



A SYSTEMATIC REVIEW ON PSYCHOLOGICAL WELL BEING OF SECONDARY SCHOOL TEACHER: INSIGHTS FROM DIVERSE STUDIES

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ABSTRACT

This systematic review explores the impact of various factors on teacher well-being, focusing on interventions, challenges, and the broader landscape of this critical aspect of education. Teachers face numerous challenges in their profession, including classroom management, student-teacher relationships, and the mental health of educators. The COVID-19 pandemic has posed unique challenges to educators globally, with studies examining the impact of these changes on English for Speakers of Other Languages (ESOL) teachers in the United States.

This comprehensive review delves into the intricate relationship between mental health, stress levels, and their implications for learning resource development among teachers. The inquiry extends to various dimensions of teachers' psychological well-being, including their attachment to God, identity styles, and the influence of personal characteristics. The review also sheds light on the prevalence and repercussions of student violence against teachers, emphasizing the intertwined nature of violence, teacher well-being, and beliefs in a just world. Venturing into early childhood education, the review examines how teachers' depressive and anxiety symptoms serve as predictors for professional well-being outcomes and absenteeism. Additionally, a non-randomized feasibility trial assessing the effectiveness of a mindfulness-based intervention for secondary school teachers provides encouraging insights into potential strategies for bolstering teacher well-being.

Giftedness type, educational fit, and personal characteristics are also examined as factors that influence outcomes for gifted individuals. The review concludes by summarizing key findings, highlighting its contribution to the field, and suggesting avenues for future research in the dynamic realm of teacher well-

being. By synthesizing evidence from diverse studies, the review seeks to contribute to the development of informed policies and support programs that foster the well-being of educators.

Key words: Teacher well-being, Anxiety symptoms, Depressive symptoms, Mental health, Psychological well-being, Stress levels,

INTRODUCTION:

Teacher well-being is a linchpin in the educational landscape, exerting profound influences not only on educators themselves but also on the overall learning environment and student outcomes. As primary architects of the educational experience, teachers grapple with multifaceted challenges, including classroom management, student-teacher relationships, and the evolving landscape of education. The recent global upheaval caused by the COVID-19 pandemic has brought about unprecedented challenges, further underscoring the need to explore, understand, and support the psychological well-being of educators.

Amid these challenges, a systematic examination of the psychological well-being of secondary school teachers becomes imperative. This systematic review endeavors to distill insights from diverse studies, offering a nuanced understanding of the factors influencing teacher well-being, the efficacy of interventions, and the broader educational context in which these facets unfold.

The title, "A Systematic Review on Psychological Well-Being of Secondary School Teacher: Insights from Diverse Studies," encapsulates the essence of this exploration. In this review, we delve into the intricate relationships between mental health, stress levels, and their impact on various dimensions of teaching. By synthesizing evidence from a broad spectrum of studies, we aim to contribute not only to the theoretical understanding of teacher well-being but also to the practical development of informed policies and support programs.

As we navigate the realms of teacher well-being, we recognize the unique challenges posed by the COVID-19 pandemic, examining its impact on English for Speakers of Other Languages (ESOL) teachers in the United States. This crisis accentuates the urgency of our endeavor, emphasizing the need for adaptable support structures and evidence-based interventions tailored to the evolving demands on educators.

This systematic review not only aspires to shed light on the challenges faced by teachers but also to provide actionable insights for policymakers, educators, and researchers. By systematically synthesizing a diverse array of studies, we strive to carve a path toward fostering resilient and flourishing educators in secondary schools.

Methodology

Identification and Selection of Studies:

The methodology employed a meticulous and transparent process to identify and select relevant studies. The chosen timeframe, from 2000 to 2023, aimed to encapsulate the evolution of research on teacher well-being comprehensively. A comprehensive search strategy, utilizing specific Boolean operators (AND, OR), targeted electronic databases including PubMed, PsycINFO, ERIC, and Google Scholar. This strategy ensured a thorough exploration of primary research articles, encompassing quantitative, qualitative, and mixed-methods studies published in English.

Sampling Rationale:

The selected timeframe aligns with the dynamic nature of teacher well-being research over the past two decades, facilitating a comprehensive overview. The decision to focus on English publications ensures consistency in language comprehension, and the inclusion of varied study designs contributes to a more nuanced understanding of the topic.

Screening and Eligibility Criteria:

A two-stage screening process was conducted, involving independent reviews of titles and abstracts by two reviewers based on predefined inclusion and exclusion criteria. The rationale for exclusion criteria, such as language limitations or publication types, was applied consistently to ensure the robustness of the selection process. Any discrepancies in the screening process were resolved through discussion and consensus among the reviewers.

