

COVID-19 PANDEMIC-RELATED STRESS IN BANGKOK METROPOLITAN ADMINISTRATION: IMPLICATION TO THE TEACHING PERFORMANCE

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Abstract - The study determined the COVID-19 pandemic-related stress and implication to the teaching performance among Bangkok Metropolitan Administration (BMA) teachers. The descriptive research design was used in the study. The researcher employed purposive sampling technique that was used in determining the respondents from the Bangkok Metropolitan Administration elementary schools in Thailand. The research instrument that was used in gathering the data is a questionnaire distributed and retrieved thru Google Forms in the social media by the researcher. The data gathered were analyzed and interpreted using frequency counts, percentages, mean, and Spearman-rho correlation coefficient.

Furthermore, the degree of manifestation of COVID-19 pandemic-related stress among BMA teachers is high. The findings of the investigation revealed that the level of influence of COVID-19 pandemic-related stress to the teaching performance among BMA teachers is average. Moreover, the findings revealed that the profile of BMA teachers in terms of civil status, number of seminars related to stress management, number of dependents and number of students handled were found to be significantly correlated with their degree of manifestation of COVID-19 pandemic - related stress. Meanwhile, profile of respondents along age, sex, highest educational attainment, and monthly salary were all found to be not significantly correlated with their degree of manifestation of COVID-19 pandemic - related stress.

Based on the findings, the following recommendations were presented. The BMA teachers in Thailand are encouraged to improve professional growth particularly in finishing graduate studies. In order to effectively manage COVID-19 related stress, both teachers and administrators must possess developed emotional skills like the ability to recognize emotions accurately, understand their causes and consequences, label them precisely by prioritizing the ones that are healthy, it can help to put mental wellness front and center.

Keywords – CoViD-19 pandemic related stress

Background of the Study

The pandemic brought about by Corona Virus disease in 2019 (COVID-19) has been such health crisis around the globe (World Health Organization, 2020). Since the outbreak started in Wuhan, China, in the latter part of 2019, the Corona Virus has rapidly spread throughout the world. Thailand was among the countries after China in reporting the first case of infection. On January 13, 2020, the nation affirmed the primary imported case from Wuhan. The primary COVID-19 casualty of a Thai national with a history of near contact with

an imported tainted case was reported on March 1 (Department of Disease Control, 2020). At the introductory period of the widespread, negligible disease control measures were actualized, such as promoting personal cleanliness and prescribing putting off or canceling large open social occasions.

Coronavirus Disease 2019 (COVID-19) is having a significant impact on primary school education; effective teaching strategies and methodologies are necessary to confront and overcome this new threat to health, social development, and education. The COVID-19 pandemic has wreaked havoc on educational

systems around the world, with schools, universities, and institutions all but shut down.

To combat the spread of COVID-19, most governments throughout the world opted to temporarily close educational institutions. As of September 30, 2020, roughly 1.077 billion students will be affected by school closures as a result of the pandemic. (Impact of the COVID-19 pandemic on education - Wikipedia).

Closing schools as part of COVID-19 control measures presents issues that will change the face of Thai education. Education Minister Nataphol Teepsuwan has persuaded educators across the country to relocate their education services to a virtual realm, namely online classes, in response to the problem (the pandemic is revealing the deficiencies in Thai education) (bangkokpost.com).

The majority of Thai educational content available online follows traditional pedagogy, which is built on rote learning from the top down. Teachers are already challenged by being in front of a camera without having real students; yet, if they do not modify their pedagogy to use technology to enable students to interact, the lectures will become stagnant and less effective. As a result, it may cause mental and psychological stress in teachers.

According to Hock & Roger (1996), a teacher's level of stress is proportional to the degree to which he or she sees a lack of control over a potentially dangerous scenario. According to a study [1], 26% of instructors said that teaching was very or extremely stressful. Higher degrees of discontent with work and occupational stress have been linked to teacher performance, absenteeism, and leaving the job, according to a research [2].

Teaching students who lack motivation, maintaining discipline, time pressures and workload, coping with changes, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity, and poor working conditions are all sources of stress for teachers, according to Kyriacou (2001) [3]., and these can all affect teachers' productivity as earlier research work had shown.

