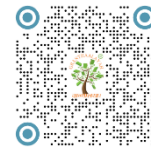


Original Article

## FACTORS CREATING JOB STRESS: A CRITICAL ANALYSIS OF GOVERNMENT PRIMARY SCHOOL TEACHERS IN JHENAIDAH DISTRICT, BANGLADESH

Sukanto Kumar <sup>1</sup>

<sup>1</sup> Ph.D. Fellow, Department of Business Administration, Pabna University of Science and Technology, Pabna - 6600, Bangladesh



### ABSTRACT

The study aims to investigate the job stress experienced by primary school teachers in Bangladesh, highlighting its implications for educational effectiveness. A quantitative research approach was adopted, focusing on the Jhenaidah district's six upazilas: Jhenaidah Sadar, Kaliganj, Shailkupa, Kotchandpur, Maheshpur, and Harinakunda. Data was collected through structured interviews, surveys, and observations using a non-probability sampling technique. Statistical analyses included descriptive statistics, Cronbach's alpha, validity, reliability, confirmatory component analysis, F-test, and regression analysis. The study revealed that in primary schools Work Overload, Job Security, Co-Workers' Relation and Supervision of Authority are the significant factors for job stress. The teachers of primary schools think that Salary and Use of Technology are not so significant factors for job stress. Excessive job stress among primary school teachers leads to an unhealthy societal impact, diminished productivity, and low teacher morale. The negative effects extend beyond the workplace, affecting teachers' psychological and physical health. The study's findings are confined to the Jhenaidah district and may not be generalizable to other regions or contexts within Bangladesh. This research underscores the critical need to address job stress among primary school teachers to enhance educational outcomes and promote a healthier teaching environment, ultimately benefiting student engagement and achievement.

**Keywords:** Job Stress, Primary School Teacher, Workload, and Depression

### INTRODUCTION

Bangladesh is a sovereign country of South Asia and the Constitutional name of it is the People's Republic of Bangladesh. Its total area, including waterways, is 1,47,570 square kilometers, its population is 169.4 million and the density of population is about 1168.79 people, those are living per square kilometer [Bangladesh Bureau of Statistics \(2023\)](#). Bangladesh is a small country and it has a sizable population so the population problem in Bangladesh is a burning question. If we can provide this large population with technical, vocational and pragmatic education and make them skills hands, they will turn into resources instead of being a problem [Ahmad \(2017\)](#). In Bangladesh, only 62.92% people (above 7 years of age) can read and write and the rest are illiterate [Literacy Assessment Survey \(2023\)](#). No nation can prosper without keeping a large section of her population illiterate. To remove this illiteracy, education is obligatory and Primary Education has become a crying need of the time. The foundation of all education is primary education, often known as basic education [Directorate of Primary Education \(2022\)](#). The goal of primary education, which typically begins between the ages of 5 and 8, is to provide a solid foundation in reading, writing, and math as well as a fundamental comprehension of other disciplines [Ministry of Primary and Mass Education \(2023\)](#).

#### \*Corresponding Author:

Email address: Sukanto Kumar ([shrutydebnath@gmail.com](mailto:shrutydebnath@gmail.com))

Received: 21 April 2026; Accepted: 23 May 2026; Published 29 June 2026

DOI: [10.29121/ShodhPrabandhan.v3.i1.2026.104](https://doi.org/10.29121/ShodhPrabandhan.v3.i1.2026.104)

Page Number: 164-172

Journal Title: ShodhPrabandhan: Journal of Management Studies

Journal Abbreviation: ShodhPrabandhan J. Manag. Stud.

Online ISSN: 3049-2416, Print ISSN: 3108-1975

Publisher: Granthaalayah Publications and Printers, India

Conflict of Interests: The authors declare that they have no competing interests.

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Authors' Contributions: Each author made an equal contribution to the conception and design of the study. All authors have reviewed and approved the final version of the manuscript for publication.

Transparency: The authors affirm that this manuscript presents an honest, accurate, and transparent account of the study. All essential aspects have been included, and any deviations from the original study plan have been clearly explained. The writing process strictly adhered to established ethical standards.

