

Examining The Importance of Teachers' Well-Being on Teaching Quality at A Public University – A Study from Teachers' Perspectives

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ABSTRACT

The term “teachers’ well-being” has been mentioned recently among researchers and scholars around the world. In Vietnam, the aspect of teachers’ effectiveness has been raised in the academics’ community and proposed in some educational laws by the government. This paper discusses the vitalness of teachers’ wellbeing on teaching practice in a state-funded university in Ho Chi Minh City and how it could be further improved to guarantee higher teaching and learning outcomes. Data collected from in-depth interviews with twelve participants (both Vietnamese and non-Vietnamese teachers) have been critically analyzed. The results indicate that teachers’ wellbeing plays a pivotal role in guaranteeing teaching quality and the general class’s atmosphere. The solutions to help teachers maintain healthy, however, seem to be limited in this aspect. Therefore, it is suggested that school and government policies be re-visited to ensure that teachers always feel physically and mentally healthy, and to promote institutional commitment to improve teachers’ job satisfaction.

Keywords: Teachers’ wellbeing, Teaching quality, Teachers’ effectiveness

1 Introduction

Modern educational systems develop in an environment marked by a lack of qualified teachers, frequent staff changes, and low job appeal. It is vital to comprehend teacher well-being and its effects on the teaching and learning nexus in this setting where these difficulties are interrelated. The central idea of the framework describes teachers' well-being in terms of four main areas: their physical and mental health, their cognitive health, their subjective well-being, and their social well-being (Viac, C; Fraser, 2020). It may be widely known that teachers’ health used to be usually underrated decades ago because people generally assumed that teachers did not have to face as many challenges as other professions.

However, since the start of the 2000s, the notion of wellbeing has drawn more and more attention in the formulation of public policy around the world. Being a teacher may be difficult. It entails extremely difficult, unreliable, and emotional work that calls for perseverance, concentration, mental flexibility, emotion regulation, self-assurance, and resilience (Braun et al., 2019; Roeser et al., 2013). For example, according to research, teachers experience more work-related stress than those in non-human service occupations (Donald et al., 2005). As a result, this study aims to examine the effects of various aspects of teachers’ wellbeing on teaching quality at a public university in Ho Chi Minh City, Vietnam.

When we mention teacher quality and wellbeing, it is broadly acknowledged that instructors, despite of a student's circumstances, place, or socioeconomic class, are the most significant in-school element influencing their success, contentment, and accomplishment (Hattie, 2008). Numerous studies in education have focused on minimizing these effects of occupational stress on the teaching profession. The study of salient risk factors has been viewed as a strategy to potentially lessen the effects of absenteeism and stress in educational organizations. Teacher wellness has frequently been investigated from the perspective of burnout models (Hastings & Bham, 2003). Understanding the complicated interaction between



interpersonal, relational, and environmental elements that influence, restrict, and mediate teacher wellbeing requires placing teacher wellbeing within the larger social and professional settings that teachers work in.

2 Literature review

2.1 Definitions of the concept of teachers' well-being and its components

Many studies that utilize the word do not include an explicit description of the idea; therefore, other readers must deduce their understanding of health from the project's design.

Several scholarly publications offer analytical frameworks to gauge teachers' well-being. Five analytical variables on teachers' occupational wellbeing were identified by Horn et al. (2004): (1) emotional well-being; (2) social well-being; (3) job-related well-being; (4) cognitive well-being and (5) psychological well-being. Similarly, Collie et al. (2015) suggested assessing teachers' work-related to well-being around three dimensions: (1) workload well-being, (2) organisational well-being and (3) student interaction well-being. According to their explanation, concerns with workload-related pressure refer to issues with workload well-being (1); the perceptions of the school as an organization, particularly the relationship between school leaders and teachers, and between teachers and other supporting staff, are related to organizational well-being (2); relationship between teachers and students; and students-students' interaction are called student interaction well-being (3).

