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### Yesterday, today, tomorrow

*Exploring teachers' daily emotional stress experiences in secondary education*

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#### Publication date

2024

[Link to publication](#)

#### Citation for published version (APA):

van Alphen, T. (2024). *Yesterday, today, tomorrow: Exploring teachers' daily emotional stress experiences in secondary education*. [Thesis, fully internal, Universiteit van Amsterdam].

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# **Chapter 6**

## **General Discussion and Conclusion**

In the preceding chapters, this dissertation has explored the multifaceted nature of teacher stress, a phenomenon that has garnered significant attention in educational research. As noted by Beltman and Poulton (2019), Hooftman et al. (2015), and Kyriacou (2001), teachers around the world encounter significant stress from their profession. This global issue not only affects the well-being of teachers but also has profound implications for educational outcomes such as student-teacher relationships, teacher retention, and the overall quality of education (see Admiraal et al., 2015; Darling-Hammond, 2008). The emerging consensus in the literature suggests that the sources of teacher stress are diverse, encompassing workload, classroom management challenges, the pressure of educational reforms, and the complexities of meeting the diverse needs of students (Collie et al., 2012). The dissertation adds to this body of knowledge by identifying ways in which such stress reactions affect and are affected by daily life at school. As argued by Jennings and Greenberg (2009), the emotional well-being of teachers is integral to creating a positive school climate and fostering effective teaching and learning. In light of this consideration, this discussion will not only analyse the implications of the individual chapters of this dissertation but also focus on possible strategies for improving teacher well-being.

The main focus was on examining the predictors and outcomes of teachers' stress in the workplace. The dissertation aimed to understand the impact of stress and identify measures to improve teachers' daily and overall experiences at work. The goal was to comprehend teachers' continuous learning in light of their stress and the factors that increased their ability to handle stress. Additionally, it was acknowledged that the work of teachers is dynamic and demanding. Consequently, a significant portion of this dissertation was dedicated to exploring the daily dynamics of teachers' stress, learning, future perspectives, and resilience to stress. Understanding how these factors varied from day to day and their impact on subsequent days is crucial for designing targeted and effective interventions. To this end, time-intensive measures were used to capture the daily lives of teachers. By exploring these topics, this dissertation sought to assist teachers in making their daily work life more manageable and fulfilling.

The following research questions were formulated:

1. How can teachers' stress be measured reliably from day to day?
2. To what extent does work-related stress relate to teachers' commitment to professional learning activities from day to day (and teacher to teacher)?
3. How does teachers' future time perspective relate to their experience of work-related stress from day to day?
4. To what extent do teachers' stress and buoyancy vary, carry over, and relate from day to day?

The answers to these research questions are presented across chapters two through five, with each chapter representing one of the four conducted studies. Together these four chapters constitute the empirical foundation of this dissertation. In what follows, a summary of the findings is presented in conjunction with a discussion of theoretical and methodological contributions. Finally, the chapter concludes with a discussion of limitations, recommendations for future research, and implications for practice.

## Summary of main results

### **Determining reliability using daily data on teacher stress**

In this dissertation, the phenomena of work-related stress, teachers' engagement in professional development, FTP, and resilience were investigated mainly through daily self-report questionnaires. This method was used to capture fluctuations of and interrelations between these constructs on a day-to-day basis. However, measures aimed at collecting such data require the same level of scrutiny regarding scale reliability as traditional questionnaires. Previous ways in which reliability of daily measures was calculated could be improved upon (Lai, 2021). Therefore, using daily data on teachers' stress, chapter two of this dissertation illustrated a five-step approach for determining the reliability of instruments designed for daily data collection, addressing the first research question. It was found that four items, one of which focuses on stress in general and the other three on worries, nervousness, and tension from day to day, together can reliably measure daily variation in teachers' stress.

