

Work Overload and Workplace Bullying as Predictors of Occupational Stress among Secondary School Teachers Under the Secondary Educational Service Area Office Bangkok Areas 1 and 2

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Abstract: The objectives of this research were (1) to examine the relationship between work overload and occupational stress among teachers; (2) to examine the relationship between workplace bullying and occupational stress among teachers; and (3) to predict occupational stress among teachers using the elements of work overload and workplace bullying as predictors. The sample consisted of 402 secondary school teachers under the Secondary Educational Service Area Office in Bangkok, specifically in Area 1 and Area 2. A proportional stratified random sampling technique was employed to select the sample. The research instrument was a questionnaire, and the statistical analyses included frequency, percentage, Pearson's correlation coefficient, and stepwise multiple regression analysis. The results revealed that (1) work overload had a positive relationship with occupational stress among teachers at the .01 level of statistical significance, with a moderate correlation ($r = .524$); (2) workplace bullying had a positive relationship with occupational stress among teachers at the .01 level of statistical significance, with a moderate correlation ($r = .555$); and (3) workplace bullying (destabilization element), work overload (quantitative element), and workplace bullying (unreal expectations element) collectively predicted 40.32% of occupational stress among teachers.

Keywords: Work overload, Workplace bullying, Occupational stress, Teachers

Introduction

Teachers play a vital role in facilitating students' learning in both academic and moral domains, enabling them to grow into quality adults who will ultimately become an essential workforce for the nation. One major obstacle affecting teachers' performance is occupational stress. Ahghar (2008) found that 40.02% of secondary school teachers in Iran experienced moderate to high levels of occupational stress and that the school organizational climate could predict teachers' occupational stress. Mariammal, Jaisheeba, & Sornaraj (2012) reported that their sample consisted of 600 respondents, including 300 teachers and 300 office workers of both sexes. The findings indicated that the working environment had a greater impact on teachers, leading to increases in blood pressure, pulse rate, and pulse pressure. In contrast, the working environment of office workers had a comparatively lesser effect on their health than on teachers.

Occupational stress also has significant effects on teachers' health. Howard et al. (2017) highlighted that the teaching profession was inherently stressful and places teachers at risk for somatization disorder. Their findings indicated that teachers with higher stress levels had poorer physical quality of life and exhibited symptoms of depression, panic, and anxiety, which were significantly associated with somatization at the .05 level. Desouky & Allam (2017) conducted a study of 568 Egyptian teachers and found that the prevalence of occupational stress (OS), anxiety, and depression was 100%, 67.5%, and 23.2%, respectively. The results further indicated that levels of occupational stress, anxiety, and

depression were significantly higher among teachers aged over 40 years, female teachers, primary school teachers, and those with inadequate salaries, greater teaching experience, higher educational qualifications, and heavier workloads. Zhang et al. (2015) reported that occupational stress significantly increased the risk of respiratory diseases at the .05 level, and Wang & Zhang (2007) confirmed that occupational stress negatively affected teachers' health and job performance.

Wang et al. (2015) found that occupational stress was associated with teacher burnout. Likewise, Rana & Soodan (2019) reported that occupational stress affected teachers' burnout, job satisfaction, and health. Fitchett et al. (2018) found that teachers identified as being at risk for stress exhibited higher burnout levels and had poorer classroom management. Muthuvelayutham & Mohanasundaram (2012) observed that occupational stress influenced teachers' job satisfaction and job involvement. In addition, Poormahmood, Modyedi, & Alizadeh (2017) found that occupational stress was negatively related to teachers' life satisfaction, spirituality, joy, optimism, and individual development, but positively related to interpersonal relationships, autonomy, and psychological well-being.

Klassen & Chiu (2011) reported that job stress affected occupational commitment and teachers' intentions to quit teaching. Kanchika et al. (2015) found that occupational stress was associated with teachers' aggression. Kala et al. (2017) revealed that occupational stress affected employees' work–life balance, and Poorkiani, Soltani, & Gheisari (2014) found that work stress could predict work ethic.