Copyright: © 2026 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

In real life, people are full of difficulties and stressed. Primary schools teachers are not out of these. And so the stress of primary schools teachers have to be taken into consideration [Shabbir et al. \(2014\)](#). A natural human response, stress compels us to face challenges and threats in our lives. It is an anxious or stressed-out state caused by a difficult situation. Everybody gets stressed out sometimes. Excessive stress damages mental health and finally physical health that inhibits working capability of people severely [Toropova \(2021\)](#). Stress interferes with the human system's ability to function normally. The Selye was the first scientist to pinpoint "stress" as the cause of the vague symptoms and indicators of disease [Jain \(2021\)](#).

Prolonged dissatisfaction with one's job may create stress. Prolong job stress to primary school teachers may cause them to have with more troublesome negative emotions and attitudes like anxiety, anger, nervousness, frustration and depression, the worsening physiological and physical well-being and teachers demonstrate less caring, less tolerance, less patience and little involvement with their students and teaching [Ahmad \(2017\)](#). Undue job stress to primary school teachers leads to unhealthy society, lower productivity and lower morale. It can lead to alcohol consumption, use of drugs, depression, a form of anxiety, absenteeism, physical pain, and extreme stress leads the way of suicide among the teachers [Kumar \(2015\)](#). Stress is also associated with violence. When stress exists in primary school teachers highly, they manifest lack of communication tremendously among them, which ushers in peer to peer violence. Chronic stress may create them to retirement early [Dey et al. \(2013\)](#).

Education is a pivotal factor that contributes in molding the values and ethics of the society. To attain the goals of education, teachers should be free from any kind of difficulties and stress, because stress is the main hindrance for good performing of a job. It is high time to measure the teachers' stress and satisfaction because Bangladesh is going to put her footstep in the middle-income country side by side if Bangladesh wants to achieve the 4th goal of sustainable development goals (SDGs) within 2030, she has to ensure better teachers' performance. (The 4th goal is- to achieve quality education).

## OBJECTIVES OF THE STUDY

The following objectives are the focus of the study:

- 1) To ascertain the degree of job stress experienced by Bangladeshi government elementary school teachers.
- 2) To determine the elements that could lead to work-related stress for Bangladeshi government primary school instructors.
- 3) To explore the association between demographic variables; and job stress of Bangladeshi government elementary school teachers.

## LITERATURE REVIEW

Tribal primary school teachers experience both moderate and high levels of stress, according to research by [Kharsynniang and Viray \(2021\)](#). Of tribal primary school teachers, 25% are under high stress and 75% are under moderate stress. [Islam and Islam \(2011\)](#) proposed that a substantial inverse relationship between life stress and mental health was discovered. It suggests that mental health is worse in areas of life when stress levels are higher. In terms of life stress and mental health, there was no difference between married and single instructors, male and female. Age, the type of institution, the type of family, and education, however, all have a significant impact on mental health and life stress. Female teachers in rural government primary schools have significant levels of job stress, according to [Singh \(2015\)](#). Job stress is strongly associated with feelings of overload, helplessness, role conflict, lack of motivation, role ambiguity, and fragile interpersonal relationships. The two biggest causes of work-related stress for female teachers are role conflict and overload. Higher levels of job stress are experienced by female head teachers than by those who are not in charge. In Indonesian primary school teachers, [Asaloei et al. \(2020\)](#) highlighted that there is a markedly negative association between job performance and job stress. instructors who experience low levels of stress work at high levels, whereas instructors who experience high levels of stress work at low levels. Indonesian schools are thought to have poor working conditions and a lot of donkey work. Rapid changes are occurring in curriculum and national education policies side by side. Due to these variables, instructors experience unpleasant feelings that lead to discontent, low attendance, despair, subpar performance, and ultimately burnout. High levels of occupational stress were reported by elementary school instructors without a master's degree, according to [Galanakis et al. \(2020\)](#). Teachers who hold postgraduate degrees experience less stress than others. The length of a teacher's workday is not a factor in their workplace stress. Compared to younger teachers, more seasoned educators experience less stress. Stress levels among male teachers are not higher than those of female teachers.

