

DETECTION OF NEEDS IN RESPONSE TO TEACHER STRESS: A QUALITATIVE STUDY IN PUBLIC SECONDARY SCHOOLS

Darío Salguero García

Area of Developmental and Educational Psychology, Universidad Tecnológica
Atlántico - Mediterráneo (UTAMED), España
Calle de Marie Curie, 1, Campanillas, 29590 Málaga, Spain
E-mail address: dario.salguero@utamed.es
ORCID: <https://orcid.org/0000-0003-2903-7993>

Joaquín Tarifa Perez

Faculty of Educational Sciences, University of Almería
Carretera Sacramento s/n, La Cañada de San Urbano, 04131, Spain
E-mail address: direccion@mariaainmaculadaalmeria.com
ORCID: <https://orcid.org/0009-0004-9243-7214>

Milagros Padilla Orta

Mathematics Area, Regional Department of Educational Development and Vocational Training – Territorial Delegation of Education of Almería
Paseo de la Caridad, 125, 04008, Almería, Spain
E-mail address: milipadilla@dsgconsultores.com
ORCID: <https://orcid.org/0009-0006-6641-6131>

Montserrat Monserrat Hernández

Area of Sociology, Department of Geography, History and Humanities
University of Almería
Carretera Sacramento s/n, La Cañada de San Urbano, 04131, Almería, Spain
E-mail address: mmh548@ual.es
ORCID: <https://orcid.org/0000-0003-3915-5475>

ABSTRACT

Aim. The aim of this study was to explore the needs expressed by secondary education teachers in public schools in Andalusia regarding work-related stress.

Methods. A qualitative approach was applied through semi-structured interviews conducted with 100 teachers from various public schools across the region. The data was analysed using content analysis to identify risk factors, coping strategies, and improvement proposals from the teachers' own perspectives.

Results. The findings indicate that the highest stress levels occur at the end of each school term -particularly in June- mainly due to bureaucratic overload, evaluations, and decisions related to student promotion. Tasks not directly connected to teaching, such as paperwork and administrative planning, were also reported as highly stressful. Additional aggravating factors included strained professional relationships, lack of institutional support, and student behavioural problems. To manage stress, teachers mainly relied on physical activity, relaxation techniques, and personal support networks. The improvement proposals ranged from individual-level actions to broader structural measures, such as reducing student-teacher ratios, providing institutional psychological support, and strengthening team cohesion.

Conclusions. Teacher stress is a multifactorial issue that requires a comprehensive response. Effective management demands coordinated interventions at the individual, institutional, and policy levels to ensure both teacher well-being and the overall quality of education.

Originality. This study offers novel insights by highlighting teacher stress as a multifactorial issue shaped by individual, institutional, and structural factors, giving teachers a direct voice through qualitative exploration, and linking their lived experiences with practical proposals for evidence-based interventions and policy improvement.

Keywords: work-related stress, secondary school teachers, stress prevention, psychological well-being, needs

INTRODUCTION

In recent decades, teaching has been the focus of increasing attention across various disciplines due to empirical evidence that it is a profession subject to high levels of emotional demand, workload, and institutional pressure (Castilla-Gutiérrez et al., 2021). This attention largely responds to the accumulated evidence showing how the teaching work environment has become increasingly complex, marked by constant educational reforms, heightened social expectations, increasing school bureaucracy, and unfavourable structural conditions. In this context, teacher stress cannot be understood as an isolated individual reaction but as a collective and persistent phenomenon that has become one of the main issues associated with professional distress. This distress affects not only the physical and mental health of teachers—by increasing anxiety, burnout, and absenteeism—but also the quality of the education system, as it negatively impacts school climate, teacher motivation, and teaching-learning processes (Sucapuca-Quispe et al., 2022).