### **Work-related stress and teachers' investment in professional learning**

Chapter three of this dissertation focused on exploring the impact of work-related stress on teachers' investment in professional learning activities, specifically regarding the effort committed to and time invested in learning. This exploration was conducted through two lenses: the conventional (i.e., cross-sectional) co-occurrence of stress and investment in learning and the less examined day-to-day covariation of these concepts within individual teachers, addressing the second research question. It was theorized that work-related stress would negatively affect both the quality and quantity of teachers' engagement in professional learning activities. This assumption was made for between teacher comparisons as well as within teacher changes from one day to the next. However, the analyses revealed that the relationship between teachers' experiences of work-related stress and their commitment to professional learning activities is different in cross-sectional data compared to daily longitudinal data.

It was found that teachers who reported higher overall work-related stress, reported a lower overall commitment to professional learning activities, while no such relationship was found in the day-to-day results. A possible explanation for these conflicting findings is that teachers rely on different types of knowledge when answering trait questionnaires compared to daily retrospective questionnaires. In the cross-sectional part of this study, teachers reported their work stress and professional learning 'in general'. In the daily diary part, they reported their daily work stress and learning experiences. According to Robinson and Clore (2002), individuals use identity-related beliefs to complete the former type of questionnaire. If teaching is viewed as highly demanding, teachers may feel they have little time and effort to devote to professional learning. Since daily self-reports are specific to each day, they likely contain less memory bias and fewer normative influences, allowing for more accurate assessments of stress and learning commitment in situ. This could explain the finding that work-related stress and teachers' commitment to professional learning activities were not consistently found to relate to each other.

### **Teachers' perception of their future at work and stress**

In chapter four, the investigation focused on the way that teachers perceive their future may be related to their stress experiences, addressing the third research question. The study investigated whether teachers' perceptions of the future could explain present stress levels or if existing stress could contract their perspective of the future. Among the participating teachers, those who thought about the future more often reported higher levels of stress. Conversely, teachers who had more positive feelings about their future experienced less stress. These associations were seen in the correlations observed within

teachers on the same day - but not from one day to the next. Hence, while there is an observed relationship between teachers' future perspectives and work-related stress, this relationship does not consistently extend beyond a single day of measurement. This means that teachers' future time perspectives on a given day are not related to their experience of stress on the following day, or vice versa.

An aim of this study was to investigate the direction of effects between stress and FTP. However, this study did not conclusively determine the directional flow between work-related stress and FTP from day to day. Nonetheless, it did identify a significant link between these elements when assessed within teachers on the same day, indicating the possibility of a relationship. The rapid pace at which teachers' stress levels can change is likely due to the nature of the profession, with changes in classes, or events that transpire during the day – resulting in difference in stress experience within days. Considering these daily challenges and dynamics of the teaching profession, future studies should delve into capturing these dynamics between stress and FTP with a shorter time-interval, potentially even within the same day – for example within hours. Investigation at a shorter time-interval may shed more light on the causality of these factors – assuming that the time-intervals of both factors overlap in their dynamic.

### **Investigating the ability to bounce back from stress**

Chapter five investigated the extent to which teachers' stress levels and their ability to bounce back from stress (buoyancy) fluctuate and persist from one day to the next, while also testing the relationship between stress and buoyancy—tackling the fourth research question. The motivation behind examining these day-to-day variations stemmed from the fact that, until now, buoyancy had not been closely studied in relation to daily work experiences, despite its conceptual focus on overcoming everyday hassles and setbacks. To better understand the true nature of teachers' buoyancy, it is therefore important to investigate to what degree the construct is trait-like (stable) and state-like (dynamic) in nature.

The findings in this chapter indicate that both teachers' experiences of stress and their buoyancy significantly fluctuate on a daily basis. However, the carryover of these stress experiences from one day to the next is minimal. This suggests that both stress and buoyancy in teachers act more as state-like constructs, influenced significantly by daily circumstances, rather than solely as consistent, trait-like characteristics. This observation challenges the notion that teaching is uniformly stressful and suggests that stress levels and the capacity to handle stress can differ within teachers, depending on the day and its challenges or setbacks.