There is no discernible difference in the stress levels of male and female teachers, according to [Saikia and Saikia \(2020\)](#). The results show that 38.33% of people have average stress, 30% have above-average stress, and 1.67% only have modest levels of stress. Teachers' high levels of stress have therefore had a significant impact on the teaching and learning process. The substantial positive correlation between job burnout and occupational stress was reaffirmed by [Qadimi and Praveena \(2013\)](#). Occupational stress is substantially and favorably correlated with depersonalization, emotional weariness, and a lack of personal success. Workplace burnout increases with stress levels. Teachers in private schools are more likely to experience burnout. Compared to female teachers, male upper primary school teachers reported higher levels of occupational stress [Jahan and Sharma \(2017\)](#). More stress is experienced by teachers with less than ten years of experience than by those with more than ten. However, instructors in

rural and urban areas do not experience significantly different levels of stress. Compared to government primary school teachers, [Kaviarasu \(2018\)](#) found that assisted primary school instructors experience higher levels of occupational stress. Their work-related stress is caused by their training, working circumstances, and assessment system. Teachers who experience more stress are less happy with their work. As a result, there are much more absences from class and a reluctance to instruct their classmates. This indicates that they are far less active in the classroom. The greatest source of stress for teachers in elementary schools in Malaysia's Klang Valley is student misbehavior, according to [Samad et al. \(2010\)](#). Other factors influencing mental health status include gender and excessive spade work. Women teachers' mental health is quite poor due to their excessive workload. They are agitated because of this. Teachers reported moderate stress in 71.7% of cases, but only 12.1% reported poor mental health.

[Gowrie et al. \(2015\)](#) claimed that the two biggest sources of stress for instructors are the behavior of their students and their workload. In elementary schools, a new curriculum has been implemented. Work overload is caused by new initiatives and new curricula. Instructors are saying that the new curriculum is having a detrimental physical and mental impact on them. To manage workload and student conduct, administrative assistance is crucial. The primary causes of teachers' stress are the type and location of schools. However, the stress levels in these two industries are identical. Compared to more senior teachers, younger teachers experience more stress and strain. According to research by [Kavita and Hassan \(2018\)](#), teachers at primary schools experience less stress than those in secondary schools. This indicates that instructors in secondary schools are under a lot of stress. Their stressors include their relationship with their parents, their relationship with their coworkers, the pressure to work, time constraints, the attitude of their students, lack of resources, and recognition and support. Teachers who are single and married experience stress levels that differ significantly. [Elamparuthi \(2020\)](#) suggested that female and married school teachers are faced a lot of job stress as they are to contribute multiple roles at school and at home, so they must have to face high level of occupational stress. The most important causes of their stress are shortage of time to cover the syllabus, lack of healthy interaction among staffs and large size of class, family interference into their career and inadequate salary. 90% of them watch television and sleep for getting relief from the occupational stress. To remove stress, 96 % of them listen music, talking with friends 70 %, 58 % of them go to shopping, 44% of them travel to places of natural beauty.

[Hemalatha and Rajeswari \(2017\)](#) emphasized that high school teachers grapple three types of stress. These are-no stress is 56.8%, mild Stress is 16.9% and severe stress is 26.2%. Workforce, students' etiquette, teaching experience and individual teacher's performance are the key factors of their job stress. But working environment is not a factor of job stress. Their stress level has increased over the past few decades due to a combination of rapid industrialization, growing urbanization, and waning support. In the engineering and management departments, [Singh et al. \(2017\)](#) found no significant correlation between occupational stress and burnout. Compared to the teachers in the management department, the engineering department had a lower degree of burnout. Teachers in the mechanical department reported high levels of stress.

## INDEPENDENT VARIABLES RELATED TO JOB STRESS

**Work Overload:** Work overload means such type of responsibilities of jobs which is higher than one's available resources, skill set and time. Work overload can be categorized by two; quantitative and qualitative. Quantitative work overload implied doing much excess work within a short and limited time. In this work overload, you may have enough skillset for doing the task, but you cannot get enough time to do the task. Qualitative work overload means the outcomes of stretching your skillset fully. Here, it is noticed that the definite tasks which are assigned to you, you cannot do better because of your lacking of skill set. You can prove yourself to be a worthy and competent by stretching your capability beyond your capacity. Either Quantitative work overload or Qualitative work overload, both of them have negative effects on you in different ways. [Dankade et al. \(2016\)](#).

HA1: There exists a significant positive relationship between work overload and job stress of the teachers of govt. primary school in Bangladesh.

