

# Work stress and its relationship with self-perception of health and job satisfaction, in teachers of an Educational Unit of Ibarra – Imbabura, 2025

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## ABSTRACT

**Introduction:** Teaching is a profession characterized by high occupational demands that frequently lead to elevated levels of work-related stress, negatively affecting job satisfaction and teachers' self-perception of health. These effects are particularly relevant in basic and secondary education, where teachers play a central role in students' academic and personal development.

**Objective:** To analyze the relationship between work stress, self-perceived health, and job satisfaction among teachers from a public educational institution in Ibarra, Imbabura, Ecuador.

**Methods:** A descriptive, non-experimental, quantitative, cross-sectional correlational study was conducted with a sample of 65 teachers. Data were collected using the Perceived Stress Scale (PSS-10), the World Health Organization Well-Being Index (WHO-5), and the General Job Satisfaction Scale (NTP 394). Descriptive statistics and Spearman's correlation analyses were performed using SPSS version 26.0.

**Results:** High levels of perceived stress were observed in 55.4% of participants, while 67.7% reported moderate job satisfaction and 61.5% showed high self-perceived health. A strong negative correlation was found between work stress and job satisfaction ( $\rho = -0.696$ ;  $p < 0.001$ ), as well as between work stress and health self-perception ( $\rho = -0.585$ ;  $p < 0.001$ ). In contrast, a moderate positive correlation was identified between job satisfaction and health self-perception ( $\rho = 0.414$ ;  $p = 0.001$ ).

**Conclusions:** The findings confirm that work stress is significantly associated with lower job satisfaction and poorer self-perception of health among teachers. These results highlight the need for institutional strategies aimed at preventing occupational stress and promoting healthy work environments to improve teacher well-being and educational quality.

**Keywords:** *Work stress; self-perception of health; job satisfaction; teachers; occupational health*

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## INTRODUCTION

The teaching profession is characterized by a pervasive sense of stress on a global scale. This condition can manifest in a decline in job satisfaction, the development of burnout, and suboptimal job performance. Stress is a normal response to disturbing or threatening events. However, it becomes pathological when it is chronic, leading to inadequate daily functioning and emotional balance. This, in turn, is a factor in developing different physical and mental illnesses (Agyapong et al., 2022). Furthermore, within the academic sphere, educators assume a pivotal role in facilitating their students' attainment of the anticipated learning outcomes, which are aligned with the level of education and education policy (Tai et al., 2019).

Job satisfaction has been demonstrated to exert a significant influence on workers, with studies indicating that it can exert positive or negative effects (Gallardo Valdivia, 2022). A study conducted by the European Agency for Safety and Health at Work (EU OSHA) revealed that a significant proportion of sick leave in Europe is attributable to work-related stress, with more than 50% of cases falling into this category (Juárez Vera & Coayla Agreda, 2023). Job satisfaction has been linked to emotional intelligence. That is to say, employees who possess high emotional capacities and high levels of emotional, interpersonal, and intrapersonal intelligence tend to experience greater job satisfaction (Valero et al., 2023).

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Job satisfaction has been demonstrated to play a pivotal role in the development of stress in teachers. A body of research has indicated that low levels of job satisfaction can have deleterious effects on interpersonal relationships and can serve as a catalyst for heightened stress levels. This phenomenon is also associated with diminished productivity, increased absenteeism, and staff turnover (Castañeda-Santillán et al., 2022).

Job satisfaction is a critical factor in employee performance and health perception. Research has shown that employees who are satisfied with their jobs tend to be more productive (Suárez & Preciado, 2024).

The practice of teaching in educational units is confronted with mounting challenges in the context of ongoing educational reforms and mounting societal, parental, and student expectations. Teachers play a pivotal role in the educational landscape, and their physical and mental well-being exerts a direct influence on their professional efficacy and the quality of education for their students. This is particularly salient for students in basic education and high school, who are undergoing a period of significant personal development and identity formation. Consequently, any disruption to the teacher's physical or mental health can have a substantial impact on their ability to effectively fulfill their professional duties and on the educational outcomes of their students. A multitude of studies have indicated that work stress exerts a variety of deleterious effects on health, giving rise to a range of psychological, physiological, and behavioral responses. These responses can manifest in the form of physical, mental, and social fatigue, as well as unpleasant negative emotions (Liao et al., 2023).