Furthermore, stress has been shown to impair workplace effectiveness, resulting in low performance and productivity, particularly among teachers, as well as job discontent, low motivation, absenteeism, and attrition (copper, 2002). according to reglin & reitzammer [6], teachers are frequently subjected to high levels of stress (2008). The findings of the study "mental health and burnout among teachers in thailand" by rattanasiripong et al. (2021) revealed that teachers face a wide range of occupational stressors that affect their mental health, including excessive workload, long hours, large classroom size, inadequate teacher preparation, poor working conditions, role conflict, and a lack of resources.

Indeed, covid-19's quick spread around the world has had negative health, social, psychological, economic, and educational implications. the covid-19 pandemic altered our perception of the world as we knew it before. since the onset of the epidemic, substantial measures of social distancing and lockdown have been implemented, resulting in considerable changes in social interactions, which have resulted in feelings of isolation and loneliness among many people, particularly frontline employees, including teachers (smith and lim, 2020).

Statement of the Problem:

1. What is the profile of the Bangkok Metropolitan Administration (BMA) teachers in terms of:
 - a) age;
 - b) sex;
 - c) civil status;
 - d) highest educational attainment;
 - e) number of seminars related to stress management;
 - f) monthly salary;
 - g) number of dependents; and
 - h) number of students handled.
2. What is the degree of manifestation of COVID-19 Pandemic-Related stress among BMA teachers?

3. What is the level of influence of COVID-19 Pandemic-Related stress to the teaching performance among BMA teachers?
4. Is there a significant relationship between the degree of manifestation of COVID-19 Pandemic-Related stress among BMA teachers and their profile variables?

MATERIALS AND METHOD

The research design of this study is descriptive. The study is about COVID-19 pandemic-related stress and implication to the teaching performance among Bangkok Metropolitan Administration (BMA) teachers.

The methodologies and instruments used in a descriptive study are appropriate for novice researchers. Descriptive research entails describing the features of the population or phenomenon under investigation. This approach focuses on the “what” rather than the “why” of the study topic.

The respondents of the study were the 108 foreign teachers of Bangkok Metropolitan Administration (BMA) in Bangkok, Thailand.

Purposive sampling is a term that refers to a variety of non-probability sampling techniques. Purposive sampling, also known as judgmental, selective, or subjective sampling, relies on the researcher's judgment when picking the units to be examined (e.g., individuals, cases/organizations, events, or bits of data). When compared to probability sampling approaches, the sample being studied is usually relatively tiny [4].

Research Instruments

The major instrument of the study in obtaining data was a survey questionnaire developed [7] on the causes and effects of stress on teacher productivity. Experts in the disciplines of psychology, philosophy, and education updated the adapted instrument and submitted it to content validation.

The creation of a questionnaire necessitates extensive testing to verify its reliability and validity. Researchers frequently alter existing questionnaires to better match the objective of their study due to time and expense restrictions in producing new surveys. An adaptable survey's style and content adjust automatically to the screen size of the device on which it is viewed. This provides a uniform browsing experience across a variety of screen sizes and devices, thereby increasing survey response rates.

A survey questionnaire is a list of questions that are asked during the survey. The survey questionnaire is a sort of data collection tool for obtaining, analyzing, and interpreting the various viewpoints of a group of people from a certain demographic. The survey questionnaire has been utilized in a variety of disciplines, including research, marketing, political perspectives, and psychology (Examples.com, n.d.).

The data was gathered using a single set of questionnaires with three sections. The first section is a biographical sketch of the BMA instructors. The second section examines the extent to which COVID-19 Pandemic-Related Stress manifests itself among BMA instructors, and the third part examines the impact of COVID-19 Pandemic-Related Stress on BMA teachers' teaching performance.

The questionnaire was subjected to content validation. The extent to which the items on a test are reasonably reflective of the overall area the test intends to evaluate is referred to as content validity. The origins and definitions of content validation, content validation methodologies, the significance of content validity evidence in validity arguments, and unsolved difficulties in content validation are all discussed in this section (Salkind, 2010).

RESULTS AND DISCUSSION

PROFILE OF BMA TEACHERS

The profile of BMA teachers in Thailand is described in terms of age, sex, civil status, highest educational attainment, number of seminars related to stress management, monthly salary, number of dependents, and number of students handled. The results acquired are presented in the succeeding table.