The investigation of the Organisation for Economic Co-operation and Development (OECD) into the well-being of teachers will primarily focus on contextual factors while also considering some aspects of professional issues. These are the principal areas where focused policy action can work and result in a change in the degree of teachers' wellbeing. Even though they are important, personal considerations cannot significantly affect educational policy (Viac & Fraser, 2020).

According to Day et.al. (2016), they named three categories of influences on teachers' well-being: located, professional, and personal. While "professional" variables are associated with the objectives and norms guiding the teaching profession, "located" factors are those characteristics tied to a particular environment (such as a school and/or classroom). "Personal" factors are those aspects of a teacher's life that are unrelated to their job, such as their family or other social responsibilities, which may have an impact on their mental health. Regarding Figure 1, Dodge et al. (2012) proposed a new definition for teachers' well-being as "stable well-being is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the see-saw dips, along with their wellbeing" (p.230).

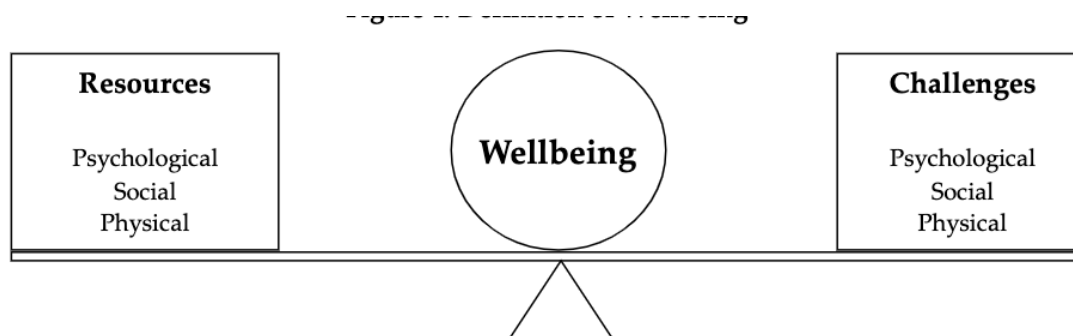


Figure 1: Definition of Well-being by Dodge et al. (2012)

Numerous studies demonstrate the significance of relational aspects that promote wellbeing, such as the effectiveness of student and staff interactions and professional working relationships, such as Hastings and Bham, 2003; McCallum and Price, 2010; Ross, Romer and Horner, 2012; Spilt, Koomen and Thijs, 2011; Van Petegem, Aelterman, Rosseel and Creemers, 2005.

Individual variables have an impact on the cognitive and emotive domains, encompassing the desire for independence and confidence (Pillay, Goddard, & Wilss, 2005; Soini, Pyhältö & Pietarinen, 2010), a constructive outlook, effective teaching techniques, and a good work-life balance (Ranae & Patti, 2015) the ability to incorporate emotional intelligence (Van Petegem, Aelterman, Rosseel & Creemers, 2005; Vesely, Saklofske & Nordstokke, 2014) and feelings of happiness and pleasure (Sturmfels, 2006).

The sense of personal and professional satisfaction, pleasure, purpose, and happiness that are produced via collaboration with coworkers and students may be summed up as the definition of teacher wellbeing. Additional factors that support (or restrict) this process include the context, which provides feasible and manageable work demands that allow for autonomy as well as values, respects, and celebrates teachers' professional expertise and work practice. Contextual factors enable teachers to realize their purposes and goals in teaching.

2.2 Other empirical studies about teacher well-being and teaching quality

Both negative and beneficial effects of burnout on teachers' wellbeing are mediated. Additionally, the level of social support experienced by instructors moderated or buffered the mediation of both positive and negative effects; on the other hand, a moderate mediation effect was not seen in the case of negative emotions. This detrimental impact on instructors' well-being could be attributed to the relatively recent switch to online instructions due to the Covid-19 pandemic over the last 2 years (Hascher et al., 2021; Varela et al., 2022). Likewise, teachers' well-being, which is a relatively hot topic during the pandemic because education system around the world had to transfer to online mode, was mentioned in a study by Chan et al. (2021), findings showed that when teachers were unsure about their job responsibilities, they experienced emotional exhaustion. Teachers would feel supported if given resources to improve their flexibility, workplace emotional support, and proficiency in online learning during the COVID-19 pandemic, according to a thematic analysis of responses to an open-ended question.

