

## Exploring Stress, Anxiety and Depression among Teachers at Public Sector Universities of Balochistan

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**Abstract:** The study sought to explore the stress, anxiety, and depression among teachers at public sector universities of Balochistan. The accessible population consists of 267 teachers from social sciences departments at four public sector universities (UOB, BUIITEMS, UOL and SBK) in the Quetta and Loralai divisions. The probability sampling technique was used for sample selection. Out of the total accessible population, 223 teachers were randomly selected. A closed-ended questionnaire based on the Likert scale, which was established by Lovibond & Lovibond, the Depression, Anxiety, and Stress Scale (DASS-42) in 1995 was adopted for data collection. The data were analyzed through percentages. Statistical values of items related to depression concluded that most of the subjects could not experience any positive feeling at all, most of the participants could not see to get going, the majority of the subjects had nothing to look forward to, the greatest number of the participants felt sad and depressed, mostly the participants had lost interest in just about everything. Findings generated from items related to anxiety revealed that a great number of the participants were aware of dryness of their mouth, the majority of the subjects experienced breathing difficulty, most of the participants had a feeling of shakiness, and a maximum number of the subjects found self in situations that made them so anxious.

**Keywords:** Stress, Anxiety, Depression, Teachers, Public Sector Universities, Balochistan.

### Introduction

#### Background of Study

Every field of our lives has witnessed a spike in the number of instances of mental-related concerns in recent years, but due to the ubiquitous nature of these problems and the vital role that educators play in society as a whole, the profession of education has encountered more psychological disorders than any other field of work (Silva et al., [2018](#)). There is a widespread belief that education is a more leisurely occupation compared to other professions because there is no transparency, a system of checks and balances, which is true to a great extent, and absenteeism is at the highest level, which is correct that we experience a greater prevalence of it, in comparison to other occupations (Silva et al., [2018](#)). For this reason, many people with no future or who have other objectives in mind (such as business) opt for the occupation of teaching, but when they start their careers, they devote the majority of their days to the educational setting in which

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they instruct the students, they undoubtedly experience certain problems that may be impacting their ability to teach as well as other problems like weakness in their bodies, despair, problems with satisfaction with their work, and problems with their productivity, leadership, and administrative responsibilities, and these place them into a challenging situation (Robinson, [1989](#)).

A teacher works on multiple tasks at once, which makes him susceptible to emotional issues, including stress, worry, and despair. Depression and anxiety are strongly linked to extremely stressful events. Educators' private and professional lives are intertwined. Teachers' job responsibilities are demanding enough to have an impact on their private lives. A teacher aims to try to make a balance between the two, but imbalances turn into mental disorders like stress, anxiety, and depression (Jimenez, [2021](#)).

An analysis of the teaching profession and other professions revealed that the former is under higher strain due to a variety of factors, such as dissatisfaction with employment, a rise in the number of students, long hours at work, exhaustion, etc. Due to such factors, the mental health of teachers is affected (Kamal et al., [2021](#)).

### **Statement of the Problem**

According to Ahmed et al. ([2019](#)), the human body needs the support of a backbone for its stability and steadiness. Similarly, societies need a similar kind of backbone in the form of competent teachers to ensure quality education for the young generation. The prosperity of a nation depends on the physical and psychologically healthy teachers. An environment free of stress, anxiety, and depression can provide opportunities for teachers to bring coherence to the present and future. Teachers become stressed, anxious, and depressed during their professional careers due to job dissatisfaction, poor performance, burnout, time management, work-related stressors, professional stressors, discipline, professional investment, individual less resourcefulness, social factors, economic factors, etc. The present study was designed to explore stress, anxiety, and depression among teachers at public sector universities in Balochistan (Gençoğlu et al., [2018](#)).

### **Objective of the Study**

- a) To explore the prevalence of depression among teachers at public sector universities of Balochistan.
- b) To investigate the prevalence of anxiety among teachers at public sector universities of Balochistan.
- c) To discover the prevalence of stress among teachers at public sector universities of Balochistan.

### **Research Question**

- a) To what extent does depression prevail among teachers at public sector universities of Balochistan?
- b) To what extent does anxiety prevail among teachers at public sector universities of Balochistan?
- c) To what extent does stress prevail among teachers at public sector universities of Balochistan?