Contrary to earlier studies suggesting that buoyancy is a proactive capacity for dealing with stress, in the sample analysed, buoyancy observed on one day did not predict the stress levels of the subsequent day. Similarly, the stress experienced on any given day did not predict the buoyancy of the following day. These findings indicate that buoyancy may actually be more reactive, adjusting to situational changes rather than consistently protecting teachers against stress. This insight underscores the need for interventions to be specifically tailored to the daily variations and specific stressors that teachers face, rather than aiming for broad enhancements of buoyancy or reductions in stress. This could lead to more effective strategies for managing stress and improving daily resistance against stress among teachers.

## Theoretical contributions

### **The daily carryover of stress and its accumulation**

The data from the studies included in this dissertation suggest that the degree of stress teachers carry over to the next day of work is relatively minimal. This finding aligns with observations that stress and buoyancy show significant daily fluctuations but have only a small carryover effect (Schmidt et al., 2017). For instance, one study investigating teachers found that after a day marked by high stress, only about 20% of that stress level was carried over to the following day, with this residual effect diminishing to approximately 4% two days later (Schmidt et al., 2017). This suggests that stress, as experienced by teachers, tends to decay rapidly rather than accumulating significantly from one day to the next.

However, despite the low daily carryover, the question of whether stress can accumulate over time, potentially leading to burnout, remains pertinent. According to existing research on stress dynamics, even small amounts of daily stress can accumulate if the stressors are persistent and recovery opportunities are insufficient (Hobfoll, 1989). Stress accumulation is particularly concerning in environments where high demands are continuous, and teachers are repeatedly exposed to stressors without adequate recovery time (Maslach et al., 2001). This scenario can lead to chronic stress, which is a well-documented precursor to burnout in the teaching profession (Keller et al., 2014a). The possibility of cumulative stress leading to burnout is further supported by the conservation of resources theory, which posits that stress results from a threat to, loss of, or lack of personal resources (Hobfoll, 1989). In the context of teaching, where resources (such as time, support, and emotional energy) are often scarce, the continuous day-to-day stress—even at low carryover levels—can deplete a teacher's resilience and coping resources over time. This depletion may escalate into burnout, particularly if not managed effectively (Maslach et al., 2001).



Future research should focus on several key areas to further clarify the dynamics of stress carryover in teachers. Investigating stress dynamics at shorter time-frames, such as hourly measurements, could provide deeper insights into how stress accumulates within days and whether specific times of day are more susceptible to higher stress levels. Furthermore, long-term longitudinal studies are needed to assess the cumulative effects of low-level daily stress over longer periods, potentially across an entire school year, to understand how chronic stress develops and its impact on teacher burnout (Maslach et al., 2001). Testing interventions aimed at reducing the low-level carryover and fluctuations of stress by facilitating quick and in situ recovery opportunities could help determine effective strategies for preventing the accumulation of stress and reducing the risk of burnout (Keller et al., 2014a).

### **Understanding and enhancing teachers' buoyancy**

Buoyancy in teachers, often conceptualized as their capacity to bounce back from daily setbacks and stress, holds significant implications for their well-being and effectiveness. The research described in chapter 5 posits buoyancy as both a trait-like and a state-like quality (Martin & Marsh, 2008a). As a trait, buoyancy reflects a stable capacity to manage everyday challenges, akin to resilience but focused on less severe stressors. The state-like aspect of buoyancy, however, suggests variability based on daily circumstances, influenced by immediate stressors and the teacher's current mental state (Martin & Marsh, 2009). Empirical findings from the daily diary studies reinforce the notion that buoyancy fluctuates significantly from day to day, indicating a state-like quality. This variability highlights the situational sensitivity of buoyancy. These findings challenge earlier notions of buoyancy purely as a stable trait, suggesting that interventions can be designed to enhance this quality in real-time by addressing daily stressors effectively. For example, teachers who experience successful handling of stressors on a daily basis, may increase their buoyancy through the building of experience – perhaps also leading to a sense of confidence. In this sense, buoyancy may be enhanced much in the same way that self-efficacy beliefs of teachers are thought to be increased through mastery experiences (Gordon, 2023).