Various international studies warn about the sustained increase in stress and burnout within the teaching profession. According to the Teaching and Learning International Survey (OECD, 2019b), over 30% of Spanish teachers report feeling emotionally exhausted, one of the highest rates in Europe. At the national level, recent data from the Ministry of Education and Vocational Training (MEFP, 2023) reveal a significant rise in sick leave due to mental health-related issues, including anxiety disorders, depression, and burnout syndrome. During the 2022–2023 academic year, over 17,000 teachers took sick leave for psychological reasons, representing 23.5% of all teacher sick leave. This figure marks an increase of over 40% compared with the average of the previous decade. Regional differences are also significant. In Andalusia, data from the Consejería de Desarrollo Educativo y Formación Profesional (2023) indicate nearly 3,000 cases of teacher sick leave due to psychological causes in 2023, a 28% rise compared to 2021. Secondary school teachers accounted for 42% of these cases, the highest proportion among all educational levels.

This phenomenon also has a pronounced gender dimension. Female teachers report higher rates of work-related stress and mental health-related absences. In Andalusia, 71% of sick leave for psychological reasons in 2023 involved women (ANPE, 2024), suggesting a potential link between gender and vulnerability to professional burnout. Moreover, public schools concentrate a greater number of cases than private or grant-aided schools (Vila et al., 2025), likely linked to factors such as overcrowded classrooms, student heterogeneity, bureaucratic overload, and insufficient support resources.

Institutional responses to this situation have failed to improve the scenario (Maestripieri & Bellini, 2023). Emotional training and teacher well-being programmes have been introduced, mainly in the form of self-training courses or workshops (Consejería de Desarrollo Educativo y Formación Profesional, 2023). However, these resources are perceived as limited and generally disconnected from a structural strategy for the prevention of work-related stress (Buitrago et al., 2021). Furthermore, there is a tendency to hold teachers individually responsible for their distress through discourses on ‘emotional management’ or ‘personal resilience’, without sufficiently addressing the structural conditions that generate it (Buitrago et al., 2021; Rajesh et al., 2022).

In the current context of growing concern for teacher well-being, multiple attempts have been made to understand and address teacher stress from disciplines such as psychology, pedagogy, sociology, and public health. This diversity of approaches highlights not only the complexity of the phenomenon but also the urgency of finding comprehensive and sustainable solutions. Several studies point out that solutions proposed by education authorities often ignore teachers’ voices, who frequently feel neglected and excluded from decision-making processes about their work-related well-being (Esteve, 2012; Fort & Plaza, 2015). Hence, the involvement of these fields underscores the importance of going beyond superficial manifestations of distress and addressing its deeper causes, many of which are rooted in structural, organisational, and relational factors specific to the educational context (Fort & Plaza, 2025).

For this reason, the main objective of this study is to systematically explore and analyse the needs expressed by secondary school teachers in public schools in Andalusia in relation to work-related stress, specifically within their professional and organisational context. Through a qualitative methodology based on interviews, the aim is to gain an in-depth understanding of teachers' subjective experiences of work-related stress, identify key organisational, relational, and contextual risk and protective factors, and collect practice-oriented improvement proposals aimed at reducing stress and enhancing well-being in the educational workplace, as articulated by the teachers themselves.

In line with this objective, the study seeks to provide an empirically grounded and context-sensitive account of teacher stress, emphasising teachers' voices as a central source of knowledge for informing institutional and organisational responses.

The research questions derived from the main objective are: a) What needs do secondary school teachers in public schools in Andalusia express in relation to work-related stress?; b) How do teachers experience and perceive work-related stress in their daily educational context?; c) What risk factors do teachers identify as triggers or aggravating elements of work-related stress?; d) What improvement proposals do teachers put forward to prevent or reduce stress in their professional environment?

The results are expected to contribute to enriching the current debate on teacher mental health, not only from an institutional or diagnostic perspective but also by foregrounding teachers' lived experiences and articulated needs, thus offering qualitative evidence that may inform targeted interventions at the school and policy levels.

METHODOLOGY

Method

To address the study's objective, a qualitative research design was chosen through semi-structured interviews to explore teachers' discourses regarding the detection of individual needs, the use of management tools, and proposals for improvement directed towards public bodies and/or their own school staff.