A substantial body of research has documented the impact of occupational risks on the health and job satisfaction of teachers. In this context, the ILO has asserted that employers in the educational sector, at both the public and private levels, bear the responsibility of ensuring that their employees engage in their professional activities while mitigating or avoiding the impact of stressors and occupational hazards (Trillo Sanguinet et al., 2023).

The examination of work stress is imperative for educators, as numerous factors contribute to its development. A substantial increase in this condition has been documented in recent studies, which indicate that between 25% and 30% of teachers encounter mental health challenges, including stress, anxiety, and depression (Franco & Arévalo, 2025).

A study conducted in Ethiopia demonstrated that job dissatisfaction and health perception were significant and independent predictors of the incidence of work stress in teachers (Tesfaye et al., 2023). A study conducted in Mexico revealed that 88% of the population under investigation, which included basic education teachers in the public sector, reported experiencing pressures associated with work stress. Of these respondents, 54% reported moderate to severe levels of pressure (Rodríguez et al., 2007).

A study conducted in various provinces of Ecuador revealed that 72% of the surveyed population exhibited elevated levels of stress, attributable to work overload and curricular pressures. Furthermore, the study assessed job satisfaction, finding it to be suboptimal in 63% of cases (Carrera et al., 2024). In Imbabura, a notable correlation has been observed between teachers' mental health, stress levels, and job satisfaction. This correlation is underscored by the prevalence of work-related stress, with 10.9% of teachers experiencing chronic stress (Franco & Arévalo, 2025).

In view of this situation, it is evident that there is a need to study work stress and how it is related to the perception of health and job satisfaction of teachers, especially in basic education and high school. The objective of this study is to analyze the correlation between these variables. The objective of this study is to underscore the significance of hygiene and occupational health in the context of the educational environment. The central aim is to enhance public policies that guarantee an optimal work environment. This, in turn, will contribute to the enhancement of educational standards.

## MATERIALS AND METHODS

A descriptive, non-experimental, quantitative, and cross-sectional correlational study was conducted. A total of 65 teachers from a public educational institution participated in the study. The participants included teachers at the initial, basic, high school, and administrative levels. Inclusion criteria were applied to all teachers in active practice in the institution. In addition to these teachers, those who agreed to participate voluntarily and completed the data collection instruments in full were included in the study. Exclusion criteria included teachers on medical leave and those with a history of clinical diagnoses of mental illnesses that may interfere with the assessment of work stress or self-perception of health.

The ethical principles outlined in the Declaration of Helsinki were adhered to, with particular emphasis on the principles of informed consent. The instruments selected for this research were applied, which were:

The Perceived Stress Scale short version in Spanish (PSS-10) was developed by Remor (2006) from the original PSS-14 version by Cohen, Kamarck, and Mermelstein (1983). According to the findings of Chen et al. (2020), Cronbach's alpha ranges from 0.78 to 0.91. The following measures are intended to assess subjective perceptions of stress over the past month (Baik et al., 2019). The scale consists of 10 items, with a 5-point Likert-type response scale ranging from 0, representing "never," to 4, representing "very often." Items 4, 5, 7, and 8 are graded inversely, and consequently, they are recorded (0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0) as they are expressed in a positive manner. The total score is obtained by adding the responses, with a range of 0 to 40 points, where a higher score indicates a higher level of perceived stress (Cozzo & Reich, 2016). There are no universally accepted cut-off points, but suggested ranges can be used: According to the

findings of Drachev et al. (2020), the range of stress levels is from 0 to 13, classified as low stress; from 14 to 26, classified as moderate stress; and from 27 to 40, classified as high stress.

