

Teachers' Distress and Its Effect on Pedagogical Skills

Crezil M. Semaudio

Teachers play a vital role in ensuring that lessons and classroom activities are effectively delivered. Their pedagogical skills, such as instructional strategies, classroom management, and assessment practices, are essential in promoting student learning. When teachers are mentally and emotionally well, they tend to be more motivated, confident, and effective in applying these pedagogical skills (Alizadegani et al., 2014). Moreover, teachers who experience positive emotions in their profession often find greater meaning in their work (Moskowitz & Dewaele, 2021) and develop stronger self-awareness, which enhances their teaching practices and supports student learning (Wood, 2021).

However, teachers' distress has become a significant concern that can negatively affect their pedagogical skills. Teaching is a demanding profession that often exposes educators to stress, fatigue, heavy workloads, and burnout (Candeias et al., 2021; Skaalvik & Skaalvik, 2020). When distress is prolonged and not effectively managed, it can impair teachers' ability to plan lessons, engage students, and implement effective instructional strategies. In severe cases, it may lead to mental health issues such as depression, which further diminishes teaching effectiveness and negatively impacts student outcomes.

Therefore, it is important to manage distress to sustain high levels of pedagogical competence (Orlanda-Ventayen & Ventayen, 2021).

In many cases, teachers also carry multiple roles beyond the classroom, including responsibilities as parents, breadwinners, and community members. These overlapping demands, combined with challenges such as excessive workloads, students' low academic performance, and interpersonal conflicts in the school environment, can intensify their level of distress. As a result, their capacity to effectively deliver instruction, maintain classroom engagement, and adapt teaching strategies may be compromised. Therefore, understanding teachers' distress and its effects is essential in supporting and improving their pedagogical skills.

Distress Level of Public-School Teachers in the Philippines

Although many teachers in the Philippines report that they do not strongly perceive workplace stress, a significant number still experience difficulties in meeting tasks within limited time frames (Orlanda-Ventayen & Ventayen, 2022). While some studies suggest that teachers are able to manage stress effectively, other research highlights the presence of considerable stress arising from school, classroom, and home environments (Saloviita & Pakarinen, 2021). Common stressors include financial burdens, student misbehavior, low salaries, limited resources, and performance-related pressures (Pagayanan, 2016).

Stress levels also vary depending on personal and professional factors such as age, teaching position, and years of experience. Beginner teachers and those handling lower grade levels tend to experience higher levels of stress (Demjaha et al., 2015). Furthermore, mental health is closely linked to stress, influencing teachers' ability to perform effectively. Teachers with better

mental health demonstrate stronger engagement in developing instructional materials (Jimenez, 2021).

Other studies identify additional stressors, including strained relationships with stakeholders, lack of recognition, and insufficient resources, particularly among teachers aged 31–50 and those with 11–15 years of experience (Kumari & Hassan, 2018). Moreover, heavy administrative workloads and frequent changes in educational policies continue to intensify stress levels. These systemic challenges contribute to burnout, reduced job satisfaction, and decreased teaching effectiveness among public-school teachers.

Stress Coping Styles and Pedagogical Skills of Teachers

Teachers employ various coping strategies to manage stress, commonly categorized as problem-focused, emotion-focused, and avoidant coping. Problem-focused coping addresses the source of stress directly, while emotion-focused coping helps regulate emotional responses when situations cannot be changed. Many teachers use a combination of these strategies depending on the situation (Aulén et al., 2021). Although avoidant coping may provide temporary relief, prolonged use can negatively impact mental health and job performance (Boals et al., 2011). The choice of coping strategy often varies with stress intensity, with teachers shifting from avoidance to more active problem-solving as stress increases (Hussain et al., 2018). Notably, multigrade teachers tend to rely on emotion-focused strategies such as prayer, time management, and positive thinking due to the complexity of their roles (Naparan & Castañeda, 2021).

In terms of pedagogical skills, many public-school teachers in the Philippines are recognized as proficient by school leaders, reflecting their competence and dedication despite challenges (Roberto & Madrigal, 2018).