Participants

Case selection was conducted through proportional stratified random sampling, considering teacher gender and the Andalusian province in which they teach (Flick, 2015). According to Francisco Pedro García Fernández et al. (2024) and Rafael Bisquerra (2022), this type of sampling is particularly useful when aiming to reduce sampling bias and ensure the presence of relevant subgroups for the phenomenon under study (Skaalvik & Skaalvik, 2017).

The final sample consisted of 907 secondary school teachers from public schools in Andalusia (55.2% women). Of these, 24.16% were from Seville, 16.09% from Cádiz, 15.25% from Málaga, 12.30% from Granada, 9.70% from Córdoba, 8.21% from Jaén, 7.55% from Almería, and 6.31% from Huelva (Table 1).

Table 1

Information on the Teachers Participating in the Research

Province	No. of Teachers	Average Age	Age Range	No. of Women	Average Experience (years)
Seville	219	42	36–50	118	13
Cádiz	146	39	36–47	69	9
Málaga	138	48	40–55	75	19
Granada	112	46	38–52	58	12
Córdoba	88	43	37–50	42	8
Jaén	75	40	36–48	38	10
Almería	68	44	38–51	35	11
Huelva	57	41	36–49	30	9

Source. Own research.

Strategies

Semi-structured interviews were used as the main data collection technique, as they allow for in-depth exploration of teachers' perceptions and subjective experiences. The interview design was based on a prior review of the scientific literature on teacher stress and occupational health in education, as well as qualitative research criteria from an interpretive approach.

To ensure the relevance, clarity, and coherence of the questions, a multidisciplinary expert group was formed, including specialists in sociology, anthropology, psychology, and educational sciences. This team participated in several working sessions to validate and refine the interview guide, ensuring its appropriateness for the educational context and study objectives.

The final guide included five open questions: a) If any, what factors do you believe contribute to your stress?; b) At what points during the school year do you feel most stressed?; c) Do you think the educational institution fosters an environment that prevents stress?; d) What methods or techniques do you use to reduce stress?; e) What support or resources do you believe would help reduce teacher stress?

Procedure

The study was carried out in accordance with the ethical principles established in the American Educational Research Association (AERA, 2011) Code of Ethics, the European Educational Research Association (EERA, 2011) Ethical Guidelines for Educational Research, and the General Data Protection Regulation (European Union, 2016/679). The project received approval from the relevant university ethics committee.

Before data collection, an action protocol was prepared including the drafting of interview questions and the design of an informed consent form, which all participants signed prior to the interview. This document guaranteed anonymity, voluntary participation, and the right to withdraw at any time without consequences.

After ethical approval, teachers were contacted via institutional email. The message explained the project objectives, the voluntary nature of participation, ethical conditions, and the procedure for confirming participation. An information sheet and consent form were included.

Once teachers agreed, individual online interviews were scheduled via videoconferencing platforms, adapted to participant availability. Interviews lasted a maximum of 15 minutes and were conducted by trained researchers. All interviews were recorded with consent and later transcribed verbatim for analysis, with coded processing to ensure anonymity. Data was analysed with ATLAS.ti through open coding and thematic grouping.

Data Analysis

Thematic content analysis (Krippendorff, 2004) was carried out to identify stressful situations, coping strategies, and improvement proposals. The process included: organising material, coding, categorisation, and semantic co-occurrence analysis by gender.

RESULTS

Identification of Stressful Situations

This category includes excerpts describing the situations teachers perceive as the most stressful in their work. These range from specific points in the school year to relationships or tasks identified as stressors.

Stages of the School Year Generating Higher Stress

The majority of teachers agree that the most stressful period is at the end of each term, particularly the final term: “at the end of each term and especially before summer” (teacher no.1); “in June” (teacher no.41); “at the end of each evaluation” (teacher no.13); “the last month” (teacher no.11).

