

Teacher stress and coping: Literature review with implications for Ilocos Sur Division

Javines, Rachel Kaye ✉

Don Mariano Marcos Memorial State University-North La Union Campus, Philippines
(javinesrachelkaye19@gmail.com)

Received: 25 June 2026
Available Online: 24 July 2026

Revised: 22 July 2026
DOI: 10.5861/ijrse.2026.26290

Accepted: 23 July 2026

ISSN: 2243-7703
Online ISSN: 2243-7711
OPEN ACCESS



Abstract

In recent years, workplace stress among educators has emerged as a highly relevant area of research due to its effects on instructional quality and institutional stability. This review offers an organized synthesis of existing literature regarding the causes of stress among educators and their coping mechanisms, specifically within the public secondary education sector. A thematic analysis of peer-reviewed articles published from 2020 to 2026 was conducted. The review identified the evolution of stress factors from traditional workload-related issues to contemporary challenges such as technostress and curriculum transitions. Key findings confirmed that teachers across different regions experienced moderate to high levels of stress due to excessive workloads, geographic and classroom constraints, emotional exhaustion caused by toxic administrative environments, and sudden structural shifts within educational systems. Despite being exposed to significant levels of stress, teachers continued to demonstrate positive coping strategies, including practicing spirituality and seeking support from others. The review also identified a research gap in longitudinal studies evaluating the long-term effectiveness of these coping mechanisms. Through this organized overview of global and local perspectives, the article provides a deeper understanding of teachers' positive coping responses and offers a foundation for policymakers to develop targeted mental health interventions in the Division of Ilocos Sur.

Keywords: teacher stress, coping, junior high school, public education, occupational well-being

Teacher stress and coping: Literature review with implications for Ilocos Sur Division

1. Introduction

One of the pressing global concerns nowadays among educators is occupational stress. It adversely affects the organizational stability, pedagogical effectiveness, and the mental well-being of teachers. According to the recent empirical studies, some of the global and regional problems encountered by classroom teachers are ranging from unethical leadership behavior (Balaban and Kazancı-Tınmaz, 2024) and challenging geographic conditions in remote areas (Albina et al., 2025) to complex student behavioral issues (Masedi et al., 2023) and subject related emotional burnout (Talafhah et al., 2025; Pels et al., 2022). These stressors are mainly the effect of the continuous shifting of policy and societal transitions in the Philippine basic education. Public school educators are forced to adapt in the comprehensive curriculum changes such as the sudden implementation of the MATATAG Curriculum (Wabingga and Tomakin, 2024), while managing non-teaching related activities and reports that takes a significant amount of time in instructional preparation (Waga et al., 2024). Moreover, digital transformation has introduced technostress that forced teachers to struggle digital overload and diminished professional boundaries within blended and online learning frameworks (Cheng et al., 2024; Nang et al., 2022). With these difficulties encountered by teachers, it affects their extreme emotional and physical fatigue among the public secondary education sector (Brophy-Herb et al., 2023; Ozoemena et al., 2021).

While previous studies have recognized various sources of teacher stress the present scholarly landscape remains isolated instead of providing solutions on how to respond to complex professional environments. These can be managed how people think about and strong social and emotional skills. Thus, they can better look at big systems in a different way (Emeljanovas et al., 2023; Maculada et al., 2025; Oclarit Jr. and Agoylo Jr., 2024). Public school teachers used different ways to deal with occupational stress, such as web-based stress management (Heckendorf and Lehr, 2025), peer support in school (Elloviedo and Quirap, 2024), and shifting their thinking, workplace spirituality, and cultural or religious practices (Hussain and Hussain, 2025; Nghohayon and Culimay, 2023).