Regarding a study conducted by Price and McCallum (2015), they shed light on four levels of the ecological influences affecting pre-service teachers' well-being and "fitness" in the 21st century, the chronosystem level's influence of time on the microsystem (individual and group capacities), mesosystem (interrelationships between contexts), exosystem (organizational), and macrosystem (societal and legislative influences) systems. The research reported on a profound analysis of potential influences on teachers' health despite the fact that the researchers did not give suggestions to improve the situation.

On the other hand, even though the issue of teachers' well-being now tends to be supposedly addressed at the governmental and school level, from a personal perspective, that should also include teachers who need to self-understand their social and emotional well-being of themselves and of their students. It was determined that student and teacher wellbeing was developing as part of an interconnected and mutually reinforcing system. The importance of instructors was stressed, as well as their close relationship to both students and teachers (Denston et al., 2022). According to some other scholars, interactions were crucial to fostering social and emotional wellbeing in teachers. It was also determined that improving relationships between instructors and students would be facilitated by enhancing characteristics of relationships that support social and emotional wellbeing in students (Reeves & Le Mare, 2017; Sabol & Pianta, 2012; Triliva & Poulou, 2016).

In addition, an interesting research of Sharp and Cook suggested that the correlation between well-being and voice symptoms was intertwined because participants' voice issues appeared to be related to stressful situations, but they also reported poorer self-worth, work-related stress, anxiety, and a sense of hopelessness (Sharp & Cook, 2022).

The depth and quality of social interactions with many stakeholders, such as students, colleagues, principals, staff, local communities and teachers' neighbors, were referred to as social well-being. The social elements that could affect teachers' occupational well-being were close to the relationship factors. They included student misbehavior, parent-related problems, management and leadership support or lack thereof, and difficult circumstances involving students (McCallum et al., 2017).

Most EFL students do not believe that their delighted instructor negatively affects their desire to study, their learning outcomes, or their general sentiments. Many students think that having an enthusiastic instructor has a positive effect on their desire to study and has motivated them to engage in the learning process. Some pupils don't seem to be very at ease with an overly enthusiastic teacher, indicating that students tend to like learning from someone who is passionate at the right levels. It would be preferable if professors consistently led and supported pupils in their educational endeavors with enthusiasm (Tran & Le, 2022).

2.3 Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are effects of teachers' wellbeing on teaching quality, from teachers' perspectives, in the Faculty of Foreign Languages at a university in Ho Chi Minh City?
2. What are teachers' attitudes and expectations towards enhancing teachers' well-being?

3 Methods

3.1 Pedagogical Setting & Participants

This study was conducted at Ho Chi Minh City University of Food Industry. There were 12 participants, encompassing 8 Vietnamese teachers whose years of teaching experience range from 5 to nearly 20 years, and 4 foreign teachers who are from the Philippines. Teachers are teaching both English-majored and General English classes, 8-12 classes on average each semester.

All selected participants were interviewed separately and recorded so that audios could be analyzed. They were also asked for their consent before proceeding the interview.

3.2 Design of the Study

The qualitative research type was the one that the researcher employed to collect the data. To be more specific, semi-structured interviews were used because the semi-structured interview offers less flexibility. The interview was more carefully guided by the interviewer. Compared to an unstructured interview, more questions were scheduled; yet, there was still enough flexibility for the interviewee to influence the direction of the information flow (Wilkinson & Birmingham, 2003).

Questions were more open-ended ones which encouraged the interviewees to provide more information than closed questions. Interviews were carried out face-to-face so as to guarantee a as much clear phase as possible.

Open-ended questions include:

1. Have you ever heard of the term "teacher wellbeing"?
2. How many classes do you have each semester in average?
3. Do you often feel tired of teaching?
4. What are obstacles to teaching you are facing now?
5. Do you think that in what ways school has supported teachers to make them feel more comfortable?
6. Is there anything that you want your school to do to help teachers be healthier to teach?