### **Significance of the Study**

The findings of this study will be beneficial to all parties involved in the educational and learning processes, including students, parents, teachers, administrators, educationists, administrators, psychotherapists, and psychiatrists.

## Delimitation of the Study

The current study was delimited to the public sector universities of Loralai and Quetta.

## Review of Literature

### Stress

The most crucial problem that academics face whenever they are doing a study or researching stress is what the term "stress" actually means. It is abundantly obvious that the idea of "stress" is imprecise and pervasive across a variety of occurrences or situations; variations in stress relate to its traits and deficiencies. When we talk about how stress fluctuates depending on its qualities, a wide spectrum of diverse daily life situations and activities are covered. The emphasis is on the term that is thorough and covers the wider meaning of stress. There are eleven various meanings when we discuss the basic meaning of stress. Consequently, we may conclude that strain is a phenomenon that affects both an individual's psychological and physical surroundings, which causes an individual's equilibrium to be disturbed. Whenever a strain is categorized, we only need to consider the strain, which might be behavioural or biological in origin. Stress has two components: pleasant stress and unpleasant stress, and when both persist for an extended period of time, they become persistent for the well-being of humans (Waters, [2021](#)).

The study's author suggests three methods or fields by which we may define strain, and every one of these methods has a distinct consequence for educators, executives, administrators, and various other professionals. When we discuss the strain, a description, especially in teaching, then we cannot think of a shortage in the definition of stress to teachers as well. The initial field is known as the engineering framework, which has a direct connection to the workload that a teacher encounters in the classroom in terms of administrative and course-related work. When this workload exceeds its capacity, a teacher becomes stressed. Identifying the root cause is more important than symptoms alone when trying to treat anything. Second, it is important to pay close attention to both the psychological and physiological elements of the medical field. Instead of concentrating on the reason, the treatment focuses on symptoms like irritability and strain. The third strategy focuses on the strain and response of a teacher; in layman's terms, we may state that this stress model or strategy observes the relationship and circumstance of a teacher and its detrimental impacts (Margaret, [1984](#)).

According to this statement, when extreme stressful moments occur at the exact same time, the body receives advantages. However, when severe strain turns into prolonged stress, the changes in the body become unsuitable because long-lasting stress causes a boost in the generation of hormones, which is bad for the well-being of humans. The following are some of the health issues linked to hormone production: inadequate absorption of nourishment, weight gain leading to physique gain, decreased immunity of the human body, which will result in more diseases, weakened neurological systems, which will result in depression, anxiety, loss of sleep, memory loss, and impaired making decisions, and final yet not the least, cardiovascular, which is linked to greater blood pressure levels and most probably to the heart attack (Snyder, [2022](#)).

## **Anxiety**

The expression "angry" is the root of the phrase "anxiety," which means that the disturbed thought. Anxiety is a subjective or individual feeling made up of a few different feelings: tension, anxiety, worry, dread, and agitation or anxiousness. Anxiety can make people feel bad by making them feel restricted at work, unconfident in themselves, unable to focus on their work, and having a lack of hunger, which can be harmful to their wellness. Self-maintained anxiety has a direct negative impact on a student's ability to learn and succeed since it creates adverse circumstances around them and makes people depressed (Kyriacou & Sutcliffe, [2006](#)).

Because of anxiety or other reasons, nervousness can make a person feel depressed, unhappy, concerned, nervous, priceless, and other unpleasant feelings. Such adverse feelings are bad for any profession a person chooses to pursue because they breed despair and prevent advancement (Wagner, [2009](#)).

One of the primary challenges that teachers face while practising their chosen occupation is anxiety, which is also one of the main factors in students' poor learning experiences (Aydin, [2021](#)).

Situational anxiety disorders and generalized anxiety disorder (GAD) are both of the primary kinds of anxiety that researchers have discussed. Situational anxiety disorder, which can affect one's job or private life, is a type of anxiety that is triggered by difficult external situations. These situations, nevertheless, aren't always going to be harmful to a person; on certain occasions, they might have a substantial impact on the life of the individual by aiding in the discovery of the answer to a problem (Uvarova & Kedyarova, 2014).