The World Health Organization's Health Perception Index (WHO5) is a metric used to assess subjective health perceptions in clinical and research contexts. It encompasses a range of applications, including population-based health and occupational surveys. The index is instrumental in the development of health surveillance systems for workers. (Ministry of Labor, Employment and Social Security, 2020). According to the findings of Sischka et al. (2020), the Cronbach's alpha value ranges from 0.83 to 0.93. The scale under consideration is composed of five items that assess positive aspects of the emotional state during the previous two weeks. These aspects include feeling upbeat, calm, active, or interested in things. Each item is addressed using a 6-point Likert scale, ranging from 0 = "At no time" to 5 = "All the time." The score obtained is calculated by first multiplying the value between 0 (absence of well-being) and 25 (maximum health perception) by 4. This results in a percentage ranging from 0 to 100, where values less than 50 represent low subjective health perception (Ministry of Labor, Employment and Social Security, 2020).

The NTP 394 General Job Satisfaction Scale, developed by Warr, Cook, and Wall (1979), is a tool designed to assess the general job satisfaction of participants. It has a Cronbach's alpha of 0.85, as reported by Pérez and Fidalgo (1996). The scale under consideration comprises 15 items, each with a Likert-type response format ranging from 1 to 7 points. At the 1-point scale, the value 1 represents "very dissatisfied," while 7 represents "very satisfied." The total score on this scale ranges from 15 to 105 points, with higher scores indicating a higher level of job satisfaction. Furthermore, the evaluation encompasses three distinct dimensions, namely: General satisfaction is comprised of two factors: intrinsic (e.g., recognition for work, responsibility, promotion, aspects related to the content of the task) and extrinsic (e.g., satisfaction with aspects related to the organization of work, such as schedule, remuneration, physical conditions of work). The intrinsic factor is further subdivided into seven items: 2, 4, 6, 8, 10, 12, and 14. The extrinsic factor is also subdivided into eight items: 1, 3, 5, 7, 9, 11, 13, and 15.

The Technical Note on Prevention 394 of the National Institute of Safety and Health at Work (INSST, 1996) was utilized to categorize the levels of job satisfaction. Given that NTP 394 does not establish normative cut-off points, the criterion used in various empirical studies that apply the division of the total range into equal thirds was adopted (Peiró & Meliá, 1999; Boluarte, 2014; Zambrano & Alvarez, 2019).

In this way, satisfaction levels are grouped as follows:

**Table 1:** Satisfaction levels based on total score NTP 394

Level of satisfaction	Total Score Range
Low satisfaction	15 – 45
Average satisfaction	46 – 75
High satisfaction	76 – 105

**Note.** Values based on the Peiró & Meliá study (1999). Source: Own elaboration.

This criterion is predicated on the theoretical distribution of the instrument, thus enabling the satisfaction continuum to be segmented into three equivalent intervals of 30 points. Likewise, qualitative interpretations are predicated on Herzberg's (1959) bifactorial theory, which differentiates between intrinsic (motivating) and extrinsic (hygienic) factors. Thus, low scores on the intrinsic subscale reflect low internal motivation, while low scores on the extrinsic subscale indicate dissatisfaction with external working conditions.

Accordingly, the findings of the present study were categorized in accordance with the ranges. It is noteworthy that values ranging from 15 to 45 signify low satisfaction, those falling between 46 and 75 are indicative of moderate or medium satisfaction, and levels above 75 represent high job satisfaction.

The collected data were processed using SPSS version 26.0. Descriptive analyses, incorporating frequencies and percentages, were employed to characterize the population studied in terms of sociodemographic factors. A series of normality tests and correlational analyses were conducted to ascertain the relationships between the variables.

## RESULTS

### Sociodemographic Characteristics

The population of this study was composed of 65 predominantly female teachers (78.5%), while the male population constituted 21.5% of the total. With respect to age, the predominant range was from 36 to 45 years (38.5%), followed by 46 to 55 years (29.20%). With respect to the teachers' academic training, the data reveal that 73.8% obtained a third-level qualification, while a mere 26.2% attained a fourth-level qualification. In terms of their professional experience, it is noteworthy that 67.7% have accumulated more than 10 years of teaching experience. With regard to the specific field in which they are employed, it is interesting to note that 46.20% are engaged in basic education (Table 2).