**Job Security:** Job security means safe and sound your job from being dismissed. It assures that the current employment in where you work will be the foreseeable future. Job security ensures protection against such things like economic downfalls, layoffs and other causes that may sack your employment. Why job security is essential for both employers and employees, five reasons are mentioned here. These are-to less employee anxiety and stress, to improve employees' productivity, to make employees feel valued, to increases employee engagement in every sector and to less-turnover [Ahmad \(2017\)](#).

HA2: There exists significant positive relationship between job security and job stress of the teachers of govt. primary school in Bangladesh.

**Co-Workers' Relation:** Co-Workers' relation refers to the connections and professional interactions among the employees that they have the same interest in the same workplace. This relationship is based on interests, responsibilities and shared goals related to jobs. It ranges from formal to informal. The better co-workers' relationship in an organization, the more confident, brainstorming, voicing opinions and new ideas created. This teamwork is mandatory to innovate, create and embrace change. Co-workers share their expertise and knowledge when others face with novel situations or problems; this can be especially necessary when alternative solutions are not readily accessible [Kumar \(2016\)](#).

HA3: There exists significant positive relationship between co-workers' relation and job stress of the teachers of govt. primary school in Bangladesh.

**Supervision of Authority:** Supervision is the function of take caring somebody or something. It is a procedure that involves correcting, instructing and guiding someone. A person who supervises is called supervisor and a person who gets the supervision is called supervisee. Proper supervision can assist to create positive working environment, caring and more supportive for higher production. It provides a space for regular communication, problem solving, and increased team working [Sultana et al. \(2017\)](#).

HA4: There exists significant positive relationship between supervision of authority and job stress of the teachers of govt. primary school in Bangladesh.

**Use of Technology:** Technology is the implementation of systematic knowledge and is the development of methods, machine and devices for making things. The use of technology has made the whole world affordable for people to ensure better lives in different ways. It has provided us various resources and information that are not possible to get by others. It has helped to inter connect the global people and has made collaboration and global communication much easier. It has constructed the whole world like a village. The purpose of using technology is to meet up the human needs as well as to solve the human problems [Ghani et al. \(2022\)](#).

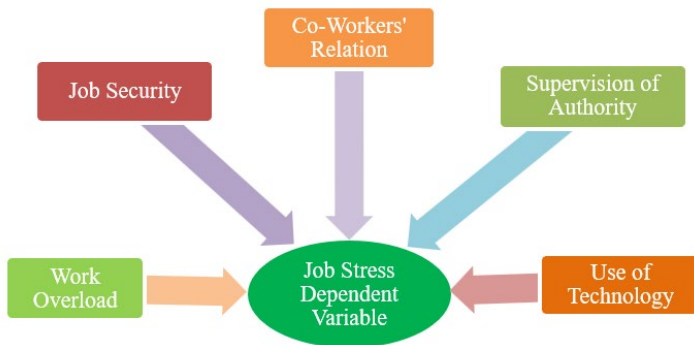
HA5: There exists significant positive relationship between use of technology and job stress of the teachers of govt. primary school in Bangladesh.

## CONCEPTUAL MODEL

This chapter covers the development of conceptual research model and hypothesis of the study. To understand and to investigate the job stress of the teachers of primary schools, the following conceptual research models have been developed. Conceptual research models are built on some definite variables. The definite variables have been identified from the comprehensive literature review. Side by side a number of hypotheses emanated from those definite variables which have to be tested. The proposed research model includes five independent variables related to job stress such as work overload, job security, co-workers' relation, supervision of authority, use of technology.

The Conceptual research model is as follows:

**Figure 1**



**Figure 1 The Conceptual Model of the Study**

## RESEARCH METHODOLOGY

This chapter is focused on research design including sampling technique, sources and collection of data, questionnaire design, measurement scales and finally concentrated of data processing and analyzing. The study area covers three upazalas of Jhenaidah district of Bangladesh. These are Jhenaidah sadar upazila, Shaikupa Upazila and Kotchadpur Upazila that have been selected conveniently for the study. In the Sadar upazila, there are 1295 primary school teachers, Shaikupa Upazila 850 teachers and in the Kotchadpur Upazila 402 teachers. Out of them, 100 primary school teachers from Sadar and 60 teachers from Shaikupa Upazila and 40 teachers from Kotchadpur upazila that means total 200 teachers have been taken as samples purposively. Data are collected from both primary and secondary sources. Under this study, primary data are collected from the respondents of the selected primary schools through a well-structured questionnaire as well as observation. Secondary data are collected from relevant websites, newspaper, periodicals, research articles, books and different related research based journals. The non-probability technique is used in the investigation. Non-probability technique is widely used for examining authentic-world phenomena, and its sample needs a well-defined justification but is not chosen at random. Purposive sampling is also referred to as judgmental sampling since the researchers' judgment and expertise are the sole factors used to choose the sample, or all of the chosen respondents [Vehovar et al. \(2016\)](#). On the other hand, purposive sampling method is identified deliberately because of the researchers' practical experience