Teachers demonstrate strong subject knowledge and employ effective teaching strategies, particularly integrative and constructivist approaches (Ereje & Ambag, 2020). Their performance is influenced by both intrinsic factors, such as self-awareness and cognitive abilities, and extrinsic factors, including income, professional development opportunities, and work environment (Aringay & Prado, 2019). Job satisfaction also plays a critical role, as teachers who feel supported and valued tend to be more motivated, innovative, and effective (Kadtong et al., 2017). Additionally, teachers' ability to create positive learning environments and foster strong community relationships contributes significantly to student success (Morales & Ventura, 2022).

Relationship Between Stress, Coping, and Teaching Performance

Workplace stress significantly influences teachers' performance. Factors such as excessive administrative tasks, unclear directives, limited resources, and frequent policy changes contribute to emotional exhaustion and burnout (Bulatevych, 2017). Long working hours and work–family conflicts further exacerbate stress, often affecting both professional performance and personal well-being (Ortega & Hechanova, 2010). Emotional stressors, including frustration, fatigue, and anxiety, are also prevalent, particularly among less experienced teachers (Nasser-Abu Alhija, 2014).

Research indicates that stress, coping strategies, and teaching performance are interrelated. Moderate levels of stress, combined with effective coping strategies such as active coping, planning, and social support, can positively influence work performance (Clipa, 2019). Conversely, negative coping strategies are associated with higher levels of burnout and poorer mental health, while positive coping strategies help reduce burnout and improve well-being (Jiang et al., 2017). However, some studies suggest that

the relationship between stress, coping, and performance may be weak or indirect, indicating that other factors also contribute to teaching effectiveness (Morales & Ventura, 2022).

Stress has a significant impact on teachers' job performance and well-being. While some studies report low to moderate stress levels among teachers, a strong relationship exists between emotional and occupational stress (Bongo & Casta, 2017). Unmanaged stress can lead to absenteeism, reduced productivity, and decreased job satisfaction (Daniel, 2019). Younger teachers tend to experience higher stress levels, highlighting the importance of effective coping strategies and institutional support (Vallejos, 2022).

Furthermore, stress directly affects job satisfaction, which in turn influences teaching performance. Teachers who experience higher job satisfaction tend to perform better, while those experiencing high stress may show reduced effectiveness (Riyadi, 2015). External factors such as gender, position, and professional development opportunities also influence performance outcomes (Sarabia & Collantes, 2020). Stress negatively impacts both individual and institutional productivity, emphasizing the need for supportive environments and effective stress management strategies.

RESEARCH FOCUS: Teachers' Assessment of Stress and Coping

Despite existing studies on teacher stress and burnout, limited research has examined the relationship between teachers' distress levels, coping styles, and pedagogical skills, particularly in rural school settings. Most studies focus on larger or well-resourced schools, leaving the experiences of teachers in smaller communities underexplored. Hence, this study addressed this gap by examining the relationship between teachers' distress levels, coping strategies, and pedagogical skills at an integrated public school in the Philippines.

The study utilized a quantitative research approach employing a descriptive-correlational design to examine teachers' distress levels, coping styles, and pedagogical skills, as well as the relationships among these variables. Descriptive analysis was used to summarize the levels of distress, coping strategies, and teaching skills, while correlational analysis determined the associations between these variables.

The research was conducted at an integrated public school in Malinao, Aklan, Philippines, involving all twenty-four (24) permanently employed teachers through total enumeration. Data were collected using three instruments: a standardized Perceived Stress Scale to measure distress levels, an adopted questionnaire to assess coping styles (problem-focused, emotion-focused, and avoidant), and a researcher-developed tool to evaluate pedagogical skills across several domains. All instruments underwent validation to ensure reliability.

Data collection followed a structured process, including securing permissions, distributing questionnaires, and ensuring confidentiality. For data analysis, frequency, percentage, mean, and standard deviation were used to describe variables. Since the data were not normally distributed, the Spearman Rho correlation test was applied to determine the relationships among distress levels, coping styles, and pedagogical skills.

Both descriptive and correlational analyses were used in this research study to examine the distress levels, coping styles, and pedagogical skills of teachers. Descriptive analysis provided an overview of teachers' stress levels, pedagogical skills, and coping styles, while correlational analysis explored the relationships among these variables.