**Table 2:** Sociodemographic characteristics

Gender	N	%
Female	51	78,50%
Male	14	21,50%
Age	N	%
25 to 35 years old	12	18,50%
36 to 45 years old	25	38,50%
46 to 55 years old	19	29,20%
Over 55 years old	9	13,80%
Academic background	N	%
Third Level	48	73,80%

Fourth level	17	26,20%
<b>Professional experience</b>	<b>N</b>	<b>%</b>
1 to 5 years	3	4,60%
5 to 10 years	18	27,70%
10 to 15 years	23	35,40%
More than 15 years	21	32,30%
<b>Work area where he works</b>	<b>N</b>	<b>%</b>
Early education	13	20,00%
Basic education	30	46,20%
High school	13	20,00%
Administrative	9	13,80%

training, professional experience, and the level of education they teach.

#### Descriptive Statistics of Work Stress (PSS-10), Health Self-Perception (WHO-5), and Job Satisfaction (NTP-394)

The level of perceived stress (PSS-10) showed a mean of 23.38 8.53 (1.06; 21.27–25.50; min-max: 5-34; CV36, 46%). Health perception (WHO-5) showed a mean of 61.23 20.09(2.49; 56.25–66.21; min-max: 32-100; CV32, 80%). Regarding job satisfaction (TPN 394), a mean of 68.63 was found 13.41 (1.66; 65.30–71.96; min-max: 36-92; CV 19.55%) (Table 3). ± ± ±

**Note.** Sociodemographic distribution of participating teachers (n = 65), including gender, age, level of academic

**Table 3:** Descriptive statistics of the scores obtained on the PSS-10, WHO-5 and NTP 394 scales (N = 65).

Instrument	N	Min	Max	Stocking	OF	USA	CI95% of the average	CV %
PSS-10	65	5	34	23,38	8,53	1,06	21,27–25,50	36,46
WHO-5	65	32	100	61,23	20,09	2,49	56,25–66,21	32,80
NTP 394	65	36	92	68,63	13,41	1,66	65,30–71,96	19,55

**Note.** The table shows the descriptive statistics (minimum, maximum, mean, standard deviation, Standard Error and CV% = (SD / Mean) × 100) of the scores obtained in the PSS-10 (perceived stress), WHO-5 (self-perception of health) and NTP 394 (job satisfaction) instruments. These data were applied to 65 teachers

#### Descriptive statistics of the subscales of the evaluation of job satisfaction (NTP-394).

The intrinsic factor of job satisfaction (TPN 394) was found to be a mean of 32.05 (SD= 7.08; min-max: 16-43);

The extrinsic factor was a mean of 36.58 (SD= 8.03; min-max: 16-56) (Table 4).

**Table 4:** Descriptive statistics of the subscales of the evaluation of Job Satisfaction obtained in the NTP 394 scale (N = 65).

	Minimal	Maximum	Stocking	OF
Intrinsic Factor	16	43	32,05	7,083
Extrinsic Factor	16	56	36,58	8,033

**Note.** The minimum, maximum, mean and standard deviation values corresponding to the intrinsic and extrinsic factors of job satisfaction in teachers are presented.

#### Stress levels, health perception, and job satisfaction based on instrument scores (N=65)

The analysis of stress levels indicated that 55.4% of teachers were in the high stress category, while 23.1% were in a moderate level and only 21.5% at low stress levels. In relation to the perception of health, 61.5% of the

participants registered values corresponding to a high level of well-being, while 38.5% presented values indicative of low perception of health. Regarding job satisfaction, the frequency distribution showed a greater concentration in the medium level (67.70%), followed by the high level (26.20 %) and the low level (6.20 %) (Table 5).

**Table 5:** Levels of work stress (PSS-10), perception of health (WHO-5) and job satisfaction (NTP-394) (N=65).

Stress levels according to PSS-10	N	%
Low stress	14	21,50
Moderate stress	15	23,10
High stress	36	55,40
Health perception level according to Who-5	N	%
Low health perception	25	38,50
High health perception	40	61,50
Job satisfaction levels according to NTP394	N	%
Low satisfaction	4	6,20
Average satisfaction	44	67,70
High satisfaction	17	26,20

**Note.** Frequency and percentage distribution of perceived stress levels (PSS-10), self-perception of health (WHO-5), and job satisfaction (NTP 394) in teachers (n = 65). The categorization of the scales was carried out following the criteria established by each of the instruments.

