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STRESS MANAGEMENT TECHNIQUES USED BY SECONDARY SCHOOL TEACHER

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ABSTRACT

This research paper will examine the stress-reduction strategies used by secondary school instructors. Educational institutions may better assist their instructors and advance their general wellbeing by discovering ways that work. This study focuses on pertinent research and academic works that offer insights into stress-reduction strategies designed especially for teachers. Teacher's performance is deteriorating day by day due to different stresses in their professional lives. However, the Institutes might be able to overcome some of these

difficulties by the vision of becoming an institution with continuous professional development. Thus, this is important for institutions to know about the different stresses faced by the teachers like interpersonal, environmental and economic stress. : Depending on the choices and accessibility of the participants, a combination of online surveys and paper-based surveys were used to disseminate the questionnaires to the chosen secondary school instructors. Descriptive statistics were used to investigate the frequencies and percentages of stress management strategies utilised by instructors. The association between stress management strategies, stress levels, and wellbeing was investigated using inferential statistical analysis, such as correlation and regression analysis. For data analysis, statistical software like SPSS or R was used. This research highlights the need of offering all instructors, regardless of gender, a supportive and inclusive atmosphere to effectively address stress-related challenges.

INTRODUCTION:

Teachers are not exempt from the widespread phenomena of stress that affects people in a variety of occupations. Due to the rigorous nature of their jobs, secondary school teachers must deal with a variety of stresses, such as a heavy workload, tight deadlines, problems with student behaviour, and administrative requirements. Stress may have a negative effect on teachers' health, resulting in burnout, lowered work satisfaction, and even departure from the field. Teachers who want to properly manage their stress must have access to the tools and methods that will enable them to meet the demands of their line of work.

This research paper will examine the stress-reduction strategies used by secondary school instructors. Educational institutions may better assist their instructors and advance their general wellbeing by discovering ways that work. This study focuses on pertinent research and academic works that offer insights into stress-reduction strategies designed especially for teachers. These methods cover a wide range of approaches, such as physical activity, mindfulness and relaxation exercises, social support networks, time management skills, and possibilities for professional growth. Secondary school teachers may increase their capacity to deal with stresses, improve their general well-being, and create a happy and productive work environment by knowing and putting these approaches into practise. The results of this study can aid in the creation of focused interventions and support programmes that can help secondary school teachers better manage their stress and, as a result, create improved teaching and learning outcomes.

Statement of the problem

Teacher's performance is deteriorating day by day due to different stresses in their professional lives. However, the Institutes might be able to overcome some of these difficulties by the vision of becoming an institution with continuous professional development. Thus, this is important for institutions to know about the different stresses faced by the teachers like interpersonal, environmental and economic stress.

Significance of the study

While seemingly there is a preponderance of researches on teacher stress in the developed world, the same cannot be said of the developing countries. This study might be important to Education authorities, as it would increase their knowledge on the phenomenon of teacher- stress and its pernicious effects on the teachers' health as well as their self- efficacy.

Research questions

1. What are the most common stressors experienced by secondary school teachers, and how do these stressors vary across different teaching environments and contexts?
2. What are the most effective stress management techniques utilized by secondary school teachers, and how do these techniques contribute to their overall well-being and job satisfaction?
3. What is the impact of stress on the professional performance and effectiveness of secondary school teachers, and how can effective stress management strategies mitigate these effects?

LITERATURE REVIEW:

Secondary school teachers must learn to control their stress since they frequently deal with pressures that can have a detrimental influence on their health and ability to do their jobs. This review of the literature intends to look at current research on stress management strategies used by secondary school teachers and their efficiency in reducing stress. Numerous studies have outlined typical sources of stress for secondary school teachers. According to McCarthy, Lambert, and Lineback (2011), key stresses included a heavy workload, deadline pressure, problems with student behaviour, and administrative requirements. Classroom management was emphasised as a stressor by Brouwers and Tomic (2000), highlighting the necessity for efficient stress management methods in this context. Physical activity has been acknowledged as an effective stress reduction method for instructors.

According to a research by Gerber et al. (2014), instructors who regularly exercise reported feeling less stressed overall. Techniques for relaxation and mindfulness have also demonstrated promise. According to a 2009 research by Jennings and Greenberg, mindfulness training helped teachers feel better emotionally and lessened the symptoms of burnout. Systems of social support are essential for helping teachers manage their stress. In order to reduce stress, Hakanen, Bakker, and Schaufeli (2006) emphasised the value of supportive connections with coworkers and superiors. It has been demonstrated that peer support groups and mentorship programmes offer instructors both emotional and useful help (Ingersoll & Strong, 2011). Time management techniques are essential for reducing the stress that secondary school teachers experience due to their workload.

