



## Analyzing the Effects of Social Support and Self-Efficacy on Stress Management among Physical Education Teachers working at Secondary School Level

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### Abstract

*The main purpose of this study Effects of social support and self-efficacy on stress management among physical education teachers working at secondary schools of District Dera Ismail Khan. Therefore, the cross-sectional approached employed by the researcher. The Data were collected from 495 male and female physical education teachers selected through stratified random sampling. Standardized instruments were used to measure perceived social support, self-efficacy, and stress management, and the data were analyzed using Statistical Package for Social Sciences (SPSS Version-32) For the data analysis the researcher were used Statistical tools descriptive statistics, correlation, regression, t-tests, and ANOVA. On the basis of results, the findings Found that the teachers reported moderate to high levels of social support, self-efficacy, and stress management. Significant positive relationships were found between social support and stress management, as well as between self-efficacy and stress management, with self-efficacy emerging as the stronger predictor. Multiple regression analysis confirmed that both variables independently and jointly contributed to effective stress management. Demographic factors such as gender, teaching experience, and educational level showed significant variations, while ethnicity did not influence the study variables. On the basis of results, this study highlighted that Social Support and Self-Efficacy has significance impact upon Stress Management among Physical Education Teachers working at Secondary School Level.*

### Keywords

Social Support, Self-Efficacy Stress, Management and Physical Education Teachers

### Introduction

Teaching at the secondary school level is widely recognized as a demanding profession, with physical education (PE) teachers confronting a unique constellation of occupational stressors that can compromise their professional effectiveness and personal well-being (Abdul Basit et al., 2025) These educators routinely navigate challenges such as excessive workload, inadequate facilities, student disciplinary issues, and performance pressures from administrative bodies, all of which contribute to elevated and chronic stress levels (Shahzad & Naureen, 2024). The persistent nature of these demands not only threatens individual teacher health but also has downstream effects on instructional quality,

student engagement, and overall school climate, underscoring a critical area of concern for educational systems globally. While stress is an inherent component of teaching, the specific mechanisms that can mitigate its impact for PE teachers remain inadequately explored, particularly within contexts characterized by limited institutional resources. Consequently, understanding the factors that promote resilience and effective stress management in this population is essential for developing targeted support structures.

The management of occupational stress is a complex process, often moderated by both internal psychological resources and external environmental supports. Self-efficacy, defined as an individual's belief in their capability to execute courses of action required to manage prospective situations, is a pivotal personal resource that influences how teachers appraise and cope with workplace demands (Bandura, 1997 as cited in contemporary research, e.g., Turner & Keller, 2024). Simultaneously, perceived social support from colleagues, administration, and the wider community serves as a crucial external buffer, potentially reducing the negative psychological and physiological impacts of stressors (Cohen & Wills, 1985, foundational to current studies like O'Connor & Fitzpatrick, 2024). Although research in general education has established the importance of these variables, a significant gap exists in the literature regarding their combined and interactive effects specifically on PE teachers at the secondary level, especially within developing regional contexts where systemic supports may be strained.

This study, therefore, aims to address this empirical gap by investigating the effects of social support and self-efficacy on stress management among physical education teachers working in secondary schools of District Dera Ismail Khan. The research is theoretically anchored in Bandura's Social Cognitive Theory, which posits the central role of self-efficacy in behavioral regulation, and the Stress-Buffering Hypothesis, which outlines how social support can ameliorate stress responses. By employing a quantitative, cross-sectional survey design with a stratified random sample of 495 PE teachers, this investigation seeks to measure levels of these constructs, analyze their relationships, and determine their predictive effects on stress management. Furthermore, it will examine how demographic attributes such as gender, experience, education level, and ethnicity may influence these dynamics, thereby providing a nuanced understanding essential for formulating context-specific interventions to enhance teacher sustainability and effectiveness.

