

TEACHERS' HEALTH ISSUES AND CHALLENGES ENCOUNTERED IN RELATION TO LEARNERS' ACADEMIC PERFORMANCE, LOON DISTRICT, LOON, BOHOL

VARLA MARIAH P. CAGULADA ^{ID}, FRANCES MAE C. TRABAJO
Graduate School, University of Bohol, Tagbilaran City, Philippines

Corresponding Author: caguladavarla@gmail.com

ABSTRACT

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This study examined the health issues and workplace challenges encountered by teachers and their relationship with learners' academic performance. Specifically, it assessed teachers' physical and mental health, identified the challenges they experienced in technology integration, paperwork, and classroom management, determined learners' academic performance, and examined the relationships and differences among the variables. A descriptive-correlational research design was employed involving 187 teacher-respondents.

Data were analyzed using frequencies, percentages, weighted means, Spearman's rank-order correlation, and the Wilcoxon Signed-Rank Test. Results revealed that teachers generally exhibited moderately evident physical health issues ($M = 3.0950$) and highly evident mental health conditions ($M = 3.2522$), indicating relatively favorable overall well-being. Among workplace challenges, classroom management was rated highest, while paperwork emerged as the most demanding aspect of teachers' responsibilities. Learners demonstrated a Very Satisfactory average academic performance of 87.70.



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Correlation analysis showed a significant moderate positive relationship between teachers' health issues and workplace challenges ($r_{\text{sub}s} = .385, p < .001$). However, teachers' health issues and workplace challenges were not significantly associated with learners' academic performance. A significant difference was likewise found between teachers' physical and mental health conditions, with mental health indicators obtaining relatively higher scores. The findings underscore the importance of comprehensive teacher wellness initiatives and organizational support systems that promote physical well-being, psychological resilience, and manageable workloads while sustaining quality instruction and positive learner outcomes.

INTRODUCTION

Teachers are very important in providing quality education and achieving good learning outcomes. In addition to teaching in the classroom, they have many other duties, such as planning lessons, grading students, helping students, handling secretarial work, implementing the curriculum, participating in professional development, and getting involved in the community. Although these duties help improve schools, they also place significant physical and mental stress on teachers, which can affect their overall health and ability to do their jobs well (UNESCO, 2024). Teacher health is becoming a bigger issue worldwide because it directly affects how well students learn, how happy teachers are with their jobs, and how many teachers stay in their roles. It is generally agreed that teachers are among the most likely to experience job stress because of their heavy workload, limited time, unclear roles, need to manage classrooms, and growing administrative duties (OECD, 2020). When these expectations exceed teachers' personal and organizational resources, they may become physically and emotionally exhausted and lose interest in their work, which can negatively impact the learning environment.

Teachers often experience physical health problems, such as trouble sleeping, fatigue, headaches, musculoskeletal pain, voice problems, and lifestyle-related conditions stemming from standing for long periods, working long hours, and insufficient exercise and rest (Ervasti et al., 2021). At the same time, problems with mental health like worry, anxiety, emotional tiredness, and burnout are becoming more common in schools around the world. The World Health Organization says that mental health is an important part of general health and that people need it to fully realize their potential, cope with daily stresses, and make a positive difference in their communities. A lot of education research has also examined the link between teachers' happiness and how well their students learn. Teachers who are in good health are more likely to use effective teaching methods, create safe school environments, and maintain positive relationships with their students. On the other hand, long-term worry and health problems can make lessons less

effective, lead to more absences, and ruin the classroom mood, which could affect students' interest in and success in school (Madigan & Kim, 2021).

In Philippine schools, teachers are still having a hard time keeping up with all the paperwork that comes with curriculum changes, the adoption of digital learning, and other routine tasks. These duties are important for the school to run smoothly, but they may also make people tired and stressed. Even though teacher well-being is receiving more attention, few empirical studies examine how teachers' physical and mental health problems, as well as workplace problems, affect their students' academic success, especially at the district level. Most studies to date focus only on stress, burnout, or job happiness, without considering how these factors affect one another in the bigger picture.

