

Original Article

Work System Design and Self-Disclosure of Public Elementary School Teachers

Roan Mea Anajao ¹, Josephine Baguio ^{1,*}

Received: 02 May 2026; Revised: 26 May 2026;
Accepted: 03 June 2026; Published: 06 June 2026

DOI: <https://doi.org/10.66074/ACC66J88K7>

Abstract

This study examined the influence of work system design on the self-disclosure of public elementary school teachers in Cateel 2 District, Division of Davao Oriental. Guided by social cognitive theory and job characteristics theory, it assessed work system design through task characteristics, knowledge characteristics, and work context, and assessed self-disclosure through openness to feedback and perceptiveness. A quantitative descriptive-correlational design was used with 201 teachers selected through simple random sampling from a population of 305 public elementary school teachers during the 2025-2026 school year. Data were collected through adapted survey instruments validated by experts and pilot tested with 30 teachers. Descriptive statistics, Pearson product-moment correlation, and multiple linear regression were used for analysis. Results showed high levels of work system design ($M = 3.85$, $SD = 0.63$) and self-disclosure ($M = 3.99$, $SD = 0.61$). Work system design had a very high positive relationship with self-disclosure ($r = 0.87$, $R^2 = 0.76$, $p = 0.000$). Regression results showed that task characteristics, knowledge characteristics, and work context significantly influenced self-disclosure, with knowledge characteristics as the strongest predictor. The findings emphasize the value of cognitively rich, supportive, and well-structured teaching roles in strengthening teachers' professional openness and interpersonal responsiveness.

¹ Graduate School,
Rizal Memorial
Colleges, Inc., Davao,
Philippines
* josephinebbaguio@
outlook.com

1. Introduction

Teacher work has become more complex as schools require educators to perform instructional, relational, administrative, and community-facing roles at the same time. In this context, the quality of the work system is not a peripheral concern. It shapes how teachers decide, coordinate, communicate, and respond to the people around them. Work design research explains that the way a job is organized can strengthen or weaken autonomy, feedback, task variety, information use, and social support, all of which have consequences for well-being and performance (Morgeson & Humphrey, 2006; Parker & Grote, 2022). Recent work design models likewise place autonomy, mastery, relational support, and tolerable demands at the center of humane and effective work (Parker & Knight, 2024). For schools, these principles are especially important because teaching relies on both technical competence and high-quality human interaction.

Work system design in this study refers to the structure and organization of teachers' work through task characteristics, knowledge characteristics, and work context. Task characteristics involve the autonomy, variety, and decision latitude embedded in the teaching role. Knowledge characteristics concern the cognitive demands of instruction, including problem-solving, information processing, and the use of specialized professional knowledge. Work context refers to the environmental and structural conditions in which teachers perform their duties, including safety, resources, comfort, and physical support. These domains are consistent with the broader work design literature, which treats jobs as systems of task, knowledge, social, and contextual demands rather than as isolated duties (Morgeson & Humphrey, 2006; Parker & Grote, 2022). In educational workplaces, evidence indicates that task, social, and contextual work characteristics contribute to sustainable well-being and performance among school workers (Pérez-Nebra et al., 2022).

Teacher well-being and professional functioning are also linked to the quality of the work environment. Systematic reviews show that social relationships, contextual supports, and job-related factors hold an important place in teacher well-being (Hascher & Waber, 2021; Nwoko et al., 2023). More recent evidence further shows that teacher well-being relates to desirable outcomes such as retention, teacher-student relationships, and student outcomes, although causal evidence remains limited (Dreer, 2023). A meta-analysis of teacher well-being found that job competencies, workplace climate, work-life balance, and meaningful work are key correlates of well-being (Zhou et al., 2024). These findings support the premise that work systems must be examined not only for productivity, but also for the way they shape teachers' professional behavior, motivation, and relational capacity.

Self-disclosure is commonly defined as the appropriate sharing of thoughts, feelings, experiences, or perspectives within a relational context. In teaching, it has been studied largely through teacher-student interaction, classroom climate, immediacy, and communication outcomes (Cayanus & Martin, 2008; Qin, 2022).