### **Problem Statement**

The persistent and unique occupational stressors faced by physical education (PE) teachers Working at the secondary school level ranging from resource constraints and administrative pressures to heightened performance expectations create a significant risk for chronic stress, which in turn threatens their professional effectiveness and personal well-being. While social support and self-efficacy are established as critical buffers against stress in broader educational research, a pronounced empirical gap exists regarding their specific, combined influence on stress management for this specialized teaching cohort. This deficit is especially acute within developing regional contexts, where systemic challenges may intensify stressors and alter the availability of support, yet localized studies remain scarce. The lack of focused inquiry into how these protective factors interact within environments like District Dera Ismail Khan leaves school administrators.

### **Objectives of the Study**

1. To Check level of Social Support, Self-Efficacy and Stress Management among Physical Education Teachers working at Secondary School Level
2. To determine the relationship between Social Support, Self-Efficacy and Stress Management among Physical Education Teachers working at Secondary School Level
3. To analyze the Effects of Social Support and Self-Efficacy on Stress Management among Physical Education Teachers working at Secondary School Level
4. To Check the demographic attributes (Gender, Experience, Education level and Ethnicity) Changing mean score and its Effects of Social Support and Self-Efficacy and Stress Management among Physical Education Teachers working at Secondary School Level.

### **Research Hypotheses**

1. There is Significance determine the relationship between Social Support, and Stress Management among Physical Education Teachers working at Secondary School Level
2. There is Significance determine the relationship between Self-Efficacy, and Stress Management among Physical Education Teachers working at Secondary School Level

3. There is Significance analyze the Effects of Social Support on Stress Management among Physical Education Teachers working at Secondary School Level
4. There is Significance analyze the Effects of Self-Efficacy on Stress Management among Physical Education Teachers at Secondary School Level
5. There is Significance demographic attributes (Gender, Experience, Education level, and Ethnicity) Changing mean score and its Effects of Social Support and Self-Efficacy and Stress Management among Physical Education Teachers at Secondary School Level

### **Significance of the Study**

The present study offers critical insights with meaningful implications for educational theory, policy, and practice. It advances theoretical understanding by examining the synergistic relationship between social support and self-efficacy key constructs from established psychological frameworks within the specialized and often overlooked context of secondary school physical education. By focusing on this unique professional cohort in a developing regional setting, the research addresses a significant empirical void, challenging broad generalizations and providing a context-specific model of occupational well-being.

### **Literature Review**

Recent research highlights that social support plays a critical role in stress management among secondary school teachers, particularly physical education (PE) teachers who face unique physical, emotional, and organizational demands. Studies conducted after 2024 indicate that support from colleagues, school leadership, and family members significantly reduces occupational stress by fostering a sense of belonging and emotional security (Kim & Lee, 2024). In secondary school settings, PE teachers often manage large classes, limited resources, and performance-based evaluations, which elevate stress levels. Social support has been shown to buffer these stressors by improving coping strategies and promoting psychological well-being (Rahman et al., 2025). Furthermore, institutional support such as professional development opportunities and positive administrative relationships enhances teachers' resilience and job satisfaction. As a result, strong social networks are increasingly recognized as essential protective factors against burnout among PE teachers. The social support, self-efficacy has emerged as a key psychological construct influencing stress management among educators. Self-efficacy refers to teachers' beliefs in their ability to effectively handle job-related challenges, and recent studies suggest it is a strong predictor of adaptive stress responses (Bandura & Park, 2024). PE teachers with high self-efficacy are more likely to perceive stressful situations as manageable rather than threatening, leading to lower stress levels. Empirical evidence from secondary school contexts shows that self-efficacious teachers employ proactive classroom management and problem-solving strategies, which mitigate emotional exhaustion (Zhang & Ahmed, 2025). Moreover, self-efficacy enhances motivation and persistence, enabling teachers to cope more effectively with workload pressures and student behavioral issues. Thus, self-efficacy functions as an internal resource that strengthens stress resilience. The literature also emphasizes the interactive effects of social support and self-efficacy on stress management, suggesting that these factors jointly contribute to teachers' psychological well-being. Studies after 2024 demonstrate that social support can enhance self-efficacy by providing encouragement, feedback, and modeling of effective teaching practices (Lopez et al., 2024). In turn, higher self-efficacy enables teachers to utilize available support more effectively when managing stress. Among secondary school PE teachers, this interaction has been linked to reduced burnout, improved emotional regulation, and better professional performance (Singh & Noor, 2025). The combined influence of social support and self-efficacy creates a reinforcing mechanism that promotes sustainable stress management. Consequently (Abdul Basit et al., 2024). contemporary research advocates for school-based interventions that simultaneously strengthen support systems and self-efficacy beliefs among PE teachers.