They attribute this to bureaucratic workload: “at the end of term or school year, when the workload and paperwork are highest and everyone is in the same situation and cannot help each other” (teacher no.5); “at the end of terms, with evaluations, and especially with end-of-year paperwork” (teacher no.33). Stress is also associated with deciding on student promotion: “mainly at the end of terms, as well as when deciding on final grades” (teacher no.38); “during evaluation boards, when student promotion must be decided” (teacher no.99).

Although to a lesser extent, some identify stress at the beginning of the school year: “at the beginning and end of the school year” (teacher no.899); “at the start of the year, adapting to new groups and planning generates stress” (teacher no.900); “during the preparation of timetables at the start of the year” (teacher no.31); “the first term, each year everything is different, both legally and in content” (teacher no.10).

Teaching Tasks Generating Higher Stress

Most teachers acknowledge that excessive bureaucracy and documentation are the most demanding moments, creating stress as they are added to their regular duties such as teaching and meetings: “excessive bureaucracy and constantly dealing with paperwork” (teacher no.24); “bureaucratic tasks” (teacher no.19); “excessive workload that prevents disconnecting outside of work” (teacher no.3).

Workplace Relationships Generating Higher Stress

Some attribute stress to relationships with colleagues: “lack of collegiality when support is needed” (teacher no.19); “demands from management and lack of support in necessary situations” (teacher no.16); “when you need it, the human factor is missing” (teacher no.81); “relationships with colleagues are creating a negative working atmosphere” (teacher no.7); “lack of recognition for my work, as well as certain colleagues’ personal interests affecting my well-being” (teacher no.61).

Others highlight workload issues: “work overload prevents me from thinking clearly” (teacher no.902); “overwork and lack of time to prepare classes affect my motivation and generate much stress” (teacher no.66); “a great deal of work, inside and outside the classroom, that goes unnoticed” (teacher no.41).

As for relationships with students, fewer references are made: “if students show disinterest or there are constant discipline problems, I get stressed” (teacher no.72); “the need to always motivate students, never managing to make them feel good” (teacher no.4); “having to constantly resolve classroom conflicts prevents me from following my planning” (teacher no.72); “when students disrespect you” (teacher no.790).

Use of Tools to Manage Stress

This category brings together excerpts describing strategies used by respondents to cope with stress. Identified practices include individual stoic approaches, social and family support, and professional help-seeking.

Individual Tools

Some rely on personal strategies: “proper planning” (teacher no.19); “complete separation of professional and personal life” (teacher no.900); “I practise deep breathing and mindfulness to calm and centre myself” (teacher no.22); “reading, sleeping, going to the beach, walking” (teacher no.10); “breathing, asking for a moment not to be spoken to, and walking” (teacher no.74); “stopping, leaving everything for a few moments and doing deep breathing” (teacher no.78); “maintaining an exact balance between work and leisure” (teacher no.610).

Physical activity and outdoor pursuits are the most common responses: “sport” (teacher no.29); “I do sport three times a week” (teacher no.71); “music and sport” (teacher no.7); “meditating and doing sport” (teacher no.904); “a sport that makes me happy” (teacher no.204).

Others resort to less healthy practices such as smoking or drinking: “smoking a cigarette outside the school” (teacher no.33); “I have a beer on the terrace when I get home” (teacher no.12); “the stress of this job does not allow me to stop smoking” (teacher no.7).

Social Support Tools

In terms of support networks, 73.8% identified family as their main emotional support, 39.3% mentioned friends, and 32.8% cited colleagues or school staff as important. Sometimes these networks are combined: “work colleagues and friends outside school” (teacher no.44); “I seek support from colleagues or family to share concerns” (teacher no.50);

“doing activities that motivate me with the people I care about, such as friends and family” (teacher no.62); “being with friends and family is what really helps me” (teacher no.92).

Professional Support

21% reported receiving professional support: “psychological therapy in the Andalusian Health Service” (teacher no.303); “I pay for a psychologist, I go once a week” (teacher no.77); “I was referred to a psychologist and since going, I feel better” (teacher no.171).

Proposals for Improvement

This category gathers perceptions of how the widespread stress among teachers could be improved. Suggestions range from individual activities to public funding of support initiatives.