Age

Table 1 shows that majority of the BMA teachers in Thailand who responded in the study are in the age range of 31-40 years old which consists of 58 teachers or 53.7% of the total percentage. On the other hand, there are 27 or 25.0% are in the age range of 21-30 years and there are 23 or 21.3% are in the range or 41-50 years old.

This indicates that BMA teachers are dominated by teachers in early adult stage. In the study of *Etxebarria et al. (2021)*, entitled “The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching,” majority of the respondents are at the age range of 41-50 years old which contradicts to the results of the study although the studies varies on other subjects.

Table no. 1
Profile of the Bangkok Metropolitan Administration (BMA) Teachers
n=108

Profile	Category	Frequency	Percentage
Age	21-30	27	25.0
	31-40	58	53.7
	41-50	23	21.3
Sex	Male	48	44.4
	Female	60	55.6
Civil status	Single	69	63.9
	Married	34	31.5
	Separated	5	4.6
Highest Education	Doctorate Degree	1	.9

Highest Educational Attainment	With Units in Doctorate Degree	6	5.6
	Master's Degree	11	10.2
	With Units in Master's Degree	23	21.3
	Baccalaureate Degree	67	62.0
Number of seminars related to stress management	None	47	43.5
	1 to 3	37	34.3
	4 to 6	18	16.7
	7 and more	6	5.6
Monthly salary	30,000 - 34,999	58	54.6
	35,000 - 39,999	24	21.3
	40,000 - 44,999	22	20.4
	45,000 and up	4	3.7
Number of dependents	1 to 3	88	81.5
	4 to 6	14	13.0
	7 to 10	6	5.6
Number of students handled	20-25	16	14.8
	26-30	31	28.7
	31-35	37	34.3
	36 and up	24	22.2

Sex

Table 1 presents that majority of the BMA teachers in Thailand who responded in the study are female which consists of 60 teachers or 55.6% of the overall percentage. Meanwhile, there are 48 teachers or 44.4% are male.

This suggests that BMA teachers in Thailand are dominated by female teachers. The findings of the study of *Etxebarria et al. (2021)* affirms the results of the investigation wherein majority of Filipino teachers in Thailand are women (79.77%, n = 1293).

Civil Status

Table 1 reveals that majority of the BMA teachers in Thailand who responded in the study are single which consists of 69 teachers or 63.9%, of the overall percentage. Meanwhile, there are 34 teachers or 31.5% are married and 5 teachers or 4.65 are separated.

This reveals that BMA teachers in Thailand are dominated by single teachers. The findings of the study of Kowal et al. (2020) affirms the results of the study wherein majority of BMA teachers in Thailand are single.

Highest Educational Attainment

Table 1 presents that most of the BMA teachers in Thailand who responded in the study have bachelor's degree which consists of 67 teachers or 62.0% of the overall percentage. Meanwhile, there are 23 teachers or 21.3% earned units in Master's degree, 11 teachers or 10.2% are master's degree holder, 6 teachers or 5.6% earned units in doctorate degree and the remaining 1 teacher or .9% has doctorate degree.

This suggests that BMA teachers in Thailand are dominated by teachers with the minimum qualification to teach which is having a college degree.

Number of Seminar Related to Stress Management

Table 1 presents that majority of the BMA teachers in Thailand who responded in the study have no seminars and trainings attended which consists of 47 or 43.5% of the overall percentage. Meanwhile, there are 37 teachers or 34.3% have 1-3 seminars and trainings attended, 18 teachers or 16.7% have 4-6 seminars and trainings attended, 6 teachers or 5.6% have 7 or more seminars and trainings attended.

This suggests that the BMA teachers in Thailand are dominated by teachers who are not exposed to sufficient number of seminars and trainings attended. In a study, [5] entitled "Work-Related Stress and Teaching Performance of Teachers," conforms the

findings of this study that majority of the respondents have no seminars and trainings attended on stress management.