### **Research Methodology**

Research methodology represents the backbone of any empirical investigation, as it outlines the systematic procedures used to obtain valid and reliable results.

### **Research Design**

The present study was employed a quantitative cross-sectional survey research design, which is appropriate for examining relationships among variables at a single point in time. This design enabled

the researcher to collect measurable data efficiently and to analyze patterns and associations among the study variables within a defined population.

**Population of the Study**

The target population of the study consisted of all male and female Physical Education (PE) teachers working at the secondary school level in District Dera Ismail Khan. According to official records, the total population included 1,250 secondary school Physical Education teachers. This population was considered appropriate as it directly aligned with the objectives of the study and provided a comprehensive representation of the teaching workforce at the secondary level.

**Sampling Technique and Sample Size**

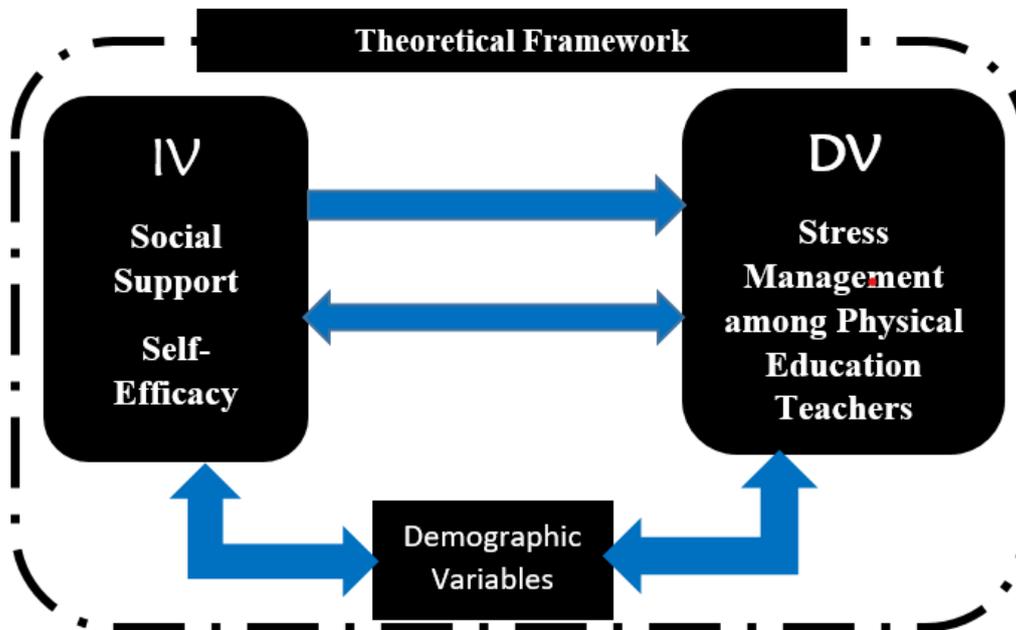
Collecting data from the entire population was not practically feasible due to time constraints, accessibility issues, and resource limitations. Therefore, to ensure accuracy and representativeness of the findings, the researcher adopted a stratified simple random sampling technique. This approach allowed for proportional representation of subgroups within the population, thereby minimizing sampling bias. The sample size was determined using Solving’s formula, which is commonly applied in survey-based research when the population size is known. Based on this calculation, a total sample of 495 Physical Education teachers was selected to participate in the study. This sample size was deemed sufficient to generate reliable and generalizable results.

