



What are The Predictor Factors of Teacher Work Stress? A Systematic Literature Review 2015-2025

Annissa Fitriani Rizka*, Nurhattati Fuad, Siti Zulaikha, Kamaludin

Master of Educational Management, Faculty of Education, Jakarta State University, 13220, Indonesia

ARTICLE INFO

Article history:

Received: 27 Nov 2025

Revised: 19 Des 2025

Accepted: 24 Des 2025

Published online: 05 Jan 2026

Keywords:

Teacher Work Stress;

Predictor Factors;

Systematic Literature Review

* Corresponding author:

E-mail: annissa.fitriani@mhs.unj.ac.id

Article Doi:

<https://doi.org/10.31258/jes.10.1.p.1088-1106>

This is an open access article under the [CC BY-
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

The phenomenon of teacher work stress is increasingly becoming a concern due to increasing professional demands and the dynamics of change in the education system. This study aims to identify predictors of teacher work stress through a systematic review of published literature from 2015–2025. The research method used is a Systematic Literature Review (SLR) approach based on the PRISMA protocol with the stages of identification, selection, quality evaluation, and synthesis of findings. From all the studies reviewed, a number of literatures showed that workload and work environment are two main determinants that consistently contribute to increased teacher work stress. High workload, especially related to administrative tasks and dual responsibilities, has been shown to increase psychological distress, while an unsupportive work environment amplifies the impact of stress and reduces teacher well-being. The results of this study confirm that work stress arises in response to an imbalance between job demands and available resources, therefore, comprehensive management efforts are needed. In conclusion, workload and work environment play a significant role as triggers of teacher work stress, and these findings can form the basis for developing policies and intervention strategies to create a healthier and more sustainable educational work climate.

1. Introduction

The phenomenon of occupational stress among teachers has become an increasingly prominent global issue over the past decade. As the educational system transforms, demanding rapid adaptation to social, technological, and policy changes, the teaching profession faces increasingly complex work pressures (Toropova et al., 2021; Collie & Mansfield, 2022). Today's teachers function not only as transmitters of knowledge, but also as learning facilitators, classroom managers, curriculum developers, and social and emotional mentors for students. This complexity of roles often creates an imbalance between job demands and individual adaptive abilities,

ultimately leading to occupational stress (Arismunandar, 2022; Boström et al., 2020). This condition makes teacher occupational stress not merely an individual psychological issue, but an educational organizational phenomenon with direct implications for the quality of learning, work motivation, and the overall effectiveness of the school institution (Lau et al., 2022; Yustie & Sunarso, 2025).

From a psychosocial perspective, teacher occupational stress is understood as a physiological and emotional response to an imbalance between job demands and available resources. When workloads increase without adequate organizational support, teachers are more susceptible to emotional exhaustion, decreased motivation, and reduced professional commitment to their work (Boström et al., 2020; Hidayatullah et al., 2024). Cross-national studies show that teachers are among the most stressed professions, even surpassing health and social service professions in some regions (Lukan et al., 2022). This stress not only impacts professional performance but also impacts mental well-being, interpersonal relationships, and intentions to leave the profession (Collie & Mansfield, 2022). In the Indonesian context, this issue is increasingly relevant given the heavy administrative burden, limited learning support facilities, and increasing public expectations for teacher performance (Arismunandar, 2022; Kaban & Kholik, 2025).

Among the various determinants influencing teacher occupational stress, workload and work environment emerge as two dominant factors widely identified in international and national literature (Dung et al., 2024; Chen, 2022). High workloads, whether in the form of administrative tasks, multiple responsibilities, or non-teaching demands, have been shown to be significant triggers of teacher stress (Cahapay, 2020; Ramadhan et al., 2022). Meanwhile, an unsupportive work environment, whether physical, social, or organizational culture, can exacerbate stress and reduce well-being (Boström et al., 2020; Lau et al., 2022). Factors such as lack of leadership support, ineffective communication, and peer pressure also increase the potential for psychological conflict in the workplace (Hidayatullah et al., 2024; Kaban & Kholik, 2025).