that targeted respondents pay a great contribution for this research by supplying proper and right opinions and information that could not be taken from other different types of respondents. A well-structured questionnaire is administered for the 200 primary school teachers. The survey questionnaire is initially administered in English language with the opinion of researchers and experts in the respective fields and then translated into Bengali for the convenience of the respondents. The questionnaire is made of some demographic variables like age, gender, educational qualification, occupation, income level, tenure of service, and location and some five (5) jobs stress related variables. The corresponding items of the questionnaire are measured by using a 5-point Likert scale ranging from 1 (Highly Dissatisfied) to 5 (Highly Satisfied). SPSS software is taken to handle and to evaluate gathered data. Because the SPSS software is incredibly easy to use and can run a variety of the tests statistics, researchers utilize it extensively [Ong and Puteh \(2017\)](#). According to [Milovanović and Perišić \(2020\)](#), SPSS software has greatly benefited researchers and academicians because to its ease of use, time-saving data analysis method, and ease of result interpretation. Descriptive statistics, Cronbach's alpha, validity, reliability, confirmatory component analysis, F-test, regression analysis and hypothesis testing are a few crucial statistical procedures.

## RESULTS AND DISCUSSIONS

**Table 1**

| Table 1 Distribution of the Respondents by Age |           |         |               |                    |
|------------------------------------------------|-----------|---------|---------------|--------------------|
| Age Group                                      | Frequency | Percent | Valid Percent | Cumulative Percent |
| 21 to 30 Years                                 | 4         | 2.0     | 2.0           | 2.0                |
| 31 to 40 Years                                 | 80        | 40.0    | 40.0          | 42.0               |
| 41 to 50 Years                                 | 70        | 35.0    | 35.0          | 77.0               |
| 51 to 60 Years                                 | 46        | 23.0    | 23.0          | 100.0              |
| Total                                          | 200       | 100.0   | 100.0         |                    |

**Source:** Field Survey

The frequency distribution and percentages of the respondents' age (in year) are shown in [Table 1](#). The majority of the primary school teachers 40% belong to age group of 31-40 years, 35% teachers belong to the age group of 41-50 years. It is also observed that a moderate number, 23%, of teachers are with age of 51-60. The youngest participant was 21 years of age and the oldest 60 years.

**Table 2**

| Table 2 Distribution of the Respondents by Designation |           |         |               |                    |
|--------------------------------------------------------|-----------|---------|---------------|--------------------|
| Sub Catagory                                           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Assistant Teacher                                      | 162       | 81.0    | 81.0          | 81.0               |
| Head Teacher                                           | 38        | 19.0    | 19.0          | 100.0              |
| Total                                                  | 200       | 100.0   | 100.0         |                    |

**Source:** Field Survey

Among 200 respondents, 162 or 81% are assistant teachers and 38 or 19% are head teachers.

**Table 3**

| Table 3 Distribution of the Respondents by Experience |           |         |               |                    |
|-------------------------------------------------------|-----------|---------|---------------|--------------------|
| Class Interval (in years)                             | Frequency | Percent | Valid Percent | Cumulative Percent |
| 1 to 5 Years                                          | 21        | 10.5    | 10.5          | 10.5               |
| 6 to 10 Years                                         | 24        | 12      | 12            | 22.5               |
| 11 to 15 Years                                        | 56        | 28      | 28            | 50.5               |
| 16 to 20 Years                                        | 18        | 9       | 9             | 59.5               |
| 21 to 25 years                                        | 18        | 9       | 9             | 68.5               |
| 26 Years to above                                     | 63        | 31.5    | 31.5          | 100                |



|              |            |            |            |
|--------------|------------|------------|------------|
| <b>Total</b> | <b>200</b> | <b>100</b> | <b>100</b> |
|--------------|------------|------------|------------|

**Source:** Field Survey

As shown in the Table 3, the majority of 63 or 31.5% of the respondents were highly experienced (more than 26 years). 56 or 28% respondents have 11-15 years job experience, 24 or 12% have the experience of 6-10 years, 21 or 10.5% have experience of 1-5 years and 18 or 9% have the experience of 16-20 years.