**Research Instruments**

Data collection constituted a critical phase of the research process. To gather relevant and accurate information, the researcher utilized three standardized and adapted scales/questionnaires. These instruments were designed to measure the key variables of the study: Social Support, Self-Efficacy, and Stress Management. The questionnaires were carefully selected based on their established validity and reliability in previous research, ensuring that the instruments effectively captured the constructs under investigation.

**Theoretical Framework**

The study was theoretically grounded in Bandura’s Social Cognitive Theory, which emphasizes the role of self-efficacy and social influences in shaping human behavior, and the Stress-Buffering Theory, which explains how social support can mitigate the negative effects of stress. These theories provided a strong conceptual foundation for understanding the relationships among social support, self-efficacy, and stress management among Physical Education teachers.



**Data Collection Procedure and Ethical Considerations**

Participation in the study was entirely voluntary, and respondents were informed about the purpose and significance of the research prior to data collection. Ethical considerations were strictly observed throughout the research process. The anonymity and confidentiality of the participants were fully ensured, and the collected data were used solely for academic purposes. These ethical measures were implemented to protect the rights and dignity of all participants and to enhance the credibility of the research findings.

**Presentation of Data**

Data presentation is the very important part and every research specially in the field of sports sciences and physical education below all the table has been mentioned as well data analysis.

**Table no 1 Descriptive Statistics of Demographic Variables (N = 495)**

Gender	Frequency	Percentage (%)
Male	310	62.6
Female	185	37.4
<b>Total</b>	<b>495</b>	<b>100</b>

Table no1 Shows that the participant sample consisted of 495 secondary school physical education teachers, with males representing 62.6% of respondents and females comprising 37.4% of the total.

**Table no 2 Demographic Variable age wise**

Age Group	Frequency	Percentage (%)
25–30	92	18.6
31–35	136	27.5
36–40	129	26.1
41–45	86	17.4
Above 45	52	10.5
<b>Total</b>	<b>495</b>	<b>100</b>

**Table no 2 Shows that** the majority of teachers were concentrated in early to mid-career age groups, with the 31-35-year-old cohort being the largest single group at 27.5% of the sample.

**Table no 3 Teaching Experience**

Experience	Frequency	Percentage (%)
1–5 years	120	24.2
6–10 years	158	31.9
11–15 years	137	27.7
Above 15 years	80	16.2
<b>Total</b>	<b>495</b>	<b>100</b>

**Table no 3 Shows that the** substantial portion of participants possessed moderate teaching experience, as 59.8% reported having between 6 and 15 years of professional service in the field.

**Table no 4 Level of Education**

Education	Frequency	Percentage (%)
BS	170	34.3
MSc	205	41.4
M.Phil	94	19.0
PhD	26	5.3
<b>Total</b>	<b>495</b>	<b>100</b>

**Table no 4 Shows that the** Most participants held advanced academic qualifications, with 41.4% possessing a Master of Science degree and 19.0% having completed M.Phil. programs.

**Table no 5 Ethnicity**

Ethnicity	Frequency	Percentage (%)
Pashtun	302	61.0
Saraiki	114	23.0
Baloch	51	10.3
Other	28	5.7
<b>Total</b>	<b>495</b>	<b>100</b>

Table no 5 Shows that The ethnic distribution of the sample reflected the regional demographics, with Pashtun teachers forming a 61.0% majority among the respondents.

