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## Identification of Stress Management Techniques Used by Teachers in Secondary School Teachers in District Lahore

Iram Naeem | M.Phil Scholar, Superior University Lahore, Punjab, Pakistan.

Muhammad Aamir Hashmi | Associate Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan. Email: [aamirhashmier.pu.edu.pk](mailto:aamirhashmier.pu.edu.pk)

**Abstract:** *The purpose of this quantitative study was to determine if teachers in secondary level schools from high and upper secondary schools in the district of Lahore were employing stress management approaches. Secondary schools teachers were the research subjects. Three hundred seventy-one teachers in secondary schools were engaged using a simple random sampling method for data collection. An adopted and structured questionnaire comprised of statements about various stress management strategies was used. The responses of teachers were gathered using a five-point Likert-type scale. The data were analyzed using descriptive statistics. The mean and standard deviation were calculated to find results. On the basis of findings most commonly used strategies were: praying, sharing stress with family, friends, and elders, putting everything in Allah's hands, watching television, and resting. The least used strategies were exercising, going to a psychologist and taking medicine, weeping, and shopping. Several recommendations were made in light of the findings.*

**Key Words:** Stress, Emotional Manifestation, Job Satisfaction, BurnOut

### Introduction

Although teachers may find personal satisfaction in teaching, it can sometimes lead to stress, burnout, fatigue, and leaving the job. (Hanusek, 2007). Many academics identify possible reasons for work-related stress in teachers. Number of students in class, less parental involvement, low funding, higher stressors, poor supervision, low incomes, working environment, assigning tasks that are not relevant to teaching, the environment of a school, personalities of teachers, misconduct of students, and work burden are some of the causes (Skinners & Beer, 2016). Sorenson (2007) conducted research describing how teachers in the twenty-first century were engaged in what Karasek and Theorell referred to as active jobs, as Jazzar and Algozzine (2006) quoted.

Secondary school has a considered/significant impact on the lives of children. They are crucial mediators in socializing and training their students to achieve their goals and grow as responsible citizens and support learning. However, teaching as a profession has become highly demanding and stressful. No doubt, it has

been one of the most popular and successful careers in the world in recent years, but it is very hectic and stressful. Teachers in secondary level schools' stress have an impact on their performance as well as their kids' academic achievements.

Due to excess stress levels, teachers in secondary level schools are quitting their employment. It instills fear in the teachers, students as well as parents. In the end, the schools must appoint fresh Teachers in secondary level schools with less expertise, which might be one of the critical causes of kids' low achievement. Considered/significant training is required to control this issue and make school systems successful and efficient.

This study looked at the element contributing to teachers in secondary level schools' anxiety and highlighted plans and policies to help teachers manage their stress and improve their performance. Teachers in secondary level schools' mental and physical health suffer because of these harmful effects of stress. The majority of teachers reported considered/significant levels of stress that persisted for many days each week.

A nationwide study in the United States found that 46 percent of teachers reported high levels of everyday stress during school hours, the highest proportion of routine stress among all occupations. A high level of stress may be a considered/significant factor in the low retention of new headteachers. According to research, academic attainment is negatively impacted by high levels of teacher stress. Teachers who detail higher levels of burnout have reported more behavioral issues in their classrooms. When children notice their professors are anxious, they struggle with social adjustment and academic performance.

Stress introduces new challenges and opportunities into your life. Stress or worry alerts you that you may need to prepare for something considered/significant. However, excessive stress can harm your physical as well as mental health.

Repeated physical and psychological stress can lower confidence in social and academic performance and create a phase of self-blame and uncertainty. It is critical for your health to identify the optimal degree of stress to manage efficiently. 1) Recognizing unhealthy stress is the best approach to dealing with it when your stress increases.

According to a Greenglass and Burke (2003) article, reasonable amounts of stress may encourage teachers. However, excessive stress can lower the motivation to stay in the field and result in burnout. These variables could explain why teachers' turnover rates are much greater than those of other professions ([Minarik et al., 2003](#)).