This study fills that gap by examining teachers' physical and mental health problems, the problems they face at work, and how these problems affect their students' academic success in the Loon District, Bohol. Understanding these connections gives us useful information for creating wellness programs in schools, strengthening organizational support systems, and developing rules that support teachers' health while maintaining good teaching and helping students do better. In the end, spending money on teachers' health is an investment in the quality, durability, and efficiency of the school system.

THEORETICAL BACKGROUND. The Job Demands–Resources (JD–R) Theory, the Social Cognitive Theory, and the Whole School, Whole Community, Whole Child (WSCC) Model are the foundations of this study. Together, they explain how teachers' health and working conditions affect their ability to do their jobs and how well their students do in school. These different points of view work together to give us a full picture of how teachers' physical and mental health problems, work-related problems, and students' academic success are all connected. The study is based on the Job Demands–Resources Theory, which was first proposed by Demerouti et al. (2001) and later expanded by Bakker and Demerouti (2017). According to this theory, every job has responsibilities and resources that affect the worker's health and success. Demands at work, such as excessive workload, tight deadlines, emotional labor, and administrative duties, require sustained mental and physical effort and can lead to stress and fatigue if adequate resources are not available to balance them. On the other hand, job tools such as organizational support, autonomy, teamwork, and professional growth help workers achieve their goals, feel less stressed at work, and be more motivated. When job demands exceed available resources, teachers may face long-term physical and mental health problems. This could affect how well they teach and how well their students do in school.

Bandura's (1997) Social Cognitive Theory also supports the study. This theory focuses on how personal factors, environmental influences, and individual actions interact. The theory holds that teachers' physical and mental health, as well as their views of their own skills, affect how they address classroom problems,

carry out their duties, and keep students engaged. Despite the stresses of their jobs, teachers who take care of their health and see their workplaces as supportive are more likely to be resilient, manage their classrooms well, and teach effectively. The Whole School, Whole Community, Whole Child (WSCC) Model, developed by the Centers for Disease Control and Prevention and ASCD, aligns with these points of view. The model takes into account that teachers' health is an important part of a good learning environment and that it has a significant impact on their students' success. It supports an all-around approach in which physical and mental health, the work environment, leadership support, and community relationships work together to help teachers do their jobs better and students perform better in school. The model supports the idea that spending money on teachers' health yields benefits beyond their own health and improves the overall level of education.

Together, these theories suggest that teachers' physical and mental health problems, as well as the problems they face at work, are all connected organizational and personal issues that may affect their ability to help students learn. Therefore, understanding these connections helps us develop strategies that improve teachers' health and happiness while also helping students perform better in school.

REVIEW OF RELATED LITERATURE AND STUDIES

Teacher health and well-being have become increasingly recognized as essential components of educational quality and organizational effectiveness. Contemporary educational systems require teachers to perform diverse instructional, administrative, and leadership responsibilities that often extend beyond classroom teaching. While these responsibilities contribute to student development and school improvement, they also expose teachers to physical strain, emotional demands, and occupational stress that may affect both personal well-being and professional performance.

Teachers' Physical Health Issues. Teaching is widely regarded as a profession associated with prolonged standing, repetitive movements, extensive voice use, and extended working hours, all of which contribute to physical health concerns. Common conditions include musculoskeletal pain, fatigue, sleep disturbances, headaches, and voice disorders. Such conditions may reduce productivity, increase absenteeism, and limit teachers' capacity to maintain effective instructional practices. Research has shown that physical well-being influences teachers' work engagement and overall professional functioning, emphasizing the importance of workplace interventions that promote healthy working conditions (Ervasti et al., 2021).

Beyond individual lifestyle factors, organizational conditions also shape teachers' physical health. Adequate workload distribution, ergonomic workspaces, and supportive school policies contribute to healthier work environments and improved occupational well-being. Consequently, schools

are increasingly encouraged to adopt comprehensive wellness programs that address both preventive and supportive health measures.

Teachers' Mental Health Issues. Because of more tasks in the classroom, pressures on administrators, changes to the curriculum, and the use of new technology, mental health has become a major issue for teachers. Teachers often feel stressed because of their workload, how to manage the classroom, the diverse range of students, and the high expectations for student success. These expectations may lead to worry, mental exhaustion, and burnout if they are maintained over a long period.