The drastic changes resulting from the COVID-19 pandemic have further expanded the dimensions of teacher occupational stress. The abrupt transition to online and hybrid learning systems has increased the complexity of the workload and created new psychological pressures related to digital skills, adapting learning methods, and student assessment (Ismayenti et al., 2023; Kusumaningtiar & Anggraini, 2020). Many teachers experience technostress due to having to navigate online platforms quickly without adequate training (Chen, 2022). Furthermore, limited social interaction in the classroom and changes in work rhythms directly impact teachers' emotional balance (Tsubono & Ogawa, 2022; Yao & Xu, 2023). This phenomenon suggests that teacher work stress is influenced not only by internal individual factors but also by external contexts such as educational policies, school organizational culture, and changes in the learning system.

Although much research has been conducted to understand the factors causing teacher work stress, there remains a conceptual and empirical gap in mapping the interaction between workload and the work environment on teacher stress. Most previous studies tend to be partial, highlighting one factor in isolation without integrating both within a comprehensive theoretical framework (Lukan et al., 2022; Collie & Mansfield, 2022). Furthermore, literature reviews linking teacher work stress to the pandemic context are limited and have not systematically explored aspects of teacher well-being.

The uniqueness and contribution of this research lies in its integrative approach, which combines a systematic analysis based on the PRISMA protocol with thematic bibliometric mapping to explore the conceptual relationships between workload, work environment, and teacher stress. This approach allows for a deeper understanding of how these two key determinants interact to shape teacher well-being across various social and educational contexts. While most previous studies have focused on a single dimension of stressors, this research offers a comprehensive perspective linking job demands with job resources within the Job Demands–Resources (JD-R) Model. By reviewing the literature over the past decade (2015–2025), this study not only identifies research trends and gaps but also provides a conceptual basis for formulating education policies that are more responsive to teacher well-being.

Against this backdrop, this study aims to identify, analyze, and map the predictors of primary school teachers' work stress through a Systematic Literature Review (SLR) approach for the period 2015–2025, with a particular focus on the role of workload and work environment as key determinants. This research also seeks to integrate empirical findings into the Job Demands–Resources (JD-R) Model framework to understand how job demands and job resources interact to influence teacher stress. Furthermore, this study aims to uncover current research trends, conceptual gaps, and the direction of educational policy development responsive to teacher well-being.

In this study, the researcher formulated research questions as a basis for examining the relationships between variables and understanding the empirical context surrounding the phenomenon of teacher occupational stress. These questions were systematically formulated based on the problem identification, research objectives, and relevant theoretical and empirical review results, thus providing a clear direction for the analysis process. Based on this foundation, this study seeks to answer four main questions: (1.) How do workload and work environment predict teacher occupational stress? (2.) What are the main conceptual clusters developing in the literature related to teacher occupational stress? (3.) What research gaps remain unanswered regarding the determinants of teacher occupational stress? (4.) How have research trends on teacher occupational stress evolved in the period 2015–2025?

Conceptually, this study is expected to enrich the academic discourse on teacher occupational stress through an evidence-based and cross-contextual synthesis

approach, particularly in the post-pandemic era that demands a shift in the paradigm of teacher work. Practically, the results of this review provide strategic recommendations for policymakers and school leaders on balancing workloads, creating supportive work environments, and building sustainable professional support systems for teachers. Thus, this research not only fills a gap in the empirical literature but also provides a theoretical foundation for developing a more holistic and sustainable model of teacher well-being in the future.