Monthly Salary

Table 1 shows that majority of the BMA teachers in Thailand who responded in the study have a salary range of 30,000-34,999 which consists of 58 teachers or 54.6% of the total percentage. On the other hand, there are 24 or 21.3% are in the range of 35,000-39,999%, there are 22 or 20.4% are in the range of 40,000-44,999 and there are 4 or 3.7% are in the range of 45,000 and up.

This means that BMA teachers are dominated by teachers who have a high salary range.

Number of Dependents

Table 1 shows that majority of the BMA teachers in Thailand who responded in the study have 1-3 dependents which consists of 88 teachers or 81.5% of the overall percentage. Meanwhile, there are 14 teachers or 13.0% having 4-6 dependents, and 6 teachers or 5.6% have 7-10 dependents.

This indicates that BMA teachers in Thailand are dominated by teachers having a smaller number of dependents. In the study of Kowal et al. (2020), it shows a similar result wherein majority of the respondents have 1-3 dependents.

Number of Students Handled

Table 1 shows that majority of the BMA teachers in Thailand who responded in the study handled 31-35 students which consists of 37 or 34.3% of the overall percentage. Meanwhile, there are 31 teachers or 28.7% have 26-30 students, 16 or 14.8% teachers have 20-25 students, and 24 or 22.2% teachers have 35 and up students.

This indicates that BMA teachers in Thailand are dominated by teachers who have high number of students handled. In a study of

[8] entitled “The Effects of Class Size on Students’ Achievement in English Language Class: Teachers’ Perspective,” affirms the findings of this investigation that majority of the respondents are dominated by teachers who have high number of students handled.

DEGREE OF MANIFESTATION OF COVID-19 PANDEMIC-RELATED STRESS AMONG BMA TEACHERS

The degree of manifestation of COVID-19 pandemic-related stress among BMA teachers. The results are laid out in tabular presentation in the succeeding pages.

BMA teachers is high as revealed in the average weighted mean of 3.96.

Table 2
Degree of Manifestation of COVID-19 Pandemic-Related Stress among BMA Teachers
n=108

Note: Highest frequencies are in **boldface**; DE=Descriptive Equivalent;
 WM= Weighted Mean
 Legend: 1.00-1.50 (VL-Very Low); 1.51-2.50 (L-Low);
 2.51-3.50 (N-Neutral);
 3.51-4.50 (H-High);
 4.51-5.00 (VH-Very High)

Manifestation of Covid-19 Pandemic Related Stress Among BMA Teachers		VH	H	N	L	VL	WM	DE
1.	Indiscipline among students	49	25	29	3	2	4.07	H
2.	Parents bad attitude to education	34	19	39	11	5	3.61	H
3.	Lack of hygiene among students	33	23	28	19	5	3.56	H
4.	Lack of interest in learning	54	26	17	8	3	4.11	H
5.	Students’ poor assimilation	47	26	25	8	2	4.00	H
6.	Poor study habits among students	54	32	10	10	2	4.17	H
7.	Students’ poor academic performance	43	35	21	7	2	4.02	H
8.	School distance to home	29	19	41	14	5	3.49	N
9.	Unstable family income	37	28	33	6	4	3.81	H
10.	Over protective parents						3.94	H
11.	Overcrowded students	44	25	30	6	3	4.09	H
12.	Bad leadership style	49	17	29	6	7	3.88	H
13.	Inadequacy of instructional materials	34	22	30	15	7	3.56	H
14.	Inadequate school facilities						3.46	N
15.	Poor remuneration	30	23	28	21	6	3.83	H
16.	Delay in payment of salary	42	24	28	10	4	4.48	H
17.	Poor school infrastructure	79	13	9	3	4	3.44	N
18.	Lack of support from the Director	32	16	34	19	7		
19.	No health insurance	55	15	23	9	6	3.96	H
20.	Lack of teachers’ consultation	81	12	7	1	7	4.47	H
21.	Uncooperative Thai teacher’s assistant	57	21	23	5	2	4.17	H
22.	“No work, No Pay” Policy	51	20	23	8	6	3.94	H
23.	Lack of financial support during the COVID –19 Pandemic	79	11	10	2	6	4.44	H
Weighted mean							3.96-High	

DEGREE OF MANIFESTATION OF COVID-19 PANDEMIC-RELATED STRESS AMONG BMA TEACHERS

Table 2 shows the degree of manifestation of COVID-19 pandemic-related stress among BMA teachers.