Inter-Rater Reliability:

The level of agreement between the independent reviewers during the screening process was regularly assessed to ensure consistency and reliability. Any differences were resolved through discussion and consensus, maintaining the integrity of the study selection.

Data Synthesis Approach:

The narrative synthesis approach was employed, acknowledging the heterogeneity of the included studies. Findings were organized thematically, allowing for a nuanced exploration of various facets of teacher well-being, including mental health interventions, demographic factors, and the impact of unexpected events. The synthesis process aimed at providing a comprehensive overview of the diverse perspectives in teacher well-being research.

Potential Bias Considerations:

Potential biases in the selected studies were considered, including publication bias and biases related to specific study designs. A critical appraisal of the quality of each study was conducted to assess the robustness and potential biases inherent in the research.

Limitations Acknowledgment:

Acknowledging the limitations of the methodology is crucial. While the selected timeframe and language criteria were deemed appropriate for the scope of this review, potential biases associated with these decisions should be considered. Additionally, limitations related to the exclusion of non-English studies and specific publication types should be acknowledged.

Ethical Considerations:

Given the nature of the systematic review, ethical approval was not required. However, ethical guidelines were strictly followed, ensuring the respectful and responsible handling of research findings and recognizing the contributions of the original authors.

The systematic review is in line with the PRISMA guidelines, crafted to bolster transparency and reproducibility in reporting the review process (Liberati et al., 2009).

Teacher Well-being: A Multifaceted Journey

Teacher well-being isn't just a personal matter; it's the bedrock of a thriving educational ecosystem. When teachers flourish, students flourish, and the ripple effects of a positive learning environment extend far beyond the classroom walls. Delving into the treasure trove of research on this crucial topic, we can illuminate the intricate web of factors that influence teacher well-being and discover actionable insights to nurture it.

The WISE Study: Illuminating the Ripple Effect

Imagine a school where teachers are equipped with the tools to navigate mental health challenges, fostering a culture of peer support and understanding. This was the vision behind the Wellbeing in Secondary Education (WISE) study, a beacon of hope in the landscape of teacher well-being research.

WISE wasn't merely about individual well-being; it dared to explore the ripple effect. By equipping select staff with Mental Health First Aid (MHFA) training, the study empowered them to become pillars of support within their school communities. This wasn't a one-dimensional approach; the researchers meticulously measured teacher well-being using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS), delving deeper than just stress levels to encompass factors like depression, absence, and presenteeism. But WISE didn't stop there. It dared to bridge the gap between teacher and student well-being, meticulously tracking student outcomes like well-being, mental health difficulties, attendance, and even academic attainment.

The findings of WISE resonate like a symphony of hope. The study beautifully illustrates the interconnectedness of teacher and student well-being. By addressing the mental health needs of educators, WISE paves the way for improved student well-being and academic success. This isn't just wishful thinking; it's backed by rigorous research and points towards a future where teacher well-being is prioritized, not just for its own sake, but for the transformative impact it can have on the entire educational landscape.

Beyond WISE: A Tapestry of Insights

While WISE offers a powerful lens, the tapestry of teacher well-being research is woven with diverse threads. Studies like Rameli et al.'s (2017) exploration of the nuanced relationship between psychological well-being and quality of life among Malaysian teachers remind us that well-being is multifaceted. While their findings revealed a predominantly "moderate" level of psychological well-being, the quality of life scores painted a different picture, with a majority of teachers reporting high levels of satisfaction. This intriguing divergence

underscores the need for holistic interventions that address the various dimensions of teacher well-being, tailoring support to the specific needs of each educator.

Research like Aydoğan's (2012) delves deeper, illuminating how factors like gender, age, and marital status can influence specific domains of well-being. This granular understanding allows us to craft interventions that resonate with the unique experiences of different teacher groups. And let's not forget the challenges that arise from unforeseen circumstances like the COVID-19 pandemic. Wong et al.'s (2021) study shines a light on the unique struggles faced by ESOL teachers during this unprecedented time, highlighting the increased stress levels brought on by factors like workload, lack of support, and the complexities of virtual language instruction.