In their professional roles, teachers are responsible for teaching students, preparing instructional content, creating teaching materials, and grading assignments. Beyond instructional responsibilities, teachers are also required to take on additional duties such as managing sports activities, supervising student development programs, and preparing academic portfolios for professional advancement. Teachers frequently experience work overloads and must interact not only with students but also with colleagues, department heads, school administrators, parents, and community members. These interactions may expose teachers to workplace bullying, which can further contribute to occupational stress.

Although previous studies have examined teachers' occupational stress, there are limitations regarding its antecedents. Existing research has typically investigated work overload or workplace bullying separately. Moreover, there is a lack of studies examining both variables among secondary school teachers. Therefore, the objectives of this study are to (1) examine the relationship between work overload and occupational stress among teachers, (2) examine the relationship between workplace bullying and occupational stress among teachers, and (3) predict occupational stress among teachers using the elements of work overload and workplace bullying as predictors. The study included two predictor variables—work overload (comprising two elements) and workplace bullying (comprising five elements)—and one criterion variable, namely occupational stress among teachers (comprising three elements).

Methodology

This study employed quantitative research design, using questionnaires administered to the sample group. The data collected were analyzed and the results were subsequently reported.

Conceptual framework

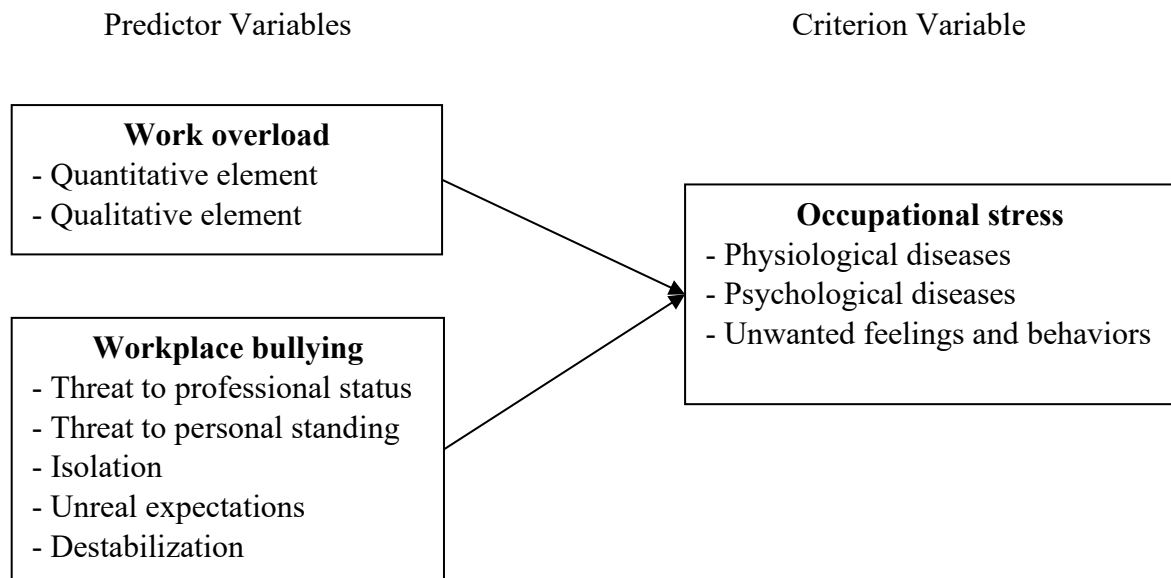


Figure 1: Conceptual framework

Based on the conceptual framework, the study included two predictor variables—work overload (comprising two elements: quantitative and qualitative) and workplace bullying (comprising five elements: threat to professional status, threat to personal standing, isolation, unreal expectations, and destabilization)—and one criterion variable, occupational stress among teachers, which comprised three elements: physiological diseases, psychological diseases, and unwanted feelings and behaviors.

Population and Sample

The population comprised secondary school teachers under the Secondary Educational Service Area Office (SESAO) in Bangkok, totaling 14,230 teachers across two areas: 6,431 teachers in Area 1 and 7,799 teachers in Area 2. The sample consisted of secondary school teachers under SESAO in Bangkok, also from Areas 1 and 2. The sample size was determined using the formula of Krejcie & Morgan (1970), resulting in a required sample of 373 participants. However, to ensure adequacy and account for potential nonresponses, a total of 410 questionnaires—representing approximately 10% above the minimum required sample—were distributed.