In 2007, it was claimed that between thirty-five and fifty percent of teachers departed the teaching occupation within the first five years of their job (Ingersol & Smith, 2003). The shift from being a student to being a teacher may be responsible for the high teacher attrition rate ([Jepson & Forrest, 2006](#)).

It's no secret that being a teacher is hard work that may leave you feeling drained and stressed out, but it doesn't have to be that way. [Kyriacou \(2001\)](#) found that teaching is becoming increasingly stressful due to rising responsibilities and challenging goals. According to research, teachers have the highest departure rate of any profession ([Minarik et al., 2003](#)).

Educators have a considered/significant impact on the achievement of their pupils ([Sinclair & Ryan, 1987](#)). There is not enough effort being made to alleviate the stress of teachers, according to [Skaalvik and Skalvik \(2007\)](#). School administration should implement various strategies to aid newly hired teachers in their professional development, including career counselors.

Teachers have been shown to use these methods to reduce their stress levels ([Van et al., 2005](#)). To help the instructors deal with the pressures of teaching and their job responsibilities, professional development is essential ([Jepson & Forrest, 2006](#)).

As a consequence of the obligations put on teachers in their role as instructors, "teacher stress" was described in 1990 as "a response or unpleasant effect...as a result of the demands imposed on teachers in their role as instructors" (Smyle & Deny, 1990).

In 1987, [Lazarus with Folkman](#) established a transactional model of stress that believed a reflective transaction occurred when a teacher was stressed. It was important for the teacher to balance the demands placed on him and his capabilities. This model is often recognized as the gold standard ([Kyriacou and Sutcliffe, 1977](#)). According to the American Psychological Association, stress has a physical and emotional impact on the body. There is no doubt that ([Mark & Smith, 2012](#)).

Stress management requires the use of coping mechanisms. Since 2006, [Melamed \(2006\)](#) has acknowledged the benefits of exercising, talking to others who have gone through the same thing, and seeking professional aid in dealing with stress at work ([Melamed \(2006\)](#)).

According to Otto (1996), "a mismatch between external and internal job expectations, as well as external and internal job resources" is what causes occupational stress (Otto, as referenced in Skalvik & Skalvik, 2015). "Those physical, social, or organizational components of the work that require persistent physical or mental effort and are thereby related with particular physiological and psychological consequences" ([Maslach, 1993](#)). The workload was an example of a job requirement ([Hofman et al., 2010](#)). Physical, psychological, and social aspects of the workplace that may help achieve work goals; b) reduce working pressures at corresponding physiological and psychological costs; c) encourage personal growth and development" are described in Job Resources.

For example, according to Johnson and colleagues, "the degree of workplace stress varied by individual and was impacted by factors such as the type of employment, existence of work stressors outside of the person's control and the quantity of work and home support."

In addition, the pressures of various professions vary. Workplace stress can be caused by various things, including long hours or midnight shifts for certain employees and personality types for others. This means

that those who work in high-risk occupations are more likely to be affected by negative stresses ([Johnson et al., 2005](#)).

Teachers play a crucial part in their students' achievement, yet work-related stress can hurt their performance and achievement ([Sinclair & Ryan, 1987](#)). As a result, a study of teachers' understanding of work-related stressors and physical and emotional symptoms and the methods to minimize the stress is required. There has been little research into teachers in secondary level schools' stress in public schools in District Lahore.

A survey study of stress and stress management techniques used by secondary school teachers of district Lahore is widely assumed that stress is inevitable as long as one lives; therefore, the issue is how to manage it. Stress is a considered/significant challenge to teachers' skills to meet the classroom demands. Poor stress management among teachers in secondary level schools may be a barrier to achieving educational success at that level.

When a teacher is under stress, his emotional, cognitive, and psychological functioning is affected. Teachers' stress levels must be reduced to function effectively and efficiently in the classroom. What then are the stress management strategies for teachers in secondary level schools? Against this background, this study is faced with the problem of establishing proper stress management strategies among teachers in secondary level schools.