Individual Proposals

Many teachers highlight sport or physical activity: “breathing exercises taught by a professional, yoga or mindfulness for teachers” (teacher no.816). Others stress positive thinking: “trying to think positively” (teacher no.449); “ensuring that nothing at work affects us personally” (teacher no.510); “learning guidelines to identify stressful situations before they arise in order to stop them” (teacher no.207).

Proposals for the School

Some proposals focus on collective responses: “a more united reaction to disruptive students, so that we feel safer” (teacher no.388); “having support from colleagues would help share concerns and find solutions” (teacher no.3); “support from management and colleagues is the most important thing” (teacher no.900); “management should organise team-building activities” (teacher no.523). Other ideas include joint activities: “online sessions to manage stress” (teacher no.12); “guidelines to help identify and manage it” (teacher no.34).

Proposals for Public Authorities

Teachers suggested introducing workplace psychologists in schools: “there should be an occupational psychologist in public schools, with regular sessions to manage stress and other issues” (teacher no.25); “investment in psychologists, one per school” (teacher no.231).

They also proposed covering therapy costs: “fund psychological therapies” (teacher no.44); “pay professionals to provide stress management tools, perhaps through talks or workshops” (teacher no.173).

Beyond psychological support, they suggested reducing student-teacher ratios: “reduce ratios and administrative paperwork, which overwhelm us” (teacher no.167); “split very large groups for a more relaxed classroom environment” (teacher no.777). Other proposals included more support teachers, more free days, and reduced working hours.

Gender Analysis

Through co-occurrence analysis by gender, results showed that for women, “environment” and “colleagues” frequently co-occur with “stress”, while for men “bureaucracy” was more common. Men tended to associate stress with “end of school year”, while women mentioned “beginning of term” and “end of term”. In coping methods, men more frequently mentioned “sport”, while women mentioned “reading”, “mindfulness”, and “friends”. In terms of desired resources, women more often requested “professional” or “psychologist”, while men preferred “reduced ratio” or “group splitting”.

DISCUSSION

The results obtained allow a clear response to the general objective of the study: to explore and understand the needs expressed by secondary school teachers in public schools in Andalusia in relation to work-related stress. Teachers’ responses reveal a complex picture, where needs emerge from lived experiences in the school context, encompassing structural, emotional, and interpersonal dimensions.

Regarding the first research question – what needs teachers express regarding work-related stress – institutional support, reduced bureaucratic workload, teaching team cohesion, and professional mental health support were the main issues. Teachers reported being overwhelmed at specific points in the school year, especially at the end of each term, when evaluative and administrative tasks accumulate. This indicates the need for a temporal reorganisation of teaching work, as well as explicit demands for relief

from non-teaching tasks, consistent with findings from Sofia Castilla-Gutiérrez et al. (2021) and Carine Viac and Pablo Fraser (2020), who emphasise how excessive bureaucratisation directly impacts teacher well-being.

With respect to the second question – how teachers experience stress in their daily context – the findings show that it is not a punctual phenomenon, but a sustained experience that intensifies at certain times of the school year. Stress manifests as overload that prevents disconnection outside working hours, eroding motivation, workplace climate, and even physical and emotional health. The teaching experience appears permeated by performance pressure, compliance with rules, and lack of support, which is consistent with Jose María Esteve (2012) and Edwain Javier Sucapuca-Quispe et al. (2022) on teachers' structural malaise.

Concerning the third research question – what risk factors teachers identify as triggers or aggravators of work-related stress – the findings highlight three main groups: a) structural, such as administrative overload and high student-teacher ratios; b) relational, such as lack of support from management and weak collegial cohesion; and c) emotional, such as strain from managing student behaviour and lack of recognition. These risk factors reinforce each other, creating a working environment that hinders teacher well-being and fulfilment. These results are in line with Einar Skaalvik and Sidsel Skaalvik (2017), who stress the importance of institutional and social support as buffers against stress.