A stratified random sampling technique was employed in accordance with the proportion of teachers in each area and the size of the schools. School size was categorized into four types based on student enrollment: small (1–499 students), medium (500–1,499 students), large (1,500–2,499 students), and extra-large (2,500 students and above).

Research Instrument

The questionnaire on occupational stress among teachers, based on the concept of Loo, Amin, and Rahman (2015), consisted of 37 items. It was divided into three elements: physiological symptoms (11 items), psychological symptoms (11 items), and unwanted feelings and behaviors (15 items). The questionnaire employed a rating scale format with

five response options: always, sometimes, occasionally, rarely, and never, scored as 4, 3, 2, 1, and 0, respectively.

The questionnaire on work overload, based on the concept of Katz and Kahn (1978), consisted of 11 items. It comprised two elements: quantitative work overload (6 items) and qualitative work overload (5 items). The instrument used a rating scale format with five response options: strongly agree, agree, moderately agree, slightly agree, and least agree, scored as 5, 4, 3, 2, and 1, respectively.

The questionnaire on workplace bullying, based on the concepts of Rayner and Hoël (1997) and Einarsen and Mikkelsen (2003), consisted of 26 items. It was divided into five elements: threat to professional status (5 items), threat to personal standing (5 items), isolation (7 items), unreal expectations (4 items), and destabilization (5 items). The questionnaire employed a rating scale format with five response options: always, sometimes, occasionally, rarely, and never, scored as 4, 3, 2, 1, and 0, respectively.

The researcher developed a questionnaire as the primary instrument for data collection. The instrument underwent evaluation to ensure content validity, item discrimination, and reliability, as described below.

Validity

The questionnaire was constructed by the researcher and subsequently examined for content validity by three experts in industrial and organizational psychology. Items with an Item-Objective Congruence (IOC) value greater than 0.50 were considered acceptable (Khongsat & Thamwong, 2008). All items of the three variables in this study met the required IOC criterion; consequently, no items were removed. In addition, the experts provided suggestions for refining the wording to enhance clarity, appropriateness, and accuracy. The researcher revised the items accordingly.

Item Discrimination

After revising the items based on expert feedback, the researcher conducted a tryout with 32 secondary school teachers who were not part of the main sample. Item discrimination was calculated using the Corrected Item-Total Correlation. Items with discrimination values below 0.20 were removed (Kanchanawasi & Kanchanawasi, 2016). The results indicated that the item discrimination values were found to be within acceptable ranges, with occupational stress ranging from .251 to .870, work overload ranging from .499 to .868, and workplace bullying ranging from .571 to .889; therefore, no items were removed.

Reliability

The internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient (Cronbach, 1990), with a reliability coefficient above .70 considered acceptable (Lacobucci & Duhachek, 2003). The reliability analysis indicated that the occupational stress scale had a Cronbach's alpha of .962, the work overload scale had a Cronbach's alpha of .942, and the workplace bullying scale had a Cronbach's alpha of .976. These results demonstrated that all scales possessed high internal consistency. The number of items, Item-Objective Congruence (IOC), discrimination values (Corrected Item–Total Correlation), and reliability were presented in Table 1.

Table1: Number of Items, IOC, Corrected Item-Total Correlation and Reliability.

Variables	Number of Items	IOC	Corrected Item-Total Correlation	Reliability
Occupational stress	37	0.67-1.00	.251-.870	.962
Physiological diseases	11	0.67-1.00	.418-.757	.895
Psychological diseases	11	0.67-1.00	.680-.870	.963
Unwanted feelings and behaviors	15	0.67-1.00	.251-.786	.915
Work Overload	11	0.67-1.00	.499-.868	.942
Quantitative element	6	0.67-1.00	.499-.868	.849
Qualitative element	5	0.67-1.00	.547-.831	.876
Workplace Bullying	26	0.67-1.00	.571-.889	.976
Threat to professional status	5	1.00-1.00	.571-.769	.873
Threat to personal standing	5	1.00-1.00	.731-.835	.737
Isolation	7	0.67-1.00	.802-.845	.834
Unreal expectations	4	1.00-1.00	.693-.826	.818
Destabilization	5	1.00-1.00	.599-.884	.727

Data Collection Procedures

Upon receiving approval from school administrators, the researcher distributed 410 questionnaires in person to secondary school teachers. A total of 402 completed questionnaires were returned and deemed usable, exceeding the minimum required sample size. The completed questionnaires were then entered and analyzed using statistical software.