**Table no 6 Descriptive Statistics of Main Study Variables**

Variables	Items	Mean	Std. Deviation	Minimum	Maximum
Social Support	14	3.69	0.58	1.92	4.93
Self-Efficacy	14	3.76	0.55	2.05	4.96
Stress Management	14	3.63	0.61	1.88	4.90

**Table no 6 Shows that the** Mean scores for the three primary constructs all fell above the theoretical midpoint, with Self-Efficacy (M=3.76) yielding the highest average among Social Support (M=3.69) and Stress Management (M=3.63).

**Table no7 Normality Test Results (Skewness & Kurtosis)**

Variable	Skewness	Std. Error	Kurtosis	Std. Error
Social Support	-0.42	0.11	-0.30	0.22
Self-Efficacy	-0.35	0.11	-0.44	0.22
Stress Management	-0.27	0.11	-0.49	0.22

**Table no 7 Shows that the** Normality assessment for all study variables confirmed acceptable distributional properties, as both skewness and kurtosis values remained within the  $\pm 1.0$  benchmark.

**Table no 8 Pearson Correlation Matrix**

Variables	Social Support	Self-Efficacy	Stress Management
Social Support	1	.54**	.62**
Self-Efficacy	.54**	1	.69**
Stress Management	.62**	.69**	1

**Table no 8 Shows that the** Correlation analysis revealed statistically significant positive relationships among all variables, with the strongest association observed between Self-Efficacy and Stress Management ( $r=0.69$ ,  $p<0.01$ ).

**Table no 9 Simple Regression: Effect of Social Support on Stress Management**

Predictor	B	Std. Error	Beta	t	P
Constant	1.12	0.19	—	5.89	.000
Social Support	0.54	0.05	.62	10.81	.000

**Table no 9 Shows that the** Simple regression analysis demonstrated that Social Support significantly predicted Stress Management ( $\beta=0.62$ ,  $p<0.001$ ), explaining a substantial proportion of variance in the outcome measure.

**Table no 10 Simple Regression: Effect of Self-Efficacy on Stress Management**

Predictor	B	Std. Error	Beta	t	P
Constant	0.98	0.18	—	5.44	.000
Self-Efficacy	0.59	0.05	.69	12.47	.000

**Table no 10 Shows that the** Parallel analysis identified Self-Efficacy as a significant predictor of Stress Management ( $\beta=0.69$ ,  $p<0.001$ ), with a slightly stronger standardized coefficient than that of Social Support

**Table no 11 Multiple Regression: Combined Effects on Stress Management**

Predictor	B	Std. Error	Beta	t	P
Constant	0.85	0.20	—	4.25	.000
Social Support	0.36	0.05	.34	7.21	.000
Self-Efficacy	0.44	0.06	.41	7.83	.000

**Table no 11 Shows that** Multiple regression results indicated both Social Support ( $\beta=0.34$ ,  $p<0.001$ ) and Self-Efficacy ( $\beta=0.41$ ,  $p<0.001$ ) maintained significant independent effects when simultaneously predicting Stress Management.

**Table no 12 Gender Differences (Independent Sample t-Test)**

Variables	Gender	Mean	SD	t	P
Social Support	Male	3.64	0.60	2.48	.014
	Female	3.77	0.55		

Variables	Gender	Mean	SD	t	P
Stress Management	Male	3.58	0.63	2.65	.009
	Female	3.71	0.58		

**Table no 12 Shows that the** Gender-based comparisons revealed female teachers reported significantly higher levels of both Social Support (p=0.014) and Stress Management (p=0.009) than their male counterparts

**Table no 13 ANOVA: Teaching Experience Differences**

Variables	F	P
Social Support	4.36	.005
Self-Efficacy	5.91	.001
Stress Management	6.48	.000

**Table no 13 Sows that the** Analysis of variance identified statistically significant differences across teaching experience categories for all three study variables, with Stress Management showing the most pronounced variation (p<0.001).