3.3 Data collection & analysis

Initially, participants were invited to quickly respond to a survey on Google Form which had several general questions about teachers' well-being and their consent. Also, the survey explained the purpose of this study and asked for the written consent of the interviewees before official face-to-face interview meetings. Then twelve participants were arranged different individual meetings and audios were recorded by a mobile phone for further data process.

Participants were informed in the email invitation to the survey/interview that participation was optional, data would be handled with confidentiality, and all identifying information from questions would be erased. Participants were also informed that they had the freedom to decline participation and may end the survey at any time. Each interview took around 30-45 minutes to complete.

After that, the researcher transcribed all audio files so as to analyze the information more conveniently.

4 Results/Findings and Discussion

4.1 Effects of teachers' well-being on teachers and teaching quality.

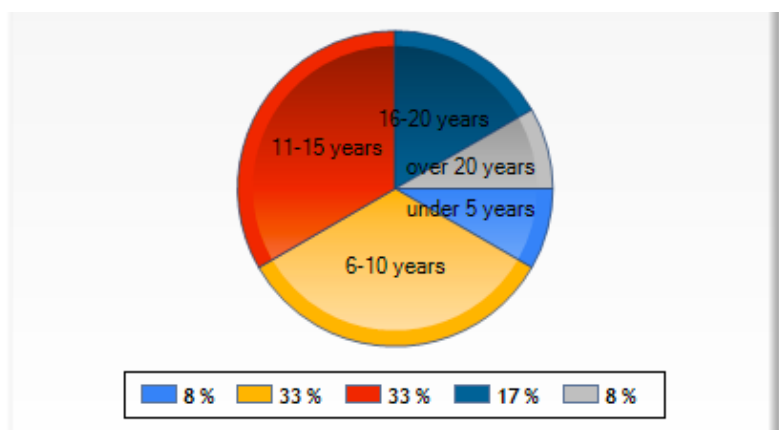


Figure 2: Years of teaching experience of participants

As can be seen in Figure 2, teachers have had experience in educational institutes from nearly 5 to more than 15 years. For example, two thirds of surveyed teachers work from 6 to 15 years; or 17% report they teach nearly two decades; as a result, they thought that they underwent ups and downs phases during their teaching career due to their mental and physical health.

“I believe that I have some experiences in “witnessing” my health during my teaching time. 2 years ago, I used to have an illness that I had to delay my schedules in one week.”

“I don’t feel as healthy as I was years ago. However, I think that I am happier now because I don’t have to teach too many classes.”

Furthermore, teachers commented that they had to be in charge of a variety of levels of students, including beginners, (lower & upper) intermediate, and advanced. It means that one teacher had to cover many levels of students at the same time. And, they also mentioned that they were obliged to prepare many lesson plans as well as teaching materials so that it could meet the need of all classes they were teaching.

From the data in the interviews, the time of teaching at school can potentially affect teacher's wellbeing. Research has shown that the amount of time teachers spend working can have a significant impact on their overall health and well-being. For example, teachers who work long hours or have high workloads may be at greater risk of experiencing stress, burnout, and fatigue.

In addition, research has suggested that the timing of teaching can also play a role in teacher's wellbeing. For example, teachers who are required to teach early in the morning may experience disruptions to their sleep patterns, which can impact their overall health and well-being. Similarly, teachers who are required to teach during lunch breaks or outside of regular school hours may experience increased stress or a lack of opportunities for rest and recovery.

There are several factors reported that may influence the impact of teaching time on teacher's wellbeing. For example, the specific demands of the teaching role, the level of support provided by the school, and individual differences in coping strategies and resilience may all play a role in determining how teachers are affected by their work schedules.

Generally speaking, teachers' wellbeing can have a significant impact on their teaching quality, as it can affect their motivation, job satisfaction, and overall mental health. Teachers who are experiencing high levels of stress or burnout may struggle to engage effectively with their students and may have difficulty maintaining high levels of job performance over time (Chan et al., 2021). From the teachers' perspectives, factors such as work-life balance, job autonomy, social support, and opportunities for professional development can all contribute to their wellbeing and, consequently, to their ability to deliver high-quality teaching.