## Research Questions

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1. What are the strategies the teachers in secondary level schools use in managing their stress?
2. What is the difference in the stress management techniques used by male and female Teachers in secondary level schools?
3. What is the difference in the stress management techniques used by Teachers in secondary level schools based on their experience?
4. What is the difference in the stress management techniques used by Teachers in secondary level schools based on their age?
5. What is the difference in the stress management techniques used by Teachers in secondary level schools based on their marital status?
6. What is the difference in the stress management techniques used by Teachers in secondary level schools based on their school level?

## Research Methodology

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Teachers in secondary level schools in Lahore, Pakistan, were asked to participate in quantitative research to identify the most egregious work-related stresses, their impact on physical and mental health, and their methods to reduce stress. Teachers and school administrators seeking ways to reduce stress may find the findings in this study informative and beneficial.

Being a teacher was stigmatized as a thankless task for a long time. However, teaching has become increasingly difficult due to increased workloads, job obligations, and limited employment resources, and instructors regularly suffer from stress ([Research Services, 2010](#)).

Between 33% and 50% of instructors resigned during the first five years of their tenure, according to a 2007 report ([Hanushek, 2007; Ingersoll & Smith, 2003](#)). As of 2012, just 17% of instructors have left their positions within five years, according to the National Center for Education Statistics in the United States ([Ingersoll, 2012](#)). Nevertheless, the rate of teacher resignations is higher than that of any other profession ([Minarik et al., 2003](#)). According to the research, teacher

## Research Design

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This is a descriptive study of the methods used by teachers in secondary-level schools in the Lahore area to cope with stress. To shed light on present challenges or problems, descriptive research uses a process of data collecting to explain the situation in greater detail than would have been feasible without this approach." The teachers in secondary level schools from all public schools in the district of Lahore comprised the study's subject population. According to the School Education Department's website, the total number of teachers in secondary level schools in Lahore is 3172, which corresponds to the population that was the subject of this study. The study's intended population was all of Lahore's teachers in secondary-level schools. Still, due to a shortage of time and a COVID requirement, only 500 of those instructors could participate. The 500 teachers in secondary level schools in Lahore were handed a short questionnaire through the mail. Questionnaires were distributed to 371 districts of Lahore teachers in secondary level schools (11.70% of the targeted population) for their consideration and response.

The study used convenient sampling, defined as the "gathering of persons that are easy to contact or approach." Due to time constraints and the problematic

status of COVID, the researcher can't collect data from all secondary school instructors in the Lahore district. To acquire data, a straightforward sampling method was applied.

Closed-ended questionnaires were utilized in this study to obtain data from participants. A group of three female assistant professors from Punjab University came up with this questionnaire. In the first section of the questionnaire, there were just demographic questions. (male/female, 25-35, 36-45, 46-55 years old, college/university level) (High, Higher Secondary school), Experimentation (Less than ten years, more than ten years) A person's marital status (Married, unmarried). The second part of the survey asked 35 questions regarding various stress management

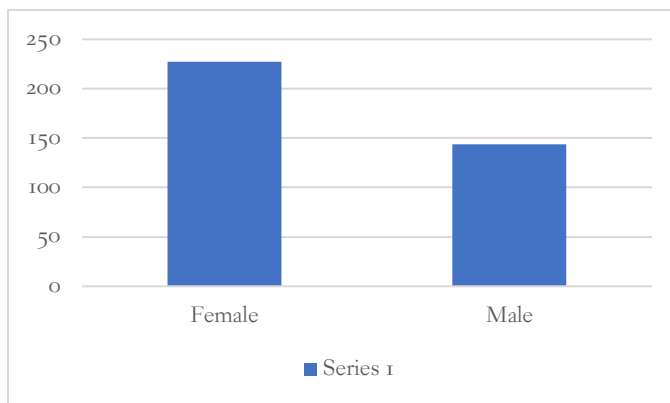
methods. It used a Likert scale of 1 to 5, one denoting considered/significance disagreement, two indicating disagreement, and three denoting neutrality. Four agree, five agree.