Studies on teacher self-disclosure report that appropriate disclosure can support engagement, willingness to communicate, and classroom connection when it remains relevant, purposeful, and professionally bounded (Liu & Zhu, 2021; Pakirathan et al., 2023). In the present study, self-disclosure is used in the professional and operational sense specified by the instrument: teachers' openness to feedback and perceptiveness. This means that self-disclosure is not treated as unrestricted personal revelation, but as a work-related capacity to receive input, express ideas, read social cues, and respond with professional awareness.

Openness to feedback is a key dimension of professional self-disclosure because it requires teachers to make their practice available for review and improvement. Feedback research in education shows that feedback is most useful when it is clear, credible, timely, and connected to learning or performance improvement (Wisniewski et al., 2020). Among teachers, feedback frequency has been linked with professional development, teaching confidence, and self-efficacy (Krasniqi & Ismajli, 2025). Peer feedback can also support teacher competence when the school context provides the trust, time, and structure needed for it to take effect (García & Hortigüela Alcalá, 2024). Openness to feedback therefore depends on more than individual willingness. It also requires a school work system where feedback is not punitive, fragmented, or unclear.

Perceptiveness, the second operational dimension of self-disclosure in this study, refers to teachers' capacity to notice, interpret, and respond to messages and situations within the work environment. This capacity is closely related to psychological safety because teachers must feel safe enough to speak, ask, disclose concern, and accept correction. Psychological safety research shows that interpersonal risk becomes lower when organizational members experience trust, respect, and voice-friendly leadership (Edmondson & Bransby, 2023). In schools, a work context marked by collegial support and clear structures may encourage teachers to interpret others' feedback with less defensiveness and to respond to relational cues with more accuracy. This is why work system design may be a relevant antecedent of self-disclosure as measured in this study.

The theoretical foundation of the study integrates social cognitive theory and job characteristics theory. Social cognitive theory explains behavior as the product of interaction among personal factors, behavior, and environment (Bandura, 1986). Applied to teachers, this means that openness to feedback and perceptiveness can be strengthened or constrained by the professional environment. Job characteristics theory explains how features such as skill variety, task identity, task significance, autonomy, and feedback influence motivation and work outcomes (Hackman & Oldham, 1976). Together, these theories support the assumption that teachers who work in supportive, cognitively rich, and well-structured environments are more likely to show professional openness and relational responsiveness.

Despite the value of work design and self-disclosure in teacher development, their relationship has received limited attention in local public elementary school settings. The Cateel 2 District context is important because teachers in geographically

specific districts may face school conditions, resource constraints, and professional support patterns that differ from larger urban systems. A localized analysis can provide evidence for school heads and education leaders who need practical strategies for role design, feedback systems, and teacher development. Accordingly, this study examined the level of work system design, the level of self-disclosure, the relationship between the two variables, and the domains of work system design that significantly influence self-disclosure among public elementary school teachers.

2. Methodology

The study used a quantitative descriptive-correlational research design to examine the relationship between work system design and self-disclosure among public elementary school teachers in Cateel 2 District, Division of Davao Oriental, during the 2025-2026 school year. The design was appropriate because the study measured existing conditions without manipulation and analyzed whether statistically significant associations existed between the variables. The independent variable was work system design, operationalized through task characteristics, knowledge characteristics, and work context. The dependent variable was self-disclosure, operationalized through openness to feedback and perceptiveness. The design was limited to association and prediction; it did not establish experimental causality.

The respondents were 201 public elementary school teachers selected from a total population of 305 teachers. The sample size was computed through Slovin's formula using a 0.05 margin of error. Simple random sampling was used so that each qualified teacher had an equal chance of selection. Eligible respondents were active elementary-level classroom teachers in public schools in Cateel 2 District during the 2025-2026 school year and had at least three years of continuous teaching experience. Teachers in non-teaching or administrative positions, teachers with fewer than three years of teaching experience, teachers on extended leave, and teachers under administrative investigation were excluded to preserve consistency in the professional experience represented in the data.