Data Analysis

Data analysis in this study involved several statistical techniques. Frequency and percentage were used to examine respondents' general data. Pearson's correlation coefficient was employed to examine the relationships between work overload and occupational stress among teachers, as well as between workplace bullying and occupational stress among teachers. Stepwise multiple regression analysis was conducted to investigate the prediction of occupational stress among teachers using the elements of work overload and workplace bullying as predictors.

Research Results

The general data analysis of the sample revealed that most teachers were female, totaling 283 individuals, which accounted for 70.40% of the sample. Most teachers were under 30 years of age, with 173 individuals, representing 43.03%. Regarding work experience, the largest group had between 1 and 5 years of experience, comprising 121 teachers, or 30.10% of the sample.

Occupational stress and workplace bullying levels were interpreted according to the following score ranges: 0.00–0.80 = lowest, 0.81–1.60 = low, 1.61–2.40 = moderate, 2.41–3.20 = high, and 3.21–4.00 = highest. Overall, occupational stress was at a moderate level ($M = 1.74$, $SD = 0.87$). Its elements—physiological diseases and unwanted feelings and behaviors—were also at moderate levels ($M = 1.78$, $SD = 0.85$; $M = 1.70$, $SD = 0.90$, respectively), whereas psychological diseases were at a low level ($M = 1.10$, $SD = 1.03$).

Overall, workplace bullying was at the lowest level ($M = 0.75$, $SD = 0.82$). Its elements—threat to personal standing, isolation, unreal expectations, and destabilization—were all at the lowest levels ($M = 0.59$, $SD = 0.91$; $M = 0.43$, $SD = 0.81$; $M = 0.77$, $SD =$

1.08; $M = 0.62$, $SD = 0.88$, respectively), while threat to professional status was at a low level ($M = 0.89$, $SD = 0.94$).

Work overload levels were interpreted based on the following score ranges: 1.00–1.80 = lowest, 1.81–2.60 = low, 2.61–3.40 = moderate, 3.41–4.20 = high, and 4.21–5.00 = highest. Overall, work overload was at a moderate level ($M = 2.81$, $SD = 0.99$). The quantitative element was at a moderate level ($M = 3.24$, $SD = 1.12$), whereas the qualitative element was at a low level ($M = 2.38$, $SD = 1.09$).

The interpretation of correlation coefficient levels in this research followed Hinkle et al. (2003), who noted that coefficients ranging from 0.00–0.30 indicate a negligible relationship, 0.30–0.50 a low relationship, 0.50–0.70 a moderate relationship, 0.70–0.90 a high relationship, and 0.90–1.00 a very high relationship.

The researcher analyzed the relationships between work overload and occupational stress among teachers, as well as between workplace bullying and occupational stress among teachers, as presented in Table 2 and Table 3

Table 2: Pearson's correlation coefficient between work overload and occupational stress among teachers.

No.	Work overload	Occupational stress		
		r	p	Level
1.	Quantitative element	.479**	.000	Low
2.	Qualitative element	.466**	.000	Low
	Overall	.524**	.000	Moderate

**Statistical significance at the .01 level

According to Table 2, the analysis of Pearson's correlation coefficients indicated that work overload was significantly related to occupational stress among teachers at the .01 level, with a moderate correlation ($r = .524$).

When examined by element, both the quantitative and qualitative elements of work overload were positively related to occupational stress among teachers, with statistical significance at the .01 level. The correlations were considered low, with r values of .479 and .466, respectively.

Table 3: Pearson's correlation coefficient between workplace bullying and occupational stress among teachers.