The exposure to situations like emotional and physical assault or when an individual encounters a trauma in young adulthood, as well as the severity of the trauma, will determine whether the anxiety will have a really strong impact on that person or have a minor effect. The second category is referred to as private anxiety (Zeidner, 2014). Instructor worry may generally be thought of as a feeling that can happen prior to, during, and following any period of work, but this feeling is not meant to last constantly; it will be temporary or slowly the base, i.e., an educator with a positive experience in the field of teaching can over-come these feelings (Peker & Ulu, [2009](#)).

## **Depression**

The Latin term depressus, which originally meant sadness, unhappiness, despair, and dejection, is the source of the word depression. Depression is mostly thought of as a mental illness that affects the younger generation and causes problems with socially associated psychological disorders, research efforts, and a variety of other factors (Madhuri & Senel, [2021](#)). APA (2013) stated "depression" by describing it as one of the widespread yet serious medical conditions that affect your emotions, thoughts, and behaviour. According to the Journal of Children's Psychology and Behavioral Sciences, depression is one of those emotions that has one of the most dangerous disorders. Although depression is only one disorder, it has many additional forms and shapes that make it more dangerous than any other psychological distress.

In essence, having depression is not like having a bad day or a depressed mood for a couple of hours. Psychologists view depression as a major condition since it can lead to numerous physical,

psychological, and social issues in people. This study examines the effects of emotions on people's health and well-being because it is known that depression can be of the normal level, middle level, or higher level, and the features that are described as a sadness feeling and the mood will be off for a long time, say one day, or a month, or even a year (Ahmed & Shabbir, [2020](#)).

### **Related Review of Literature on Stress, Anxiety, and Depression**

No matter what the cause of an upsurge in strain, it always leads to a single and the same thing: negative feelings or emotions like depression or anxiety and when these feelings get more and more severe or are not treated right away, that person will be a patient of different types of stress, anxieties, and depressions, and so on. Stress can be caused by the outside world, or it can be caused by an individual's knowledge (Tse et al., [2007](#)). The teacher's depersonalization and emotional exhaustion are strongly and confidently linked to sadness, stress, anxiety, physical exhaustion, and cognitive exhaustion. All of these factors work together to produce a negative link between a teacher's success and self-efficiency. Higher and lower self-efficiency will result in higher and poorer student accomplishment, directly affecting the profession of teaching (Ratanasiripong et al., [2020](#)).

### **Research Methodology**

#### **Population of the Study**

The study's target audience comprises a total of nine public-sector universities in Balochistan. The population that is accessible consists of 267 teachers from social science departments at four public institutions in the Loralai and Quetta divisions (UOB, BUIITEMS, UOL, and SBK).

#### **Sample of the Study**

The researcher used the probability sampling technique for the sampling, through this technique. Out of the total population, 223 teachers were randomly selected from the accessible population.

#### **Research Instrument**

The Depression, Anxiety, and Stress Scale (DASS-42) was created by Lovibond & Lovibond in 1995 to investigate the prevalence of anxiety, stress, and depression among teachers and was utilized for data collection. It consists of 42 items that cover the subscales of anxiety, stress, and depression. When Urdu-DASS was examined, it was discovered that stress, anxiety, and depression are all positively associated. Stress, anxiety, and depressive illnesses all had internal consistency reliability coefficients of 0.91, 0.86, 0.74, and 86, respectively.

#### **Data collection**

The researcher visited every teacher in the social science department and collected data from each respondent of the study.

#### **Data Analysis**

The collected data was analyzed with the help of percentages.

**Data Analysis****Table 1***Prevalence of depression among teachers*

items	Not Applied		Some of Time		Good Part of Time		Most of Time	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
I could not seem to experience any positive feeling at all	48	30.4	50	31.6	35	22.2	25	15.8
I just could not see to get going	42	26.6	50	31.6	48	30.4	18	11.4
I felt that I had nothing to look forward to	45	28.5	47	29.7	35	22.2	31	19.6
I felt sad and depressed	35	22.2	54	34.2	23	14.6	46	29.1
I felt that I had lost interest in just about everything	51	32.3	55	34.8	35	22.2	17	10.8
I felt I was not worth much as a person	31	19.6	55	34.8	40	25.3	32	20.3
I felt that life was not worthwhile	35	22.2	65	41.1	35	22.2	23	14.6
I could not seem to get any enjoyment out of the things I did	33	20.9	42	26.6	45	28.5	38	24.1
I felt downhearted and blue	48	30.4	53	33.5	35	22.2	22	13.9
I was unable to become enthusiastic about anything	28	17.7	55	34.8	45	28.5	30	19.0
I could not see anything in the future to be hopeful about	35	22.2	54	34.2	34	21.5	35	22.2
I felt that life was meaningless	35	22.2	49	31.0	45	28.5	29	18.4
I was worried about situations in which I might panic and make a fool of myself	35	22.2	55	34.8	45	28.5	23	14.6
I found it difficult to work up the initiative to do things	41	25.9	51	32.3	35	22.2	31	19.6