8 out of 12 heard about the term "teacher well-being", one teacher had never heard and 3 teachers were not sure.

"Yeah, I used to hear about this term once when one of my colleagues mentioned it."

"Yes, I hear about it from a conference I used to take part in."

"Yes, I think I heard about it because it also means health."

"Uhm, I'm not so sure about it. I don't remember actually."

"No, it's really new to me."

In terms of the definition, teachers shared their different thoughts on this issue.

"It's about the mental and physical health of teachers"

"Focus on kindness and gratitude. Build up a mature of emotional not only myself but also my students. Being not only a reader's book of my students but being a guide who is always full of positive energy to spread inspiration as much as possible."

"[...] satisfaction, happiness, professional sustainability in teaching"

"It signifies the self care of a teacher and how they managed to still have time for themselves."

"The phrase refers to activities for teachers' mental health and welfare. Additionally, it speaks about the work that teachers do; burnout and stress; interpersonal interactions with kids, parents, coworkers, and leaders; busyness; and having to adapt to continual change."

Turning to effects of teacher well-being on teaching, firstly, teachers reported on the frequency of tiredness they might encounter as Figure 3 below.

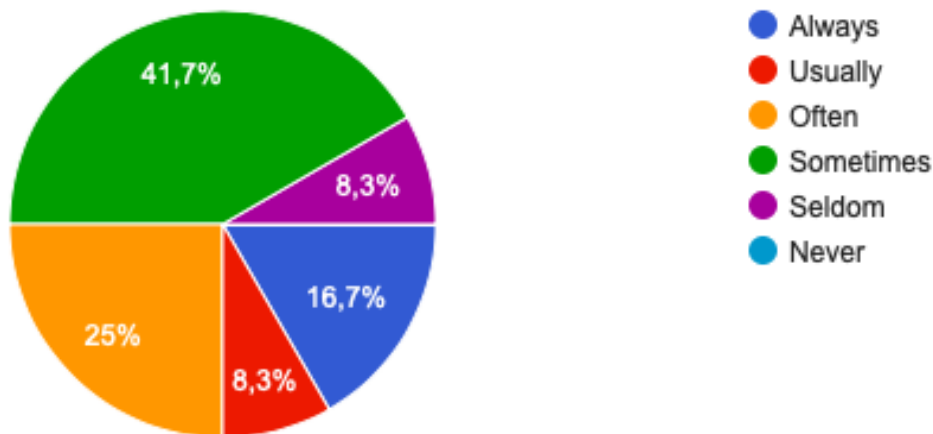


Figure 3: The frequency of experiencing teaching fatigue

According to this Figure 3, the reported frequency of tiredness among teachers is concerning, as it suggests that a significant proportion of teachers are experiencing fatigue on a regular basis, with about 42% “sometimes” feeling exhausted and a quarter “often” having this feeling. This can have negative effects on their teaching quality and overall job performance, as tiredness can make it more difficult for teachers to stay engaged, focused, and motivated in the classroom.

For example, teachers who are frequently or always tired may have difficulty maintaining a high level of energy and enthusiasm when interacting with their students, which can impact their ability to create a positive and engaging learning environment. Additionally, tired teachers may be more prone to making mistakes or overlooking important details, which can have negative consequences for their students' learning outcomes.

The fact that a large proportion of teachers report feeling tired sometimes or often also suggests that there may be broader systemic issues at play, such as high workloads, lack of support, or inadequate work-life balance. Addressing these underlying issues may be necessary to help reduce the frequency of tiredness and improve teachers' overall wellbeing and job performance. For example, providing opportunities for professional development, ensuring that teachers have adequate resources and support, and promoting work-life balance may all help to reduce the frequency of tiredness and improve teaching quality (Triliva & Poulou, 2016).

Secondly, teachers also explained obstacles they were facing at school which had a great impact on their well-being.