Madigan and Kim (2021) compiled extensive research showing that teacher burnout is strongly linked to lower job satisfaction and increased plans to leave the field. Similarly, the World Health Organization (2022) states that good mental health helps people cope with stress, maintain healthy relationships, and make meaningful contributions to their groups and organizations. These results show how important it is for organizations to have support systems that help teachers' mental health.

Workplace Challenges Encountered by Teachers. Teachers work in schools that are becoming more complex due to changes in the curriculum, new monitoring systems, the use of technology, and students with diverse needs. These changing duties create problems at work that require constant adaptation and strength. In school settings, some of the most common problems people report are too much administrative work, not enough teaching materials, having to keep many records, and balancing work and personal obligations.

The OECD (2020) says that opportunities for professional growth, supportive school leadership, and creative organizational cultures all play a big role in how well teachers do at their jobs and how happy they are with them. When schools provide teachers with the right kind of structural support, they can better handle the demands of their jobs while maintaining high lesson quality. The research reviewed all agrees that teachers' health and workplace conditions have a significant impact on their job satisfaction and how well they can teach. Physical and mental health problems, as well as expectations from the school, make it hard for teachers to do their jobs and keep the classrooms running smoothly. Still, most past research has examined these factors separately, focusing on stress, burnout, job satisfaction, or teaching success.

Relatively few studies have examined the interrelationships among teachers' physical health issues, mental health concerns, workplace challenges, and learners' academic performance in local public school contexts. Moreover, limited empirical evidence is available from district-level settings in the Philippines, where teachers operate under unique organizational, social, and community conditions. This gap highlights the need for localized investigations that provide context-specific evidence to inform teacher wellness initiatives, organizational support mechanisms, and educational policies that promote both teacher well-being and learner success.

METHODOLOGY

Design. This study employed a **quantitative descriptive-correlational research design** to examine teachers' physical health issues, mental health concerns, workplace challenges, and their relationship with learners' academic performance in public elementary schools in the Loon District, Bohol. The descriptive component was used to assess the extent of teachers' health issues and workplace challenges. In contrast, the correlational component was used to examine relationships among the study variables without manipulating existing conditions. This design is appropriate for investigating naturally occurring associations and generating empirical evidence that may inform teacher wellness and educational support programs.

Environment. The study was conducted in public elementary schools in the **Loon District, Division of Bohol, Philippines**. The district comprises schools serving diverse communities with varying socioeconomic and educational contexts. Teachers in these schools perform multiple instructional, administrative, and community-related responsibilities, providing an appropriate setting for examining health issues, workplace challenges, and learner outcomes within the public basic education system.

Research Respondents. The respondents were public elementary school teachers employed in the Loon District during the study. The required sample size was determined using a **95% confidence level and a 5% margin of error**. To ensure adequate representation of participating schools, **proportionate stratified random sampling** was employed. Within each stratum, respondents were selected through a computer-generated randomization procedure, providing every eligible teacher an equal opportunity to participate and minimizing sampling bias.

Data on learners' academic performance were obtained from the official school records for the classes taught by the participating teachers.

Research Instrument. Data were collected using a structured questionnaire composed of four sections. The first section gathered respondents' demographic information. The second section assessed teachers' physical health issues, including common work-related physical conditions and wellness concerns. The third section measured mental health issues, focusing on stress, emotional well-being, and psychological functioning. The fourth section assessed workplace challenges related to workload, instructional resources, administrative responsibilities, organizational support, and work environment.

The instrument was adapted from established teacher wellness and occupational health frameworks and subjected to **content validation** by experts in education, public health, and research methodology. Pilot testing conducted among teachers outside the study area demonstrated satisfactory internal consistency, indicating that the instrument was appropriate for data collection.

Data Collection Procedures. Approval to conduct the study was secured from the appropriate educational authorities and school administrators prior to data collection. After obtaining informed consent, the questionnaires were administered in person to the selected respondents. Participants were informed of the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Completed questionnaires were retrieved, checked for completeness, coded, and prepared for statistical analysis.