**Table 4**

**Table 4 Distribution of the Respondents by Gender**

| Gender Type | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Male        | 91        | 45.5    | 45.5          | 45.5               |
| Female      | 109       | 54.5    | 54.5          | 100                |
| Total       | 200       | 100     | 100           |                    |

**Source:** Field Survey

Among 200 respondents, 91 or 45.5% were male and 109 or 54.5% were female.

**Table 5**

**Table 5 Distribution of the Respondents by Marital Status**

| Marital Status | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Married        | 192       | 96      | 96            | 96                 |
| Unmarried      | 8         | 4       | 4             | 100                |
| Total          | 200       | 100     | 100           |                    |

**Source:** Field Survey

Among 200 respondents, 192 or 96% were married and only 8 or 4% were unmarried.

**Table 6**

**Table 6 Distribution of the Respondents by Educational qualification**

| Sub Catagory | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| SSC Passed   | 5         | 2.5     | 2.5           | 2.5                |
| HSC passed   | 28        | 14      | 14.0          | 16.5               |
| Graduate     | 82        | 41      | 41.0          | 57.5               |
| Masters      | 85        | 42.5    | 42.5          | 100.0              |
| Total        | 200       | 100.0   | 100.0         |                    |

**Source:** Field Survey

Data in Table 6 shows that among 200 respondents, the majority of the primary school teachers are of 85 or 42.5%, obtained Master's degree and 82 or 41 % have a bachelor degree that means graduate. 28 or 14% teachers are HSC passed and Very few of the teachers 5 or 2.5% are SSC passed.

**Table 7**

**Table 7 Model Summary of the study**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .452 <sup>a</sup> | .204     | .18               | .87305                     |

a. Predictors: (Constant), Use of Technology, Work Overload, Salary, Job Security, Co-Workers' Relation, Supervision of Authority

Table 7 shows the value of R is 0.452, that means the prediction level is moderate. Here the R-Square value is 0.204. It indicates the dependent variables' variance of the proportion technically, by the regression model above, it is variation of proportion and beyond the mean in the model.

**Table 8**

| Table 8 ANOVA Analysis of the Study |                |     |             |       |                   |
|-------------------------------------|----------------|-----|-------------|-------|-------------------|
| Model                               | Sum of Squares | df  | Mean Square | F     | Sig.              |
| Regression                          | 37.773         | 6   | 6.296       | 8.260 | .000 <sup>b</sup> |
| Residual                            | 147.107        | 193 | .762        |       |                   |
| Total                               | 184.880        | 199 |             |       |                   |

a. Dependent Variable: Job Stress

b. Predictors: (Constant), Use of Technology , Work Overload, Salary , Job Security , Co-Workers' Relation , Supervision of Authority

In the ANOVA table the F-ratio (see Table 8) indicates that a good fit is set by the overall regression model for the data. The table shows that the independent variables statistically significantly predict the dependent variable,  $F(6, 193) = 8.260$ ,  $p < .0001$  (i.e., the regression model is a good fit of the data).

**Table 9**

| Table 9 Test Hypothesis of the Study |                             |            |                           |       |       |                                   |
|--------------------------------------|-----------------------------|------------|---------------------------|-------|-------|-----------------------------------|
|                                      | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  | Comment                           |
|                                      | B                           | Std. Error | Beta                      |       |       |                                   |
| Salary                               | .098                        | .075       | .084                      | 1.298 | 0.196 | Reject at 5% level of Significant |
| Work Overload                        | .386                        | .074       | .354                      | 5.253 | .000  | Accept at 1% level of Significant |
| Job Security                         | .146                        | .073       | .14                       | 2.001 | .047  | Accept at 5% level of Significant |
| Co-Workers' Relation                 | -.246                       | .105       | -.182                     | -2.35 | .020  | Accept at 5% level of Significant |
| Supervision of Authority             | .335                        | .113       | .237                      | 2.98  | .003  | Accept at 1% level of Significant |
| Use of Technology                    | -.038                       | .102       | -.027                     | -.370 | .711  | Reject at 5% level of Significant |

Dependent Variable: Job Stress

Table 9 portrays the multiple regression analysis's results. It indicates that primary school teachers think that Work Overload, Job Security, Co-Workers' Relation and Supervision of Authority are the significant factors for job stress. They also think that Salary and Use of Technology are not so significant factors for job stress.

