

# Exploring the Mental Health and Well-Being of Educators' Instructional Productivity

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*Abstract* — The mental health and well-being of educators is a vital component of productive organizational and instructional performance, as it directly influences teachers' ability to foster engaging, supportive, and high-quality learning environments for students. This study examined the status of mental health and well-being of school heads and teachers among identified schools in the Divisions of San Carlos City and Siquijor as a foundation for implementing enhanced mental health programs to improve instructional productivity. The research utilized a descriptive-correlational research design. There were 54 respondents, 49 teachers and 5 school heads. Most of the teacher respondents (approximately 65%) were aged 35–41, while the majority of school heads (80%) were aged 42–48. The data revealed that school head positions were mainly held by males, while 80% of teachers were female. Seventy percent of all participants were married and held master's degrees, reflecting strong professional aspirations. Performance evaluations showed that both school heads and teachers achieved "Outstanding" ratings.

Based on the findings in the status of school heads and teachers' mental health and well-being, the respondent groups conformed to the statements describing the status of the respondent groups as to stress and emotional well-being, workload and burnout, coping mechanisms and resilience, institutional support and work-life balance. The null hypothesis was rejected because both One-tailed p-value and Two-tailed p-value are lower than the 0.05 level of significance, therefore there is a significant relationship between the extent of professional well-being of educators and their organizational and instructional performance. Certainly, the organizational and instructional performance of the educators will be affected by their professional well-being such as work satisfaction, work-life balance, mental and emotional health, and career development. It was recommended that enhanced mental health and well-being activities be implemented.

*Keywords* — *Educators' Mental Health and Well-being, Instructional productivity, Professional Development, Teacher Performance, San Carlos City and Siquijor*

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## I. Introduction

The mental health and well-being of educator's functions as an essential organizational and instructional performance factor because it determines their ability to create engaging learning

environments that support students. Teaching ranks as one of the most emotionally and mentally demanding professions across the world. The World Health Organization (WHO, 2021) reported concerning increases in educator stress and anxiety and burnout at a global level following the COVID-19 pandemic which transformed education delivery. The Philippine teaching profession encounters identical difficulties because of excessive workload and insufficient support networks and inadequate mental wellness training opportunities (DepEd, 2022). These problems lead to employee fatigue together with absences and decreased motivation levels. Research about the psychological state of educators remains scarce in the Divisions of San Carlos City and Siquijor because it lacks studies that explore the relationship between their well-being and their classroom and school organizational performance. Educators maintain essential roles in learner development and societal advancement, yet their professional wellness remains neglected. Teachers experience increased pressure because they must manage various students while adjusting to curriculum changes and upholding performance expectations which negatively affects their mental and social and physical and emotional well-being. The research investigates the present mental health conditions of school heads and teachers in these divisions and their professional role impact from these factors. The study aims to discover particular stress factors and develop solutions to create an environment that supports teachers better while sustaining their work environment which will enhance educational results.

The research holds importance because it reveals crucial information about teacher mental health and wellness specifically in public schools of San Carlos City and Siquijor. The research findings will assist school administrators and policy makers and stakeholders through data-based understanding of educator needs and their well-being impact on school productivity. The study's findings will help create school-based programs and policies which address mental health issues to establish better work environments and boost teacher satisfaction and improve instructional quality. The research adds value to existing literature by showing how mental wellness affects educational outcomes which motivates future research and initiatives at both national and local levels.

This study is limited to selected public elementary schools in the Divisions of San Carlos City and Siquijor for the Academic Year 2024–2025. It focuses specifically on the mental health and well-being of school heads and teachers, examining how these factors influence organizational and instructional performance. The study uses a descriptive-correlational research design and relies primarily on survey questionnaires. As such, the findings are dependent on the honesty and accuracy of self-reported data, which may be subject to personal bias or social desirability. Furthermore, the study does not cover private schools or other divisions, which may limit the generalizability of the results to a broader educational context.