From Insights to Action: Fostering a Culture of Well-being

Research is a compass, guiding us towards actionable steps. The findings we've explored paint a clear picture: teacher well-being deserves to be at the forefront of educational discourse and practice. Here are some key takeaways that can pave the way for a culture of well-being in our schools:

- **Prioritize MHFA training and peer support programs:** Equipping educators with the tools to support their mental health and that of their colleagues can create a ripple effect of well-being throughout the school community.
- **Move beyond individual well-being:** Acknowledge the intricate connection between teacher and student well-being, and design interventions that address both.
- **Embrace a multifaceted approach:** Recognize that well-being is not one-dimensional; tailor interventions to address the specific needs and challenges faced by different teacher groups.
- **Foster open communication and collaboration:** Create a safe space for teachers to share their struggles and access the support they need.
- **Invest in resources and professional development:** Equip schools with the tools and resources necessary to prioritize teacher well-being, and provide ongoing professional development opportunities that focus on mental health and stress management.

By weaving these threads of research and action together, we can create a tapestry of well-being that benefits not just teachers, but also students, schools, and ultimately, society as a whole. Imagine classrooms where teachers navigate challenges with resilience, fueled by a robust support system and a deep understanding of their own well-being needs. Picture students thriving in an environment where their teachers' emotional well-being mirrors their dedication to academic excellence. This isn't a utopia; it's a tangible future we can create by harnessing the power of research, implementing evidence-based interventions, and fostering a culture of care and compassion within our educational institutions.

Beyond the School Walls: A Ripple that Extends Outward

The impact of teacher well-being doesn't end at the school gates. When teachers flourish, their positive energy resonates outside the classroom, impacting families and communities. A teacher who approaches their

students with a sense of calm and emotional stability creates a ripple effect of positive interactions, fostering healthier relationships within families and encouraging students to become agents of well-being themselves. This domino effect can extend to wider communities, contributing to a more empathetic and supportive social fabric.

Investing in teacher well-being, therefore, is not just an educational imperative; it's a societal investment. By prioritizing the emotional and mental health of our educators, we lay the foundation for a future where children learn not just academics, but also the critical skills of self-care, resilience, and emotional intelligence. We contribute to the creation of a world where well-being becomes a shared value, nurtured within the classroom and embraced beyond its walls.

This journey towards a future of well-being isn't a sprint; it's a marathon. But with each step informed by research, each action guided by compassion, and each decision driven by a deep understanding of the interconnectedness of all aspects of well-being, we can pave the way for a future where teachers and students flourish, together. This is not just a goal; it's a promise, a commitment to cultivating a learning environment where well-being isn't an afterthought, but the very foundation for success, both inside and outside the classroom.

Focusing on ESOL Teachers' Well-Being During COVID-19 and Beyond

Wong, Pompeo-Fargnoli, and Harriott (2021) delve into the challenges faced by primary school English for Speakers of Other Languages (ESOL) teachers during the COVID-19 pandemic. The study focuses on the impact of unexpected instructional changes on the well-being of ESOL teachers, highlighting increased stress levels stemming from factors such as lack of support, communication issues, expanded workloads, and the complexities of teaching language proficiency virtually. The qualitative research approach captures the multifaceted impact of the pandemic on ESOL teachers' well-being and offers practical recommendations to support teachers in navigating these challenges, emphasizing the need for targeted interventions tailored to the unique circumstances of ESOL educators.

Teachers' Mental Health and Stress Impact on Learning Resources

Jimenez's (2021) study delves into the impact of teachers' mental health and stress levels on learning resource development in the Schools Division in Central Luzon, Philippines. By analyzing teachers' experiences, the research aims to understand how mental well-being influences the creation and enhancement of learning resources. Recognizing the pivotal role teachers play in shaping education, Jimenez emphasizes the importance of comprehending the various facets of mental health, including stress levels, sleeping patterns, and social well-being, to inform teaching practices and resource development. Using a descriptive-correlation research design and an online survey, the study involves 205 teachers from 25 elementary schools in Central Luzon, selected through simple random sampling. The questionnaire assesses teachers' mental health, stress levels, and perceptions of learning resource development.

Jimenez's findings reveal varying levels of mental health and stress among teachers. While sleeping problems are less common, social well-being and stressors are prevalent. The study acknowledges positive mental health but underscores concerns, particularly regarding stress levels impacting teachers' overall well-being.

Exploring the Connection to Learning Resource Development

The study by Jimenez et al. highlights the importance of teacher well-being in the development of learning resources and the impact of mental health and stress levels on this process. Teachers who reported positive mental health expressed a strong agreement with the development of learning resources, while stress levels were associated with varied perceptions of learning resource development. This research underscores the need to recognize and address the mental health and stress concerns of teachers as they directly influence the development of educational resources.

Analyzing Attachment to God, Identity Styles, and Well-being in Married Teachers

Nayeri et al. (2014) explored the relationship between attachment to God, identity styles, and psychological well-being among married teachers in Mashhad city. The research revealed significant gender differences in average scores for attachment to God, psychological well-being, and informational identity style, underscoring the importance of understanding how identity development and spiritual attachment uniquely impacted well-being.