The questionnaire was mailed to 500 secondary schools in the district of Lahore because of the researchers' lack of time and the COVID -19 issue. Three hundred seventy-one teachers in secondary level schools completed the survey out of 500. After the data was collected, it was organized. Analyses of questionnaires were performed. Using SPSS, we evaluated the responses of Lahore district teachers in secondary level schools to a survey on stress and stress management. T-tests and one-way ANOVAs were used to analyze data from independent samples.

### Results

**Table 1.** Descriptive Statistics of the Variables of the study

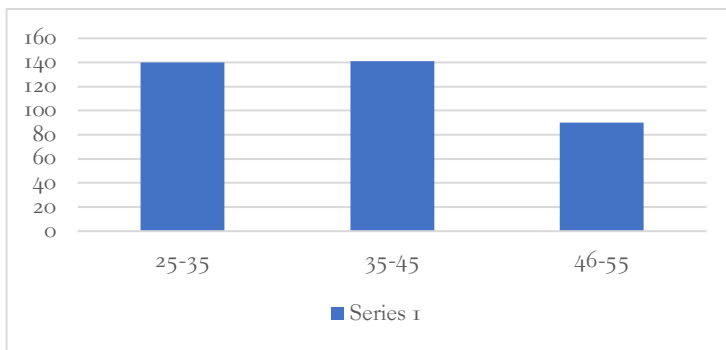
Variable	Category	Number	Total
Gender	Male	144	371
	Female	227	
Age Range	25-35	140	371
	36-45	141	
	46-55	90	
	>10 Years	150	
Experience Level of School	<10 Years	221	371
	High Schools	191	
Marital status	Higher Secondary	180	371
	Married	238	
	Unmarried	133	



**Graph 1:** Graph of male and female Teachers in secondary level schools

This graph shows the percentage of male and female teachers in secondary level schools who completed the

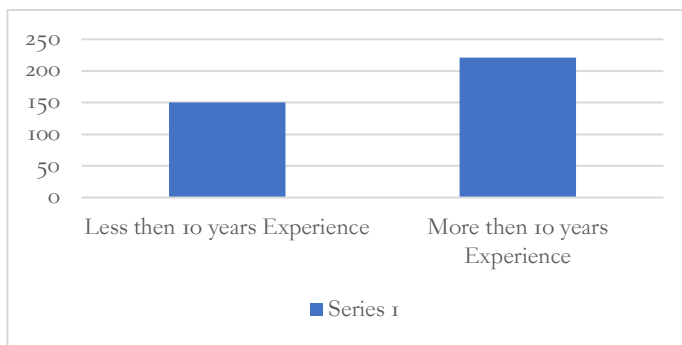
survey. Male Teachers in secondary level schools totaled 144, while female instructors totaled 227.



**Graph 2:** Graph of different age groups of Teachers in secondary level schools

The researcher included the number of teachers in secondary level schools of various ages who answered my questionnaire in this graph. Only 90 instructors were

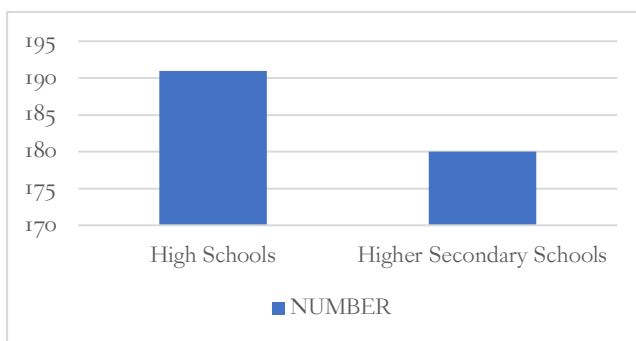
in the age range 46 to 55 out of 371 teachers in secondary level schools who had been in their positions for more than a decade.



**Graph 3:** Graph for the teaching experience of Teachers in secondary level schools

The following table includes secondary school instructors who responded to the questionnaire. There were 150 Teachers in secondary level schools with less than ten years of teaching experience and 221 Teachers

in secondary level schools with more than ten years of teaching experience among the 371 instructors in this group.