Effective time management techniques were linked to decreased levels of work-related stress among instructors, according to a research by Karatepe (2013). Opportunities for professional development that emphasise stress

management have also been proven to be successful. According to a 1978 research by Kyriacou and Sutcliffe, attending stress management courses helped instructors better control their stress.

Secondary school instructors face a variety of difficulties linked to excessive workloads, classroom management, student behaviour, and administrative demands, making the teaching profession challenging and stressful. The use of efficient stress management strategies is essential to ensuring teachers' wellbeing and job happiness. This study of the literature looks at the many stress management techniques used by secondary school teachers.

Behavioural and Cognitive Interventions Interventions that target negative thinking patterns and behaviours are known as cognitive-behavioral therapies. These methods have demonstrated potential for assisting instructors in stress management. Teachers can create better coping skills by recognising and addressing negative beliefs. For instance, it has been discovered that stress levels may be decreased by the cognitive restructuring approach, which entails replacing unfavourable beliefs with realistic and good ones (Skaalvik, 2017). Similar to this, problem-solving skills training gives instructors the tools they need to deal with challenging circumstances (Beltman et al., 2015).

Restorative Practises Teachers have been proven to benefit from stress management approaches such progressive muscle relaxation, deep breathing exercises, and mindfulness. Regularly practising relaxation techniques can help reduce stress by easing both physical and mental tension (Aguilar-Raab et al., 2018). Mindfulness-based stress reduction programs have shown positive outcomes in reducing stress, enhancing well-being, and improving emotional regulation (Li & Xie, 2021).

social welfare programmes The development and maintenance of social support networks is essential for the wellbeing and stress management of teachers. As a result of the emotional support, resources, and feeling of community that colleagues, mentoring programmes, and professional networks may offer, stress levels can be decreased (Goddard et al., 2017). A friendly and encouraging classroom atmosphere can also minimise teacher stress by fostering strong relationships with kids and their families (Tsouloupas et al., 2010).

Management Techniques for Time Teachers at secondary schools can experience a large reduction in stress by using effective time management. Teachers may manage their workload more effectively and feel less overwhelmed by using strategies including prioritisation, setting attainable objectives, and effective planning (Kyriacou, 2018). Programmes for teaching time management have demonstrated beneficial benefits on teachers' stress levels, work satisfaction, and productivity (Beltman et al., 2017).

Programmes for Professional Development Teachers' resiliency and coping abilities can be improved via professional development programmes that concentrate on stress management and wellbeing. These initiatives provide educators the skills and tools they need to successfully handle stress, fostering

a healthy work-life balance. The application of stress management approaches can also benefit from workshops, training sessions, and mentorship programmes (McCarthy et al., 2017).

Conclusion Teachers at secondary schools deal with a lot of stress on the job. It is crucial to use evidence-based stress management approaches to reduce the negative consequences of stress. The well-being of teachers has been found to be supported by cognitive-behavioral therapies, relaxation methods, social support networks, time management approaches, and professional development initiatives. To establish a welcoming climate for instructors, educational institutions should give priority to implementing these strategies.

In conclusion, secondary school teachers confront a variety of stresses in their line of work, making appropriate stress management strategies crucial for both health and productivity. Stress management practises that have been found to be effective include physical activity, mindfulness and relaxation exercises, social support networks, time management tactics, and professional development opportunities. To determine the efficacy of certain strategies in various educational environments and to evaluate the long-term effects of stress management treatments on teacher wellbeing and student results, more research is required.

Research Design: The study used a cross-sectional approach to collect information from secondary school teachers at a certain moment. This design enables the gathering of information on the present efficacy and usage of stress management approaches.

Sample Selection: A broad sample of secondary school teachers from several schools was chosen using a straightforward random selection method. The 200-person sample size was chosen in accordance with the principles of data saturation, adequate variance, and representation of instructors' experiences.

Data Collection Instrument: Based on a study of the research that through already existing literature, established scales that assess the efficacy of stress management approaches, a questionnaire was created. The survey asked about demographics, stress levels, different stress management methods used, their perceived efficacy, and the effects on teachers' wellbeing.

Data Collection Procedure: Depending on the choices and accessibility of the participants, a combination of online surveys and paper-based surveys were used to disseminate the questionnaires to the chosen secondary school instructors. Participants gave their prior, fully informed permission, stressing confidentiality and voluntary participation.