Addressing Student Violence Against Teachers

Dzuka and Dalbert (2007) focused on the occurrence of student violence against teachers in secondary schools in Slovakia. The study investigated the correlation between teacher well-being and teachers' belief in a just world (BJW). Findings underscored the significant influence of student violence on teachers' emotional experiences and overall well-being. The research advocated for additional studies and interventions to tackle student violence while emphasizing the crucial role of organizational justice in alleviating the adverse effects on educators.

Exploring Depressive and Anxiety Symptoms in Early Childhood Education

Peele and Wolf (2021) delved into the correlation between depressive and anxiety symptoms among early childhood education teachers in Ghana. The research assesses the impact of these symptoms on professional well-being outcomes and absenteeism throughout a school year. Results reveal that elevated levels of anxiety and depressive symptoms are predictive of reduced job motivation and satisfaction, heightened emotional exhaustion by the school year's end, and an increase in absenteeism. The study offers valuable insights at the intersection of mental health and professional well-being, laying the groundwork for future policies and practices to enhance the overall quality of early childhood education.

Assessing the Viability of a Mindfulness-Based Intervention for Teachers

In a feasibility trial conducted by Beshai et al. (2015), the effectiveness of a mindfulness-based intervention for secondary school teachers was investigated. With 89 teachers and staff participating, the study measured stress, well-being, mindfulness, and self-compassion at baseline and post-intervention. The results revealed significant reductions in stress and increases in well-being within the intervention group. While the study

supports the potential of a tailored mindfulness-based program for secondary school teachers, further research is encouraged to validate and extend these findings. This trial emphasizes the necessity for broader initiatives addressing the well-being of teachers.

Exploring the Influence of Giftedness on Psychological Well-being

Neihart's (1999) study delves into how giftedness affects psychological well-being, shedding light on both its positive and negative repercussions. The research acknowledges that giftedness can enhance resiliency and increase vulnerability, depending on factors such as the type of giftedness, the fit within the educational system, and individual characteristics. The study emphasizes the complexity of these interactions and their implications for psychological well-being in gifted individuals. The study highlights the need for a comprehensive understanding of the interaction between the type of giftedness, educational fit, and individual characteristics to provide insights into the nuanced outcomes associated with giftedness.

Synthesizing Themes and Patterns Across Studies

Examining various studies on teacher well-being through a cross-study synthesis unveils recurring themes and patterns. Mental health training emerges as a positive influence on teacher well-being, correlating with higher levels of psychological well-being and quality of life. Personal factors like gender, age, marital status, and social support play a role in shaping well-being outcomes. The challenges posed by the COVID-19 pandemic, including heightened stress levels, underscore the importance of flexible support structures. Instances of violence against teachers significantly impact their well-being, showing a direct link between such experiences and negative affect. Proactively addressing teacher stress has a positive impact on their professional capabilities. Additionally, mindfulness-based interventions exhibit promising results in reducing stress and enhancing overall well-being.

Conclusion: Fostering a Resilient Future for Educators

This systematic review sheds light on the intricate landscape of secondary school teacher well-being, utilizing diverse studies to offer nuanced insights into the psychological facets of their professional lives. The examination of interventions, challenges, and the broader educational milieu emphasizes the critical importance of prioritizing teacher well-being as a foundational pillar for a resilient educational system.

Our synthesis of findings reveals that mental health training, adaptable support structures, and mindfulness-based interventions can positively influence teacher well-being. The interconnectedness of educators' mental health with student outcomes, coupled with the recognition of external stressors, emphasizes the need for comprehensive, adaptive policies and interventions.

From the challenges faced by ESOL teachers during the COVID-19 pandemic to the impact of violence against teachers, our review sheds light on the unique stressors within the teaching profession. The introduction of peer support services, as exemplified by the WISE study, offers a promising model for collaborative initiatives that can potentially transform teacher well-being.

Furthermore, the recognition of giftedness in education and its complex interaction with psychological well-being calls for tailored practices acknowledging individual characteristics, educational fit, and type of giftedness.

In crafting a resilient future for educators, this review advocates for the integration of well-being into educational policies, fostering mental health awareness, and creating supportive environments. By championing the holistic well-being of teachers, educational institutions can cultivate environments that not only retain passionate educators but also nurture optimal learning experiences for students. The collective efforts of policymakers, educators, and researchers are paramount in shaping an educational landscape where teacher well-being is not just acknowledged but is the cornerstone of sustained success.

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