Data were collected through an adapted survey questionnaire composed of two sections. The first section measured work system design across task characteristics, knowledge characteristics, and work context. The second section measured self-disclosure through openness to feedback and perceptiveness. The questionnaire used a 5-point Likert scale from 5 for Strongly Agree to 1 for Strongly Disagree. Mean scores were interpreted as Very High for 4.20-5.00, High for 3.40-4.19, Moderate for 2.60-3.39, Low for 1.80-2.59, and Very Low for 1.00-1.79. The instrument structure was aligned with established work design constructs that emphasize task, knowledge, and contextual features of work (Morgeson & Humphrey, 2006) and with teacher communication literature that treats appropriate disclosure as a purposeful and relationally bounded professional behavior (Cayanus & Martin, 2008; Qin, 2022).

The adapted instrument was reviewed by experts in education, organizational psychology, and research methodology to evaluate item clarity, relevance, and

alignment with the study variables. A pilot test was conducted with 30 public elementary school teachers to assess item clarity, questionnaire flow, and internal consistency. The work system design scale produced a Cronbach's alpha of .944 across 29 items, while the self-disclosure scale produced a Cronbach's alpha of .859 across 15 items. These values were treated as evidence of acceptable to high internal consistency for the full data collection. After approval from the appropriate institutional and school authorities, the researcher coordinated with school administrators, distributed the questionnaires to selected respondents, and retrieved completed forms for checking, coding, and analysis.

Ethical procedures were observed throughout the study. Participation was voluntary, and respondents were informed of the purpose, scope, and procedures before they completed the questionnaire. They were also informed that they could refuse or withdraw without penalty or professional consequence. The researcher protected confidentiality by avoiding personally identifying information in the data set and by treating responses in aggregate form. The completed responses were checked for completeness and entered into statistical software. Mean and standard deviation were used to describe the levels of work system design and self-disclosure. Pearson product-moment correlation was used to test the relationship between the variables, and multiple linear regression was used to identify which domains of work system design significantly influenced self-disclosure. The level of significance was set at 0.05.

3. Results

Table 1 presents the summary of the level of work system design. The results show that the overall level of work system design was high ($M = 3.85$, $SD = 0.63$). All domains were also rated high, with task characteristics ($M = 3.85$, $SD = 0.63$), knowledge characteristics ($M = 3.85$, $SD = 0.64$), and work context ($M = 3.84$, $SD = 0.62$) showing very similar mean scores. This indicates that respondents perceived the different aspects of work system design at a consistently high level.

Table 1. Summary of the level of work system design.

Domain	SD	Mean	Descriptive Level
Task Characteristics	0.63	3.85	High
Knowledge Characteristics	0.64	3.85	High
Work Context	0.62	3.84	High
Overall	0.63	3.85	High

Table 2 presents the summary of the level of self-disclosure. The overall level of self-disclosure was high ($M = 3.99$, $SD = 0.61$). Among the domains, perceptiveness obtained the highest mean score ($M = 4.00$, $SD = 0.62$), followed by openness to feedback ($M = 3.97$, $SD = 0.62$). These findings show that respondents demonstrated

a high level of self-disclosure in terms of both perceptiveness and openness to feedback.

Table 2. Summary of the level of self-disclosure.

Domain	SD	Mean	Descriptive Level
Openness to Feedback	0.62	3.97	High
Perceptiveness	0.62	4.00	High
Overall	0.61	3.99	High

Table 3 presents the correlation results between work system design and self-disclosure. The result shows a strong positive and statistically significant relationship between work system design and self-disclosure, $r = .87$, $p < .001$. This means that higher levels of work system design were associated with higher levels of self-disclosure.

Table 3. Correlation results.

Variables	r	p-value
Work System Design	0.87	0.000
Self-Disclosure		

Table 4 presents the regression results on the predictors of self-disclosure. The regression model was statistically significant, $F = 115.720$, $p < .001$, with $R = .890$, $R^2 = .792$, adjusted $R^2 = .787$, and a standard error of the estimate of 0.28265. This indicates that the model explained 79.2% of the variance in self-disclosure. Among the predictors, knowledge characteristics had the highest standardized beta coefficient, $B = 0.600$, $SE = 0.560$, $\beta = .520$, $t = 4.350$, $p < .001$, followed by work context, $B = 0.580$, $SE = 0.530$, $\beta = .500$, $t = 4.150$, $p < .001$, and task characteristics, $B = 0.550$, $SE = 0.510$, $\beta = .480$, $t = 4.000$, $p < .001$. These results show that all three domains of work system design significantly and positively predicted self-disclosure.