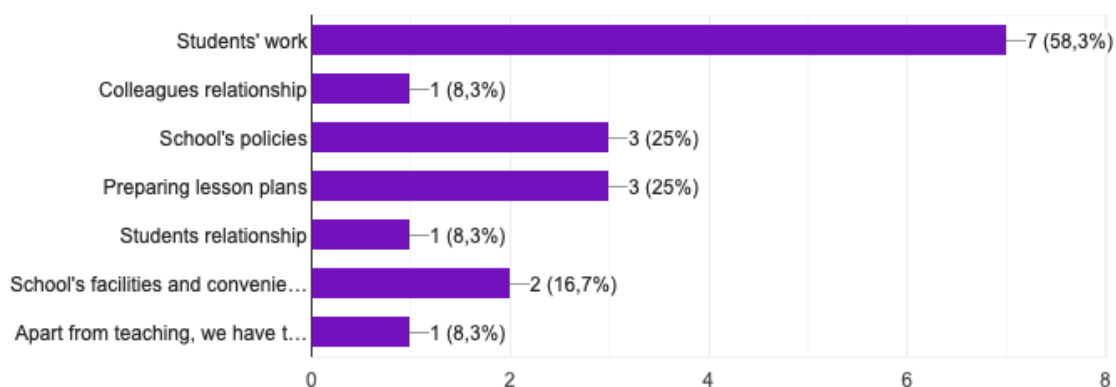


Figure 4: Difficulties met by teachers

As we can observe from Figure 4, one teacher may experience different difficulties affecting their well-being when they taught at school; nevertheless, the biggest challenge was owing to students' work, with over 58% of teachers encountering this issue. Students' academic work can have a significant impact on teachers' health and wellbeing. Teachers are responsible for managing and assessing student work, which can be a time-consuming and challenging task. When students struggle academically, teachers may experience increased stress and pressure to help them succeed. This can lead to feelings of burnout, fatigue, and emotional exhaustion, all of which can have negative consequences for teachers' health.

In addition, the impact of student academic work on teacher health may also depend on the level of support provided by the school. Teachers who feel unsupported or undervalued by their colleagues or administrators may be more susceptible to negative outcomes, such as emotional trauma and burnout. Research has shown that teacher stress and burnout can have a negative impact on students as well. When teachers are stressed or burned out, they may be less effective in the classroom, leading to lower student achievement and poorer academic outcomes (Sabol & Pianta, 2012).

To be more specific, teachers described their impediments with more details because they were asked to explain during the interview.

“Lack of equipment so teachers have to prepare by themselves”

“I have no time for my personal life and research because of my current schedule. Sometimes, they limit the activities in class and creative.”

“a large size of classes - unable to satisfy all students; not enough time to feedback students' work”

“They judged and it affects my image”

“Sometimes it makes me tired and lose motivation to move on, but it happens for a while and I can manage the situation to make it better.”

“I am overloaded with school work because of big class-size.”

“I have to stay up late very often to finish all the work. It's obviously not good for my health.”

“Students' late submission or not submitting their work might affect the pace of the whole class as correction and feedback can only be given to the students when all of them have submitted their work.”

“Students are lazy”

“Students often forget to do homework and are noisy at class, so I have yelled them a lot and Im having a sore throat now.”

“Apart from teaching, we have to do a lot of other tasks such as running English speaking club, organizing the faculty's events, competitions, doing research... Moreover, our curriculum has changed constantly since the beginning. We just keep changing and updating our coursebooks, syllabi, lesson plans... These tasks require a lot of time and effort. I just feel exhausted.”

Obstacles to teacher well-being are numerous and varied, with teachers in our study reporting a wide range of challenges that impact their overall mental health and job satisfaction. These challenges included issues related to students' work (e.g. academic performance, student behavior), colleagues relationships (e.g. interpersonal conflicts, lack of support), school policies (e.g. administrative bureaucracy, lack of resources), preparing lesson plans (e.g. time constraints, workload), student-teacher relationships (e.g. communication

difficulties, lack of engagement), school facilities (e.g. inadequate classrooms, poor ventilation), and other issues.