## Literature Review

### Conceptual Literature

The teaching profession stands as a field that both mentally and intellectually challenges its practitioners. The mental health condition of educators directly affects the quality of instruction they deliver. Lagbao (2024) highlighted how the Department of Education's MATATAG Curriculum serves to transform the educational system through curriculum reform that reduces teacher stress by simplifying overloaded curricula and promoting inclusive learning and teaching methods that match 21st-century requirements. The curriculum establishes three main learning pillars which focus on foundational knowledge and inclusive practices and empowering students to reduce teaching and learning stress for better classroom well-being.

The educational change needs to focus on teacher involvement and support according to Ornstein and Hunkins (2018). The authors stated that educational reform initiatives fail because they disregard the emotional and psychological requirements of teachers. According to Vygotsky (1978) Sociocultural Theory social interaction plays a crucial role in education which extends to teachers because their professional growth depends on their workplace environment and team interactions.

According to Maslow (1943) the Hierarchy of Needs teachers will not perform well professionally or be productive in their instruction if their basic psychological needs such as safety and emotional well-being are not met. Bandura (1997) in his concept of self-efficacy suggests that teachers who are confident in their abilities tend to be resilient and maintain higher levels of teaching effectiveness. Bronfenbrenner (1979) in his Ecological Systems Theory pointed out that several environmental factors such as institutional policies and community values affect a teacher's mental state and job satisfaction.

Freudenberger (1974) first described burnout as a concept which continues to explain teacher stress in modern times. Teachers who experience emotional exhaustion and diminished professional fulfillment are less likely to sustain effective instructional practices. Hargreaves (1998) noted that teaching requires substantial emotional work because teachers need to control their feelings to preserve classroom order and student engagement while facing personal sacrifices.

Day and Gu (2010) studied the factors which sustain teacher commitment through emotional resilience and professional identity and moral purpose in stressful teaching environments. Jennings and Greenberg (2009) discovered that teacher well-being directly affects classroom results because teachers who maintain emotional balance produce better learning environments.

The Self-Determination Theory developed by Ryan and Deci (2000) shows that autonomy, competence and relatedness are essential for intrinsic motivation and psychological well-being of teachers. Ingersoll and Strong (2011) highlighted the significance of mentorship and induction

programs in supporting new teachers and building their resilience in the profession. Fullan (2001) stated that any educational reform to be effective must consider the morale and mental state of teachers since they are the agents of change.

The research of Duckworth et al. (2007) on grit also plays a significant role in teacher success. Teachers who demonstrate both perseverance and work passion tend to overcome obstacles while maintaining their teaching effectiveness. The research of Lazarus and Folkman (1984) established a model to understand stress and coping mechanisms in high-stress fields including education.

Skaalvik and Skaalvik (2010) studied the relationship between job satisfaction and burnout and found that role conflict, lack of recognition, and overwhelming demands were major contributors to poor well-being. The Organization for Economic Co-operation and Development (OECD, 2021) emphasized that policies which improve teacher well-being are crucial for enhancing educational quality. Similarly, UNESCO (2020) urged the inclusion of teacher mental health in educational recovery efforts post-COVID-19.

Bakker and Demerouti (2007) proposed the Job Demands-Resources Model to show that job resources such as administrative support, peer collaboration, and autonomy can act as protective factors against the negative effects of high job demands. The research by Collie, Shapka, and Perry (2012) confirmed these findings by demonstrating that supportive school environments enhance teacher engagement while decreasing emotional exhaustion. According to Kyriacou (2001) teaching roles trigger negative emotions which produce psychological stress that diminishes productivity. Markow and Pieters (2012) discovered that teachers experience mental strain and decreased job performance because they lack respect and autonomy and decision-making voice.

The conceptual studies demonstrate that teacher mental health exists as a complex construct which results from emotional and professional elements and institutional factors. These studies establish a solid theoretical base to study how mental well-being impacts instructional productivity during current curricular reforms.