As shown in Table 1, the teachers are generally moderately stressed, with a mean score of 3.45 and a standard deviation of 0.63. Out of the twenty-four (24) teachers, six (25%) experienced a high level of stress, thirteen

(54.17%) experienced moderate stress, and five (20.83%) reported low stress. This indicates that most teachers experience moderate stress, with some experiencing higher levels, although stress is not overwhelming for the majority.

Table 1

Frequency count and percentage of the teachers' distress level

Distress Level	F	%
High	6	25
Moderate	13	54.17
Low	5	20.83
Very Low	0	0
Total	24	100
Overall Mean	3.45	
SD	.63	
Interpretation	Moderate	

Legend: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

These findings are consistent with Pagayanan (2016), who reported that teachers typically experience moderate to high levels of stress. The study also identified three primary sources of stress: home, classroom, and school. The highest stress originates from home-related responsibilities, such as financial concerns and supporting extended family members. Classroom stress follows, mainly due to student misbehavior and insufficient discipline support, while school-related stress arises from low salaries, lack of teaching materials, and pressure to improve student performance. Similarly, Demjaha et al. (2015) noted that teachers generally perceive their stress as moderate, although factors such as gender, age, job position, and experience influence stress levels. These findings suggest that teacher stress originates from multiple environmental factors.

Table 2 indicates that teachers predominantly use problem-focused coping strategies, with a very highly evident mean score of 4.37 (SD = 0.58).

Emotion-focused coping is also commonly used, with a highly evident mean of 3.70 (SD = 0.53). In contrast, avoidant coping strategies are less evident, with a mean score of 2.10 (SD = 0.66).

Table 2

Mean and standard deviation of the teachers' stress coping styles

Level of Adoption	Mean	SD	Interpretation
Problem-focused style	4.37	.58	Very Highly Evident
Emotion-focused style	3.70	.53	Highly Evident
Avoidant coping style	2.10	.66	Less Evident

Legend: 4.21-5.00 Very Highly Evident; 3.41-4.20 Highly Evident; 2.61-3.40 Moderately Evident; 1.81-2.60 Less Evident; 1.00-1.80 Least Evident

These results align with Aulén et al. (2021), who found that teachers often combine problem-focused and emotion-focused coping strategies. Hussain et al. (2018) also reported that teachers adjust their coping strategies based on the intensity of stress, initially using avoidance but shifting to problem-solving and emotional support as stress increases. In addition, Naparan and Castañeda (2021) observed that multigrade teachers frequently rely on emotion-focused coping, such as prayer, time management, and planning. Meanwhile, Saro et al. (2022) found that public school teachers commonly use problem-focused strategies, which are associated with improved teaching performance.

Table 3 reveals that teachers demonstrate high proficiency in pedagogical skills, with an overall mean of 4.14 (SD = 0.35). Classroom management skills were rated very high (M = 4.30, SD = 0.36), while communication skills (M = 3.87, SD = 2.16), assessment and evaluation skills (M = 3.47, SD = 0.45), technological proficiency (M = 4.19, SD = 0.53), critical thinking and problem-solving skills (M = 4.17, SD = 0.36), and time management skills (M = 4.18, SD = 0.49) were all rated high. These findings

indicate that teachers excel particularly in classroom management while maintaining strong performance in other teaching competencies.

Table 3

Mean and standard deviation of the teachers' pedagogical skills

Pedagogical Skills	Mean	SD	Interpretation
Classroom Management	4.30	.36	Very High
Communication Skills	3.87	2.16	High
Assessment and Evaluation Skills	3.47	.45	High
Technological Proficiency	4.19	.53	High
Critical Thinking/ Problem-solving	4.17	.36	High
Time Management Skills	4.18	.49	High
Total	4.14	.35	High

Legend: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Average; 1.81-2.60 Low; 1.00-1.80 Very Low

These results are supported by Ereje and Ambag (2020), who reported that public school teachers in the Philippines demonstrate strong pedagogical performance, with students rating their effectiveness as highly satisfactory. Similarly, Aringay and Prado (2019) found that public secondary school teachers receive very high ratings in the Personal Appraisal System for Teachers (PAST). However, Bulatevych (2017) cautioned that excessive administrative demands, limited resources, and work-related pressures may negatively affect teachers' pedagogical performance and lead to burnout.