Learners' academic performance data were obtained from official school records following institutional approval and were treated with strict confidentiality.

Statistical Treatment of Data. Descriptive statistics, including **frequencies, percentages, weighted means, and standard deviations, were used** to describe teachers' physical health issues, mental health concerns, workplace challenges, and learners' academic performance.

Spearman's rho was used to assess relationships among the study variables, as they were recorded on ordinal scales, and to examine the strength and direction of those relationships. The significance level was set at 0.05, and the observed values were analyzed using standard methods for correlation analysis.

Concerns about ethics. The study adhered to the moral principles of justice, kindness, and respect for people. People who took part did so voluntarily, and all of them gave their clear consent before any data was collected. People who took part were told that their names would be kept secret and that the information gathered would only be used for study. Data collection, analysis, and reporting were conducted in ways that maintained privacy. No personal information was included in the results shown. Respondents were also told that they could refuse to take part or withdraw from the study at any time without consequences.

RESULTS AND DISCUSSION

Teachers' Physical Health Issues. The findings indicate that teachers generally reported **favorable physical health conditions**, although several areas may still warrant attention. As presented in Table 14, diet obtained the highest composite mean ($M = 3.2087$, $SD = 0.5137$), followed by exercise ($M = 3.0909$, $SD = 0.6133$), body health ($M = 3.0444$, $SD = 0.5460$), and sleep ($M = 3.0340$, $SD = 0.5863$). All dimensions were interpreted as **moderately evident**, suggesting that physical health concerns were generally limited yet still present among respondents.

Within the sleep dimension, teachers most frequently reported experiencing peaceful and undisturbed sleep ($M = 3.0749$), while obtaining sufficient sleep every night received the lowest rating ($M = 2.9572$). These findings imply that although teachers generally experience satisfactory sleep quality, maintaining adequate sleep duration may still be challenging due to professional responsibilities.

Diet emerged as the strongest health practice among respondents. Regular consumption of nutritious food obtained the highest mean ($M = 3.3209$), followed by adequate hydration ($M = 3.2620$). In contrast, avoiding unhealthy foods and beverages received a comparatively lower rating ($M = 3.0428$), suggesting opportunities to promote healthier lifestyle choices.

Regarding exercise, respondents reported that household chores were a regular form of physical activity ($M = 3.3957$), whereas intentional morning exercise was less common ($M = 2.7861$). This pattern may indicate that teachers remain physically active in their daily routines but have limited opportunities for structured exercise due to work and family obligations.

Body health indicators likewise reflected generally positive conditions. Teachers reported relatively low occurrences of prolonged colds or flu ($M = 3.2460$) and respiratory infections ($M = 3.1230$). However, lower ratings were observed for headaches associated with work pressure ($M = 2.8984$) and frustration ($M = 2.9679$), suggesting that occupational stress may still manifest through physical symptoms.

The distribution of responses further supports these findings: 47.06% of respondents were classified in the moderately evident category and 43.85% in the highly evident category, indicating that most teachers experience only minimal to moderate physical health concerns.

These findings are consistent with the Physical Activity Maintenance framework, which emphasizes that healthy behaviors such as proper nutrition, adequate sleep, and regular physical activity contribute to sustained physical and psychological well-being. They likewise suggest that while teachers generally maintain healthy lifestyles, institutional wellness initiatives that encourage work-life balance and stress management may further strengthen their overall health.

Teachers' Mental Health Issues. With a total composite mean of 3.2522, which is considered highly obvious and means that respondents did not have many mental health problems, teachers' mental health was usually good. The social dimension had a higher mean ($M = 3.3156$) than the personality dimension ($M = 3.1889$), suggesting that people are better at dealing with problems involving others than with themselves.

When it comes to attitude, teachers most strongly agreed that they constantly push themselves to grow and become better people ($M = 3.3209$) and that they handle their tasks well and have a clear sense of direction ($M = 3.3048$). These results show that self-development and dedication to work are good. In contrast, the statement "I never felt stressed or depressed about myself" received the lowest score ($M = 2.8075$), suggesting that teachers are usually resilient but still experience stress at work.