## **Research Literature**

This section focused on studies about how educator mental health and well-being affects instructional productivity. Multiple research studies have investigated the elements which affect teachers' mental health together with their job satisfaction and academic performance. Research findings highlighted the need to tackle work-related stress and implement institutional support and well-being interventions for maintaining sustainable productive teaching practices.

Research studies about teacher mental health and well-being demonstrate that these elements directly impact teaching effectiveness. The current study aligns with previous research by Santos (2023) and Reyes et al. (2024) and Cruz et al. (2021) which shows that educators

perform poorly and feel dissatisfied when they experience high stress levels and heavy workloads and lack sufficient institutional support. The research findings validate the main argument of this study which demonstrates that educator well-being directly affects instructional productivity.

The study confirms previous research by showing that workload and administrative support and professional development are essential factors that affect teacher mental health. The current study supports these findings by examining how these variables affect instructional outcomes including lesson delivery and classroom engagement and curricular goal achievement in both urban and rural Philippine settings.

The present study examines how support systems and coping strategies such as emotional intelligence and peer collaboration, and mindfulness help reduce burnout as Garcia, Wang, and Khan (2021) and Brown, Chen, and Singh (2022) do. The study stands apart from others by placing these strategies in the Philippine educational system which includes the Divisions of San Carlos City and Siquijor where educators encounter distinctive cultural economic and logistical obstacles that standard international research fails to address.

The research by Smith et al. (2020), Johnson et al. (2019), and Lee, Smith, and Patel (2020) provides general information about worldwide trends that affect teacher well-being. The current research maintains a narrower focus than comparative studies because it examines how teacher mental health affects instructional performance in a specific context. The research focuses on specific policies and curricula and community-level support systems that affect educator outcomes through its localized approach.

The current study differs from previous research because it investigates the direct relationship between teacher well-being and classroom productivity instead of focusing on either mental health or instructional quality. The study differs from previous research by Dreer (2021) and Song (2020) because it connects emotional well-being to specific teaching effectiveness measurements.

The current research uses theoretical models developed by Bandura (1997), Ryan and Deci (2000), and Bakker and Demerouti (2007) in instructional settings. The research examines the actual classroom behavior and performance of self-efficacy together with relatedness and available resources.

The study stands out because of its connection to the post-pandemic period. The research of Ancho et al. (2021) and Go (2020) examined distance learning challenges during the pandemic but this study extends their work to understand teacher performance and coping mechanisms in the hybrid learning environment.

In summary, this study contributes to existing research by conducting a performance-oriented investigation of educator well-being in a specific context which examines both the challenges educators encounter and how their mental state affects their teaching quality. The

research connects theoretical models with empirical evidence to generate practical solutions for educational policy and school leadership in the Philippines.

## II. Methodology

The research design used descriptive-correlational methods to study the connections between educator mental health and organizational performance and instructional productivity. The descriptive section of the study described respondents through their age, gender, educational background, work experience, training participation and other important personal and professional characteristics. The study used correlational methods to identify meaningful relationships between these variables and the outcomes of educators' mental health and performance according to Creswell (2014) who recommends correlational research for studying variable connections. The research data collection process started with official permission from the Schools Division Superintendent before distributing validated questionnaires. The researchers used statistical tools including percentage, mean and sum of ranks to analyze the collected data for meaningful interpretation.

### Sample of the study

The research included 54 participants who were 49 teachers and 5 school heads from four remote public elementary schools in San Carlos City and Siquijor Divisions including Camaniangan, Florentina, Natuyay and Tagmanocan Elementary Schools. Standardized questionnaires served as data collection tools to obtain demographic information and perceptions about mental health alongside organizational performance and instructional productivity. The researchers selected the sample size from the actual educator population of the chosen schools because these institutions operate in mountainous regions with restricted access and limited personnel. The sample provided significant insights about rural educators' professional well-being and productivity despite the research limitations.

