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Research on Stress Sources and Coping Strategy in Teachers: Obstacles and Opportunities for Sustainable Education

The purpose of this paper is to examine the most common sources of stress among teachers in several primary schools in Zagreb and to observe the coping strategies they use. The sample consisted of 46 primary school teachers. The questionnaire was the main instrument, and the data were analyzed using the JASP program with descriptive statistics, independent t-test, one-factor ANOVA, Pearson correlations, and multiple linear regression. The study is based on the assumption that certain characteristics and individual factors influence the level of perceived stress as well as the choice of coping strategies. The data collected provides insight into the causes of stress in the education system to identify the strongest stressors.

The results showed that higher expectations and less administrative support were significantly associated with increased stress levels. Teaching experience was found to be beneficial, with more experienced teachers reporting less stress. In addition, female teachers reported significantly higher levels of stress than their male counterparts.

These findings highlight the importance of further research into this problem and the evaluation of the effectiveness of stress coping strategies.

By identifying sources of stress in the education system and proposing improvements in institutional support, this study contributes to promoting a sustainable education system and preserving the mental health of teachers as key stakeholders in education.

Keywords: SDG, teacher stress, sustainable development, public education, workplace well-being, human capital