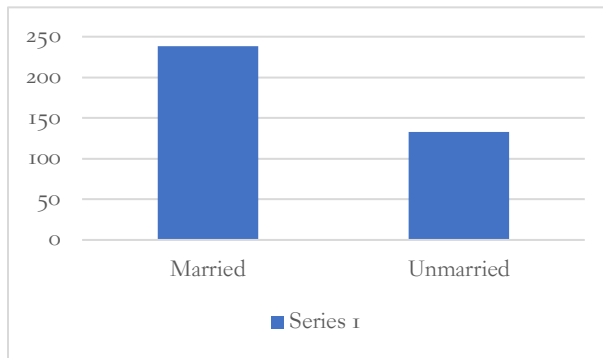
**Graph 4:** Graph of different levels of school

The number of secondary school instructors who teach at high and upper secondary schools is shown in the following table. Among the 371 Teachers in secondary

level schools, 191 were from high school, and 180 were from higher secondary school.

**Table 2.**

Variables	N	Mean	STD. Deviation
V1	371	3.11	1.277
V2	371	3.17	1.195
V3	371	3.62	.850
V4	371	3.71	.966
V5	371	3.87	1.041
V6	371	1.71	1.073
V7	371	2.01	.799
V8	371	2.67	.981
V9	371	3.87	.788
V10	371	3.36	1.352
V11	371	3.10	1.374
V12	371	2.02	.795
V13	371	3.28	.849
V14	371	3.58	.965
V15	371	2.55	1.343
V16	371	2.01	.971
V17	371	2.17	1.007



**Graph 5:** Graph of Married and Unmarried Teachers in secondary level schools

Using this data, you can see how many married and unmarried instructors work in secondary schools. There

were 238 married instructors among the 371 teachers in secondary level schools, while 133 were unmarried.

**Table 3.** Descriptive Statistics of the questionnaire

V18	371	3.23	1.067
V19	371	3.27	1.209
V20	371	3.31	1.333
V21	371	4.18	1.329
V22	371	3.39	1.323
V23	371	2.85	.842

V24	37 <sup>I</sup>	3.38	1.109
V25	37 <sup>I</sup>	3.11	1.277
V26	37 <sup>I</sup>	3.17	1.195
V27	37 <sup>I</sup>	3.62	.850
V28	37 <sup>I</sup>	3.71	.966
V29	37 <sup>I</sup>	3.87	1.041
V30	37 <sup>I</sup>	1.71	1.073
V31	37 <sup>I</sup>	2.01	.799
V32	37 <sup>I</sup>	2.67	.981
V33	37 <sup>I</sup>	3.87	.788
V34	37 <sup>I</sup>	3.36	1.352
V35	37 <sup>I</sup>	3.38	1.109

**Table 4.** Male and female teachers in secondary level schools' stress management techniques are compared

Teachers Gender	N	Mean	T	Df	Sig. (2-tailed)
Male	144	109.29			
Female	227	106.93	1.482	368	.139

As shown in Table 4, male and female instructors' stress management approaches are considered/significantly different.  $T(368) = 1.482, (0.139 > 0.05)$  shows that there was no statistically considered/significant difference in the male and female mean stress management

approaches. In light of these findings, the hypothesis that "stress management strategies used by male and female teachers in secondary level schools are not considered/significantly different" was shown to be true.

**Table 5.** An independent sample t-test to determine the mean difference in teachers in secondary level schools' experience

Experience	N	Mean	T	Df	Sig. (2-tailed)
Less than ten years	150	107.30			
More than ten years	221	108.17	.549	367	.583

An independent sample t-test concerned to determine the mean difference in instructors' stress management approaches based on their experience, as shown in Table 5 Less than ten years of experience ( $M = 107.30$ ) against over ten years of experience ( $M = 108.17$ ) did not show a statistically considered/significance

difference in stress management approaches, as shown in the table ( $t(367) = .549, [.583 > 0.05]$ ). Consequently, the research hypothesis that "there is no substantial difference in teachers in secondary level schools' stress management approaches based on their experience" was supported by the data and is now confirmed.