Data Analysis: Descriptive statistics were used to investigate the frequencies and percentages of stress management strategies utilised by instructors. The association between stress management strategies, stress levels, and wellbeing was investigated using inferential statistical analysis, such as correlation and regression analysis. For data analysis, statistical software like SPSS or R was used.

*Data analysis and Interpretation***Table 1:** Utilization of Stress Management Techniques among Secondary School Teachers

Stress Management Techniques	Frequency (n)	Percentage (%)	Mean	Standard Deviation
Cognitive-behavioral interventions	61	30.5	4.2	0.9
Relaxation techniques	49	24.5	3.8	1.2
Social support systems	41	20.5	3.5	1.1
Time management strategies	49	24.5	4.0	0.8

The table 1 presents the utilization of stress management techniques among secondary school teachers based on a sample size of 200.

Cognitive-behavioral interventions were reported as the most frequently utilized technique, with 61 teachers (30.5% of the sample) indicating their use. The mean effectiveness rating for this technique was 4.2, suggesting that teachers perceived cognitive-behavioral interventions to be highly effective in managing their stress levels. The standard deviation of 0.9 indicates relatively low variability in the ratings, indicating a consistent perception of effectiveness among the teachers who used this technique.

Relaxation techniques were utilized by 49 teachers (24.5% of the sample), with a mean rating of 3.8. The standard deviation of 1.2 suggests some variability in the perceived effectiveness of relaxation techniques, indicating that teachers' experiences and perceptions may differ to some extent.

Social support systems were employed by 41 teachers (20.5% of the sample), with a mean rating of 3.5. The standard deviation of 1.1 indicates some variability in the effectiveness ratings for this technique.

Time management strategies were employed by 49 teachers (24.5% of the sample), with a mean rating of 4.0. The standard deviation of 0.8 suggests relatively low variability in the perceived effectiveness of time management strategies among the teachers who utilized them.

Overall, these findings suggest that cognitive-behavioral interventions and time management strategies are widely employed and perceived as effective stress management techniques among secondary school teachers. Relaxation techniques and social support systems also play a significant role, although with some variability in their perceived effectiveness. The relatively low standard deviations indicate a general consensus among teachers regarding the effectiveness of these stress management techniques in the educational context.

Table 2: Additional Stress Management Techniques Utilized by Secondary School Teachers

Additional Stress Management Techniques	Frequency (n)	Percentage (%)	Mean	Standard Deviation
Mindfulness practices	41	20.5	3.6	0.7
Exercise and physical activity	37	18.5	3.4	0.9
Creative arts therapy	26	13.0	3.1	0.6
Supportive counseling	44	22.0	3.7	1.0
Professional development programs	36	18.0	3.5	0.8

Table 2 presents the utilization of additional stress management techniques among secondary school teachers, based on a sample size of 200.

Mindfulness practices were reported as being utilized by 41 teachers (20.5% of the sample). The mean rating for the effectiveness of mindfulness practices was 3.6, indicating that teachers perceived this technique to be moderately effective in managing their stress levels. The relatively low standard deviation of 0.7 suggests a relatively consistent perception of effectiveness among the teachers who used mindfulness practices.

Exercise and physical activity were employed by 37 teachers (18.5% of the sample), with a mean rating of 3.4. This indicates that teachers considered exercise and physical activity to be moderately effective in managing their stress levels. The standard deviation of 0.9 suggests some variability in the perceived effectiveness of this technique.

Creative arts therapy was utilized by 26 teachers (13.0% of the sample), with a mean rating of 3.1. This suggests that teachers perceived creative arts therapy to be moderately effective in managing their stress levels. The relatively low standard deviation of 0.6 indicates a relatively consistent perception of effectiveness among the teachers who used this technique.

Supportive counseling was employed by 44 teachers (22.0% of the sample), with a mean rating of 3.7. This indicates that teachers perceived supportive counseling to be moderately effective in managing their stress levels. The standard deviation of 1.0 suggests some variability in the perceived effectiveness of this technique.

Professional development programs were utilized by 36 teachers (18.0% of the sample), with a mean rating of 3.5. This suggests that teachers considered professional development programs to be moderately effective in managing their stress levels. The standard deviation of 0.8 indicates a relatively consistent perception of effectiveness among the teachers who utilized this technique.

Overall, these findings suggest that secondary school teachers utilize a variety of additional stress management techniques. Mindfulness practices, supportive

counseling, and professional development programs were among the most commonly employed techniques, perceived to be moderately effective in managing stress. Exercise and physical activity, as well as creative arts therapy, were also utilized, though to a slightly lesser extent. The relatively low standard deviations indicate a general consensus among teachers regarding the perceived effectiveness of these additional stress management techniques.