Buoyancy traditionally has been seen as a proactive construct, allowing teachers to anticipate and prepare for potential stressors. However, the findings suggest that buoyancy constitutes a reactive property, as it fluctuates significantly within days. This dual nature implies that while buoyancy can help teachers prepare for and mitigate the impact of stressors, it also requires them to react and adapt to unexpected challenges as they arise. Further investigating the buoyancy construct is a valuable endeavour, as precise conceptualizations are essential

for directing measurement, analysis, and the implementation of interventions for teachers (Den Hartigh & Hill, 2022). In essence, enhancing clarity could facilitate the creation of tools that assist teachers in not only becoming more resilient against impending stressors—effectively increasing their resistance—but also in addressing the reactive aspects of buoyancy, which enable teachers to rebound from stressful episodes. In sum, this interplay between trait-like, state-like, and environmental aspects of buoyancy provides a rich area for future research, particularly in the development of measurement strategies, theory crafting, contextual factors, different stressors, and interventions that can bolster this quality in teachers.

### **Methodological contributions**

This dissertation used Dynamic Structural Equation Modeling (DSEM) to investigate the daily lives of teachers, specifically focusing on how daily stress and professional learning commitments fluctuate within this demographic. By employing DSEM, the research not only advanced understanding of the dynamic interplay between daily stress experiences, professional commitment, future perceptions, and buoyancy, but also described a practical approach to analysing Intensive Longitudinal Data (ILD) obtained from daily diaries. This method allowed for the examination of both the within-person (day-to-day) variations and between-person differences, capturing the complex reality of teachers' professional lives (Asparouhov et al., 2018). This approach aimed to help researchers in their effort to validate their daily measures.

Furthermore, this dissertation provided a robust approach to determine the reliability of daily data, as outlined in chapter 2. This approach involved the use of multilevel modeling to assess the reliability of daily measures, offering a way to determine that daily variations in teacher stress and commitment were not merely artifacts of measurement errors but reflected true variations in their experiences (Van Alphen, et al., 2022). Such innovations in handling daily data reliability are crucial in longitudinal studies where the precision and accuracy of each data point directly influences the robustness of the study's conclusions.

However, the use of DSEM, while innovative, is not without potential methodological issues. One significant challenge noted in the literature includes the assumption of constant (auto)regressive coefficients. Within the context of this dissertation, this means that it is assumed that the stress of teachers is carried over to the next day to a constant degree. Such assumptions might not hold in studies where psychological processes, such as teachers' stress, evolve over time (Asparouhov et al., 2018). Ellen Hamaker's work provides a potential solution to this issue through the suggestion of a random-intercepts

cross-lagged panel model which allows for individual differences in intercepts and slopes, thus accommodating the variability in how individuals respond to similar experiences over time (Hamaker et al., 2015). Accordingly, this approach was used in chapter 5 of this dissertation, with the aim to investigate this issue, comparing it to the use of DSEM. As a methodological contribution, the two methods used in chapter 5 indeed suggests that they can reduce each other's limitations, with DSEM allowing for more time points, while RI-CLPM allows carryover parameters that vary from occasion to occasion.