Table 4

Correlational analyses between the distress level and stress coping styles

Variables	value	ρ - value
Distress level and Problem-focused style	.651	.001*
Distress level and Emotion-focused style	.673	.000*
Distress level and Avoidant-coping style	.018	.130 ^{ns}

* $p < 0.05$, significant @ 5% alpha level

^{ns} $p > 0.05$, not significant @ 5% alpha level

Table 4 indicates a significant relationship between distress level and coping strategies. Problem-focused coping ($\rho = .651, p = .001$) and emotion-focused coping ($\rho = .673, p = .000$) both show strong and significant correlations. In contrast, avoidant coping ($\rho = .018, p = .130$) shows no significant relationship with distress.

These findings suggest that teachers effectively manage stress through active coping strategies such as problem-solving, reflection, and social support, while avoidant coping does not contribute to stress reduction. This is consistent with Clipa (2019), who found that active coping strategies enhance stress management and teaching performance. Despite experiencing stress, teachers who utilize effective coping strategies are able to maintain professional efficiency.

Table 5

Correlational analyses between the distress level and pedagogical skills

Variables	value	$\rho - value$
Distress level and Classroom Management Skills	.004	.984 ^{ns}
Distress level and Communication Skills	.144	.502 ^{ns}
Distress level and Assessment and Evaluation Skills	.102	.352 ^{ns}
Distress level and Technological Proficiency	.105	.387 ^{ns}
Distress level and Critical and Problem-Solving Skills	.014	.136 ^{ns}
Distress level and Time Management Skills	.017	.418 ^{ns}

* $p < 0.05$, significant @ 5% alpha level

^{ns} $p > 0.05$, not significant @ 5% alpha level

Table 5 shows no significant relationship between teachers' distress levels and their pedagogical skills. All p-values exceed the 0.05 significance level, indicating that the null hypothesis is accepted. The negligible Spearman's rho values further confirm the absence of a relationship. These findings suggest that teachers remain effective in their roles regardless of their stress levels. This contrasts with the findings of Bongo and Casta (2017) and

Daniel (2019), which suggest that stress negatively affects performance by reducing focus and motivation.

Table 6

Correlation between levels of adoption of different stress coping styles and pedagogical skills

Variables	<i>value</i>	<i>ρ – value</i>
Level of Adoption of Stress Coping Styles and Level of Pedagogical Skills	.777	.000**

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

Table 6 shows a significant and very strong relationship between coping styles and pedagogical skills ($\rho = .777$, $p = .000$). This indicates that the use of effective coping strategies is associated with improved teaching performance.

This finding supports Howard and Johnson (2014), who emphasized the importance of functional coping strategies in enhancing teaching performance. Similarly, Riyadi (2015) found that coping strategies influence job satisfaction, which in turn affects overall performance. These results suggest that when teachers select appropriate coping strategies, they are better able to manage stress and improve their effectiveness in the classroom.

Recommended Programs

STRESS CARE Training Program focuses on helping teachers manage stress effectively. It incorporates mindfulness and stress-management workshops to equip educators with techniques for relaxation and resilience. Reflective sessions provide opportunities for teachers to address challenges and develop solutions. Skills-based workshops enhance teaching practices to reduce stress, while peer mentoring and collaborative activities foster a supportive work environment. By combining emotional support with practical

skill-building, the program aims to improve teachers' well-being and classroom effectiveness simultaneously.

Elevating Pedagogical Excellence Program aims to strengthen key teaching competencies through interactive workshops that engage teachers in hands-on learning. Peer collaboration and mentorship promote professional growth through shared experiences. The integration of technology enhances instructional strategies, while ongoing reflection and self-assessment support continuous improvement. Additionally, expert-led seminars provide valuable insights from specialists. This comprehensive approach fosters a dynamic and supportive environment where teachers can develop both confidence and expertise, ultimately improving student learning outcomes.

C.O.P.E. (Coping Optimally for Positive Educators) Training Program is designed to help teachers manage distress effectively. Coping skills training provides strategies for handling stress, while mindfulness and reflective sessions promote emotional well-being. Stress-reduction activities, such as relaxation exercises, further support mental wellness. Together, these components equip teachers with practical tools to sustain motivation and maintain a healthy work–life balance.