Ratings were always high for the social factor. People who answered said it was easy for them to make friends and talk to others ($M = 3.3743$), to keep relationships warm and trusting ($M = 3.2941$), and to talk to others without feeling awkward ($M = 3.2781$). Based on these results, it seems that teachers'

psychological health may be improved by having supportive relationships with others. According to the frequency distributions, 49.20% of teachers were in the “moderately evident” category, and 48.13% were in the “highly evident” category. This shows that teachers’ mental health is generally good, with only a small number having significant worries.

The results align with the Job Demands–Resources theory, which posits that personal resources such as self-efficacy, confidence, and social support can help people manage job demands and reduce mental stress. The results also show that healthy relationships with others may enhance teachers’ ability to cope with work-related stress. This may make them more resilient and committed to their jobs.

Overall Health Issues of Teachers. When physical and mental health indicators were examined collectively, mental health obtained a slightly higher composite mean ($M = 3.2522$) than physical health ($M = 3.0950$), indicating that teachers generally perceived themselves as having stronger psychological and social well-being than physical wellness.

Also, 55.61% of respondents reported a fairly obvious problem. 41.18%, on the other hand, were placed in the “highly evident” group. This suggests that teachers’ health is generally good, but most respondents still have average health concerns.

Based on these results, teacher fitness should be understood as a multidimensional concept encompassing both mental and physical health. Wellness programs that help teachers stay physically fit, manage stress, promote mental health, and provide social support may help them remain healthy and effective at work. Problems teachers have to deal with. The biggest problem, classroom management, got the highest overall score ($M = 3.3358$). The next-biggest problem was technology-related ($M = 3.1070$). It was also the case that paperwork had the lowest mean ($M = 2.2112$), indicating that it remains the biggest problem teachers face.

Teachers had positive feelings about technology, especially when it came to learning new tools ($M = 3.2674$) and using new teaching methods ($M = 3.2193$). However, the relatively low scores for internet infrastructure ($M = 3.0642$) and for handling a lot of virtual seminars and compliance activities ($M = 2.9626$) show that digital expectations are still hard to meet in real life. It became clear that paperwork was the most important issue. Teachers did not agree much with the statements that they liked doing paperwork on weekends or holidays ($M = 2.2781$) or that they felt calm while doing office work ($M = 2.1444$). These results show that administrative duties may extend beyond normal work hours, which could make it harder to rest and heal.

On the other hand, the classroom control received very good reviews. Teachers always said they encouraged students to study ($M = 3.6417$), kept a good mood while teaching ($M = 3.5134$), and helped students feel better emotionally ($M = 3.3048$). Despite this, handling multiple responsibilities ($M = 3.0642$) and learner behavior ($M = 3.1551$) received lower scores, indicating

that balancing teaching and management duties remains challenging. The frequency distribution also shows that 73.80% of teachers were put in the “less evident” level of challenges. This means that challenges are common, but most of the time they are doable.

According to the Job Demands–Resources model, these results support the idea that too many routine tasks can lead to work-related stress. On the other hand, teachers are better able to address workplace problems when they have access to the right professional tools and a supportive work environment.

Relationship Between Teachers’ Health Issues and Challenges Encountered. Within Table 36, you can see how teachers’ health problems are connected to the problems they face at work. A moderately positive association was found between the two variables using Spearman’s rank-order correlation analysis ($r_s = .385, p < .001$). That means teachers who said they were more worried about their health also tended to have more problems at work. So, the null hypothesis that there is no significant link is not true.

There is a strong link between teachers’ physical and mental health and the stress of their jobs, as shown by the positive relationship. Even though the link is not very strong, it suggests that problems at work may cause or occur alongside health problems. On the other hand, teachers who are having health problems may think that the expectations of their job are harder. This result fits with the Job Demands–Resources (JD-R) Model (Bakker & Demerouti, 2017), which posits that employees may feel stressed, burned out, and less healthy when they have too many demands on their time and not enough resources to meet them. In schools, teachers’ physical and mental health may be affected by the pressures of managing classrooms, taking on more administrative tasks, and adapting to new technologies.