No.	Workplace bullying	Occupational stress		
		r	p	Level
1.	Threat to professional status	.455**	.000	Low
2.	Threat to personal standing	.487**	.000	Low
3.	Isolation	.482**	.000	Low
4.	Unreal expectations	.515**	.000	Moderate
5.	Destabilization	.537**	.000	Moderate
	Overall	.555**	.000	Moderate

**Statistical significance at the .01 level

According to Table 3, the analysis of Pearson's correlation coefficients indicated that workplace bullying was significantly related to occupational stress among teachers at the .01 level, with a moderate correlation ($r = .555$).

When examined by element, threat to professional status, threat to personal standing, and isolation were positively related to occupational stress among teachers at the .01

significance level, with low correlation coefficients ($r = .455, .487, \text{ and } .482$, respectively). In contrast, unreal expectations and destabilization were also positively related to occupational stress at the .01 level but demonstrated moderate correlations ($r = .515 \text{ and } .537$, respectively).

The analysis revealed that overall work overload and overall workplace bullying were significantly correlated at the .01 level, with a correlation coefficient of $r = .566$. Furthermore, the researcher analyzed the correlations among the seven predictors (2 elements of work overload and 5 elements of workplace bullying) and found correlation coefficients (r) ranging from .364 to .794, indicating that multicollinearity was not a concern. According to Stevens (1992), an r value greater than .80 indicated potential multicollinearity. Additionally, tolerance values ranged from .289 to .866, meeting the required criteria and indicating no multicollinearity issues. Variance inflation factor (VIF) values ranged from 1.155 to 3.462, also demonstrating the absence of multicollinearity. According to Charoonsawas (2008), a tolerance value close to 0 suggested that an independent variable was highly correlated with other independent variables, while a value below 0.10 indicated a severe multicollinearity problem. Likewise, a VIF value greater than 10 reflected a high level of intercorrelation among independent variables, indicating a multicollinearity issue. Therefore, the correlation coefficients, tolerance, and Variance Inflation Factor (VIF) all indicated that no multicollinearity problem existed.

The researcher analyzed the prediction of teachers' occupational stress based on elements of work overload and workplace bullying, as shown in Table 4 and Table 5.

Table 4: Stepwise multiple regression analysis for selecting elements of work overload and workplace bullying as predictors of occupational stress among teachers.

Predictors	R	R ²	Adj R ²	SE _{est}	F	p
Destabilization	.535	.2862	.284	.72	157.99**	.000
Destabilization Quantitative element	.621	.3856	.382	.67	129.09**	.000
Destabilization Quantitative element Unreal expectations	.635	.4032	.399	.67	88.24**	.000

**Statistical significance at the .01 level

From Table 4, it was found that there were three variables with predictive power for occupational stress among teachers: (1) workplace bullying (destabilization), (2) work overload (quantitative element), and (3) workplace bullying (unreal expectations). At the first step, workplace bullying related to destabilization was entered as the first predictor, yielding a correlation coefficient of .535 and accounting for 28.62% of the variance in occupational stress among teachers. This result was statistically significant at the .01 level, with a prediction error of .72.

When the variable of quantitative element of workplace bullying was added, the correlation coefficient with occupational stress among teachers increased to .621, accounting for 38.56% of the variance, statistically significant at the .01 level, with a prediction error of .67. When the predictor: unreal expectations element of workplace bullying was added, the correlation coefficient with occupational stress among teachers was .635. Thus, three

variables significantly predicted occupational stress among teachers, explaining 40.32% of the variance at the .01 level of statistical significance, with a prediction error of .67

Table 5: Predictive equation model of teachers' occupational stress.

Predictors	b	SE b	β	t	p
Constant	1.43	.05		31.96**	.000
Destabilization	.52	.04	.535	12.57**	.000
Constant	.67	.10		6.39**	.000
Destabilization	.40	.04	.411	9.67**	.000
Quantitative element	.26	.03	.338	7.95**	.000
Constant	.68	.10		6.56**	.000
Destabilization	.26	.06	.271	4.63**	.000
Quantitative element	.24	.03	.319	7.53**	.000
Unreal expectations	.16	.05	.200	3.43**	.001

**Statistical significance at the .01 level

From Table 5, occupational stress among teachers can be predicted as follows:

Occupational stress among teachers = $0.68 + 0.26$ (workplace bullying: destabilization) + 0.24 (work overload: quantitative element) + 0.16 (workplace bullying: unreal expectations).