## Limitations and suggestions for future research

### Teachers' stress levels and participation

The choice to investigate teachers' stress may inherently limit the results presented in this dissertation. That is, a bias could arise if teachers experiencing high levels of work-related stress decide against participating in the research, possibly skewing the sample towards those with lower stress levels. This scenario is particularly concerning given the association between work-related stress and high job demands, which could lead teachers with significant stress to prioritize their limited time towards immediate job responsibilities rather than research participation (Hansen & Sullivan, 2003). Consequently, an acquired sample may not accurately reflect the broader spectrum of stress experiences among teachers, potentially underestimating the true impact of work-related stress. If the most stressed individuals within the population are not represented, the perceived severity of work-related stress effects is potentially minimized. This underrepresentation of highly stressed teachers suggests that the study's findings may not fully convey the extent of stress and its consequences within the educational sector.

Furthermore, stress may impact performance in varying degrees, a phenomenon encapsulated by the inverted-U theory (Muse et al., 2003). This theory illustrates that as stress levels rise, performance initially improves, reaching a peak before it begins to decline when stress becomes excessive. Considering this principle and applying it to this research topic, it is easy to understand why it becomes crucial to encompass a broad range of stress experiences among sampled teachers. For instance, while moderate stress might enhance a teacher's alertness and efficiency, leading to improved classroom management and student engagement, excessively high stress could impair their cognitive functions, resulting in decreased teaching effectiveness and poorer student outcomes (Hansen & Sullivan, 2003). The findings in this dissertation may be constrained by the range of stress experienced among the sampled teachers. Specifically, regarding the relationship between stress and investment in

professional learning, low levels of stress may enhance the drive to learn, serving as a motivator to improve practice and knowledge. However, high stress may debilitate teachers due to their coping behaviours, which are taxing and reduce their available energy and time to engage in professional learning activities.

This possible differentiation in stress levels and their outcomes, underscores the importance of including teachers experiencing all levels of stress. Capturing this spectrum is essential because it allows for a nuanced analysis of how varying stress levels distinctly influence related variables, providing a more comprehensive understanding of the interplay between stress and performance in educational settings. Recognizing this limitation, it is advisable for subsequent studies to explore innovative recruitment strategies that mitigate the barrier to participation for those experiencing high levels of stress. Such strategies could include collaborating with educational institutions to provide teachers with designated time to participate in research, thereby reducing the perceived burden of participation. Additionally, emphasizing the importance of including all stress levels in the research sample and allocating sufficient resources to encourage participation from stressed and unmotivated teachers are crucial steps towards obtaining a more accurate understanding of work-related stress among educators (Hansen & Sullivan, 2003).

### **The full range of stress emotions**

In this dissertation, teachers' stress was operationalized as work-related anxiety. According to various studies, anxiety is a significant and pervasive stress emotion among teachers (Folkman, 2013; Frenzel et al., 2009; Keller et al., 2011). However, the spectrum of stress emotions that teachers encounter is not limited to anxiety alone; emotions such as anger and sadness of teachers are common place (Keller et al., 2014b) and also possible manifestations of teacher stress (Lazarus, 1991). This diversity in emotional responses underscores the possibility that stress, when expressed through different emotions, may vary in terms of duration, frequency, and intensity. Such variations suggest that these emotions might interact differently with various factors examined in this dissertation. For instance, when exploring recovery times from stress, it seems reasonable to hypothesize that recovery periods may differ when stress is expressed as anger or sadness. This differentiation in stress emotions indicates a need for future research to explore and compare various operationalizations of work-related stress. By doing so, it would be possible to determine whether these emotional responses indeed vary in expression, duration, frequency, and intensity, and how these differences might influence their relationship with other factors, including the rate of recovery and mechanisms for stress protection.

### **Integrating physiological measures with psychological measures to capture stress**

While psychological measures of stress offer invaluable insights into the subjective experiences and perceptions of stress, they inherently come with limitations, including biases in self-reporting and the challenges in capturing the daily dynamic and fluctuating nature of stress responses. However, psychological measures of stress, such as surveys and self-report questionnaires, are crucial for understanding the subjective experience of stress. They capture the cognitive and emotional responses individuals have to stressful events, offering direct insights into the perceived severity and impact of stressors. For instance, as was the case in this dissertation, teachers can report on the stress experienced due to workload, student behaviour, and administrative pressures, providing valuable data on the sources and subjective intensity of stress. However, the reliance on self-reporting can be affected by individual differences in stress perception, memory recall biases, and the willingness to report stress accurately (Chan, 2008).