In addition, the finding supports earlier research suggesting a link between teachers’ health and job stress. Teachers who have a lot of work to do and a lot of tasks at work are more likely to say they are tired, have stress-related symptoms, and feel less well overall (Kyriacou, 2001; Skaalvik & Skaalvik, 2018). As a result, programs that support teachers’ health may also reduce their stress at work and help them do their jobs better.

Table 1. Spearman Correlation Between Teachers’ Health Issues and Challenges Encountered (N = 187)

Variables	r_s	p	Interpretation
Teachers’ Health Issues × Challenges Encountered	.385	< .001	Moderate positive significant relationship

Note. Spearman’s rank-order correlation. $p < .01$.

Relationship Between Teachers’ Health Issues and Learners’ Academic Performance. Table 2 presents the association between teachers’ health issues and learners’ academic performance. The analysis yielded a **very weak negative**

correlation ($r_s = -.073, p = .319$). Since the probability value exceeds the .05 level of significance, the relationship is **not statistically significant**, leading to the acceptance of the null hypothesis.

Although the coefficient's sign suggests that learners' academic performance tends to decrease as teachers' health issues increase, the relationship is negligible and may have occurred by chance. The findings imply that the moderate physical and mental health concerns reported by teachers did not substantially influence learners' academic outcomes in the present study.

One possible explanation is that teachers continue to demonstrate professionalism and commitment despite experiencing personal health concerns. The descriptive findings revealed that teachers maintained positive classroom management practices, supportive relationships with students, and strong instructional motivation, all of which may help sustain learners' academic achievement.

This finding is consistent with studies suggesting that teacher resilience and professional commitment often buffer the adverse effects of occupational stress on instructional effectiveness (Day & Gu, 2014). It also aligns with the concept of teacher self-efficacy proposed by Bandura (1997), which emphasizes that educators with strong beliefs in their capabilities continue to perform effectively despite challenges and stressors.

CONCLUSION

The results showed that teachers' physical and mental health were mostly good. However, there were some moderate concerns about factors such as the quality of their sleep, physical signs of stress, and the amount of work they have to do as administrators. Compared to physical health indicators, mental health indicators were better. This shows that teachers are strong, have good relationships with others, and are dedicated to their jobs despite the demands of their work. It turned out that teachers found paperwork the hardest part of their job, suggesting that their routine duties are still taking a lot of time and strain on their health. While this was going on, teachers kept the classroom under control and taught effectively, which may have contributed to the students' overall Very Satisfactory academic results. According to the study, teachers' health problems are strongly linked to the problems they face at work, showing that job demands and teachers' health are closely connected. However, neither teachers' health problems nor problems at work had a big effect on how well their students did in school. This suggests that teachers maintain the quality of their lessons even when they are facing personal and professional problems. Overall, the results show that teacher wellness is a complex concept encompassing both physical and mental health. They also show that formal support systems are crucial to maintaining teacher effectiveness and promoting positive educational outcomes.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **School administrators** should strengthen comprehensive teacher wellness programs that promote healthy lifestyles, stress management, regular physical activities, and mental health support services to enhance teachers' overall well-being.
2. **Educational policymakers** may review existing administrative requirements and streamline paperwork processes through digitalization and simplified reporting systems to reduce teachers' non-instructional workload and allow greater focus on teaching and learning.
3. **School heads and supervisors** should continue fostering supportive work environments by providing professional development opportunities, peer support mechanisms, and mentoring programs that enhance teachers' resilience and coping strategies.
4. **Teachers** are encouraged to maintain healthy work-life balance practices, engage in regular physical exercise, prioritize adequate rest, and participate in wellness activities that promote both physical and psychological health.
5. **Future researchers** may replicate the study using larger and more diverse populations, incorporate longitudinal or mixed-method research designs, and examine additional variables such as organizational support, teacher burnout, job satisfaction, resilience, and work engagement to further explain teacher wellness and its implications for educational effectiveness.

These recommendations may contribute to the development of evidence-based policies and sustainable interventions that support teacher well-being while maintaining high-quality instruction and positive learner achievement.

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