Table 4. Regression results.

Predictor	B	SE	Beta	t	p-value
Constant	1.680	0.480		3.500	0.001
Task Characteristics	0.550	0.510	0.480	4.000	0.000
Knowledge Characteristics	0.600	0.560	0.520	4.350	0.000
Work Context	0.580	0.530	0.500	4.150	0.000

Note: Model fit values: $R = .890$, $R^2 = .792$, adjusted $R^2 = .787$, standard error of the estimate = .28265, $F = 115.720$, $p = .000$. B = unstandardized coefficient. SE = standard error. p-values are retained as reported.

4. Discussion

The results show that teachers rated their work system design as high across task characteristics, knowledge characteristics, and work context. This pattern is theoretically coherent with job characteristics theory, which argues that autonomy, skill variety, task identity, task significance, and feedback shape meaningfulness, responsibility, and knowledge of results (Hackman & Oldham, 1976). It also aligns with the Work Design Questionnaire tradition, where task, knowledge, social, and contextual characteristics jointly define the nature of work rather than separate job fragments (Morgeson & Humphrey, 2006). In practical terms, the high ratings suggest that the respondents generally experienced a work structure that allowed decision latitude, information use, and acceptable environmental support. This matters because contemporary work design research emphasizes that autonomy, feedback, cognitive challenge, and tolerable demands can protect well-being and sustain performance, especially in occupations with high interpersonal demands (Parker & Grote, 2022; Parker & Knight, 2024).

Among the work system design domains, task characteristics and knowledge characteristics had equal overall means, while work context was only slightly lower. This result gives a balanced picture of the work environment. Teachers did not report high work design solely because their classrooms were physically adequate or because tasks were routine and familiar. Rather, the results show a combination of autonomy, task choice, information demands, problem-solving, creativity, specialized responsibilities, safety, and physical support. Studies of educational workers have shown that task, social, and contextual characteristics contribute to sustainable well-being and productive work patterns (Pérez-Nebra et al., 2022). The present findings extend that logic to the local elementary school setting by showing that work system design can be measured as a multi-domain construct with consistently high ratings across the instructional, cognitive, and environmental aspects of the teaching role.

The high level of self-disclosure, with perceptiveness rated slightly higher than openness to feedback, indicates that teachers saw themselves as receptive, communicative, and able to read workplace situations. Because the study operationalized self-disclosure through feedback openness and perceptiveness, the result should not be read as excessive personal disclosure. Rather, it reflects professional openness, willingness to receive input, and sensitivity to communication cues. This interpretation is consistent with teacher self-disclosure research, which emphasizes the value of relevant and bounded disclosure for classroom climate, immediacy, and engagement (Cayanus & Martin, 2008; Qin, 2022). It also fits recent evidence that teacher self-disclosure can support willingness to communicate and engagement when it is purposeful and contextually appropriate (Liu & Zhu, 2021; Pakirathan et al., 2023).

The very high correlation between work system design and self-disclosure is the central result of the study. Work system design explained 76% of the variance in self-disclosure based on the reported coefficient of determination. Although the cross-

sectional design prevents causal claims, the magnitude of the association indicates that teachers' openness and perceptiveness are closely tied to how they experience the structure of their work. This is consistent with social cognitive theory because teacher behavior is shaped by continuous interaction between personal factors and the work environment (Bandura, 1986). It also resonates with evidence that teacher well-being and professional outcomes depend on social relationships, contextual factors, job-related demands, and job resources (Dreer, 2023; Hascher & Waber, 2021; Nwoko et al., 2023). When work provides autonomy, clear feedback, intellectual challenge, and environmental support, teachers may be more willing to disclose professional needs, accept correction, and respond to interpersonal cues.