As such, due to these biases in psychological measures, the complex and multifaceted nature of stress, particularly within high-demand professions such as teaching, may require a more comprehensive approach to its measurement and understanding. This has led to calls from researchers, as highlighted by Putwain et al. (2023) and Martin & Marsh (2008, 2009), for the integration of objective physiological measures alongside psychological assessments to provide a more holistic and accurate depiction of stress (Vaessen et al., 2021).

Physiological measures offer a complementary and objective lens through which stress can be observed. These measures can detect changes in the body's autonomic nervous system's responses to stress, providing continuous, real-time data that are not subject to the biases inherent in self-report methods. For example: Heart Rate Variability, (HRV) a measure of the variation in time between heartbeats, is sensitive to emotional and psychological stress, with lower variability indicating higher stress levels (Kim et al., 2018). HRV can be used to track the stress and recovery phases in teachers throughout the school day, offering insights into how different tasks or interactions affect their stress levels. Additionally, skin conductance reflects the sweat gland activity, which increases with stress and arousal (Posada-Quintero, 2020). Monitoring skin conductance can reveal the moments when a teacher experiences heightened stress, such as during classroom management challenges or confrontations with parents or administrators.

In practice, a study could employ wearable devices to continuously monitor teachers' HRV and skin conductivity throughout the school day while also collecting self-reported data on perceived stressors and emotional state. Such a study could identify specific activities or times of day that are particularly stressful, as well as explore individual differences in stress response and recovery. This multidimensional approach allows for the development of targeted interventions to support teachers' well-being, such as stress management programs tailored to the unique demands of teaching. This approach provides a more nuanced understanding of stress, its triggers, and its impacts, which is particularly valuable in high-stress and dynamic professions like teaching. By employing both types of measures, researchers and practitioners can better identify, understand, and address the multifaceted nature of work-related stress.

### **Taking into account specific daily stressors**

In this dissertation, the investigation primarily concentrated on the impacts of existing stress on professional learning, future perspectives, and teachers' resilience against stress, rather than delving deeply into the sources of stress themselves. These sources had already been well-documented in the literature (Hansen & Sullivan, 2003; Kyriacou & Sutcliffe, 1977). By shifting the focus towards understanding the temporal consequences of stress, as it is currently experienced by teachers, the study ventured into examining the broader implications of stress on educational professionals. However, this deliberate choice to not focus extensively on the stress sources, may have limited the results observed in this study. The approach aimed to contribute to a deeper understanding of how stress affects teachers' professional lives and well-being, yet it is acknowledged that also including stress sources could have enriched the study's findings. For instance, as discussed in chapter five, teachers' resilience—their capacity to recover from adversity—may be more closely linked to specific stressors than acknowledged in this research. The chapter further posits that high variability in daily experiences and minimal carryover from one day to the next indicate that teachers' buoyancy is more reactively influenced by changes in situational conditions than by a proactive ability to manage stress. Building on this premise, it is reasonable to infer that a variety of stressors impact teachers' daily stress experiences, with certain stressors proving more challenging to overcome.

Therefore, to enhance our understanding of the dynamics of teachers' resilience in response to stressful incidents, it becomes relevant to identify and examine these specific stressors (e.g., workload, schedule changes, and misbehaving students). One possible approach to achieve this would be through the development of a questionnaire that includes a comprehensive inventory of

the most prevalent stressors within the selected sample. This inventory would enable the quantification of the severity of each stressor. By mapping out these stressors, alongside assessing recovery times and resilience against stressful occurrences, a more nuanced comprehension of the impacts of stress on teachers can be achieved. Through such mapping, understanding of recovery times and resistance to stressful events could be further enhanced.