2. Methodology

The literature search process was conducted systematically, structured, and replicable. This study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol. All articles identified through the Publish or Perish databases of Scopus and Google Scholar, as well as some articles obtained through handpicking, were selected through four main stages: identification, screening, eligibility, and inclusion. Each stage involved an elimination process based on specific criteria, such as duplication, content relevance, full-text availability, and compliance with predetermined inclusion and exclusion criteria. This selection process allowed for the selection of literature that was truly relevant to the research objective, namely identifying predictive factors that trigger teacher work stress in the period 2015–2025. The complete flow of the literature search and screening process is presented in the following PRISMA diagram:

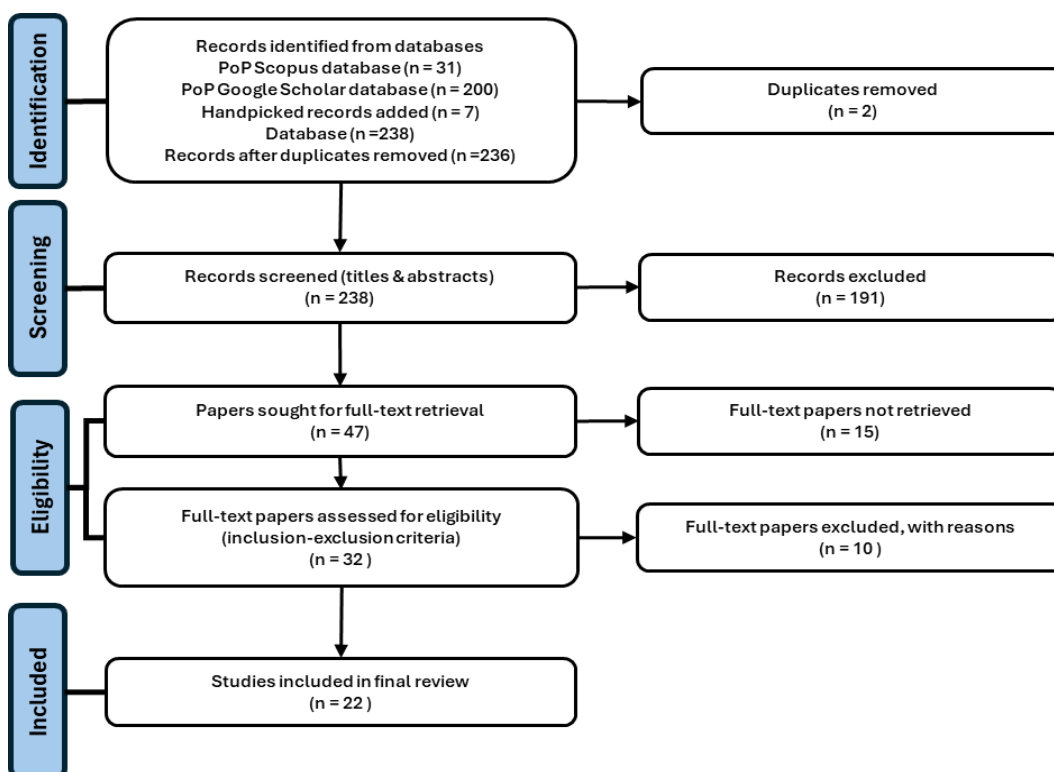


Figure 1. PRISMA diagram

Tabel 1. Kriteria Inklusi dan Eksklusi

Criteria	Inclusion	Exclusion
Language	Indonesian–English	Non–Indonesian–English
Full Text	Available	Not Available
Type	Indexed Journal Articles, Proceedings, Books, and Academic Book Chapters	Unpublished Literature
Relevance	Literature that Strongly Contributes to Research on Predictor Factors of Teachers' Work Stress Triggers	Literature that Does Not Strongly Contribute to Research on Predictor Factors of Teachers' Work Stress Triggers

The literature identification process in this study was carried out systematically following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which emphasize transparency, replication, and accountability in reporting literature review results (Moher et al., 2009; Page et al., 2021). In the identification stage, a literature search was conducted through two main databases, namely Scopus and Google Scholar, focusing on the publication period 2015–2025. The search process in Scopus resulted in 31 articles with the keyword combination "job stress" OR "work stress" OR "occupational stress" OR "teacher" AND "school teacher" OR "work environment" OR "workplace environment" OR "workload" AND "work pressure". The same parameters were used in the Google Scholar database with a time span of 2020–2025 and a maximum limit of 200 search results, resulting in 200 articles relevant to the study topic.