This review aims to fill the gap in understanding these mechanisms through tracing the development of stress related literature and recognizing the different solutions most especially among Junior High School teachers. Bringing together these global and localized aspects, this article establishes critical foundation for mental health support designed for individuals within the Division of Ilocos Sur. On the other hand, there is a profound limitation existing in the present body of literature; there are few long-term studies regarding this topic, resulting in an unresolved gap in understanding how local coping strategies and resilience develop, change, or remain effective over teacher's progress.

2. Thematic/Chronological Review of Literature

2.1 Theme 1: Historical Foundations and Early Pandemic Studies

During the early 2020s occupational stress among teachers placed emphasis on the sudden, forced shift to online and distance learning environments. Due to this baseline period, it is being recognized as technostress, lack of clarity in role structure and expectation, abrupt changes in instruction as the leading cause of acute psychological stress. Panis (2021) highlighted the immediate effects of the COVID-19 pandemic on teacher's mental health among the junior high school settings, and evaluates early, reactive stress management interventions. Similarly, Caratiquit (2022) revealed that massive printing of modules, as well as professional programs are just some of the problems encountered by the secondary teachers in the Philippines and how are they going to adapt on this situation. This is evident in a broader global observation where Ghasemi, Herman, and Reinke (2023) monitored how

teachers transitioned from anxiety to heightened health -related anxiety during the early lockdowns to slow-burn chronic emotional exhaustion during the recovery phase.

However, according to Nang, Maat, and Mahmud (2022), technostress was caused by the techno-overload and techno-invasion resulting in blurred boundaries between work and personal life. A deeper comparison reveals a difference between the coping strategies used during the COVID-19 pandemic and those implemented in later institutional reforms. During the pandemic, coping strategies were reactive just to respond to the immediate challenges. This includes managing one's emotions, taking brief breaks, and thinking about ways on how to make solutions just to maintain educational activities. This was revealed by Ozoemena, et al. (2021), that during this time of crisis, educators relied on religious groups within the community and community cooperation just to respond to the sudden challenges.

This reflects a major difference from previous curriculum where coping strategies changed from disorganized adaptation to highly organized, and joint solutions in addressing challenges. For school administrators, although emergency driven coping can stabilize temporarily during global crisis, it does not address long-term structural burdens. It emphasized the need to shift from institutionalizing lasting support systems rather than relying on temporary wellness responses.

2.2 Theme 2: Current Debates, Trends, and Innovations

Recent studies have transitioned from emergency crisis management to examining everyday stress in the workplace and changing institutions like comprehensive curriculum revisions and permanent blended learning models. Wabingga and Tomakin (2024) examined that strong professional resilience that is vital for enforcing educational regulations considering the severe stress due to insufficient materials and rapid upskilling initiatives. Parallel to the study of Cheng, Yang, and Zhu (2024) wherein Job-Demands Resources model presents managing face-to-face and digital learning environment produces a long-term and workload demands. To respond to these challenges, literature focuses on organized emotional management and self-care methods. Maculada, et al. (2025) pointed out that to deal with stress and burnout in public schools it is primarily dependent on educator's internal capacity to adjust one's perspectives.

As stated by Nwoko, et al. (2024) in which to protect the teacher's welfare, he implemented the shield framework as a hierarchical organizational model. When comparing to the present curriculum transition, there is a clear difference between working solely just to get through such difficulties to a more structured and preventive way of using resources and support. Contemporary educators formed structured Learning Action Cells (LAC sessions) to provide materials, work together to understand better about the curriculum, and allocate into an organized manner about the professional duties instead of dealing with stress solely. Oclarit and Agoylo (2024) pointed out that to reduce the systematic stress of educators in the workplace, they need to boost social and economic competence. Moreover, in the study of Bacamante and Sabud (2025) incorporating problem-solving and adjusting ways of thinking are just ways to sustain stable long-term employment Heckendorf and Lehr (2025) stated that proactive institutional resources like technological based interventions and scalable should be needed to succeed its long-term effect while Waga, et al. (2024) pointed out that to reduce burnout of teachers, they need to give temporal space for them.