The regression analysis showed that all three domains of work system design significantly influenced self-disclosure. Knowledge characteristics had the strongest standardized coefficient, followed by work context and task characteristics. This order is meaningful for teaching because public elementary school teachers constantly interpret learner needs, curriculum demands, assessment data, parent concerns, and institutional expectations. Knowledge-rich work may increase teachers' confidence to explain decisions, ask for help, accept feedback, and perceive subtle social cues. Zhou et al. (2024) found that job competencies and meaningful work are among the key positive factors associated with teacher well-being, while Parker and Knight (2024) placed stimulating and mastery work characteristics within a higher order model of positive work design. The current result supports the idea that cognitive richness in the teaching role is not only a technical requirement but also a relational resource.

Task characteristics remained a significant predictor, which confirms that decision latitude and task autonomy are still important to professional openness. Autonomy-supportive education literature has long argued that teachers need some degree of flexibility to adapt instruction, justify choices, and respond to learner differences (Reeve & Cheon, 2021). When teachers can choose methods, plan their work, and exercise professional judgment, they may be more inclined to take ownership of both successful and difficult experiences. This ownership can make feedback less threatening because the teacher is positioned as an active professional rather than a passive recipient of directives. At the same time, task autonomy must be paired with clear feedback and role support. Without feedback, autonomy can become ambiguity; without autonomy, feedback can become compliance pressure.

Work context was also a significant predictor, showing that environmental and physical conditions remain part of teachers' communicative functioning. Comfortable, safe, clean, and adequately supported workspaces can reduce unnecessary strain and help teachers focus on professional interaction. Teacher well-being reviews have repeatedly identified contextual and relational factors as central to teacher functioning (Hascher & Waber, 2021; Nwoko et al., 2023). Psychological safety research further explains why environment matters for self-disclosure: employees speak, ask, and admit concerns more readily when interpersonal risk is low and the workplace supports trust and respect (Edmondson & Bransby, 2023). In schools, this means that self-

disclosure is strengthened not only through communication seminars but also through everyday conditions that make professional dialogue feel safe, useful, and legitimate.

The findings have practical implications for school leaders. First, work system design should be approached as a teacher development strategy, not only as a staffing or scheduling concern. Regular job analysis can help identify which tasks provide meaning, which duties create overload, and which forms of feedback support growth. Second, professional development should strengthen knowledge characteristics by giving teachers access to updated pedagogical content, problem-solving communities, and knowledge-sharing platforms. Third, feedback systems should become developmental rather than merely evaluative. Evidence on feedback in education shows that feedback has strong potential when it is informative and clearly connected to improvement (Wisniewski et al., 2020), and teacher-focused studies show that regular feedback can support professional development and self-efficacy (Krasniqi & Ismajli, 2025).

The study also has limitations. The use of self-report questionnaires may have inflated associations because the same respondents provided data on both independent and dependent variables at one time point. The descriptive-correlational design also limits causal interpretation, even though the regression model identified significant predictors. The sample was confined to public elementary school teachers in Cateel 2 District, which strengthens local relevance but limits generalization to other districts, secondary schools, private schools, or regions with different work conditions. Future studies may use longitudinal designs, include supervisor or peer ratings, conduct qualitative interviews, or test interventions that improve specific work design domains. Such approaches would help determine whether changes in knowledge characteristics, task autonomy, and work context produce measurable improvements in teacher self-disclosure over time.

5. Conclusion

The study concludes that public elementary school teachers in Cateel 2 District reported high levels of work system design and self-disclosure. Work system design had a very high and statistically significant positive relationship with self-disclosure, and all three domains of work system design significantly influenced self-disclosure. Knowledge characteristics emerged as the strongest predictor, followed by work context and task characteristics. These findings indicate that teachers' professional openness, receptiveness to feedback, and perceptiveness are closely related to the cognitive richness, structural support, and environmental quality of their work. School leaders may strengthen these outcomes by designing teaching roles that protect autonomy, provide meaningful cognitive challenge, offer constructive feedback, and maintain safe and supportive workplaces. The study adds local evidence that teacher self-disclosure is not only a personal communication trait but also a work-related outcome shaped by the organization of teaching itself.

Acknowledgment

Sincere appreciation is given to all peer reviewers for their valuable comments and suggestions, which helped the author to improve the quality of the manuscript.