Table 1 describes the prevalence of depression among teachers. Table statistics showed 69.6% of the subjects could not experience any positive feeling at all, 73.4% of the participants could not see to get going, 71.5% of the subjects had nothing to look forward to, 77.9% of the contestant felt sad and depressed, 67.8% of participants had lost interest in just about everything, 80.3% of the subjects was not worth much as a person, 77.9% of the contestant life was not worthwhile, 78.9% of the subject could not see to get any enjoyment out of the things they did, 69.6% of the contestants felt downhearted and blue, 82.3% of the participant unable to become enthusiastic about anything, 77.9% of the subject could not see anything in the future to be hopeful about, 74.1% of the participant's life was meaningless, 77.9% of the subjects worried about the situation in which they might panic and make a fool of myself, 74.1% of the participants found it difficult to work up the initiative to do things.

**Table 2***Prevalence of anxiety among teachers*

Items	Not Applied		Some of Time		Good Part of Time		Most of Time	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I was aware of the dryness of my mouth	40	25.3	38	24.1	45	28.5	35	22.2
I experience breathing difficulty	40	25.3	50	31.6	40	25.3	28	17.7
I had a feeling of shakiness	30	19.0	62	39.2	41	25.9	25	15.8
I found myself in situations that made me so anxious I found relief when they ended	31	19.6	55	34.8	40	25.3	32	20.3
I had a feeling of fairness.	23	14.6	35	22.2	55	34.8	45	28.5
I perspired noticeably in the absence of high temperatures or physical exertion.	25	15.8	40	25.3	47	29.7	46	29.1
I felt scared without any good reason	35	22.2	42	26.6	45	28.5	36	22.8
I had difficulty in swallowing.	48	30.4	35	22.2	45	28.5	30	19.0
I was aware of the exaction of my heart in the absence of physical exertion	35	22.2	41	25.9	30	19.0	52	32.9
I felt I was close to panic	33	20.9	40	25.3	50	31.6	35	22.2
I feared that I would be thrown by some trivial but familiar task.	48	30.4	53	33.5	28	17.7	29	18.4
I felt terrified	21	13.3	65	41.1	36	22.8	36	22.8
I felt I was pretty worthless	31	19.6	41	25.9	40	25.3	46	29.1
I experienced trembling	30	19.0	40	25.3	36	22.8	52	32.9

Table 2 describes the prevalence of anxiety among teachers. Table statistics showed 74.8% of the participants were aware of dryness of my mouth, 74.6 % of the subjects' experience breathing difficulty, 80.9% of the contestants had a feeling of shakiness, 80.4% of the subjects found self in situations that made them so anxious I found relieve when they ended, 85.5% of the contestants had a feeling of fairness, 84.1% of the participants perspired in the absence of high temperatures or physical exertion, 77.9% of the subjects felt scared without any good reason, 69.7% of the participants had difficulty in swallowing, 77.8% of the subject was aware of the exaction of heart in the absence of physical exertion, 79.1% of the contestants felt close to panic attack, 69.6% of the subject feared that they would be thrown by some trivial but familiar task, 86.7% of the participants felt terrified, 80.3% of the contestants felt pretty worthless, 81% of the subject experienced trembling.