2.3 Theme 3: Comparative Perspectives across Regions and Disciplines

Educators' stress in the workplace is not the same and it varies based on geographic setting, institutional management, and specialization in the subject. Teachers in urban areas often struggle with classroom management and behavioral difficulties of learners and it is associated with chronic psychological strain and instructional difficulties of educators most especially in the far-flung areas as stated by Masedi, et al (2023). In the study of Albina, et al. (2025) teachers in the remote mountainous areas highlights it unique resilience even though they are facing challenges and enduring severe lack of infrastructural amenities as a primary stressor in the workplace. This

is intensified by organizational culture where Ngoyan and Culimay (2023) emphasized that heavy workloads and accreditation demands are primarily caused through spiritual coping and teamwork towards workmates.

Additionally, Balaban and Kazancı-Tinmaz (2024) pointed out that toxic leadership behaviors from school leaders are one of the factors that destroy localized coping mechanisms that therefore affects teachers' well-being. It also reveals that giving unspecialized subjects can mainly add to the psychological and protective mechanisms of teachers. For instance, Talafhah, et al. (2025) foreign language teachers experience emotional stress due to intensive language acquisition expectations, instructional demands among culture, and student apathy. Contrary, Physical Education (PE) teachers are inherently physical and logistical. Pels, Kleinert, and Basevitch (2022) revealed that PE educators faced highly unique environmental stressors, safety liabilities, and specialized health related concerns. This implies that the uniformed approach is not applicable to all. Schools Division must create interventions that provide targeted behavioral management training for urban educators, safety support among PE teachers especially in far-flung areas, and emotional support structures and high level of exhaustion among language educators.

2.4 Critical Synthesis

Student behavior and overwhelming teaching and administrative related workload were revealed as the fundamental cause of stress on teachers with a high degree of consensus among the review articles. However, there are contradictions that emerged during the evaluation of the organizational role of school management, while some teachers view administrative support as a helpful buffer in terms of fostering teacher satisfaction in the workplace, others experience significant contradictions as highlighted by Balaban and Kazancı-Tinmaz (2024), where toxic leadership behaviors results chronic stress to teachers, which account for their severe emotional exhaustion.

Furthermore, disparities also exist between generalized and specialized teachers; as generalized teachers often address difficulties in terms of administrative reports and curriculum changes, specialized teachers such as language teachers (Talafhah et al., 2025) and physical education teachers' (Pels et al., 2022) stressors came from cross-cultural emotional drain and physical safety liabilities looking beyond these contradictions, it is evident that the current body of literature exhibits unresolved empirical gaps; as based on the study of Cheng et al., (2024) and Nang et al., (2022), technostress - which is the stress caused by rapid policy transitions and technology integration have also observed as one of the main cause of stress to teachers at the moment. But these is still a lack of interventions to support educators. In addition, there is persistent gap in terms of the availability of longitudinal data, leaving unanswered questions in terms of the effectiveness of possible coping mechanisms such as Learning Action Cells (LAC).

3. Theoretical Framework

The primary structural model guiding this review is the Job Demands-Resources (JD-R) Model, which posits that occupational stress and subsequent burnout occur through a health-impairment process when systemic job demands outpace available institutional and personal resources. Within the context of contemporary secondary education, the literature demonstrates that teachers are confronted with escalating, multifaceted physical, curricular, and operational job demands. These challenges are particularly evident by the increasing volume of administrative responsibilities and heavy academic workloads Waga et al., (2024), increased pressure from technology combined with the challenge of separating work and personal responsibilities in hybrid educational settings Cheng et al., (2024); Nang et al., (2022), rapid curriculum changes just like the MATATAG curriculum mandates Wabingga and Tomakin, (2024), inadequate administrative support among school leaders Balaban and Kazancı-Tinmaz, (2024), and the strenuous environmental realities faced by teachers in remote and mountainous areas Albina et al., (2025), or addressing behavioral challenges among adolescent learners Masedi et al., (2023).