### Procedures

The research started with official requests to obtain approval from San Carlos City and Siquijor Schools Division Superintendents. The researchers obtained approval before contacting school heads to distribute structured survey questionnaires which gathered information about participant demographics and mental health and their views on organizational and instructional performance. The participants received enough time to answer the questions before the researchers collected and organized the completed questionnaires for statistical analysis. The research process maintained ethical standards while collecting precise data from remote area educators through this method.

### **Data Collection Instrument**

The primary research instrument used in this study was a structured questionnaire developed by researchers and validated by experts in education and social science. It consisted of five main parts.

Part I: Gathered the demographic profiles of school heads and teachers, including age, gender, civil status, educational attainment, position, years of service, and relevant training.

Part II: Assessed the status of teachers' mental health and well-being across four domains: stress and emotional well-being, workload and burnout, coping mechanisms and resilience, and institutional support.

Part III: a. Evaluated school heads' organizational performance based on the Philippine Professional Standards for School Heads (PPSSH) domains such as strategic leadership, resource management, teaching and learning, self-development, and community partnerships.

Part III: b. Measured teachers' instructional performance according to the Philippine Professional Standards for Teachers (PPST), covering content knowledge, learning environment, diversity of learners, planning, assessment, and professional engagement.

Part IV: Respondent groups are required to rank ten challenges related to mental health in order of severity.

The instrument underwent content validation to ensure clarity, relevance, and appropriateness for the target respondents from a panel of Northwest Samar State University faculty experts.

### **Data Processing**

The research data underwent systematic organization followed by statistical processing to fulfill research objectives and test hypotheses. The research data presented respondent demographic profiles through descriptive statistics which included frequency counts and percentages and mean values and standard deviations to show professional well-being and organizational and instructional performance levels. The research used Chi-Square Test with Yates' Correction and Fisher's Exact Test and correlation analysis and t-tests to establish variable relationships. The data processing occurred through Microsoft Excel and SPSS software while using a 0.05 significance level for interpretation purposes. The study results appeared in tables and graphs which displayed trends and relationships that supported both conclusions and recommendations.

### Ethical Considerations

The research maintained strict ethical standards to safeguard participant rights and welfare. The Schools Division Superintendents granted formal approval, and all respondents received informed consent after understanding the study's purpose and their voluntary participation. The researchers protected participant confidentiality through coded identifiers while storing data in secure facilities with limited access. The instrument contained sensitive question options that allowed participants to skip questions or withdraw from the study at any time while protecting their emotional well-being. The research maintained ethical integrity and transparency and objectivity throughout its entire process.

### III. Results and Discussion

#### *Perception Status of Teachers Mental Health*

Research about effective support for teacher mental health in elementary and secondary schools remains limited especially when considering gender perspectives. Teachers experience among the highest stress levels and burnout rates in all professions which causes them to take temporary absences from work. The existing stress-reduction interventions demonstrate limited success, but researchers have not studied return-to-work strategies adequately. Kristen Ferguson (2022) emphasizes that research gaps exist in teacher well-being studies as well as mental health policies and leave processes and gender-specific effects which demonstrate the necessity for targeted research in these domains.

**Table 1. Perception Status of Teachers Mental Health**

S/N	Statements	Respondent Groups		
		AWM	Std Dev	C
1	Stress and Emotional Well-Being	4.39	0.90	SA
2	Workload & Burnout	4.30	0.65	SA
3	Coping Mechanisms & Resilience	4.92	2.06	SA
4	Institutional Support and Work-Life Balance	4.48	1.45	SA
GRAND MEAN/STANDARD DEVIATION /CATEGORY		4.5225	1.265	SA

Legend: 4.21-5.00 – Strongly Agree (SA); 3.41-4.20 – Agree (A); 2.61-3.40 Neutral (N); 1.81-2.60 Disagree (D); 1.00- 1.80-Strongly Disagree (SD)