Conflict of Interest Statement

The authors declare no conflict of interest.

References

- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.
- Cayanus, J. L., & Martin, M. M. (2008). Teacher self-disclosure: Amount, relevance, and negativity. *Communication Quarterly*, 56(3), 325-341. <https://doi.org/10.1080/01463370802241492>
- Dreer, B. (2023). On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, 14, Article 1205179. <https://doi.org/10.3389/fpsyg.2023.1205179>
- Edmondson, A. C., & Bransby, D. P. (2023). Psychological safety comes of age: Observed themes in an established literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 55-78. <https://doi.org/10.1146/annurev-orgpsych-120920-055217>
- García, E. C., & Hortigüela Alcalá, D. (2024). Peer feedback for teaching professional development: Conditions for it to take effect. *Cogent Education*, 11(1), Article 2391577. <https://doi.org/10.1080/2331186X.2024.2391577>
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000-2019. *Educational Research Review*, 34, Article 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
- Krasniqi, D., & Ismajli, H. (2025). The role of feedback frequency on teachers' professional development and self-efficacy. *Educational Process: International Journal*, 15, Article e2025102. <https://doi.org/10.22521/edupij.2025.15.102>
- Liu, X., & Zhu, L. (2021). The role of EFL teachers' self-disclosure as predictors of student's willingness to communicate and their engagement. *Frontiers in Psychology*, 12, Article 748744. <https://doi.org/10.3389/fpsyg.2021.748744>
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321-1339. <https://doi.org/10.1037/0021-9010.91.6.1321>
-

- Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). A systematic review of the factors that influence teachers' occupational wellbeing. *International Journal of Environmental Research and Public Health*, 20(12), Article 6070. <https://doi.org/10.3390/ijerph20126070>
- Pakimnathan, P. G. S., Suppiah, S. M., & Kepol, N. (2023). Teacher self-disclosure as essential factor for instructional strategy and content building in ESL writing classroom. *Asian Journal of University Education*, 19(3), 519-531. <https://doi.org/10.24191/ajue.v19i3.23413>
- Parker, S. K., & Grote, G. (2022). Automation, algorithms, and beyond: Why work design matters more than ever in a digital world. *Applied Psychology*, 71(4), 1171-1204. <https://doi.org/10.1111/apps.12241>
- Parker, S. K., & Knight, C. (2024). The SMART model of work design: A higher order structure to help see the wood from the trees. *Human Resource Management*, 63(2), 265-291. <https://doi.org/10.1002/hrm.22200>
- Pérez-Nebra, A. R., Viana, B. S., Lira, E., Martín-Hernandez, P., Gracia-Pérez, M. L., & Gil-Lacruz, M. (2022). The work design contribution to educational workers' sustainable wellbeing and performance patterns. *Frontiers in Psychology*, 13, Article 1020942. <https://doi.org/10.3389/fpsyg.2022.1020942>
- Qin, J. (2022). A theoretical review on the role of English as a foreign language teachers' self-disclosure in shaping classroom climate and immediacy. *Frontiers in Psychology*, 13, Article 945046. <https://doi.org/10.3389/fpsyg.2022.945046>
- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist*, 56(1), 54-77. <https://doi.org/10.1080/00461520.2020.1862657>
- Torres, R., Alipio, M., & Sudaria, R. E. (2021). Organizational, teacher, and administrative determinants of quality improvement implementation during COVID-19 pandemic: Insights from a higher education institution in Iligan City, Philippines. *IMCC Journal of Science*, 1(Special), 1-14. https://myjournal.imcc.edu.ph/publication/volume-1-special-issue-2021/1_torres-et-al-2021/
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Psychology*, 10, Article 3087. <https://doi.org/10.3389/fpsyg.2019.03087>
- Zhou, S., Slemp, G. R., & Vella-Brodrick, D. A. (2024). Factors associated with teacher wellbeing: A meta-analysis. *Educational Psychology Review*, 36, Article 63. <https://doi.org/10.1007/s10648-024-09886-x>
-

Author Contributions: Anajao, R.M., Baguio, J.; Study design, method conception, data collection, data analysis and manuscript writing