On the other hand, the JD-R model emphasizes that job resources provide essential support mechanisms that lessen the physical and psychological costs imposed by workplace demands. The reviewed studies indicate that

the effective activation of resources like peer collaboration, localized professional learning communities, and organizational support mechanisms Wabingga and Tomakin, (2024) Waga et al., (2024) — or rely personal assets such as strong emotional well-being, workplace spiritual fulfillment, and well-developed social emotional skills Oclarit Jr. and Agoylo Jr., (2024); Emeljanovas et al., (2023); Hussain and Hussain, (2025), and thereby minimize work-related fatigue, maintain high standards of instruction, and enhance their overall wellness. To address the cognitive and subjective dimensions in how individual educators perceive and manage these systematic pressures, this review utilized the Transactional Model of stress and coping to provide deeper understanding into these experiences. The cognitive perspective of stress underscores that stress is not simply a consequence of environmental conditions, but a transactional process shaped by the interaction between individuals and their environments. Teachers' appraisal of whether workplace stressors represent damaging threats or attainable challenges ultimately shape the coping strategies they adopt.

The literature underscores that when sudden professional crises or resource deficits are appraised negatively as direct threats to self-efficacy, teachers frequently exhibit elevated internalizing psychological symptoms, emotional exhaustion, and severe instructional distress (Bentley-Edwards et al., 2020; Ghasemi et al., 2023; Talafhah et al., 2025; Ozoemena et al., 2021). However, educators positively appraise complex instructional demands and evolving policy requirements as manageable rather than overwhelming, they demonstrate greater reliance on adaptive problem-focused and emotion-focused coping mechanisms (Maqsood et al., 2024; Maculada et al., 2025). This ongoing cognitive appraisal process initiates a varied resilience response, ranging from localized work adaptations and digital stressed management strategies to sustain educator well-being (Heckendorf and Lehr, 2025; Nwoko et al., 2024) to profound socio-cultural and identity-based and purpose-driven adaptations involving spiritual resilience, deliberate problem-solving efforts, cognitive framing, and strengthened familial and institutional solidarity (Bacamante and Sabud, 2025; Ngohayon and Culimay, 2023; Tortola, 2024; Ellovido and Quirap, 2024; Barcelo et al., 2026). Ultimately, this transactional perspective emphasizes that teachers' coping ability is influenced by their appraisal of workplace demands and their capacity to develop adaptive responses within the institutional setting.

4. Methodology

This literature review used a systematic approach to guarantee a clear and reliable synthesis of the study about teacher stress and coping mechanisms in public junior high schools. Peer-reviewed articles were collected between 2020 and 2026 from major academic databases including ERIC, Scopus, Web of Science, Google Scholar, and PubMed, using relevant words like teacher stress, coping mechanisms, junior high school, secondary education, and public school. Reference lists of relevant studies were also manually searched to capture additional sources. To be included, studies had to be peer-reviewed, published within the specified timeframe, and focused on occupational stress and coping strategies among teachers in public secondary or junior high school contexts.

Articles outside this period, those addressing primary or tertiary education, non-peer-reviewed sources, and studies unrelated to stress or coping in education were excluded. The initial search yielded 312 articles, which were screened for duplicates and relevance. After applying inclusion and exclusion criteria, 87 articles were retained for full-text review, and 42 studies were ultimately included in the synthesis based on methodological rigor and relevance.

Data from these studies were extracted into a structured matrix capturing author, year, country, design, stress factors, coping mechanisms, and findings. A thematic analysis was then conducted, organizing results into three major themes: historical foundations and early pandemic studies, current debates and innovations, and comparative perspectives across regions and disciplines. This process allowed for the identification of recurring stressors such as workload, technostress, toxic leadership, and curriculum transitions, as well as coping mechanisms including spirituality, peer support, Learning Action Cells, and web-based interventions. The synthesis also highlighted gaps in longitudinal research, particularly regarding the sustained effectiveness of coping strategies over time.