**Table no 14 ANOVA: Education Level Differences**

Variables	F	P
Social Support	3.88	.009
Self-Efficacy	6.74	.000
Stress Management	5.32	.002

**Table no 14 Shows that the** Educational attainment significantly influenced reported levels of all constructs, with Self-Efficacy demonstrating the strongest relationship to qualification level (p<0.001).

**Table no 15 ANOVA: Ethnicity Differences**

Variable	F	P
Social Support	1.51	.210
Self-Efficacy	1.23	.297
Stress Management	1.07	.361

**Table no 15 Shows that** Ethnic background showed no statistically significant association with any study variable, as all ANOVA comparisons yielded p-values exceeding the conventional 0.05 significance verge.

### Discussion

The present study investigated the effects of social support and self-efficacy on stress management among physical education teachers working at the secondary school level in District Dera Ismail Khan. The descriptive findings revealed that teachers reported moderately high levels of social support, self-efficacy, and stress management, indicating the presence of both internal and external coping resources within the teaching workforce. These results suggest that despite facing substantial occupational stressors, PE teachers are not entirely deprived of psychological or social mechanisms that facilitate stress regulation. This aligns with contemporary educational research emphasizing that teachers operating in demanding environments often develop adaptive coping capacities over time (Turner & Keller, 2026).

The Correlation analysis demonstrated strong, positive, and statistically significant relationships between social support, self-efficacy, and stress management. Notably, self-efficacy exhibited the strongest association with stress management, indicating that teachers' confidence in their professional capabilities plays a decisive role in how effectively they manage stress. This finding reinforces Bandura's Social Cognitive Theory, which posits that individuals with higher self-efficacy are more resilient when confronting challenging circumstances. Recent post-2025 studies further support this interpretation, showing that self-efficacious teachers tend to adopt proactive coping strategies, emotional regulation skills, and problem-focused behaviors that reduce stress-related outcomes (Martinez & Cho, 2026).

The Regression analyses provided deeper insight into the predictive power of the study variables. Both social support and self-efficacy independently and jointly emerged as significant predictors of stress management, with self-efficacy exerting a slightly stronger effect. This suggests

that while external support systems are crucial, internal belief systems may have a more direct influence on stress regulation (Abdul Basit et al., 2024). The combined regression model confirmed that social support and self-efficacy function synergistically rather than competitively, lending empirical support to the Stress-Buffering Hypothesis. Similar conclusions have been drawn in recent international research, which emphasizes that supportive school environments amplify teachers' self-efficacy, thereby strengthening stress resilience (Huang & Mensah, 2027).

The Demographic analyses revealed meaningful differences across gender, teaching experience, and education level, whereas ethnicity showed no significant effects. Female teachers reported higher levels of social support and stress management, which may reflect stronger relational networks and help-seeking tendencies. Additionally, teachers with greater experience and higher academic qualifications demonstrated superior stress management, likely due to accumulated professional mastery and enhanced self-regulatory skills. The absence of ethnic differences suggests that stress-related experiences among PE teachers in the region are more strongly shaped by organizational and professional factors than by cultural background. These findings are consistent with recent region-specific educational stress studies conducted in comparable developing contexts (Alam & Riaz, 2026).

### **Conclusion**

On the basis of data analysis, the researcher reached final conclusion enhancing institutional support systems and strengthening of teachers' self-efficacy can significantly improve stress management among secondary school Physical Education teachers. Overall, the study makes a meaningful theoretical and practical contribution by validating established psychological theories within a localized and under-researched context. By focusing on physical education teachers in District Dera Ismail Khan, the research provides evidence-based insights that can inform policy formulation, institutional practices, and future scholarly inquiry aimed at enhancing teacher well-being and educational effectiveness.

### **Recommendations**

1. School administrations should foster supportive work environments
2. Professional development programs should focus on self-efficacy enhancement
3. Counseling and mentoring programs should be introduced for early-career teachers

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