**Table 6.** T-test for an uncorrelated sample of teachers in secondary level schools to determine the mean difference in their educational attainment

School	N	Mean	T	df	Sig. (2-tailed)
High School	191	107.92	.132	367	.895
Higher Secondary	180	107.71			

T-test findings in Table 6 demonstrate the mean difference in teachers' stress management approaches based on their school level. Table findings show that the mean difference between stress management approaches used by teachers in secondary level schools in high schools ( $M = 107.92$ ) and higher secondary schools ( $M = 107.71$ ) was not statistically

considered/significant  $t(367) = .132 (.895 > 0.05)$ . As a consequence of these findings, the hypothesis that "there is no substantial difference between teachers in secondary level schools' stress management approaches based on their level of school" was supported by the data.

**Table 7.** An independent sample t-test determines the mean difference between married and unmarried teachers in secondary-level schools.

Marital Status	N	Mean	T	Df	Sig. (2-tailed)
Married	238	108.61	1.365	367	.173
Unmarried	133	106.40			

An independent sample t-test concerned to find the mean difference in teachers' stress management approaches based on their marital status (see Table 4.6 for the findings). There was no statistical difference between Married Teachers in secondary level schools ( $M = 108.61$ ) and Unmarried teachers ( $M = 106.40$ ) in

their stress management approaches ( $t(367) = 1.365$ ,  $(.173 > 0.05)$ ). As a consequence of these findings, the hypothesis that "there is no substantial difference in teachers in secondary level schools' stress management approaches based on their Marital status" was supported by the data.

**Table 8.** ANOVA to Identify Mean Difference in Stress Management Techniques of Teachers in secondary level schools based on their age

Variables Age Range	Sum of Squares	df	Mean Square	F	Sig
Between Groups	95.896	2	47	.214	.807
Within Groups	81896.299	366	223.760		
Total	81992.195	368			

Table 8 shows the ANOVA findings for mean differences in stress management approaches teachers in secondary level schools to employ by age. The age difference in stress management approaches employed by Teachers in secondary level schools is not considered/significant  $F(2) = 0.214, p > 0.05$ . The statistics show no substantial variation in the stress management measures utilized by teachers in secondary level schools based on their age.

### Discussion and Conclusion

Thus, hypothesis 1 is validated since the stress management strategies employed by male and female teachers in secondary level schools in district Lahore are not considered/significance different. Since teachers in secondary level schools in the Lahore district do not utilize considered/significant different stress management strategies, hypothesis 2 is also supported by the data. Hypothesis 3 is supported since there is no considered/significant variation in the stress management strategies employed by teachers in secondary level schools in district Lahore depending on their age, which supports the hypothesis. Hypothesis 4 is confirmed by the finding that the stress management strategies utilized by teachers in secondary level schools in District Lahore are not considered/significance different depending on their marital status. No considered/significant variation in the stress management approaches employed by teachers in secondary level schools in district Lahore based on their

school level was found; hence hypothesis 5 was validated.

Most teachers in secondary level schools reported using catharsis as a stress-relief technique when surveyed. Most secondary school instructors express their stress with colleagues, family members, and friends and share it with seniors. Many teachers in secondary level schools claim they go shopping or see their families when they're anxious. Most teachers in secondary level schools claim they deal with stress by talking to their father, mother, or senior; yet, only a minority of teachers in secondary level schools watch movies. Except for a few, all teachers in secondary level schools said they planned to seek advice from a professional in the subject before making any decisions. At the same time, many people turn to their friends and family for advice. Many secondary school instructors think they become more realistic when under pressure. Fewer teachers in secondary level schools seek professional treatment from a psychologist and adhere to the psychologist's advice to cope with their stressful jobs. The majority of teachers in secondary level schools reported setting goals under pressure. Teachers in secondary level schools seldom use medication to cope with stress. Seniors sometimes scold their juniors when they are feeling overwhelmed. Few individuals go on outings as a form of stress relief. Teachers in secondary schools rarely engage in physical activity while under stress. Many teachers in secondary level schools indicated they like to get out and have some fun when feeling anxious. Most teachers in secondary level schools claim they