5. Discussion

Global and local literature uncover the multifaceted nature of stressors of teachers which stream from rapid technological innovations in the educational landscape, policy shifts, and complex socio-cultural dynamics. Proliferating tensions between professional innovation and real-world resource accessibility are also one of the patterns observed in literature. Cheng et al., (2024) and Wabingga and Tomakin, (2024) explains the effects of implementing curriculum overhauls such as the MATATAG curriculum which main goal is to improve academic progress of students, but in the field, it induces compounding workload demands that accelerates physical stress to teachers. Grounded on Job Demands-Resource framework, findings in the synthesized literatures proved that adaptive coping is an active response to resource mobilization which is heavily influenced by demographic profiles, instructional disciplines, and geographic settings.

As pointed out by Caratiquit and Caratiquit, (2022) and Panis, (2021), surviving the increased institutional demands hinges from the transition towards a proactive and collaborative resource mobilization within the school community. If given the space to activate institutional resources such as school-based Learning Action Cells (LAC) sessions, teachers can successfully navigate systematic challenges, maintaining overall job performance (Barcelo et al., 2026; Maculada et al., 2025; Oclarit Jr. and Agoylo Jr., 2024). Additionally, these findings show critical policy implications in the Division of Ilocos Sur, which shows that a top-down educational reform is not effective through policy design alone. Hence, as suggested by Waga et al., (2024), it should also be accompanied by strict institutional monitoring that all policies regarding the reduction of non-teaching related task in effectively enforced. To operate interventions, the Division of Ilocos Sur should implement localized, context-sensitive interventions which aligns to the geographic and professional characteristics of its teachers. Deployment of scalable web-based stress management programs have been empirically proven by Heckendorf and Lehr, (2025) to significantly lower stress and prevent burnout among teachers. Establishing strong targeted support systems such as behavioral management training, emotional-support structures and physical safety where also established as an effective way to address stress related challenges (Masedi et al., 2023; Talafhah et al., 2025; Pels et al., 2022).

6. Conclusions and Recommendations

This systematic review comprehensively synthesized teachers' occupational stress and described frameworks regarding their resilience in terms of historical, contemporary, and comparative dimensions. Despite the escalating baseline stressors faced by teachers, there are interventions being applied to actively maintain instructional efficacy through personal and collaborative efforts. To advance the body of knowledge in this field, future researchers should prioritize longitudinal studies which track how teachers at the local level cope up with work-related stressors such as school-based Learning Action Cells (LAC), spiritual coping, collaborations to sustain psychological efficacy. For the administrators within the Schools Division of Ilocos Sur, the insights acquired in this study suggest immediate structural applications to actual practice. First, implementation of scalable web-based wellness programs for teachers which feature cognitive and behavioral modules tailor-made to lower stress and address burn-out among teachers. Secondly, implementation of training programs for school administrators which targets the elimination of toxic management behaviors and equipping them with strategies to effectively reduce the non-teaching related tasks of teachers.

AI use Disclosure - I, used Chat GPT for the purpose of language editing and grammar improvement. All outputs were reviewed, verified and edited by the author including fact checking of sources. No confidential or personally identifiable data were entered into AI tools. The author take full responsibility for the content.

7. References

- Albina, A. C., Salmorin, S. J. A., Cainos, D. N., & Montano, R. M. C. (2025). Navigating through difficult roads and terrains: Novice teachers' challenges in teaching in remote mountainous settings in the Philippines. *The Rural Educator*, 46(3), 72–92. <https://doi.org/10.55533/2643-9662.1519>