### Relationship between sociodemographic characteristics in the face of stress, perception of well-being, and job satisfaction

Spearman's correlation analysis showed a negative association between age and gender ( $\rho = -0.299$ ;  $p=0.016$ ), a positive correlation between age and professional experience ( $\rho=0.566$ ;  $p < 0.001$ ), and a negative correlation between age and health perception ( $\rho= -0.344$ ;  $p = 0.005$ ). Low-magnitude but statistically significant correlations were identified between gender

and the area of work performance ( $\rho=0.256$ ;  $p=0.040$ ), as well as between gender and professional experience ( $\rho= -0.274$ ;  $p= 0.027$ ).

The highest associations were observed between stress level and job satisfaction ( $\rho = -0.696$ ;  $p < 0.001$ ), and between stress and health perception ( $\rho = -0.585$ ;  $p < 0.001$ ). Similarly, a moderate, positive correlation was recorded between job satisfaction and health perception ( $\rho = 0.414$ ;  $p = 0.001$ ) (Table 6).

**Table 6:** Spearman correlations between sociodemographic variables, work stress (PSS-10), job satisfaction (NTP 394), and health perception (WHO-5) (N = 65)

Variable Pair	$\rho$ (Spearman)	p	Gis.
Age – Gender	-0.299	0,016	*
Age – Professional Experience	0,566	<0.001	**
Age – WHO-5	-0.344	0,005	**
Gender – Area of work performed	0,256	0,040	*
Gender – Professional Experience	-0.274	0,027	*
Academic background – Area of work carried out	0,320	0,009	**
Work Area – NTP 394	-0.256	0,040	*
Professional Experience – WHO-5	-0.280	0,024	*
PSS-10 – NTP 394	-0.696	<0.001	**
PSS-10 – WHO-5	-0.585	<0.001	**
NTP 394 – WHO-5	0,414	0,001	**

**Note.** Spearman's  $\rho$  coefficients (bilateral) ( $\alpha=0.05$ ). \*  $p < 0.05$ ; \*\*  $p < 0.01$ . Exact values are reported from the original matrix; "0.000" is indicated as  $p < 0.001$ . The  $\rho$  signs show the direction of the association (positive = direct; negative = inverse) and their modulus indicates the magnitude (guide:  $|\rho|=0.10$  small; 0.30 medium;  $\geq 0.50$  large). Correlations measure monotonic dependence between variables, but do not imply causality or control of potential confounders. To save space, pairs with  $p \geq 0.05$  are omitted.

### Correlation of stress, health perception, and overall satisfaction

The correlations between the variables perceived stress, self-perception of health and job satisfaction present significant and consistent associations, a negative correlation of high magnitude was observed between

perceived stress and job satisfaction ( $p=-0.696$ ,  $p<0.001$ ), as well as a significant negative correlation between perceived stress and self-perception of health ( $p= -0.585$ ,  $p<0.001$ ). Additionally, a positive correlation of moderate magnitude was identified between self-perception of health and job satisfaction ( $p=0.414$ ,  $p=0.001$ ) (Table 7).

**Table 7:** Spearman correlations between job stress (PSS-10), job satisfaction (NTP 394), and health perception (WHO-5)

Variable Pair	Spearman's $\rho$	p (bilateral)
Work Stress (PSS-10) vs. Work Stress Job Satisfaction (NTP-394)	-0.696	<0.001
Work Stress (PSS-10) vs. Work Stress Self-Perception of Health Perception(WHO-5)	-0.585	<0.001
Self-perception of health perception (WHO-5) vs. Job Satisfaction (NTP-394)	0,414	0,001

**Note.** Spearman's  $\rho$  coefficients (bilateral). PSS-10 (0–40; higher = more stress), WHO-5 (0–100; higher = better well-being), NTP-394 (15–105; higher = higher satisfaction).  $p < 0.01$  (high significance).