The impact of these obstacles on teacher well-being is significant, with many teachers reporting high levels of pressure, burnout, and fatigue as a result of the challenges they face in their daily work. For example, teachers who are dealing with difficult student behavior or academic challenges may feel frustrated and overwhelmed, leading to a loss of motivation and enthusiasm for their work. Similarly, teachers who are dealing with interpersonal conflicts or a lack of support from colleagues may feel isolated and undervalued, which can impact their overall sense of well-being.

The impact of these obstacles on teaching quality is also notable, as teachers who are struggling with their own well-being may have difficulty delivering high-quality instruction or engaging effectively with their students. This can have negative consequences for students' learning outcomes, as well as for the overall quality of education provided by the school.

Overall, the obstacles faced by teachers in our study highlight the need for greater attention to teacher well-being and the factors that impact it. Addressing these obstacles may require systemic changes, such as policy reforms, resource allocation, and support for professional development. By prioritizing teacher well-being and creating supportive work environments, schools can help to ensure that teachers are better equipped to deliver high-quality instruction and foster positive learning outcomes for their students.

4.2 Teachers' attitude and expectations over teacher well-being issue

Generally, most of teachers agreed that the school made some changes to make them feel healthier; such as including changing policies in a way that makes teachers feel more appreciated; raising the salary and equipping the classroom with more multimedia tools, using software or computer-based assessment tools to reduce the workload for the teachers.

Another positive response came from their salary, teachers' paying rate was a bit higher and additional income had increased although the class size was smaller.

The school was helping with activities, like organizing holidays; paying attention to teachers, giving us extra gifts, supporting when they were in difficult situations. Moreover, strict discipline was imposed on students, so they tended to behave better compared to those in other schools in the area, which eased teachers' stress on students' social morality.

Regarding expectations, three in twelve teachers said that they felt relatively satisfied with what they were receiving. However, some other teachers noted that the school still had better arrange schedules and other policies about holiday and benefits for teachers. And, 60% of teachers wanted more salaries and one teacher expected to be provided a spacious lounge for teachers in break times.

When teachers have problems at work, it was expected that they could be understood and assisted in overcoming their difficulties.

“They [School] should reduce unnecessary work for teachers, organize more activities/events for relaxing instead of the so-called "Competition for good teachers", which they require teachers to participate in rather than calling for volunteers.”

“Organizing training sections or seminars so that teachers have a chance to share their issues in teaching and how to handle them effectively.”

Teachers' attitudes and expectations towards enhancing their wellbeing may vary depending on their personal experiences, work environment, and cultural background. However, in general, most teachers recognize the importance of maintaining their mental health and wellbeing, as this can have a direct impact on their teaching quality and overall job satisfaction. Teachers may be interested in participating in workshops or training sessions on stress management or mindfulness, or they may advocate for policies

that promote work-life balance or provide opportunities for professional development. Additionally, teachers may seek out social support from colleagues, friends, or family members to help them manage stress and build resilience. Overall, there is a growing recognition that promoting teachers' wellbeing is crucial for both the teachers themselves and for the quality of education they provide to their students.

5 Discussion

Broadly speaking, the term “teacher wellbeing” is quite popular among teachers. It means that this issue now gains more attention and teachers put more emphasis on their “health” at school. This aspect is also in line with studies of Horn et. al (2004) and Sabol & Pianta (2012). Participants elaborate on various factors of teachers' well-being they can come up with, encompassing students' learning attitude, mental health, institution support, physical robustness and so on. As a result, we can see that teachers now are aware of their health status which impacts their teaching quality and students' performance. Teachers mention many levels of students they have to teach, and they show that the more mixed levels they are teaching, the more stress they are experiencing.

With respect to the frequency of teaching weariness, the vast majority of participants encounter this problem quite often, with about nearly 20% “always” experiencing fatigue; over 40% “sometimes” feeling it; and a quarter “often” having this. From this indication, we can observe that a pretty high number of teachers at this university are dealing with low well-being status.