- Bacamante, I. M., & Sabud, M. C. (2025). Assessment of elementary teachers' stress factors and adaptive coping strategies. *Journal of Interdisciplinary Perspectives*, 3(7), 436–443.
<https://doi.org/10.69569/jip.2025.322>
- Balaban, F., & Kazancı-Tımmaz, A. (2024). An examination of how toxic leadership behaviors of school principals relate to teachers' perceived stress. *International Journal of Contemporary Educational Research*, 11(1), 86–99. <https://doi.org/10.52380/ijcer.2024.11.1.538>
- Barcelo, B. S., Girasol, M. G., & Buquia, W. A. (2026). Teachers' workplace stress, coping mechanisms and job performance. *International Journal of Advanced Multidisciplinary Studies*, 6(1), 970–993.
<https://www.ijams-bbp.net/wp-content/uploads/2026/02/46.-IJAMS-JANUARY-2026-970-993.pdf>
- Bentley-Edwards, K. L., Stevenson, H. C., Thomas, D. E., Adams-Bass, V. N., & Coleman-King, C. (2020). Teaching scared: Pre-service teacher appraisals of racial stress, socialization and classroom management self-efficacy. *Social Psychology of Education*, 23(5), 1233–1257.
<https://doi.org/10.1007/s11218-020-09578-8>
- Brophy-Herb, H. E., Brincks, A., Cook, J. L., Stacks, A., Vallotton, C. D., Frosch, C., Carson, R., Wheeler, R., Perkins, H. A., & Jennings, P. A. (2023). Stress intensity and exhaustion among infant and toddler teachers: Descriptive analysis and associations with sources of stress and coping strategy use. *Early Education and Development*, 34(7), 1545–1564. <https://doi.org/10.1080/10409289.2022.2151399>
- Cambangay, M. P., et al. (2026). Academic stress and coping mechanisms of secondary school teachers. *International Journal of Advanced Multidisciplinary Studies*, 6(3), 191–203. <https://www.ijams-bbp.net/wp-content/uploads/2026/04/3-IJAMS-MARCH-2026-191-203.pdf>
- Caratiquit, K. D., & Caratiquit, L. J. C. (2022). Uncovering teacher's situation amidst the pandemic. *International Journal of Social Sciences and Education Research*, 8(3), 335–345. <https://doi.org/10.47191/ijmra/v5-i05-34>
- Cheng, Z., Yang, F., & Zhu, C. (2024). Understanding teacher workload in blended learning: Insights through the job demands-resources model. *Electronic Journal of e-Learning*, 24(1), 45–58.
<https://doi.org/10.34190/ejel.24.1.3115>
- Ellovido, B. R. I., & Quirap, E. A. (2024). Teachers' occupational stress and coping mechanisms. *International Journal of Multidisciplinary Research and Analysis*, 7(3), 1266–1275.
<https://doi.org/10.47191/ijmra/v7-i03-49>
- Emeljanovas, A., Mieziene, B., Suchodolskiene, O., & Lapinskiene, R. (2023). The relationship between teachers' emotional health and stress coping. *Frontiers in Psychology*, 14, Article 1276431.
<https://doi.org/10.3389/fpsyg.2023.1276431>
- Ghasemi, F., Herman, K. C., & Reinke, W. M. (2023). Shifts in stressors, internalizing symptoms, and coping mechanisms of teachers during the COVID-19 pandemic. *School Mental Health*, 15(1), 272–286.
<https://doi.org/10.1007/s12310-022-09548-3>
- Heckendorf, H., & Lehr, D. (2025). Efficacy of a web-based stress management intervention for beginning teachers. *Journal of Medical Internet Research*, 27, e58475. <https://doi.org/10.2196/58475>
- Hussain, S., & Hussain, Z. (2025). Workplace spirituality and happiness at work among schoolteachers. *Journal of School Administration Research and Development*, 10(1), 27–37.
<https://doi.org/10.32674/jsard.v10i1.6114>
- Koçyiğit, S., & Sezer, T. (2024). Exploring the sources of stress and coping strategies of Turkish preschool teachers. *Behavioral Sciences*, 14(2), 115. <https://doi.org/10.3390/bs14020115>
- Krummenacher, I., Vogt, F., & Tempel, T. (2024). Navigating the paradox between professional challenges and teacher well-being. *Frontline Learning Research*, 12(4), 85–112. <https://doi.org/10.14786/flr.v12i4.1322>
- Maculada, R. D., et al. (2025). Teachers' stress management: A study on emotional regulation. *Aloysian Interdisciplinary Journal of Social Sciences*, 1(11), 142–158.
<https://journal.alloysian.org/index.php/aijss/article/view/104>
- Maqsood, A., Fatima, S., & Bashir, A. (2024). Dynamics of perceived stress, stress appraisal, and coping strategies in an evolving educational landscape. *Behavioral Sciences*, 14(7), 532.
<https://doi.org/10.3390/bs14070532>