The data below shows that "*Coping Mechanisms and Resilience*" had the highest average weighted mean of 4.92 and a standard deviation of 2.06, indicating that teachers have strong adaptive skills to handle professional challenges. This implies that most educators use constructive strategies like positive thinking, flexibility, and support-seeking behaviors to maintain mental wellness. On the other hand, "*Workload and Burnout*" had the lowest average weighted mean of 4.30 with a standard deviation of 0.65, indicating that although manageable, workload remains a persistent source of strain. These results are in line with Bandura's Self-Efficacy Theory, which

suggests that individuals who believe in their ability to handle difficult tasks are more likely to respond with resilience and confidence. The findings highlight the need to foster teacher self-belief while tackling workload issues to ensure continued mental health and productivity.

### *Perception Status of School Heads' Organizational Performance*

Research shows that effective school leadership produces better student results and stronger teacher performance (Robinson et al., 2020). The teachers' strong agreement indicates that school heads successfully distribute resources while promoting teamwork and maintaining a supportive educational setting.

**Table 2. Perception on School Heads' Organizational Performance**

S/N	Statements	School Head Respondents		
		AWM	Std Dev	C
1	Leading Strategically	4.92	2.06	SA
2	Managing School Operations and Resources	4.48	1.45	SA
3	Focusing on Teaching & Learning	4.88	1.94	SA
4	Developing Self & Others	5.00	2.24	SA
5	Building Connections	4.60	1.52	SA
GRAND MEAN/ STANDARD DEVIATION/CATEGORY		4.78	1.84	SA

Legend: 4.21-5.00 – Strongly Agree (SA); 3.41-4.20 – Agree (A); 2.61-3.40 Neutral (N); 1.81-2.60 Disagree (D); 1.00- 1.80-Strongly Disagree (SD)

The perception of school heads' organizational performance is summarized in Table 30 with a weighted mean of 4.78 and a standard deviation of 1.84 which is interpreted as Strongly Agree. The highest rating was for *Developing Self & Others* (5.00), while the lowest was for *Managing School Operations and Resources* (4.48). These findings suggest that school heads are very much committed to the development of the staff, mentoring and creating a learning culture which is in line with Bandura's Social Cognitive Theory. This theory is based on self-efficacy and learning through observation and modeling. When school leaders invest in their own development and that of others, they build a more empowered and capable teaching workforce. The high mean scores indicate that there is strong leadership across the domains of visionary planning, instructional supervision and stakeholder engagement which is in line with Protassova (2021) and Robinson et al. (2020) who argue that reflective and well supported school heads have a direct impact on school effectiveness and teacher performance.

*Perception Status of Level of Instructional Performance*

**Table 3. Summarized Perception on Level of Instructional Performance**

S/N	Statements	Teacher		
		AWM	Std Dev	C
1	Content Knowledge and Pedagogy	4.60	1.28	SA
2	Learning Environment	4.66	1.40	SA
3	Diversity of Learners	4.54	1.25	SA
4	Curriculum and Planning	4.73	1.56	SA
5	Assessment and Reporting	4.60	1.32	SA
6	Community Linkages and Professional Engagement	4.62	1.32	SA
7	Personal Growth and Professional Development	4.62	1.23	SA
GRAND MEAN / STANDARD DEVIATION / CATEGORY		4.62	1.34	SA

Legend: 4.21-5.00 – Strongly Agree (SA); 3.41-4.20 – Agree (A); 2.61-3.40 Neutral (N); 1.81-2.60 Disagree (D); 1.00- 1.80-Strongly Disagree (SD)