When raw scores were converted to standardized scores (Z-scores), the predictive equation in standardized form was as follows:

Occupational stress among teachers = 0.271 (workplace bullying: destabilization) + 0.319 (work overload: quantitative element) + 0.200 (workplace bullying: unreal expectations).

From the equation, destabilization and unreal expectations, which were elements of workplace bullying, together with the quantitative element of work overload, significantly predicted occupational stress among teachers, with the quantitative element having the greatest impact. This was followed by destabilization and unreal expectations, respectively, with β values of 0.319, 0.271, and 0.200.

Discussion

It was found that work overload was positively correlated with occupational stress among teachers. The research showed that work overload had a significant positive correlation with occupational stress among teachers ($r = .524$, $p < .01$), indicating a moderate level of correlation. Moreover, quantitative element of work overload was positively related to occupational stress among teachers ($r = .479$, $p < .01$), indicating a low level of correlation. These findings indicated that when teachers were required to teach multiple subjects or multiple classes per semester, in addition to other responsibilities assigned by the school—such as sports, educational quality assurance, and administrative tasks—they experienced an excessive quantitative workload. This situation was particularly evident in the context of Thai schools, where teachers were often required to perform multiple roles beyond teaching, including administrative duties, student support, and participation in various school projects and policy-driven activities. Examples of teachers' responsibilities included supervising students' meals, ensuring that students were safely picked up and dropped off each day, and assisting in community and cultural events such as temple fairs, the Loy Krathong festival, and the Songkran festival. Teachers also served on various committees, including those

related to elections or other societal functions. These responsibilities significantly increased teachers' workload and contributed to higher levels of occupational stress.

These results were consistent with Shukri & Taha (2024), who found that most stress came from teachers performing non-teaching duties, such as administrative tasks and adapting to technology, which caused stress among secondary school teachers. Mupeyi & Malowa (2022) explained that work overload was a major source of occupational stress, occurring when job demands exceeded employees' capacities, leading to frustration and reduced performance. Work overload also caused psychological and physical impacts on both individuals and organizations. Jain (2021) found that work overload significantly increased occupational stress, leading to low job satisfaction and performance, hindering organizational goals, and adversely affecting employee health and well-being.

In healthcare professions, similar findings were observed. Ezeh & Etodike (2017) reported that work overload and unfair resource allocation significantly predicted occupational stress among university hospital staff in Nigeria. Hien et al. (2023) found that work overload was a critical factor contributing to physician stress, negatively affecting well-being and performance, and emphasized its importance for hospital administrators in enhancing physician happiness and performance during the COVID-19 pandemic. Vanchapo et al. (2019) revealed that work overload significantly impacted occupational stress among emergency nurses, where high patient numbers and insufficient staff led to over-responsibility, increased stress, and negative health outcomes.

Workplace bullying was found to have a significant positive correlation with occupational stress among teachers ($r = .555, p < .01$). This structural context helps explain the emergence of destabilization-related bullying in schools. Specifically, schools were found to operate within a centralized administrative system, which shaped power relations between administrators and teachers. Within this context, destabilization-related bullying occurred in both implicit and explicit forms, including threats to job security, unfair performance evaluations, frequent reassignment of roles, and exclusion from decision-making processes. Such practices undermined teachers' sense of job stability and professional identity, thereby increasing occupational stress among teachers. In particular, bullying related to destabilization and unreal expectations was significantly positively correlated with occupational stress among teachers, indicating a moderate level of correlation. The findings indicated that bullying from colleagues or school administrators—such as public humiliation, verbal abuse, derogatory comments, gossip, cold behavior, withholding essential information, or refusing support—contributed to higher occupational stress among teachers. At the same time, unreal expectations in the school context often arose from policy-driven pressures, performance indicators, and external evaluations, requiring teachers to perform multiple roles simultaneously within limited timeframes. Consequently, teachers were expected to manage instructional responsibilities alongside administrative tasks, documentation, quality assurance duties, and participation in school development projects. When these expectations exceeded teachers' capacities or lacked clarity, they resulted in work overload and role conflict, thereby increasing levels of occupational stress.