leave everything to Allah when they feel overwhelmed. They commonly use Stress-relieving techniques. Except for a few, all secondary school instructors provide prayer as stress relief. Many teachers in secondary level schools find it challenging to get a good night's sleep when under pressure. Most people turn to their favorite television show when they're feeling down. Most teachers in secondary level schools take deep breaths to calm themselves down after a stressful day. Few teachers in secondary level schools used to weep to release tension, but many teachers have claimed that when they are anxious, they strive to find out where they went wrong. The majority of teachers in secondary level schools responded that they try to identify the cause of stress to regulate it. Few secondary school instructors acknowledge that their stress is their fault. Few people find stress relief in reading books or keeping a journal. It is possible that the approaches found for stress management for teachers in secondary level schools can aid the organization and departments responsible for training school teachers (school administrators) in developing training and professional development programs.- Since of this, teachers in secondary schools will benefit from the program because they will learn stress management skills that will help them do better in the classroom. Excellent stress management strategies taught by secondary school instructors can result in outstanding academic achievement among students and at the national level.

Teachers in secondary level schools reported using various methods to cope with stress, including catharsis, talking with family and friends, visiting relatives, talking to mom or dad, setting goals for the future, scolding younger students, praying, and going to the gym. An article titled Identification of Stress Management Strategies Used by Head Teachers in Province of Punjab, published in Journal of Accounting and Finance in Emerging Economies Vol 6, No 3, September 2020, supports these results.

According to the research, the research is that shopping, consulting with loved ones, watching movies, seeing a psychologist, using stress medications, and sobbing are all low on the list of recommended methods for dealing with stress. These findings are consistent with a paper published in the Journal of Accounting and Finance in Emerging Economies Vol 6, No 3, September 2020, entitled "Identification of Stress Management Strategies employed by headteachers in Punjab." In my findings, the most highly rated approach was providing prayer, which had a mean score of (4.18), and this was also the most highly rated strategy with a mean score of (4.66) in the paper, as mentioned earlier.

According to a study by [Noushad \(2010\)](#), most instructors choose to decompress by watching movies rather than engaging in any form of physical activity.

According to my results, most of Lahore's teachers in secondary level schools don't engage in physical activity and instead turn to watching movies to cope with their stress levels.

My findings that teachers in secondary level schools use goal-setting as a stress management technique align with Sorenson, R. (1989), have shown that preparation for the future may control stress by creating an overview of what has to be done.

According to the data, teachers utilize a relationship-focused management style in a study by [Stormont & Walker \(2017\)](#). According to his research, instructors can deal with stress by talking to their families and friends. Furthermore, my findings agree with (Stephenson et al., 2016). According to my investigation, I found that sharing with family members (mean score=3.62) and with friends (mean score=3.71) were among the most popular ways for teachers in secondary level schools in Lahore to cope with stress. According to ([Kyriacou,1981,2001](#); [Kyriacou &Pratt,1985](#)), talking to loved ones might be a helpful way to deal with anxiety. Also, consistent with ([Kyriacou,1981,2001](#); [Kyriacou &Pratt,1985](#)) research results, I found the mean score of the approach of conferring with parents/grandparents to be 3.87. Teachers who are burnt out sometimes resort to hazardous coping mechanisms such as using sleeping pills or tranquilizers, as reported by [Tyler & Cushway, 1998](#)). However, according to my findings, only a small number of instructors (mean score =2.17) use medication to manage their stress. Therefore, my findings did not match the results of Wilberforce (2014).

## **Recommendations**

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Following are the recommendations:

- Teachers in secondary level schools in Punjab should be trained in stress management measures.
- Teachers in secondary schools should have stress management training with enough funding.
- All levels of stressors must be removed. Implementing and managing procedures and norms are critical to this goal's accomplishment.
- Teachers in secondary level schools should be rewarded with financial and other social

- incentives. It is, therefore, possible to control the difficulties of financial stress.
- Teachers in secondary level schools should have the opportunity to participate in recreational activities to alleviate some of their stress.
  - Senior teachers at the tehsil and district levels should have a structure to support newly hired teachers in secondary level schools.

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