To complement the search results, a manual selection (handpicking) of nine additional articles from proceedings, university repositories, and academic book chapters not indexed in online databases was also conducted. Overall, this identification phase yielded 240 initial publications, which were then compiled using the Mendeley Reference Manager application to update metadata, unify bibliographic formats, and eliminate duplicate data. After data matching and document similarity checks, two duplicate articles were identified, resulting in a total of 238 unique articles ready for screening. This comprehensive approach aligns with best practices in systematic literature review, which emphasize the use of multiple databases and manual verification to increase data completeness and reduce the risk of selection bias (Haddaway et al., 2022; Snyder, 2019).

The screening phase involved reviewing titles and abstracts to assess their relevance to the research focus on predictors of teacher work stress. Of the 238 articles analyzed, 191 were eliminated due to their lack of relevance to the educational context or their direct study of the teacher population. This process resulted in 47 articles, which were then further evaluated in the eligibility stage. This further selection was conducted by reviewing full-text availability, language suitability (Indonesian or English), and publication type, which included indexed journal articles, scientific proceedings, and academic book chapters. Articles that did not meet the inclusion criteria, such as those in languages other than Indonesian and English, did not provide full text, or did not make a substantive contribution to the

research topic, were excluded from the analysis. After final selection, 22 articles met all inclusion criteria and were deemed to make significant contributions to the analysis of the relationship between work environment, workload, and teacher stress. Therefore, this final literature corpus served as the basis for the bibliometric mapping and conceptual synthesis stages, as recommended in the 2020 PRISMA guidelines for systematic studies focusing on psychosocial variables in educational contexts (Page et al., 2021; Petticrew & Roberts, 2006).

3. Results and Discussion

Results

Workload and Work Environment as Predictors of Teacher Occupational Stress

A synthesis of 22 studies that met the inclusion criteria indicates that workload and work environment are two key factors that consistently predict teacher occupational stress throughout the 2015–2025 period. The increasing workload is not solely driven by classroom learning demands, but is also driven more by complex administrative obligations and performance reporting. Arismunandar (2022) revealed that administrative tasks are one of the greatest sources of stress, and this finding aligns with research by Cahapay (2020), Parlina et al. (2021), and Ramadhan et al. (2022), which reported that high demands for documentation, assessments, and performance-based reports have a direct impact on increased teacher stress.

From the work environment perspective, the studies analyzed indicate that the physical and psychosocial environment of schools plays a significant role in teacher stress levels. Boström et al. (2020) noted that unfavorable school physical conditions, such as crowded classrooms and limited facilities, can exacerbate teachers' daily stress. An unhealthy psychosocial environment, including minimal management support, disharmonious relationships between colleagues, and disruptive student behavior, contributes to increasing teachers' emotional burden, as found in studies by Tsubono and Mitoku (2023), Lukan et al. (2022), and Yertas (2024).

Key Concept Clusters in Teacher Occupational Stress Literature

Bibliometric analysis of the keyword co-occurrence map reveals a strong relationship between key variables such as workload, work environment, and teacher stress, which form the conceptual core of teacher occupational stress studies. Based on the analyzed map, the keyword "workload" had the highest total link strength (TLS) score (37), indicating that this topic is central to research linking other concepts such as job stress, occupational stress, teacher well-being, and the work environment. This centrality of workload indicates that work pressure and workload are fundamental dimensions continually studied to understand the sources

of teacher occupational stress (Arismunandar, 2022; Hidayatullah et al., 2024; Yustie & Sunarso, 2025).