Moreover, the interaction between destabilization and unreal expectations further intensified occupational stress. Teachers who perceived instability in their positions felt compelled to accept excessive workloads or unattainable demands to maintain their employment, often at the expense of their well-being. Over time, this sustained pressure led to emotional exhaustion, reduced job satisfaction, and prolonged psychological strain.

These results aligned with prior studies indicating that workplace bullying was associated with stress (Robert, 2018; Kusumawati et al., 2024; Berglund et al., 2024; Galanis

et al., 2024). For example, Brewer & Whiteside (2012) found that workplace bullying significantly predicted stress levels among prison staff. Malik & Björkqvist (2019) reported that bullying significantly influenced stress symptoms among university lecturers in Pakistan and Finland. De Sio et al. (2020) found a significant impact of bullying on healthcare workers' stress. Similarly, Irish employees who reported bullying experienced significantly higher job stress (Cullinan et al., 2019). Psychological bullying specifically increased workplace stress (Oktaviansyah & Safitri, 2024).

Workplace bullying involved repeated aggressive and unfair behavior by coworkers or supervisors over time. This behavior increased employee stress and led to serious negative effects on individuals and organizations. Targets and witnesses often experienced stress, anxiety, and poor physical and mental health, which had long-term consequences. Bullying also pushed targets out of the workforce due to health problems, stigma, or reputational damage. For organizations, bullying reduced productivity, increased absenteeism and turnover, lowered commitment, and wasted resources, ultimately harming overall performance (Verma et al., 2023). Workplace bullying significantly increased employee stress, leading to anxiety, depression, and reduced job satisfaction. It created a toxic work environment, affecting mental health and productivity, and resulted in serious health issues, including cardiovascular disease, among victims (Rajalakshmi & Gomathi, 2015).

Work overload in the form of a quantitative element, together with two elements of workplace bullying—destabilization and unreal expectations—jointly predicted 40.32% of occupational stress among teachers. This finding can be explained by the nature of teachers' roles within a centralized, policy-driven administrative system, in which they were required to manage extensive workloads alongside escalating performance demands. Workplace bullying behaviors, particularly destabilization and unreal expectations, further intensified these pressures. Destabilization, arising from performance-based evaluations, hierarchical supervision, and policy pressures, led teachers to perceive uncertainty regarding their professional stability, thereby increasing stress levels, especially when coupled with high workload demands. At the same time, unreal expectations—such as excessive performance indicators, tight deadlines, and overlapping responsibilities—created persistent pressure and hindered teachers' ability to achieve established goals. Thus, occupational stress among teachers did not stem from a single factor, but from the combined effects of work overload behavior and psychosocial risks, particularly unreal expectations and destabilization. This finding highlighted the need for effective workload management and the establishment of real expectations, alongside efforts to reduce destabilization, in order to alleviate occupational stress among teachers.

Conclusion

School administrators were advised to implement clear, evidence-based policies to reduce workplace bullying behaviors, particularly those related to destabilization and unreal expectations, by promoting transparent evaluation systems, supportive leadership, and a collaborative school climate, thereby alleviating occupational stress among teachers. They were also encouraged to address threats to professional status, threats to personal standing, and isolation by fostering a culture that respected teachers' dignity, promoted open communication and constructive feedback, and avoided public criticism, while strengthening teamwork and participation so that teachers felt valued, recognized, and included. At the same time, both quantitative and qualitative work overload behaviors were recommended to be systematically managed through equitable task distribution, realistic deadlines,

continuous workload monitoring, and alignment of tasks with teachers' abilities and expertise, supported by ongoing training and sufficient academic guidance. For future research, in-depth qualitative studies on workplace bullying and work overload were recommended to examine their underlying causes and contextual dynamics, alongside intervention-based research to develop and evaluate practical strategies for reducing these behaviors and, consequently, occupational stress among teachers.

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