The consolidated data from teacher respondents regarding their individual instructional performance according to the Philippine Professional Standards for Teachers (PPST) appears in Table 38. The domain “*Curriculum and Planning*” received the highest rating with 4.73 as its average weighted mean and 1.56 as its standard deviation which falls under the Strongly Agree category. The strong connection between teachers' instructional plans and learning competencies and student needs becomes evident through this result which demonstrates their active planning for effective instruction. The lowest rating emerged from the “*Diversity of Learners*” domain with a mean score of 4.54 with a standard deviation of 1.25 which indicates teachers focus less on differentiated instruction and inclusive practices than other domains. The grand mean of 4.62 with a standard deviation of 1.34 still falls under Strongly Agree, indicating a consistently high perception of instructional competence across all domains. Teachers demonstrate comprehensive professionalism through their ability to handle learning spaces and their commitment to community involvement and continuous professional growth. The research supports Hattie's (2021) finding that teacher quality directly affects student achievement through purposeful instructional planning. The findings support Vygotsky's Sociocultural Theory by demonstrating the need for teachers to create instruction that matches the developmental requirements of their students. According to Bandura's Self-Efficacy Theory confident reflective educators tend to innovate and maintain their teaching strategy improvement efforts. The strong performance indicators exist but the slightly lower rating in “*Diversity of Learners*” reveals a need to enhance differentiated instruction and culturally responsive teaching. Ongoing professional development in this field will enable educators to deliver inclusive education that supports all learner profiles.

**Table 4. This table presents the correlation of the above-mentioned variable.**

Extent of Mental Health and Well-Being of Educators vis-à-vis their Organizational and Instructional Performance Crosstabulation				
		Extent of Mental Health and Well-Being of Educators		
		Strongly Agree	Agree	Total
Organizational and Instructional Performance of Educators	Strongly Agree	9	11	20
	Agree	5	29	34
	Total	14	40	54

Chi Square Test Approach						
	Value	Degree of Freedom (df)	Level of Significance ( $\alpha$ )	One-tailed p-value	Two-tailed p-value	Result
Pearson's Chi-Square with Yates' Correction	4.008	1	0.05	0.0226	0.0453	Reject $H_0$
Fisher's Exact Probability Test		1	0.05	0.0234	0.0276	Reject $H_0$
N	54					

The research demonstrates that educators' mental health status directly affects their organizational and instructional performance. The statistical data indicates that educators with better mental well-being demonstrated superior performance but educators with poor well-being displayed decreased effectiveness. The Chi-Square test with Yates' correction ( $p = 0.0226$  one-tailed;  $0.0453$  two-tailed) and Fisher's Exact Test both confirmed this association. The research supports the Job Demands-Resources (JD-R) Model which demonstrates that mental health together with emotional balance and work-life support systems are essential for sustaining high educator performance. The research results align with Skaalvik & Skaalvik (2017) and Hakanen et al. (2006) by demonstrating the necessity for better mental health programs because they serve both ethical and strategic purposes to boost teaching excellence and school achievements.

#### IV. Conclusion

The study results show that educators maintain high professional commitment and effectiveness in their organizational and instructional work despite various mental health challenges. The teachers' ability to maintain high performance under stressful conditions demonstrates their professional commitment and their strength as educators. The perceptions between teachers and school heads about educator well-being showed strong agreement because they share a common understanding of school community challenges.

The study demonstrated how support systems from the Department of Education and parents and other stakeholders play an essential role in maintaining educators' well-being and

performance despite their challenging work environment. The support systems proved essential for educators to maintain their health and work performance despite their challenging working conditions. The research established a substantial link between educator mental health and their instructional performance which demonstrates that better psychological and emotional wellness results in superior teaching outcomes and stronger classroom management.

The research investigation revealed the distinctive challenges that teachers face when working in remote locations with limited resources. These additional pressures demonstrate why specific interventions should be developed for such contexts. The research proposes the establishment of a complete school-based mental health and well-being program as a solution. The program should include scheduled wellness activities together with accessible support services and ongoing capacity-building initiatives to support sustainable productivity and improve teacher morale while building healthier educational settings.

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