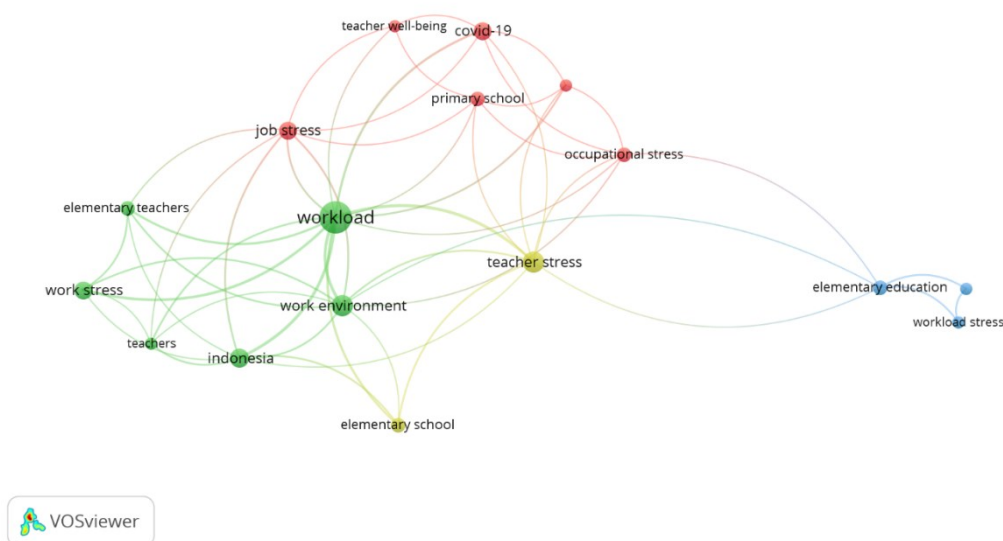


Figure 2. Clusters in Teacher Occupational Stress Literature

From the mapping results, four thematic clusters were identified. The first cluster focused on the themes of workload, work stress, and job stress, indicating that excessive workload is a primary factor contributing to stress. These findings confirm the study by Dung, Trang, and Lan (2024), which stated that workload is not always synonymous with burnout; rather, its effects depend on the individual's ability to manage stress and the available organizational support. The second cluster focuses on the work environment and teachers, demonstrating the role of the physical and social work environment in moderating work stress (Boström et al., 2020; Kaban & Kholik, 2025). The third cluster highlights elementary education and multigrade teachers, indicating a heightened focus on elementary school teachers with their diverse role burdens (Cahapay, 2020; Ramadhan et al., 2022). Meanwhile, the fourth cluster demonstrates the link between teacher stress, teacher well-being, and geographic contexts such as Indonesia, indicating that teacher well-being is gaining increasing attention in Southeast Asian educational contexts (Collie & Mansfield, 2022; Lau et al., 2022).

This map demonstrates that teacher job stress cannot be understood solely as a direct result of workload, but rather as the result of a complex interaction between job demands, job resources, and organizational environmental conditions. Within the Job Demands–Resources Model (JD-R) framework, stress increases when high workloads are not balanced by resources such as social support, autonomy, and role clarity (Collie & Mansfield, 2022; Toropova et al., 2021). Research by Arismunandar (2022) reinforces this by showing that factors such as administrative targets, student behavior, and lack of organizational support are key triggers of teacher stress.

The results of the conceptual bibliometric analysis indicate that the literature related to teacher job stress forms four main clusters. The first cluster relates to workload

and role demands, encompassing both instructional and administrative responsibilities. The second cluster relates to the physical and psychosocial work environment. The third cluster focuses on individual factors such as emotion regulation, psychological resilience, and stress management strategies, as discussed in research by Chen (2022) and Lau et al. (2022), and Yao & Xu (2023). The fourth cluster highlights external contexts such as the COVID-19 pandemic and policy changes that influence the dynamics of teacher work stress, as found in research by Ismayenti et al. (2023) and Kusumaningtiar & Anggraini (2020).

Research Gaps Related to the Determinants of Teacher Occupational Stress

Although research on teacher occupational stress is abundant, a literature review reveals several important gaps that remain unaddressed. One major gap is the lack of theoretical integration within the research. Most studies focus solely on a single causal factor, such as workload or the work environment, without linking them to a comprehensive conceptual model such as Job Demands–Resources (JD-R). This leaves a comprehensive understanding of the mechanisms underlying the relationships between these variables unexplored.