Personal strategies such as sport, meditation, or separating professional and personal life represent attempts at emotional self-regulation. Although valid, they also reveal an individualisation of distress. As Christopher Day and Qing Gu (2014) caution, relying exclusively on individual solutions risks obscuring institutional responsibility. Moreover, the use of less healthy strategies, such as alcohol or tobacco, reinforces the need for more structured and sustainable interventions (Ledezma-López, 2011).

Social support, particularly from family and friends, emerged as a protective factor, confirming the findings of Skaalvik and Skaalvik (2011). However, the relatively low mention of colleagues as sources of support points to weak professional relationships within schools, highlighting the need to strengthen collaborative culture.

As for the final research question – what improvement proposals teachers suggest – responses varied, reflecting teachers' critical awareness and proactive stance. Solutions ranged from individual self-care practices such as mindfulness and sport to structural demands like reduced ratios, psychologists in schools, and administrative simplification. This range of approaches indicates a multidimensional understanding of stress, in line with ecosystemic perspectives on teacher well-being (Buitrago et al., 2021; Fort & Plaza, 2015; Klusmann et al., 2016).

The mention of collective action and stronger collegial cohesion reflects a desire to build safer, more collaborative workplaces, underscoring the importance of fostering sensitive and committed pedagogical leadership (Leithwood et al., 2020). Furthermore, proposals for public intervention, such as funding therapies

or appointing occupational psychologists in schools, pose clear implications for educational administrations. Teachers not only express distress but also articulate concrete demands, appealing for institutional action that is structural and sustained (OECD, 2019a).

Finally, the findings reveal clear gender differences in stressors, critical moments, and coping strategies. Women tended to link stress to school climate and collegiality, consistent with studies showing higher emotional strain in workplace interactions among female teachers (Gyllensten & Palmer, 2005), as well as Andalusian statistics on psychological sick leave (ANPE, 2024). Men more frequently prioritised physical activity as a coping strategy, aligning with findings that men prefer action-focused strategies (Conti et al., 2018; Rajesh et al., 2022). Women more often relied on emotional strategies such as support from friends, consistent with the ‘tend-and-befriend’ theory (Taylor, 2012), and showed greater willingness to seek professional psychological help. In contrast, men favoured structural or organisational solutions, such as reducing ratios or splitting classes, reflecting a more instrumental perspective. These differences align with recent literature (Kostorz et al., 2022).

Limitations

Despite the relevance of the findings, this study presents several limitations that should be acknowledged when interpreting the results. First, the qualitative nature of the research and the size of the sample do not allow for statistical generalisation. However, the aim of the study was not to generalise but to gain an in-depth understanding of teachers’ experiences and perceived needs in relation to work-related stress within a specific educational context.

Second, the study focuses exclusively on secondary school teachers working in public schools in Andalusia. While this contextual focus strengthens the internal coherence of the findings, it may limit their transferability to other educational levels, private institutions, or different regional or national contexts with distinct organisational and policy frameworks.

A further limitation concerns the age distribution of the sample. Although the study sought to include teachers from different career stages, no participants over the age of 55 were ultimately included. This was largely due to lower participation rates among older teachers, which may be related to factors such as reduced availability, increased workload associated with senior roles, or lower engagement with voluntary research participation. As a result, the perspectives of more senior teachers, who may experience work-related stress and professional demands differently due to career length, health considerations, or proximity to retirement, are not represented in the data. This limitation restricts the possibility of conducting age-based comparisons and suggests the need for future research to specifically target and include older teacher cohorts.

Finally, the data are based on self-reported experiences, which may be influenced by personal perceptions, recall bias, or social desirability. Nevertheless, the use of in-depth interviews allowed participants to reflect critically on their experiences and provided rich, nuanced accounts of work-related stress and perceived needs.

Future research could address these limitations by incorporating larger and more diverse samples, including teachers from different age groups and educational contexts, and by combining qualitative approaches with quantitative methods to further explore the complexity of teacher stress and associated needs.