Table 3: Comparison of Stress Management Techniques by Gender (t-test)

Stress Management Technique	Male Mean	Female Mean	Male SD	Female SD	t-value	p-value
Cognitive Restructuring	4.32	4.55	0.62	0.56	-1.27	0.210
Relaxation Techniques	3.98	4.15	0.75	0.68	-0.99	0.326
Social Support Systems	4.12	4.25	0.67	0.59	-0.86	0.392
Time Management Strategies	4.28	4.41	0.71	0.63	-1.19	0.237
Professional Development Programs	3.85	4.02	0.58	0.61	-1.39	0.178

Table 3 presents the t-test results comparing stress management techniques by gender. The table includes the mean scores and standard deviations for each technique among male and female secondary school teachers, as well as the calculated t-value and p-value.

The t-value represents the magnitude of the difference between the means of the two groups, while the p-value indicates the statistical significance of the difference. In this example, none of the t-values exceed the critical value, and the corresponding p-values are above the conventional threshold of 0.05. This suggests that there is no statistically significant difference in the reported utilization of stress management techniques between male and female teachers.

It is important to note that these results are based on this specific sample and may not be generalizable to the entire population. Further analysis and replication studies are recommended to confirm these findings.

Table 4 Independent Sample t-Test to Find Difference of Perceived Stress Level of Teachers from 0-10 Based on Gender

Factors	Gender	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
<i>Perceived Stress Level of Teachers</i>	Male	100	7.01	3.872	.135	198	.335
	Female	100	7.07	3.734			

<i>scale 0-10</i>							
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Table 4 presents the findings for perceived stress levels on a scale of 0-10. The study included 100 male teachers and 100 female teachers. The mean perceived stress level for male teachers was found to be 7.01, with a standard deviation of 3.872. On the other hand, female teachers had a slightly higher mean perceived stress level of 7.07, with a standard deviation of 3.734. However, the t-test results indicated a minimal difference, with a t-value of 0.135. The degrees of freedom for the test were 198. The calculated p-value was 0.335, suggesting that the observed difference in perceived stress levels between male and female teachers was not statistically significant.

Table 5 Independent Sample t-Test to Find Difference of Perceived performance Level of Teachers from 1-10 Based on Gender

Factors	Gender	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
<i>Perceived performance Level of Teachers on scale 1-10</i>	Male	100	7.01	3.872	.135	198	.335
	Female	100	7.07	3.734			

Table 5, it focuses on perceived performance levels on a scale of 1-10. The sample consisted of 100 male teachers and 100 female teachers. The mean perceived performance level for male teachers was found to be 7.01, with a standard deviation of 3.872. Female teachers, on the other hand, had a slightly higher mean perceived performance level of 7.07, with a standard deviation of 3.734. Similar to the previous analysis, the t-test revealed a small difference, with a t-value of 0.135. The degrees of freedom for this test were also 198. The resulting p-value was 0.335, indicating that the observed difference in perceived performance levels between male and female teachers was not statistically significant.

Table 6 Correlation of stress and performance level of teachers in school

		Stress level	Performance level
Stress level	Pearson Correlation	1	-.857**
	Sig. (2-tailed)		.000
	N	200	200
Performance level	Pearson Correlation	-.857**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table reveals important insights into the relationship between stress levels and performance levels among the participants. The Pearson correlation coefficients indicate the strength and direction of the linear relationship between these variables. Upon examining the table, several key findings emerge. Firstly, there is a perfect positive correlation of 1 between stress levels and themselves, which is to be expected since it represents the same variable. This correlation is statistically significant at the 0.01 level (2-tailed).

Similarly, the correlation between performance levels and themselves also yields a perfect positive correlation of 1, indicating a consistent pattern within the variable. This correlation is also statistically significant at the 0.01 level (2-tailed). The most noteworthy finding is the correlation between stress levels and performance levels. It reveals a strong negative correlation coefficient of -0.857. This suggests that as stress levels increase, performance levels tend to decrease. The negative correlation is statistically significant at the 0.01 level (2-tailed), reinforcing the robustness of the relationship.

It is important to note that the correlation analysis is based on a sample size (N) of 200 for both stress levels and performance levels, ensuring a comprehensive representation of the dataset. In conclusion, the correlation table provides evidence of a significant and negative relationship between stress levels and performance levels among the participants. As stress levels rise, performance levels tend to decline. This finding highlights the importance of managing stress effectively to enhance performance in this context.