Furthermore, studies examining mediation and moderation are still very limited. Studies examining the role of social support, organizational culture, leadership, or self-efficacy as mediating variables in the relationship between workload and teacher stress are still sporadic, although initial findings indicate the significant potential of these variables in reducing occupational stress (Collie & Mansfield, 2022). Another gap is the lack of longitudinal research, despite the fact that teacher stress is dynamic and influenced by changes in educational policies and contexts over time. Most studies are cross-sectional, unable to explain how stress develops or changes over time. In addition, research in the Indonesian context is still dominated by descriptive-correlational approaches, such as in the studies of Hidayatullah et al. (2024) and Yertas (2024), which have not explored causal relationships or more complex predictive model analysis.

How Research Trends on Teacher Occupational Stress Evolved in the 2015–2025 Period

A review of the past decade shows that research on teacher occupational stress has experienced significant growth and follows the changing patterns of the global education landscape. In the 2015–2019 period, the focus of research generally concerned internal school factors, such as working conditions, teacher characteristics, and workload (Toropova et al., 2021). The research findings from this phase provide an important conceptual foundation for understanding the determinants of teacher stress.

In the 2020–2022 period, there was a surge in research in response to the COVID-19 pandemic. Emerging themes focused largely on online learning, technostress, uncertainty in education policies, and teacher adaptation to changes in the learning system (Lau et al., 2022; Ismayenti et al., 2023; Kusumaningtiar & Anggraini,

2020). This phase demonstrates that teacher stress is influenced not only by internal work factors but also by external pressures such as changes in technology and education policy. Entering the 2023–2025 period, research began to shift toward restoring and strengthening teacher well-being, including stress management strategies, organizational support, and the development of healthier and more adaptive workspaces (Yao & Xu, 2023; Dung et al., 2024). Research in this phase showed greater attention to stress intervention and prevention rather than simply identifying causal factors.

Discussion

Workload and Work Environment as Predictors of Teacher Occupational Stress

The findings of this study confirm that workload and work environment are the main determinants of teacher occupational stress, and this phenomenon is consistent across various educational contexts. Excessive workload, particularly related to administration, shifts teachers' focus away from the core of their profession, namely teaching and facilitating learning. This aligns with the view that when teachers' time and energy are absorbed by administrative activities, emotional stress arises, affecting the quality of teaching and their mental health. An increased workload also indicates an imbalance between role demands and available supporting resources, thus increasing the risk of stress and emotional exhaustion.

The work environment, both physical and psychosocial, is a crucial component that amplifies or mitigates occupational stress. Poor interpersonal relationships, lack of professional recognition, and an unsupportive organizational culture exacerbate the stress stemming from workload. Research across various countries shows a similar pattern: teachers who work in supportive environments tend to experience lower stress despite facing high demands. Conversely, uncondusive environments increase occupational stress even when the objective workload is not particularly high. These factors demonstrate that teacher occupational stress is not only structural but also significantly influenced by the quality of human interactions in schools.

Key Concept Clusters in the Teacher Occupational Stress Literature

Analysis of these concept clusters indicates that research on teacher occupational stress is becoming more multidimensional. Stress is no longer understood as a response to workload alone, but also relates to individual factors, organizational dynamics, and the external context. Studies during the pandemic emphasized that external conditions can drastically increase stress, especially when teachers face changes in teaching methodologies and the pressures of digital adaptation. After the pandemic subsided, the research focus shifted to how teachers can be rehabilitated, developed, and supported to improve their psychological well-being.

Research Gaps Related to the Determinants of Teacher Occupational Stress

The identified research gaps indicate the need for a more comprehensive approach to researching teacher occupational stress. The lack of studies examining the role of mediating or moderating variables leaves an incomplete understanding of stress mechanisms. Longitudinal studies are also crucial to capture the temporal dynamics of teacher stress, particularly in the post-pandemic era when the education system continues to transform. Furthermore, comparative research across regions, between public and private schools, or across educational levels can enrich our understanding of how different contexts influence perceptions of work stress.

How Research Trends on Teacher Work Stress Evolved in the 2015–2025 Period

Overall, this research discussion confirms that teacher work stress is a multidimensional phenomenon that requires intervention at the individual, institutional, and policy levels. Strengthening organizational support, simplifying administration, improving the quality of the work environment, and developing teachers' emotional capacities are important strategies for reducing work stress and improving their long-term well-being.