According to the result, like McCallum and Price (2010), and Triliva and Poulou (2016), it explains that the factors that contributed to this state are both internal (related to the school or classroom surroundings) and external (where problems arose related to the community, the socio-economic status or political situation of the area, particular family structures, and individual characteristics of community members). The participants occasionally feel unprepared for these variations in the types of schools and students they teach. This is especially true for short term relief teachers (contemporary relief teachers teaching on demand on a daily basis), who feel disconnected from their communities and lacked adequate support during their first few years of employment. Overriding these emotions is also the media-perpetuated attitude toward “fresh” instructors, which fuels even more exaggerated expectations of them.

The most common obstacles cited by respondents are a demanding student workload at school (marking assignments, instructing final-year interns for their internship, managing class projects) that makes it challenging to balance work and personal obligations, financial worries, illnesses of the mind or body, anxiety about academic performance and students relationship, as well as doubts about how well their educational programs are preparing them for employment in the real world. Concerns about teaching activities (discussions and presentations in class), conflicts with peers, learning only the negative aspects of teaching, department leaders pushing a particular ideological agenda, learning communities that cut into study time, the devaluation of traditional knowledge systems, a limited number of activities at school and extra encouragement gifts for teachers, and a lack of knowledge of some most updated teaching methodologies are some other obstacles. Furthermore, lack of sleep, living alone, and worries about finding work are among the personal obstacles. Apparently, interviewees can express their obvious displeasure over problems leading to lessening their well-being. This point is aligned with the research of McCallum et al. (2017) and Reeves & Le Mare (2017).

One respondent's answer can be linked to the result of the study by Sharp and Cook (2022) about the mutual relationship between teacher well-being and voice symptoms. It means when students are too loud or noisy, this definitely has an adverse effect on teachers' wellbeing because they are more likely to suffer from severe sore throats or painful vocal cord ailments.

On the other hand, participants also mention positive changes that the school has made in order to help them improve well-being. The findings from the study of Chan et al. (2021) share some agreements on this study. Surveyed teachers have a tendency to be more optimistic about their current health thanks to several timely supports from school, such as more flexible teaching modes, higher payroll, or more modern facilities and conveniences equipped. Besides that, what teachers expect reflects the same idea from Chan et al.'s study because teachers can feel supported and appreciated if they receive more and more professional training from the school, community activities and more understanding from teachers' perspectives.

6 Conclusion

Staff members are more dedicated to the school and happier with their health, lives, and occupations when they are flourishing in a variety of wellbeing areas. According to the research, positive emotion, purpose, and accomplishment are most strongly associated to life happiness and health, whereas engagement and relationships are most significantly related to job satisfaction and organizational commitment.

Schools and sectors have the chance to collaborate with relevant authorities and professional associations to keep wellbeing a central component of teacher induction, mentoring, and ongoing professional learning programs by approaching teacher wellbeing not as an individual responsibility but as a shared one (McCallum & Price, 2010).

Overall, it is important for schools and educational institutions to be mindful of the potential impact of teaching time on teacher's wellbeing, and to take steps to promote a healthy and supportive work environment for teachers. This might involve implementing policies and practices that promote work-life balance, providing opportunities for rest and recovery, and offering support and resources to help teachers manage stress and maintain their overall health and well-being.

The limitations of the studies are presented in terms of the sample size of participants in this study, and limited aspects of teacher well-being are concerned. Instead, there should be more factors of teacher well-being that need further analysis, such as work-life balance, social connections, civic engagement and governance and environmental quality (Viac & Fraser, 2020). Thus, more in-depth research of a bigger size, over a variety of school systems for example, should be done in the future. A longitudinal study that could track changes as participants may advance through the curriculum for a longer time would be useful for identifying difficulties at various stages and identifying the critical supports that those specific issues require. Besides, further investigation can be helpful in the following topics: the relationship between teacher well-being and students' outcomes; or examine the relationship between tertiary instructors' perceptions of their own teaching effectiveness and their well-being.

7 Declarations

7.1 Acknowledgements

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7.2 Publisher's Note

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