P.A.S.S. (Pedagogical Advancement through Stress-Management Strategies) Program integrates stress management with the enhancement of pedagogical skills. Teachers participate in training that develops effective coping mechanisms to support their teaching performance. A peer mentorship component fosters a collaborative learning environment, while mindfulness and reflective practices encourage self-awareness and stress regulation. This integrated approach supports both teacher well-being and instructional effectiveness.

Bibliography

- Alizadegani, F., Zaini, M. F., & Delavari, G. (2014). Stress free and high self-esteem: Approaches of motivation towards teachers and school students. *Procedia - Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2013.12.772>
- Aringay, M., & Prado, N.I. (2019). Multiple intelligence inventory of public secondary school teachers in Bukidnon, Philippines. *International Journal of Scientific & Technology Research*, 8(11).
- Aulén, A., Pakarinen, E., Feldt, T., & Lerkkanen, M. (2021). Teacher coping profiles in relation to teacher well-being: A mixed method approach. *Teaching and Teacher Education*, 102, 103323. <https://doi.org/10.1016/j.tate.2021.103323>
- Betoret, F. D., & Artiga, A. G. (2015). Barriers perceived by teachers at work, coping strategies, self-efficacy and burnout. *The Spanish Journal of Psychology*, 13(2), 637–654. <https://doi.org/10.1017/s1138741600002316>
- Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. In *John Wiley & Sons, Ltd eBooks* (pp. 349–364). <https://doi.org/10.1002/9781118993811.ch21>
- Boals, A., vanDellen, M. R., & Banks, J. (2011). The relationship between self-control and health: The mediating effect of avoidant coping. *Psychology & Health*, 26(8), 1049–1062. <https://doi.org/10.1080/08870446.2010.529139>
- Bongo, R. A., & Casta, J. S. (2017). Emotional and occupational stress among teachers in Tagum North District, Philippines. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2892494>
- Bulatevych, N. (2017). Teacher's burnout syndrome: The phenomenology of the process. *Polish Journal of Health*, 127(2), 63–64.
- Candeias, A. A., Galindo, E., Calisto, I., Borrvalho, L., & Reschke, K. (2021). Stress and burnout in teaching: Study in an inclusive school workplace. *Health Psychology Report*, 9(1), 63–75. <https://doi.org/10.5114/hpr.2020.100786>
- Carroll, L. (2020). Problem-focused coping. In *Springer eBooks* (pp. 1747–1748). https://doi.org/10.1007/978-3-030-39903-0_1171
- Clipa, O. (2019). Stress, coping and work performance. *The European Proceedings of Social and Behavioural Sciences*. <https://doi.org/10.15405/epsbs.2019.08.03.234>
- Daniel, C. O. (2019). Effects of job stress on employee performance. *International Journal of Business, Management and Social Research*, 6(2), 375–382. <https://doi.org/10.18801/ijbmsr.060219.40>

- Demjaha, T., Bislimovska, J. K., & Mijakoski, D. (2015). Level of work-related stress among teachers in elementary schools. *Open Access Macedonian Journal of Medical Sciences*, 3(3), 484–488. <https://doi.org/10.3889/oamjms.2015.076>
- Ereje, B. R., & Ambag, S. C. (2020). Teachers' performance and students' learning outcome in the Division of Cavite Province, Philippines. *International Journal of Theory and Application in Elementary and Secondary School Education*. <https://doi.org/10.31098/ijtaese.v2i2.388>
- Howard, S., & Johnson, B. (2014). Resilient teachers: Resisting stress and burnout. *Social Psychology of Education*, 7(4), 399–420. <https://doi.org/10.1007/s11218-004-0975-0>
- Hussain, S. N., Zulfqar, A., & Aziz, F. (2018). Analyzing stress coping strategies and approaches of school teachers. *Pakistan Journal of Education*, 36(1), 1–18.
- Jiang, X., Du, J., & Dong, R. (2017). Coping style, job burnout and mental health of university teachers of the millennial generation. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7). <https://doi.org/10.12973/eurasia.2017.00734a>
- Jimenez, E. (2021). Impact of mental health and stress level of teachers to learning resource development. *Shanlax International Journal of Education*. <https://ssrn.com/abstract=3797305>
- Kadtong, M. L., Unos, M., Antok, T. D., & Midzid, M. A. E. (2017). Teaching performance and job satisfaction among teachers at Region XII. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3169846>
- Klein, E. M., Brähler, E., Dreier, M., et al. (2016). The German version of the perceived stress scale. *BMC Psychiatry*, 16(1). <https://doi.org/10.1186/s12888-016-0875-9>
- Kumari, K., & Hassan, N. C. (2018). Work stress among teachers. *International Journal of Academic Research in Progressive Education and Development*, 7(4). <https://doi.org/10.6007/ijarped/v7-i4/4802>
- Manzar, D., Salahuddin, M., Peter, S. (2019). Psychometric properties of the perceived stress scale. *BMC Public Health*, 19(1). <https://doi.org/10.1186/s12889-018-6310-z>
- Morales, G. A. E., & Ventura, E. C. (2022). Occupational stress and coping styles in relation to job performance. *International Journal of Education Humanities and Social Science*, 5(1), 154–163. <https://doi.org/10.54922/ijehss.2022.0352>
- Moskowitz, S., & Dewaele, J.-M. (2021). Is teacher happiness contagious? A study of the link between perceptions of language teacher happiness and student attitudes. *Innovation in Language Learning and Teaching*, 15(2), 117–130. <https://doi.org/10.1080/17501229.2019.1707205>