4. Conclusion

The results of a systematic review from 2015–2025 indicate that teacher occupational stress is a multidimensional phenomenon influenced primarily by two main factors: workload and work environment. Excessive workload, particularly from administrative obligations, performance records, and the dual responsibilities of teaching and non-teaching tasks, is the most consistent predictor of increased teacher stress levels. At the same time, an unsupportive work environment, including disharmonious interpersonal relationships, minimal support from school leaders, a rigid organizational culture, and inadequate school physical conditions, has been shown to exacerbate the psychological distress experienced by teachers.

In addition to these two factors, cluster analysis revealed that individual factors and external contexts such as the COVID-19 pandemic also influence the dynamics of teacher occupational stress through increased technostress, demands for technological adaptation, and policy uncertainty. However, previous studies have tended to examine these factors separately and have not explored the relationship mechanisms through mediating or moderating variables within the JD-R Model framework. Overall, the results of this study confirm that teacher work stress is the result of the interaction between high job demands and limited work resources, thus requiring a comprehensive handling approach at the individual, institutional, and policy levels.

References

- Arismunandar. (2022). The source of teacher work stress: A factor analysis approach. *Cakrawala Pendidikan*, 41(1), 112–128. <https://doi.org/10.21831/cp.v41i1.41611>
- Boström, M., Björklund, C., Bergström, G., Nybergh, L., Elinder, L. S., Stigmar, K., Wählin, C., Jensen, I., & Kwak, L. (2020). Health and work environment among female and male Swedish elementary school teachers—A cross-sectional study. *International Journal of Environmental Research and Public Health*, 17(1), Article 227. <https://doi.org/10.3390/ijerph17010227>
- Cahapay, M. B. (2020). Workload stress and results based performance of multigrade teachers. *Journal of Studies in Education*. <https://papers.ssrn.com/sol3/Delivery.cfm?abstractid=3707832>
- Chen, K. (2022). Designing job stress management strategies for primary school teachers. *Abac Odi Journal: Vision. Action. Outcome*. https://doi.nrct.go.th/admin/doc/doc_628860.pdf
- Collie, R. J., & Mansfield, C. F. (2022). Teacher and school stress profiles: A multilevel examination of teachers' occupational commitment, job resources and disruptive student behaviour. *Teaching and Teacher Education*, 114, 103663. <https://doi.org/10.1016/j.tate.2022.103663>
- Dung, V., Trang, V. T., & Lan, N. T. M. (2024). Workload doesn't mean exhaustion: Antecedents of teacher burnout. *Journal of Education and E-Learning Research*, 11(2), 404–412. <https://doi.org/10.20448/jeelr.v11i2.5641>
- Hidayatullah, N., Gistituati, N., & Alkadri, H. (2024). The influence of workload and organizational culture on teachers' work stress levels. *Indonesian Research Journal in Education*. <https://mail.online-journal.unja.ac.id/irje/article/download/31831/20145>
- Ismayenti, L., Salsabilla, I. T., Ossawanda, S., et al. (2023). Determinants of work stress on elementary school teachers during implementation of hybrid system at COVID-19 pandemic: A case study of Cilacap and surrounding area. *Nusantara Science & Technology Proceedings*. https://scholar.archive.org/work/zqm7zp5w3je4topbmz5actuq6e/access/wa_yback/https://nstproceeding.com/index.php/nusciencetech/article/download/858/814
- Jumadi, J., Yusnita, N., & Sunaryo, W. (2025). Determinants of work stress: Analysis of workload and work conflict in private elementary school education personnel in Bogor City. *Jurnal Locus Penelitian dan Pengabdian*. <https://locus.rivierapublishing.id/index.php/jl/article/view/4794>
- Kaban, S. D. B., & Kholik, K. (2025). Analysis of the effect of work stress, workload and work environment on teacher performance at TRI Karya Sunggal School Deli Serdang. *International Journal of Health, Education, and Social Studies*. <https://jurnal.unismuhpalu.ac.id/index.php/IJHESS/article/view/8326>
- Kusumaningtiar, D. A., & Anggraini, D. (2020). Factors related to work stress in elementary school teachers in East Cengkareng Village during work from
-