## CONCLUSION

The teachers of primary schools must be delicate and flamboyant since they must spend a lot of time with these sensitive pupils and teach them in these schools. Primary school instructors must to have a positive outlook and a pleasant disposition. Primary school instructors are required to have a positive attitude. Building up the character of these sensitive children is nearly impossible without teachers who have a gentle disposition. If they become agitated in class, it affects these elegant students. However, people in real life are worried and faced with many challenges. Teachers in elementary schools are also included in this. Primary school teachers think that Work Overload, Job Security, Co-Workers' Relation and Supervision of Authority are the significant factors for job stress. They also think that Salary and Use of Technology are not so significant factors for job stress. Therefore, the stress that primary school teachers experience must be taken into account. Stress forces us to confront obstacles and dangers in our lives and is a normal human reaction. It is an uneasy or tense state brought on by a challenging circumstance. Everyone experiences stress

occasionally. Overstress deteriorates mental and then physical health, which significantly impairs people's capacity to perform. The regular functioning of the human system is disrupted by stress.

## ACKNOWLEDGMENTS

None.

## REFERENCES

- Ahmad, J. (2017). Occupational Stress Among School Teachers: A Review. *International Journal of Innovative Research and Advanced Studies*, 4(8), 347–349.
- Asaloei, S. I., Wolomasi, A. K., and Werang, B. R. (2020). Work-Related Stress and Performance Among Primary School Teachers. *International Journal of Evaluation and Research in Education*, 9(2), 352–358. <https://doi.org/10.11591/ijere.v9i2.20335>
- Bangladesh Bureau of Statistics. (2023). Bangladesh Bureau of Statistics.
- Dankade, U., Bello, H., and Deba, A. A. (2016). Analysis of Job Stress Affecting the Performance of Secondary Schools' Vocational Technical Teachers in North East, Nigeria. *Journal of Technical Education and Training*, 8(1), 43–49.
- Dey, B. K., Rahman, A., Bairagi, A., Shah, M. A. S., and Abdullah, A. (2013). Job Stress and Life Satisfaction of College Teachers of Chittagong. *The Chittagong University Journal of Biological Sciences*, 8(1–2), 11–20. <https://doi.org/10.3329/cujbs.v8i1.73517>
- Directorate of Primary Education. (2022). Directorate of Primary Education.
- Elamparuthi, D. (2020). Occupational Stress Among Female Teachers Working in Higher Secondary Schools, Chidambaram, Tamil Nadu. *International Journal of Business Management and Research*, 10(4), 29–34. <https://doi.org/10.24247/ijbmraug20204>
- Galanakis, M., Alexiou, E., Androutopoulou, A., Chiotaki, I. F., Mouselimidou, I., Mylona-Fountzoula, M. T., and Tsirozidi, S. (2020). Occupational Stress Relation to Tenure and Educational Level in Primary School Teachers in Greece. *Psychology*, 11(6), 865–873. <https://doi.org/10.4236/psych.2020.116056>
- Ghani, B., Memon, K. R., Han, H., Ariza-Montes, A., and Arjona-Fuentes, J. M. (2022). Work Stress, Technological Changes, and Job Insecurity in the Retail Organization Context. *Frontiers in Psychology*, 13, Article 918065. <https://doi.org/10.3389/fpsyg.2022.918065>
- Gowrie, G., Ramdass, M., Birbal, R., Dass, N., Singh, V., and Rocke, J. (2015). Teacher Stress in Primary Schools in One Education District in Trinidad and Tobago. *Advances in Social Sciences Research Journal*, 2(9), 26–40. <https://doi.org/10.14738/assrj.29.1120>
- Hemalatha, M., and Rajeswari, P. (2017). Analysis of Occupational Stress Among High School Teachers in Coimbatore District. *Asian Journal of Applied Science and Technology*, 1(4), 16–19.
- Islam, M. N., and Islam, M. N. (2011). Life Stress and Mental Health of Primary School Teachers. *Bangladesh Journal of Behavioural Sciences*, 4(1), 32–42.
- Jahan, H., and Sharma, S. (2017). Occupational Stress in Upper Primary School Teachers. *IJARIE*, 3(5), 806–814. <https://doi.org/10.25215/0501.080>
- Jain, S. (2021). A Study of Work Stress and Coping Among Primary School Teachers in the Wellington Region. *New Zealand Journal of Teachers' Work*, 18(1), 18–35. <https://doi.org/10.24135/teacherswork.v18i1.313>
- Kavita, K., and Hassan, N. C. (2018). Work Stress Among Teachers: A Comparison Between Primary and Secondary School Teachers. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 60–66. <https://doi.org/10.6007/IJARPED/v7-i4/4802>
- Kaviarasu, V. (2018). A Study on Occupational Stress Among the Teachers of the Primary Schools in Dharmapuri District. *International Journal of Research and Analytical Reviews*, 6(1), 878–886.
- Kharsynniang, H., and Viray, M. (2021). Occupational Stress Among Tribal Primary Teachers of Shillong, India. *International Journal of Creative Research Thoughts*, 9(7), 228–232.
- Kumar, J. (2016). Job Satisfaction of Itinerant Teachers in India. *Amity International Journal of Teacher Education*, 2(1), 1–9.
- Kumar, V. S. (2015). A Study on Job Satisfaction of Higher Secondary School Teachers at Trichy. *IOSR Journal of Business and Management*, 17(7), 12–16.
- Literacy Assessment Survey. (2023). Bangladesh Bureau of Statistics.
- Milovanović, M., and Perišić, J. (2020). Advantages and Limitations of Using SPSS in Teaching Statistics. In *Innovation as an Initiator of the Development: Innovations in the Function of Development* (274).
- Ministry of Primary and Mass Education. (2023). Ministry of Primary and Mass Education.
- Ong, M. H. A., and Puteh, F. (2017). Quantitative Data Analysis: Choosing Between SPSS, PLS, and AMOS in Social Science Research. *International Interdisciplinary Journal of Scientific Research*, 3(1), 14–25.
- Qadimi, A., and Praveena, K. B. (2013). Occupational Stress and Job Burnout Among Primary School Teachers. *Indian Streams Research Journal*, 3(8), 1–5.