### **Practical implications**

Based on the insights from the studies discussed, several practical implications can be derived for the teaching profession to help manage teacher stress, enhance professional learning, and prevent possible burnout. These recommendations are directly connected to the finding that stress varies significantly from day to day among teachers and the likelihood that even low levels of daily stress can accumulate if not addressed promptly. Implementing daily stress management interventions can be highly beneficial, given the rapid daily fluctuations of stress. Targeted interventions such as mindfulness exercises, which have been suggested to reduce stress and improve mood in educational settings (Jennings & Greenberg, 2009), could be integrated into the school day. Additionally, physical activities, have proven to alleviate stress (Kauts & Sharma, 2016), like a 10-minute walk or stretching during a mid-morning break.

The research also highlights that teachers' engagement in professional learning can vary significantly from day to day. During a given day, teachers may be more or less receptive for learning activities due to daily demands, scheduling, or energy levels. This means that teachers are likely to have different levels of commitment on a different day. To accommodate these dynamic needs for learning, professional development programs should be more flexible, allowing teachers to engage in learning activities when they feel most receptive and engaged. The concept of micro-learning modules, which can be completed in short bursts during naturally occurring breaks in the school day, aligns with this need by offering just-in-time learning that teachers can apply immediately, reducing the cognitive load and potential stress associated with more extensive training sessions (Opfer & Pedder, 2011). An example could be digital platforms that offer quick-access videos or articles on classroom management techniques or instructional strategies, which teachers can access and use based on daily needs, stress levels, and work demands. Nowadays, many phone applications exist that offer a variety of tailored learning experience for languages. These applications are quick and easy to use, offering guidance and support at the level of the learner. Another benefit of using such an application is the ease of use and accessibility – increasing the likelihood that teachers consult this professional learning tool when the situation calls for it (e.g., the demand is high, but the available time is low).

Finally, considering the daily carry-over of stress, albeit being small, accumulated stress can potentially lead to burnout; therefore, it is crucial to implement long-term strategies that support teachers' wellbeing. Regular wellness checks and access to mental health resources can help in early identification and mitigation of stress (Mansfield et al., 2016). Schools could partner with mental health professionals to provide workshops on resilience and coping mechanisms, and establish a routine of mental health days where teachers can focus on self-improvement without the pressure of classroom responsibilities. Furthermore, resilience training programs can incorporate techniques for recognizing and managing stressors, potentially preventing the chronic stress that leads to burnout. By implementing these practices, schools can help ensure that teachers not only manage their day-to-day stress more effectively but also build resilience against the cumulative effects of stress over time.

### **General conclusion**

This research has delved into the everyday stress experienced by secondary education teachers, exploring its impact on their ongoing learning, ability to handle stress, and their future perspective regarding work. It was discovered that teacher stress fluctuates significantly from day to day, emphasizing the necessity for professional development programs that are both flexible and accessible, capable of adapting to these changes. Furthermore, teachers who demonstrated to be more buoyant—the capacity to ward off or recover quickly from daily challenges—are more adept at managing stress. This buoyancy does not merely help teachers handle stress more effectively; through the possible stress reduction it may also enhance their effectiveness in their roles, which in turn could benefit their students (Klusmann et al., 2016). Additionally, a teacher's perspective of their future at work may play a significant role in their stress management. Teachers who maintain a positive outlook on their future typically experience lower stress levels, indicating that promoting such a positive perspective could be a crucial strategy in efforts to reduce stress.

In conclusion, addressing teacher stress may bolster their buoyancy (daily resilience) and cultivate a positive view of their future. By focusing on these areas, we can assist teachers in not only navigating their daily challenges more effectively, but also in enriching the educational experiences of their students. As such, it is clear that investing in the well-being of teachers is fundamentally an investment in the future of education itself.