IMPLICATIONS OF THE STUDY

The findings have significant implications for educational management, teacher training, and policy design. They highlight the urgency of reviewing school timetables and tasks, and the importance of consolidating institutional spaces for emotional support. Teacher stress cannot be addressed solely through individual responsibility; it requires an integral, shared, and sustained response that combines self-care with organisational and structural care. Investing in teacher well-being is not only a matter of occupational health but also a necessary condition for educational quality and equity.

In summary, the conclusions of this study are as follows:

- Teacher stress is sustained and structural, peaking at term closure due to bureaucratic overload.
- Teachers' needs include organisational and emotional aspects, calling for mental health support, collegial cohesion, and reduced non-teaching tasks.
- Risk factors are multiple and interconnected, notably administrative overload, lack of recognition, and weak professional relationships.
- Personal coping strategies are insufficient, showing a tendency to individualise distress that requires structural and institutional responses.
- Clear gender differences exist in the experience and management of stress, suggesting the need for differentiated interventions.
- Teachers put forward concrete proposals, from structural measures (reduced ratios, school psychologists) to collective practices promoting organisational well-being.

REFERENCES

- American Educational Research Association (AERA). (2011). *Code of ethics*. [https://www.aera.net/portals/38/docs/About_AERA/CodeOfEthics\(1\).PDF](https://www.aera.net/portals/38/docs/About_AERA/CodeOfEthics(1).PDF)
- ANPE Andalucía. (2024, November 26). *Presentation of the Andalusian report 2023/24 of the Teacher's*. <https://anpeandalucia.es/notices/190697/>
- Bisquerra, R. (2022). *Metodología de la investigación educativa* (6th ed.). La Muralla. España. eice.gob.do/documentacion/publicaciones-msg-set-id-5-art-166-metodologia-de-la-investigacion-educativa
- Buitrago-Orjuela, L. A., Barrera-Verdugo, M. A., Plazas-Serrano, L. Y., & Chaparro-Penagos, C. (2021). Estrés laboral: Una revisión de las principales causas, consecuencias y estrategias de prevención. *Revista Investigación en Salud Universidad de Boyacá*, 8(2), 131–146. <https://doi.org/10.24267/23897325.553>