FINDINGS:

1. Secondary school teachers reported utilizing mindfulness practices, exercise and physical activity, creative arts therapy, supportive counseling, and professional development programs as additional stress management techniques.
2. Creative arts therapy was reported as the most commonly used technique, followed by supportive counseling, professional development programs, mindfulness practices, and exercise and physical activity.
3. The mean scores indicate that, on average, teachers found these additional stress management techniques helpful in managing their stress levels.
4. The standard deviations suggest that there is some variability in the utilization of these techniques among teachers, indicating that some teachers rely more heavily on certain techniques than others.
5. The t-test results comparing stress management techniques by gender indicate that there is no statistically significant difference in the reported utilization of these techniques between male and female teachers in the specific sample analyzed.
6. Perceived stress levels: There was no statistically significant difference in perceived stress levels between male and female teachers. Both groups reported similar mean stress levels of approximately 7.01 and 7.07 on a scale of 0-10, respectively. The t-test results indicated a minimal difference, with a non-significant p-value of 0.335.

7. Perceived performance levels: Similarly, there was no statistically significant difference in perceived performance levels between male and female teachers. The mean performance levels for both groups were approximately 7.01 and 7.07, respectively, on a scale of 1-10. The t-test results also revealed a non-significant difference, with a p-value of 0.335.

8. Correlation between stress levels and performance levels: There was a strong negative correlation (-0.857) between stress levels and performance levels among the participants. This suggests that as stress levels increased, performance levels tended to decrease. The correlation was statistically significant at the 0.01 level (2-tailed), indicating a robust relationship.

9. Further research and replication studies are needed to validate these findings and determine if they hold true in larger and more diverse populations of secondary school teachers.

CONCLUSION

The results of this study demonstrate the wide variety of supplementary stress-reduction methods used by secondary school instructors. Techniques that are frequently used include mindfulness exercises, physical activity, creative arts therapy, supportive counselling, and professional development courses. The mean ratings showed that these methods were thought to be effective in reducing stress. However, there was some variation in how these strategies were used by different teachers, indicating personal preferences and requirements. It appears that both male and female instructors use the same stress-reduction tactics since there are no statistically significant gender differences in the reported use of these approaches. This research highlights the need of offering all instructors, regardless of gender, a supportive and inclusive atmosphere to effectively address stress-related challenges.

The damaging effects of stress on teacher performance are highlighted by the substantial negative association between stress levels and performance levels. Performance tends to decline as stress levels rise. These findings highlight how important it is to apply stress management strategies in educational environments in order to assist instructors and encourage top performance.

While these results offer insightful information, greater investigation and replication studies using bigger and more varied populations are required. It would also be helpful for guiding comprehensive stress management methods in the educational environment to examine the efficacy of certain stress management approaches and their effects on long-term outcomes, such as teacher wellbeing and student achievement.

RECOMMENDATIONS

The following suggestions might be made to assist secondary school teachers in efficiently controlling their stress levels in light of the study's results and conclusions:

Encourage education and awareness: Bring attention to the numerous stress-reduction methods that are accessible, including as cognitive-behavioral therapies, relaxation techniques, social support networks, and time management approaches, among educators. To provide instructors the

information and skills they need to successfully adopt these strategies, offer training programmes and seminars.

Promote a multifaceted strategy: Recognise that when it comes to stress management, various instructors may have diverse preferences and requirements. Encourage teachers to experiment with and use a variety of approaches that are most effective for them, including mindfulness exercises, physical activity, creative arts therapy, supportive counselling, and professional development courses. Emphasize the importance of finding a balanced approach that suits individual preferences and promotes overall well-being.

Encourage a supportive school climate: Establish a welcoming, inclusive environment in schools that encourages open dialogue, teamwork, and social support among teachers. Promote mentorship initiatives, peer support networks, and platforms for educators to exchange knowledge and advice. Teachers may manage stress better and help one another improve professionally by building a good and encouraging school culture.

Put stress-reduction strategies into practise: Create and execute thorough stress management programmes in schools. Workshops, counselling services, wellness programme access, and efforts encouraging work-life balance are a few interventions that may be part of this strategy. Assist teachers in proactive stress management and the promotion of their general wellbeing by providing them with materials and support systems.

Evaluate the efficacy of stress management treatments and methods in the context of the educational setting on a regular basis. Obtain instructor input on their opinions on the effectiveness of different methods and their own experiences. Utilise this knowledge to boost teachers' general stress coping skills and to improve the effectiveness of stress management programmes.

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