | <b>Description</b>   |
|--|--|
| Quantitative Dominance and Methodology Trends      | Majority of research leans towards quantitative methodologies. Limited representation of mixed-method and qualitative research designs. Frequent use of structural equation models. Cross-national variations observed, especially in China and Finland. |
| Negative Association between Stress and Well-being | Research consistently supports the negative impact of stress on teachers' overall well-being   |
| Identifying Key Stressors                          | Key stressors identified include work pressure, fatigue, extended working hours, job demands, control over work, and lack of support, collectively contributing to teacher well-being challenges.  |
| Implications and Recommendations                   | Calls for educational institutions and policy makers to prioritize teacher well-being through measures such as role clarity and enhanced support systems.  |
| Future Research Directions                         | Encourages future research to explore additional facets of well-being and investigate moderating or mediating factors for a comprehensive understanding.   |

*\*This summarized table encapsulates the primary conclusions derived from this study's outcomes.*

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