In general, the degree of manifestation of COVID-19 pandemic-related stress among

The study of Besser et al. (2020) supports the results of this investigation that the degree of manifestation of COVID-19 pandemic-related stress among teachers is high. This stress has often been accompanied by symptoms of anxiety, depression, and sleep disturbance.

LEVEL OF INFLUENCE OF COVID-19 PANDEMIC-RELATED STRESS TO THE TEACHING PERFORMANCE AMONG BMA TEACHERS

Level of influence of COVID-19 pandemic-related stress to the teaching performance among BMA teachers as perceived by the respondents. The results are laid out in tabular presentation in the succeeding pages.

LEVEL OF INFLUENCE OF COVID-19 PANDEMIC-RELATED STRESS TO THE TEACHING PERFORMANCE AMONG BMA TEACHERS

Table 3 presents the measure of the level of influence of COVID-19 pandemic-related stress to the teaching performance among BMA teachers using frequency count and weighted mean. Results are summarized in table 3.

Table 3
Level of Influence of COVID-19 Pandemic-Related Stress on Teachers' Performance
n=108

Implication of stress on Teachers' Performance	V H	H	A	L	V L	W M	D E
1. Embarking on industrial action (sifting strike)	3 0	1 5	5 1	8 4	4	3.5 5	H
2. Poor attitude to work	3 7	1 5	3 7	1 2	7	3.5 8	H
3. Transferring of aggression to students	3 7	1 3	3 1	1 5	2	3.5 4	A
4. Not motivating students to learn	3 8	1 1	2 6	1 4	9	3.5 2	A
5. Distraction at work	4 1	1 1	2 9	1 6	1	3.5 1	H
6. Staying out of work	4 1	1 0	2 6	1 7	4	3.5 4	A
7. Frequently taken excuse from duty	3 7	1 0	2 5	2 1	5	3.5 1	A
8. Lack of motivation to use other techniques and strategies of teaching	4 0	1 6	2 1	1 5	6	3.5 5	A
9. Lack of commitment to work	3 8	1 0	2 6	1 4	0	3.5 0	A

10. Not attending to students' needs	3 6	2 7	1 9	1 8	1 8	3.5 3	A
11. Absenteeism	3 2	1 3	2 2	1 9	2 2	3.5 3	A
12. Uncooperative with school's activities	3 7	1 0	2 7	1 4	2 0	3.5 8	A
13. Tardiness	3 3	1 8	2 2	1 9	1 6	3.5 1	A
14. Feeling of low self-esteem	3 8	1 3	2 8	1 5	1 4	3.5 3	A
15. Thought of leaving or resigning	4 0	2 5	2 0	1 1	1 2	3.5 5	H
Weighted mean							
3.40-Average							

Note: Highest frequencies are in **boldface**;
DE=Descriptive Equivalent; **WM**= Weighted Mean
 Legend: 1.00-1.50 (**VL**-Very Low); 1.51-2.50 (**L**-Low);
 2.51-3.50 (**A**-Average); 3.51-4.50 (**H**-High);
 4.51-5.00 (**VH**-Very High)

In general, the findings of the investigation revealed that the level of influence of COVID-19 pandemic-related stress to the teaching performance among BMA teachers is average, weighted mean of 3.40.

Based on a recent study of the effects of the COVID-19 pandemic related stress by Rajkumar in Srichannil (2020), revealed that anxiety and depression are common psychological reactions to the COVID-19 outbreak. Similar to all teachers at every level around the globe, during the COVID-19 pandemic, may be experiencing similar stress and anxiety because of the fear of infection and the significant disruption of normal daily activities. However, the levels of stress and anxiety are likely to be considerably different, depending on individual and contextual differences.

**SIGNIFICANT RELATIONSHIP
 BETWEEN THE DEGREE OF
 MANIFESTATION OF COVID-19
 PANDEMIC-RELATED STRESS AMONG
 BMA TEACHERS AND
 THEIR PROFILE VARIABLES**

The relationship between the degree of manifestation of COVID-19 pandemic-related stress and profile of BMA teachers as perceived by the respondents. The results are presented in tabular presentation below.