- Naparan, G. B., & Castañeda, M. I. L. P. (2021). Challenges and coping strategies of multi-grade teachers. *IJTAESE*, 3(1), 25–34. <https://doi.org/10.31098/ijtaese.v3i1.510>
- Nasser-Abu Alhija, F., & Fresko, B. (2014). An exploration of the relationships between mentor recruitment, the implementation of mentoring, and mentors' attitudes. *Mentoring & Tutoring: Partnership in Learning*, 22(2), 162–180. <https://doi.org/10.1080/13611267.2014.902557>
- Orlanda-Ventayen, C. C., & Ventayen, R. J. M. (2022). Stress and depression in the workplace of educators in the Philippines. *International Journal of Occupational Safety and Health*, 12(4), 325–335. <https://doi.org/10.3126/ijosh.v12i4.43226>
- Ortega, R. A. L., & Hechanova, M. R. M. (2010). Work-family conflict, stress, and satisfaction among dual-earning couples. *Philippine Journal of Psychology*, 43(1), 27–43.
- Pagayanan, P. P. (2016). *Stress profile of public elementary school teachers in Tacloban City Division*. <https://doi.org/10.17758/uruae.uh0516121>
- Rabago-Mingao, T. (2017). Filipino teachers' stress levels and coping strategies. *DLSU Research Congress*.
- Reivich, K., & Shatté, A. (2022). *The resilience factor*. Three Rivers Press.
- Riyadi, S. (2015). Effect of work motivation, work stress and job satisfaction on teacher performance. *IOSR Journal of Humanities and Social Science*, 20(2), 52–57. <https://doi.org/10.9790/0837-20215257>
- Roberto, J. T., & Madrigal, D. V. (2018). Teacher quality in the light of the Philippine professional standards for teachers. *Philippine Social Science Journal*, 1(1), 67–80. <https://doi.org/10.52006/main.v1i1.13>
- Saloviita, T., & Pakarinen, E. (2021). Teacher burnout explained: Teacher-, student-, and organisation-level variables. *Teaching and Teacher Education*, 97, 103221. <https://doi.org/10.1016/j.tate.2020.103221>
- Sarabia, A., & Collantes, L. M. (2020). Work-related stress and teaching performance. *Indonesian Research Journal in Education*, 4(1), 6–27. <https://doi.org/10.22437/irje.v4i1.8084>
- Saro, J., et al. (2022). Teaching competencies and coping mechanisms. *Zenodo*. <https://doi.org/10.5281/zenodo.7023992>
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching: A longitudinal study. *Teachers and Teaching*, 26(7–8), 602–616. <https://doi.org/10.1080/13540602.2021.1913404>
- Turner, K., Thielking, M., & Prochazka, N. (2022). Teacher wellbeing and social support. *Educational Research*, 64(1), 77–94. <https://doi.org/10.1080/00131881.2021.2013126>

- Vallejos, H. M. (2022). *Stress management of teachers at Linamon District*.
<https://dlc.dlib.indiana.edu/dlc/handle/10535/10876>
- Wood, S. (2021). *Happy teachers, happy classroom, better education*. Library of Congress.