### Correlation of stress, health perception and job satisfaction subscales

The results of the correlation matrix show statistically significant associations between the variables studied. First, there is evidence of a positive correlation between

the intrinsic factor and the extrinsic factor ( $\rho=0.568$ ;  $p<0.001$ ), which suggests that both dimensions can coexist and reinforce each other in the work context.

The intrinsic factor has a positive correlation with self-perception of health ( $\rho=0.411$ ;  $p<0.001$ ) and a high

negative correlation with perceived stress ( $\rho=-0.580$ ;  $p<0.001$ ). Similarly, the extrinsic factor is positively correlated with well-being ( $\rho=0.308$ ;  $p<0.05$ ) and negatively correlated with stress ( $\rho=-0.587$ ;  $p<0.001$ ).

Finally, the confirmation of the negative correlation explained above between well-being (WHO-5) and perceived stress (PSS-10) ( $\rho=-0.585$ ;  $p<0.001$ ) is observed (Table 8).

**Table 8: Spearman correlations between job satisfaction (NTP 394), self-perceived health (WHO-5), and perceived stress (PSS-10) (N=65)**

Variables	Intrinsic Factors	Extrinsic Factors	Health Perception (WHO-5)	Work Stress (PSS-10)
<b>Intrinsic Factors</b>	1.000	0.568	0.411	-0.580
<b>Extrinsic Factors</b>	0.568	1.000	0.308	-0.587
<b>Health Perception (WHO-5)</b>	0.411	0.308	1.000	-0.585
<b>Work Stress (PSS-10)</b>	-0.580	-0.587	-0.585	1.000

**Note:** Spearman's  $\rho$ . A  $p < 0.01$  indicates significance at the level 0.01 (bilateral); while  $p < 0.05$  (\*) indicates significance at the level 0.05 (bilateral). \*\* Positive correlations reflect direct relationships between variables, while negative correlations show inverse relationships.

## DISCUSSION

The findings of this study indicate a high prevalence of work-related stress among teaching professionals in an educational unit in Ibarra. The results demonstrate that more than half of the participants exhibit high levels of stress, with only a minority reporting low stress levels. These levels are consistent with recent reports from Latin America, where teacher stress is a frequent and worrying phenomenon. For instance, studies conducted in Ecuador in analogous urban contexts, employing validated scales such as the DASS-21, have documented prevalences approaching 49.5%, thereby situating the sample examined in this study within the anticipated range for the region. In a similar vein, studies conducted in Colombia and other Caribbean nations have indicated that the figure exceeds 70%. The underlying factors contributing to these rates have been attributed to administrative overburden, emotional demands, and a paucity of institutional resources. Furthermore, research has underscored the arduous nature of the teaching profession, suggesting that teacher stress is a persistent issue that poses significant challenges in terms of its management (Agyapong et al., 2022; Piedra, 2023; Robles et al., 2025).

The gender distribution exhibited a female predominance, aligning with the conventional composition of teaching staff in Latin America and corroborated by data from the National Institute of Educational Research (da Silva et al., 2024). However, other regional research has yielded no significant associations between gender and stress levels. This underscores the notion that factors such as seniority and a paucity of institutional support frequently exert a more pronounced influence on the manifestation of stress. In the present sample, the majority of participants possessed over a decade of professional experience, thereby substantiating the notion that the accumulation of demands exerts a significant influence on teachers' mental well-being (Bordones & Bordones, 2025).

In relation to the teachers' self-perception of health, 61.5% of respondents reported experiencing well-being. However, the findings of Emeljanovas et al. (2023)

indicate that more than a third of teachers report low levels of well-being. This is evidenced by the study's results, which show that 31.1% of teachers had moderate well-being. It is imperative that all stakeholders prioritize the enhancement of teachers' subjective well-being. This necessitates the identification of pivotal factors that influence well-being, which is essential for the development of effective prevention strategies (Ngamaba et al., 2020). Another study (Dreer, 2023) corroborates this finding. The study posits that teacher well-being is a fundamental factor influencing healthy teacher-student relationships, effective classroom management, and effective social-emotional learning.