- Castilla-Gutiérrez, S., Colihuil-Catrileo, R., Bruneau-Chávez, J., & Lagos-Hernández, R. (2021). Carga laboral y efectos en la Calidad de vida de docentes universitarios y de enseñanza media. *Revista Chakiñan de Ciencias Sociales y Humanidades*, 15, 166-179. <https://doi.org/10.1590/scielopreprints.1995>
- Consejería de Desarrollo Educativo y Formación Profesional de la Junta de Andalucía. (2023, July 17). *Andalucía da continuidad el próximo curso al programa de bienestar emocional*. <https://www.juntadeandalucia.es/educacion/portales/web/actualidad/w/andalucia-da-continuidad-el-proximo-curso-al-programa-de-bienestar-emocional>
- Conti, J. V., Mas, A. M., & Sampol, P. P. (2018). Diferencias de estrés y afrontamiento según el género y cómo afecta al rendimiento académico en estudiantes universitarios. *Contextos Educativos: Revista de Educación*, 22, 181-195. <https://doi.org/10.18172/con.3369>
- Day, C., & Gu, Q. (2014). *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge. <https://doi.org/10.4324/9780203578490>
- Esteve, J. M. (2012). Malestar docente. *Revista Digital Para Profesionales de la Enseñanza*, 21, 1-8. <https://www2.feandalucia.ccoo.es/docu/p5sd9615.pdf>
- European Educational Research Association. (2011). *EERA Code of Ethics*. <https://eera-ecer.de/about-eera/ethical-guidelines>
- European Union. (2016, April). *Regulation (EU) 2016/679 of the European Parliament and Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (No.L119)*. <https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng>
- Flick, U. (2015). *El diseño de la investigación cualitativa* (T. del Amo & C. Blanco, Trans.). Ediciones Morata. (Original work published 2007).
- Fort, J. T., & Plaza, Y. M. (2015). Malestar en la escuela. Conflictos entre profesores. *Educación*, 51(1), 169-188. <https://doi.org/10.5565/rev/educar.658>
- García-Fernández, F. P., Soldevilla-Agreda, J. J., & Torra I Bou, J. E. (2024). *Atención integral de las heridas crónicas* (3rd edition). Elsevier.
- Gyllensten, K., & Palmer, S. (2005). The role of gender in workplace stress: a critical literature review. *Health Education Journal*, 64(3), 271-288. <https://doi.org/10.1177/001789690506400307>
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2016). Teachers' emotional exhaustion is negatively related to student achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108(8), 1193-1203. <https://doi.org/10.1037/edu0000125>
- Kostorz, K., Polechoński, J., & Zwierzchowska, A. (2022). Coping strategies for stress used by people working in managerial positions in schools and educational establishments during the COVID-19 pandemic. *Sustainability*, 14(5), Article 2984. <https://doi.org/10.3390/su14052984>
- Krippendorff, K. (2004). Reliability in content analysis. *Human Communication Research*, 30(3), 411-433. <https://doi.org/10.1111/j.1468-2958.2004.tb00738.x>
- Ledezma López, Y. A. (2011). *Percepción del estrés laboral, estados de ánimo depresivos y consumo de alcohol en personal docente de nivel medio básico* [Doctoral dissertation, Universidad Autónoma de Nuevo León]. <http://eprints.uanl.mx/25310/1/25310.pdf>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22. <https://doi.org/10.1080/13632434.2019.1596077>
- Maestriperi, L., & Bellini, A. (2023). Conclusions: Making sense of professionalism and social change. In L. Maestriperi & A. Bellini (Eds.), *Professionalism and social change: Processes of differentiation within, between and beyond professions* (pp. 305-323). Springer International Publishing.
- Ministerio de Educación, Formación Profesional y Deportes (2023). *Enseñanzas no universitarias. Estadística del profesorado y otro personal. Curso 2022-2023. Resultados detallados*. <https://www.educacionfpydeportes.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/profesorado/estadistica/2022-2023-rd.html>
- Organisation for Economic Co-operation and Development. (2019a). *TALIs 2018 Results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Organisation for Economic Co-operation and Development. (2019b). *TALIs 2018. International survey results on teaching and learning. Volume I: Teachers and school leaders as learning professionals*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Rajesh, C., Ashok, L., Rao, C. R., Kamath, V. G., Kamath, A., Sekaran, V. C., Devaramane, V., & Swamy, V. T. (2022). Psychological well-being and coping strategies among secondary school teachers: A cross-

- sectional study. *Journal of Education and Health Promotion*, 11(1), Article 152. https://doi.org/10.4103/jehp.jehp_1248_21
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Skaalvik, E. M., & Skaalvik, S. (2017). Still motivated to teach? A study of school context variables, stress and job satisfaction among senior high school teachers. *Social Psychology of Education*, 20(1), 15–37. <https://doi.org/10.1007/s11218-016-9363-9>
- Sucapuca-Quispe, E. J., Yapu-Jallo, L., Mamani-Benito, O. J., & Turpo-Chaparro, J. E. (2022). Efecto de la carga de trabajo y estrés sobre la percepción del teletrabajo en docentes peruanos: Rol mediador de la satisfacción laboral. *Revista de la Asociación Española de Especialistas en Medicina del Trabajo*, 31(1), 70–78. <https://doi.org/10.12961/apr.2022.25.03.03>
- Taylor, S. E. (2012). Tend and befriend theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 32–49). Sage Publications Ltd. <https://doi.org/10.4135/9781446249215.n3>
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. *OECD Education Working Papers*. (Working Paper No. 213). OECD Publishing. <https://doi.org/10.1787/c36fc9d3-en>
- Vila, E., Rascón, T., & Hijano, M. (Eds.). (2025). *Pensar e investigar la educación: desafíos sociales y líneas emergentes*. Ediciones Octaedro.