Relationship Between the Degree of Manifestation of COVID-19 Pandemic-Related Stress among BMA Teachers and Their Profile Variables

Table 4 presents the test of relationship between the degree of manifestation of COVID-19 pandemic-related stress and profile of BMA teachers using Spearman – rho and Point – biserial correlation. Results are summarized in table 4.

Based on the data gathered, table 4 revealed that profile of BMA teachers in terms of *civil status, number of seminars related to stress management, number of dependents and number of students handled* were found to be significantly correlated with their degree of manifestation of COVID-19 pandemic - related stress. Decision is based on their associated significance values lower than 5% level. Meanwhile, profile of respondents along *age, sex, highest educational attainment, and monthly salary* were all found to be not significantly correlated with their degree of manifestation of COVID-19 pandemic - related stress at 5% level.

Table 4
Relationship Between the Degree of Manifestation of COVID-19 Pandemic-Related Stress among BMA Teachers and Their Profile Variables

Profile	Degree of Manifestation of COVID-19 Pandemic-Related Stress	
	r	Sig.
Age	-.011	.911
Sex	-.038	.698
Civil status	.245*	.011
Highest Educational Attainment	.063	.517
Number of seminars related to stress management	.213*	.027
Monthly salary	.061	.533
Number of dependents	.252**	.008
Number of students handled	-.203*	.035

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The study of Rattanasiriphong et al. (2021) entitled “Mental Health and Burnout Among Teachers in Thailand,” the findings of the study confirms that civil status, number of seminars related to stress management, number of dependents and number of students handled were found to be significantly correlated with their degree of emotional exhaustion.

CONCLUSIONS

The summary of findings that serves as the basis for the formulation of conclusions were presented and discussed in this chapter. Moreover, from the generalizations made, some recommendations were laid out regarding the extent of influence of COVID-19 Pandemic-Related stress to the teaching performance among BMA teachers.

1. In this study several personal factors have been found that could influence the COVID-19 pandemic related stress and implication to the teaching performance.

2. The degree of manifestation of COVID-19 pandemic-related stress among BMA teachers is high. They have more COVID-19 related stress complaints and they show unwanted behaviors like staying out of work, distraction of work, and embarking on industrial action like sifting strike. It implies that when teachers are under stress, they cannot perform well. The stress levels teachers bring into the classroom may have an impact on their students.

3. The level of influence of COVID-19 pandemic-related stress to the teaching performance among BMA teachers is average. Teachers under stress cannot perform well. Their teaching performance levels are decreased and they show unwanted behaviors like absenteeism, mistakes during work and ineffective at work. Furthermore, they will have more health related physical and psychological complaints.

4. The findings revealed that the number of seminars attended, number of dependents and number of students handled were significantly correlated to the teaching performance. Effective stress management helps break the hold stress on life, so every teacher can be happier, healthier, and more productive.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are presented:

1. The BMA teachers in Thailand are encouraged to improve professional growth particularly in finishing graduate studies.
2. The study recommends that in order to effectively manage COVID-19 related stress, both teachers and

administrators must possess developed emotional skills like the ability to recognize emotions accurately, understand their causes and consequences, label them precisely, express them comfortably and regulate them effectively.

3. The Ministry of Education may utilize this current pandemic as a chance to develop innovative and context-appropriate strategies for improving educational systems, services, and practices, contributing to the psychological well-being of the teachers, administrative staff and students at the time of the COVID-19 pandemic and beyond. More so, by strengthening the resilience of education systems enables the ministry to respond to the immediate challenges of safely reopening schools and positions them to better cope with future crises.

4. It is recommended that COVID-19 related stress' training and development activities among BMA supervised schools whereby teachers to constantly update their knowledge to be adaptive under new normal conditions and new trends in teaching such as the modular approach and e-learning. There is a need for the Bangkok Metropolitan Administration to allocate reasonable funding in order to organize more training programs on effective stress management in their schools such as workshops, seminars and stress relieving activities for teachers, particularly in light of the extreme challenges posed by the COVID-19 crisis.

5. Future study similar to this must be carried out in public schools in other provinces across the country and

findings be compared to help education planners and managers find concrete solutions to teachers' stress and on how to improve teaching performance in Thailand.

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