It is noteworthy that job satisfaction was predominantly concentrated at the medium level (67.7%), aligning with the influence of both intrinsic and extrinsic factors. This observation is consistent with reports from other Latin American contexts, where satisfaction is influenced by organizational conditions, the collaborative atmosphere, and unmet professional expectations (Macías et al., 2023). As stated by Padilla González et al. (2013), the existence of diminished satisfaction has been demonstrated to engender elevated levels of absenteeism and an augmented probability of professional turnover. Furthermore, the prevalence of dissatisfaction among teachers has been demonstrated to exert a detrimental influence on their mental and physical well-being. Individuals experiencing low job satisfaction have been shown to have an increased vulnerability to burnout, anxiety, depression, and low self-esteem (Ratanasiripong et al., 2021).

In a similar vein, a negative correlation was identified between perceived stress and job satisfaction, as well as self-perception of health. Furthermore, a positive correlation was identified between self-perception of health and job satisfaction, aligning with research in Ecuador that evidenced a complex interaction between mental health, stress, and job satisfaction (Franco & Arévalo, 2025). In the context of Latin America, nations such as Ecuador and Mexico exemplify the challenges confronting educational systems, which are confronted

with constraints in infrastructure, financial resources, and optimal working conditions. Problems that arise with particular intensity create an environment in which teachers of basic education and high school must adapt to high levels of pressure, stress, and low job satisfaction (Suárez & Preciado, 2024).

A negative correlation was observed between age and self-perception of health, suggesting that as teachers age, their well-being tends to decline. This finding aligns with studies that suggest that prolonged exposure to the demands of the teacher's work can lead to a reduction in self-perception of health (Morris et al., 2025). This finding prompts institutions to consider early interventions throughout the teaching career that include the dimensions of occupational well-being.

In consideration of work experience, a negative relationship with self-perception of health was demonstrated. This finding suggests that teachers with more years of experience may experience a certain degree of professional burnout, which can affect their emotional state and decrease their perception of well-being. Conversely, studies indicate that younger teachers are more likely to be enthusiastic about their new roles. However, older teachers may experience boredom, leading to increased burnout and reduced well-being (Agyapong et al., 2022).

A body of research has indicated a correlation between job satisfaction and work performed (initial, basic, high school, and administrative) that influences job satisfaction and, consequently, the perception of health and work stress. Studies have shown that satisfaction among teachers of lower-level classes has intensified, and this intensification suggests that the additional time and energy that teachers invest in school children may explain the decrease in satisfaction among primary-level teachers (Othman & Sivasubramaniam, 2019).

It is recommended that future research endeavor to identify protective and risk factors specific to the local context. Such identification should include organizational, group, and individual variables, as well as the design of more personalized and sustainable interventions.

## CONCLUSIONS

Evidence indicates that teaching is a profession with considerable stress, leading to diminished job satisfaction and a negative impact on teacher well-being. These factors contribute to increased costs for the educational system and the deterioration of the school climate. The findings underscore the pressing need for institutional strategies to prevent occupational stress and promote healthy work environments. Such strategies may include accompaniment, psychosocial stress management and resilience training, strengthened organizational climate, cognitive behavioral therapy, physical activity and sports programs, group games and dynamics, and interventions focused on building social and emotional competence. These interventions have the potential to address stress, thereby enhancing well-being and job satisfaction.

A thorough examination of the available sociodemographic data reveals statistically significant associations, suggesting that well-being tends to decline with advancing age. In consideration of work experience, a negative relationship with self-perception of health was demonstrated. This suggests that teachers with more years of experience may experience a certain degree of professional burnout. The correlation between job satisfaction and the work performed exerts influence on job satisfaction. Collectively, these findings substantiate the notion that work stress, job satisfaction, and health perception are not isolated phenomena, but rather, are intricately intertwined with the personal and professional milieu in which teachers function.

The present study is subject to certain limitations. Firstly, the cross-sectional design restricts the identification of associations to a specific point in time. Secondly, the population was collected through self-reports, which can lead to errors stemming from individual perception.

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