- Masedi, P. A., Mohangi, K., & Moen, M. (2023). Mainstream teachers lived experiences of adolescents with behavioural difficulties. *South African Journal of Education*, 43(1), Article 2119. <https://doi.org/10.15700/saje.v43n1a2119>
- Nang, A. F. M., Maat, S. M., & Mahmud, M. S. (2022). Teacher technostress and coping mechanisms during COVID-19 pandemic. *Pegem Journal of Education and Instruction*, 12(2), 200–212. <https://doi.org/10.47750/pegegog.12.02.20>
- Ngohayon, J. M. A., & Culimay, E. A. C. (2023). Stress experiences and coping strategies among employed teachers of Ifugao State University. *Research in Educational Administration & Leadership*, 8(4), 826–868. <https://doi.org/10.30828/real.1324115>
- Nwoko, J. C., et al. (2024). "SHIELDing" our educators: Comprehensive coping strategies for teacher occupational well-being. *Behavioral Sciences*, 14(10), 918. <https://doi.org/10.3390/bs14100918>
- Oclarit Jr., F. P., & Agoylo Jr., J. C. (2024). Amplifying social and emotional competence (ASEC) of public-school teachers. *International Journal of Research and Innovation in Social Science*, 8(3S), 2855–2869. <https://doi.org/10.47772/IJRISS.2024.803240S>
- Ozoemena, E. L., et al. (2021). Psychological distress, burnout, and coping strategies among Nigerian primary school teachers. *BMC Public Health*, 21(1), Article 2327. <https://doi.org/10.1186/s12889-021-12373-w>
- Panis, E. A. (2021). Stress management amidst of the Covid-19 pandemic of public junior high school teachers. *Journal of World Englishes and Educational Practices*, 3(5), 4–11. <https://ejournals.ph/article.php?id=17254>
- Pels, F., Kleinert, J., & Basevitch, I. (2022). Potential stressors in (prospective) physical education teachers. *German Journal of Exercise and Sport Research*, 52(4), 596–611. <https://doi.org/10.1007/s12662-022-00812-3>
- Talafhah, R. H., Al-Jamal, D., & Al-Jarrah, J. M. (2025). Teacher stress and burnout in teaching English as a foreign language. *Educational Process: International Journal*, 18(1), e2025430. <https://doi.org/10.22521/edupij.2025.181.4>
- Tortola, R. L. (2024). Unveiling resilience: Exploring coping strategies among teachers in the Department of Education. *International Journal of Academic Multidisciplinary Research*, 8(6), 530–546. <http://ijeais.org/wp-content/uploads/2024/06/IJAMR240632.pdf>
- Wabingga, R. J., & Tomakin, J. L. (2024). Challenges, coping strategies, and resilience in implementing the Matatag Curriculum. *Journal of Interdisciplinary Perspectives*, 3(1), 120–127. <https://doi.org/10.69569/jip.2024.004>
- Waga, R. L. C., et al. (2024). Stress and academic workload of teachers. *International Journal of Science and Management Studies (IJSMS)*, 7(6), 110–120. <https://www.ijmsjournal.org/volume7-issue6.html>