- Saikia, M., and Saikia, T. (2020). A Study on Occupational Stress Among Elementary School Teachers. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 10668–10674.
- Samad, N. I. A., Hashim, Z., Moin, S., and Abdullah, H. (2010). Assessment of Stress and Its Risk Factors Among Primary School Teachers in the Klang Valley, Malaysia. *Global Journal of Health Science*, 2(2), 163–171. <https://doi.org/10.5539/gjhs.v2n2p163>
- Shabbir, M., Wei, S., Nabi, G., Zaheer, A. N., and Khan, H. (2014). Job Satisfaction Status of Public Primary School Teachers: A Case of Pakistan Administrative Kashmir. *European Journal of Educational Sciences*, 1(4), 56–71. <https://doi.org/10.19044/ejes.v1no4a6>
- Singh, B. (2015). Job Stress Among Female Teachers of Rural Primary Schools. *International Journal of Applied Social Science*, 2(9–10), 277–285.
- Singh, I., Jain, M., and Kaur, R. (2017). A Study of Level of Stress and Burnout Among Faculty Members in Private Universities of Punjab. *International Journal of Control Theory and Applications*, 10(32), 67–77.
- Sultana, A., Sarker, M. N. I., and Prodhan, A. S. (2017). Job Satisfaction of Public and Private Primary School Teachers of Bogra District in Bangladesh. *Journal of Sociology and Anthropology*, 1(1), 41–46.
- Vehovar, V., Toepoel, V., and Steinmetz, S. (2016). Non-Probability Sampling. In C. Wolf, D. Joye, T. W. Smith, and Y.-C. Fu (Eds.), *The SAGE Handbook of Survey Methodology* (329–345). SAGE Publications. <https://doi.org/10.4135/9781473957893.n22>