-
- home. In *Covid-19 and the Role of Education* (pp. [page range if available]). Atlantis Press. <https://www.atlantis-press.com/proceedings/ichd-20/125946541>
- Lau, S. S. S., Shum, E. N. Y., Man, J. O. T., Cheung, E. T. H., Amoah, P. A., Leung, A. Y. M., Okan, O., & Dadaczynski, K. (2022). Teachers' well-being and associated factors during the COVID-19 pandemic: A cross-sectional study in Hong Kong, China. *International Journal of Environmental Research and Public Health*, 19(22), Article 14661. <https://doi.org/10.3390/ijerph192214661>
- Lukan, J., Bolliger, L., Pauwels, N. S., Luštrek, M., et al. (2022). Work environment risk factors causing day-to-day stress in occupational settings: A systematic review. *BMC Public Health*, 22(1), Article 1734. <https://doi.org/10.1186/s12889-021-12354-8>
- Parlina, N., Anugrahsari, S., Sujanto, B., et al. (2021). Teacher stress levels during Covid-19 pandemic in workload relationship at Central Jakarta elementary schools. *Journal of Humanities, Education, Law, and Social Sciences*. <https://journal.unj.ac.id/unj/index.php/hispisi/article/download/22160/10988>
- Ramadhan, A. I., Sariasih, S. F., Yani, M. F., et al. (2022). Analysis of workload and non-physical work environment on job-related stress on teachers in elementary school. *Central Asia and the Caucasus Studies*. <https://repository.widyatama.ac.id/server/api/core/bitstreams/ded22aa7-c80d-44e9-97c2-b75666e80b14/content>
- Sheng, S. (n.d.). Sources of occupational stress experienced by primary school English as a foreign language (EFL) teachers in Shaanxi Province. Knowledge E Publications. https://kwpublications.com/papers_submitted/10922/sources-of-occupational-stress-experienced-by-primary-school-english-as-a-foreign-language-efl-teachers-in-shaanxi-province.pdf
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(5), 667–690. <https://doi.org/10.1080/00131911.2019.1705247>
- Tsubono, K., & Mitoku, S. (2023). Public school teachers' occupational stress across different school types: A nationwide survey during the prolonged COVID-19 pandemic in Japan. *Frontiers in Public Health*, 11, 1287893. <https://doi.org/10.3389/fpubh.2023.1287893>
- Tsubono, K., & Ogawa, M. (2022). The analysis of main stressors among high-stress primary school teachers by job positions: A nationwide survey in Japan. *Frontiers in Public Health*, 10, 990141. <https://doi.org/10.3389/fpubh.2022.990141>
- Yao, Y., & Xu, J. (2023). Occupational stress of elementary school teachers after eased COVID-19 restrictions: A qualitative study from China. *Frontiers in Psychology*, 14, 1183100. <https://doi.org/10.3389/fpsyg.2023.1183100>
- Yertas, M. (2024). Analisis pengaruh beban kerja dan lingkungan kerja terhadap stres kerja guru pada SMK Negeri I Kabupaten Manokwari [Analysis of the effect of workload and work environment on teacher work stress at SMK
-

Negeri I Manokwari Regency]. *Journal of Management and Business Accounting*, 2(1), 1–12. <https://www.jmbaina.id/index.php/jmba/index>
Yustie, H. A., & Sunarso, A. (2025). The influence of task complexity and workload on job satisfaction among contract elementary school teachers. *JPSD (Jurnal Pendidikan Sekolah Dasar)*. <https://jurnal.untirta.ac.id/index.php/jpsd/article/view/31709>

How to cite this article:

Rizka, A. F., Fuad, N., Zulaikha, S., & Kamaludin. (2026). What are The Predictor Factors of Teacher Work Stress? A Systematic Literature Review 2015-2025. *Journal of Educational Sciences*, 10(1), 1107-1119.