**Table 3***Prevalence of stress among teachers*

Items	Not Applied		Some of Time		Good Part of Time		Most of Time	
	f	%	f	%	f	%	f	%
I found myself getting upset by quite trivial things	25	15.8	55	34.8	45	28.5	33	20.9
I tended to over-react to the situation	25	15.8	35	22.2	48	30.4	50	31.6
I found it difficult to relax	35	22.2	44	27.8	39	24.7	40	25.3
I found myself getting upset rather easily	34	21.5	45	28.5	33	20.9	49	29.1
I felt that I was using a lot of nervous energy	40	25.3	49	31.0	40	25.3	29	18.4
I found myself getting impatient when I was delayed in any way	41	25.9	46	29.1	35	22.2	36	22.8
I felt that I was rather touchy	38	24.1	48	30.4	38	24.3	34	21.5
I found it hard to wind down	38	24.1	51	32.3	39	24.7	30	19.0
I found that I was very irritable	33	20.9	55	34.8	45	28.5	25	15.8
I found it hard to calm down after something upset me	32	20.3	52	32.9	25	15.8	49	31.0
I found it difficult to tolerate interruptions to what I was doing	24	15.2	50	31.6	35	22.2	49	31.0
I was in a state of nervous tension	30	19.0	40	25.3	39	24.7	49	31.0
I was intolerant of anything that kept me from getting on with what I was doing	28	17.7	62	39.2	30	19.0	38	24.1
I found myself getting agitated	25	15.8	45	28.5	53	33.5	35	22.2

Table 3 describes the prevalence of stress among teachers. Table statistics showed 84.9% of the subjects found getting upset by quite trivial things, 84.2% of the participants tended to over-react to the situation, 77.8% of the contestants found it difficult to relax, 78.5% of the subjects get upset rather easily, 74.7% felt that they use a lot of nervous energy, 74.1% of the participants found self-getting impatient when delayed in any way, 76.2% of the subjects felt that they were rather touchy, 76% of the contestants had a feeling of wind down, 76.4% of the participants they were very irritable, 79.7% of the participants found self-hard to calm down after upsetting, 84.8% of the participants found it difficult to tolerate interruptions, 81% of the subjects at the state of nervous tension, 82.3% of the contestants intolerant of anything that kept them from getting ongoing, 84.2% of the subjects found self-getting agitated.

## Conclusion

### Depression

Most of the subjects could not experience any positive feelings at all, most of the participants could not see to get going, the majority of the subjects had nothing to look forward to, a number of the contestants felt sad and depressed, mostly the participants had lost interest in just about everything, a great amount of the



subjects was not worth much as a person, the best part of the contestant life was not worthwhile, a large number of the subject could not see to get any enjoyment out of the things they did, most of the contestants felt the down hearted and blue, majority of the participant unable to become enthusiastic about anything, a great amount of the subject could not see anything in the future to be hopeful about, more than half of the participants life was meaningless, utmost number of the subjects worried about the situation in which they might panic and make a fool of myself, maximum number of the participants found it difficult to work up the initiative to do things.

### **Anxiety**

A great number of the participants were aware of the dryness of their mouth, the majority of the subjects experienced breathing difficulty, most of the contestants had a feeling of shakiness, the maximum number of the subjects found themselves in situations that made them so anxious I found relieve when they ended, a great number of the contestants had a feeling of fairness, most of the participants perspired in the absence of high temperatures or physical excretion, utmost of the subjects felt scared without any good reason, more than half of the participants had difficulty in swallowing, majority of the subject was aware of the exaction of heart in the absence of physical exertion, maximum number of the contestants felt close to panic attack, majority of the subject feared that they would be thrown by some trivial but familiar task, most of the participants felt terrified, majority of the contestants felt pretty worthless, at great number of the subject experienced trembling.

### **Stress**

Most of the subjects found self-getting upset by quite trivial things, the majority of the participants tended to over-react to the situation, more than half of the contestants found it difficult to relax, upmost of the subjects got upset rather easily, and a great number felt that they use a lot of nervous energy, the maximum number of the participants found self-getting impatient when delayed in any way, majority of the subjects felt that they were rather touchy, most of the contestants had a feeling of wind down, a great number of the participants they were very irritable, majority of the participants found self-hard to calm down after upsetting, at a great number of the participants found it difficult to tolerate interruptions, a large amount of the subjects at the state of nervous tension, a great number of the contestants intolerant of anything that kept them from getting ongoing, majority of the subjects found self-getting agitated.

### **Recommendation**

- 1) While having depression, anxiety, and stress, a teacher must consult with a professional therapist, counsellor, or psychologist for counselling and guidance.
- 2) A teacher with a depression, anxiety, and stress must do practical self-care such as taking a lot of sleep, taking a balance diet, and involving practical exercise etc.
- 3) The heads of the institutions may ensure conducive environment for teaching and learning.
- 4) The government may raise teachers' emoluments through different kind of allowances.
- 5) The teachers may create a balance between the work responsibility and personal life issue.

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