Promoting Positive Wellbeing of Teachers in The School Climate

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Abstract: Teachers usually feel unprepared for the behaviours students bring to the school, which affect their wellbeing and teaching management. This promotes ways for the staff of the school and the policymakers to solve challenges to the teaching and learning process. Investigating ways to promote teachers' positive wellbeing in the school climate is the aim of the present research. Using survey methodology, the participants were teachers, school managers, and educational policymakers. Educational policymakers include the Minister of National Education, the Undersecretary of the Minister of Education, the Director of the General Secondary Education Department, and Members of the Education Union Board of Directors. Data were collected through surveys, observations, and audio recording transcripts of interviews. The identified wellbeing of teachers can be used to support teachers and students in creating a positive school climate. Findings revealed that there are several strategies that schools and policymakers can use to support teachers in promoting wellbeing and creating a positive school climate. Teachers' wellbeing is promoted through managing behaviours and teaching. It is concluded that behaviours that promote teachers' wellbeing are promoted through developing effective action, developing social skills, developing personal skills, and producing a safe and predictable school climate. In addition to this, teachers' wellbeing and teaching management are promoted through effective content and context and prompting leadership skills and qualities. As a result, policymakers are strongly urged to take a holistic approach to promote positive wellbeing and create a positive school climate. Implications provide teachers with opportunities to develop themselves professionally, to encourage collaboration and support, to use positive reinforcement strategies, to establish clear expectations and rules, to foster student engagement, to involve students' in decision-making processes, to give students a sense of ownership, and to adopt inclusive practises.

Introduction

Education systems value teachers' wellbeing. Positive school climate and teachers' positive wellbeing influence each other. Teachers' behaviour management and teaching management skills contribute to their wellbeing. Researchers such as Tov and Diener (2009) and Ryan and Deci (2011) claim the universal definitions approved for the term wellbeing in the literature, named as satisfaction of life and flourishing of life. Ryan and Deci (2011) described the term wellbeing as something that promotes openness, is engaged, and has healthy functioning. This involves a global assessment of well-being across different domains of an individual's life.

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Wellbeing at work relates to a person's evaluating the work environment positively and considering the work place to be functioning (Tov & Diener, 2009). Regarding teachers, Diener (2009) claims that it is accepted as the wellbeing of teachers. Teachers' stress and teachers' burnout have been constructed based on teachers' work environment wellbeing (Pakarinen et al., 2010). It is important to understand wellbeing in different domains, including the domain of work, in order to fully understand an individual's overall wellbeing and identify ways to support it (Van Horn, Taris, Schaufeli, and Schreurs, 2004). It is important to study teachers' wellbeing from a positive perspective rather than just focusing on teacher stress and teacher burnout (Spilt, Koomen, & Thijs, 2011), in order to fully understand the factors that contribute to teachers' wellbeing and to identify ways to support it (Pakarinen and colleagues, 2010).

By looking at teachers' wellbeing from a positive perspective, it is possible to avoid the shortcoming and identify the factors that contribute to teachers' wellbeing rather than just focusing on the negative aspects of the profession (Duckworth et al., 2009). This can be helpful in developing strategies to support teachers' wellbeing and improve the overall teaching profession (Huppert & So, 2013).

Research on teachers' wellbeing is still relatively new, but it is a growing area of study, with more studies beginning to emerge that focus on teachers' wellbeing directly. (Aelterman, Engels, Van Petegem & Verhaeghe, 2007; Konu, Viitanen & Lintonen, 2010, Positive Schools Workshop Report, 2022; Gür & Eser, 2022; Positive Schools Workshop Report, 2023; Gür & 2023). It is important to continue to advance this line of inquiry in order to better understand the factors that impact teachers' wellbeing and identify ways to support it.

There are several factors that can impact teachers' wellbeing. Work stress, which refers to stress related to workload and job demands, is a common factor that can impact teachers' wellbeing. Organizational-level stress, which refers to stress related to school-level issues such as policies, procedures, and leadership, can also impact teachers' wellbeing. Student-related stress, which refers to stress related to student behaviour and the challenges of working with diverse groups of students, can also be a significant factor in teachers' wellbeing (Clunies-Ross, Little, Kienhuis, 2008; Collie et. al., 2012; Klassen & Chiu, 2011).

Emerging research suggests that these factors are relevant for teachers' wellbeing, and it is important to consider the impact of these factors on teachers' wellbeing in order to develop strategies to support and improve it (Aelterman et. al., 2007; Konu et. al., 2010).). Studies regarding teachers' wellbeing have promoted new concepts and frameworks. Positive-emotions, satisfaction of job and job engagement related positive establishments and stress, strain, negative emotions, emotional exhaustion related negative establishments provide increases (Collie, et. al., 2015). Definition of teachers' wellbeing include cognitive conditions, emotional conditions, health conditions and social conditions in relation to teachers' pofessional (Viac and Fraser, 2020, p.18). Wellbeing of teachers and their satisfaction on their profession has been operationalised (Parker and Martin, 2009). Such kind of definitions cover teachers' wellbeing on wellbeing on the workplace (Parker, et. al., 2012), wellbeing on profession (Klusmann et. al., 2008), and wellbeing on claims regarding resources (Granziera, et. al., 2020). Wellbeing of teachers is closely related to wellbeing on subjects (Chan, 2010, 2013) and wellbeing on socio-ecological frameworks (McCallum, 2020). In addition to this, teachers' mental and physical health, engagement on profession, desire to leave a school have also closely related to teachers' wellbeing (Claeys, 2011; Kellr, Frenzel, et. al,. 2014, O'Reilly, 2014). Teachers' wellbeing and teachers' effective teaching styles as well as choosing which teaching behaviour to apply, having affirmative emotions to connect, promoting enthusiasm and motivation in the class and developing the school effectiveness through contextually and individually have positively impact each other (Bajorek, et. al., 2014; Caprara, et. al., 2006.; Collie et. al., 2012; Fouche, et. al., 2017; Nazari and Alizadeh Oghyanous,

2021; Viac and Fraser, 2020).

Collaboration of teachers, degree of quality on relationship between student and teachers as well as teachers' autonomy on their profession have been found to be the contextual factors affecting school climate (Aloe et. al., 2014; Collie and Martin, 2017; Klassen et. al., 2012; Spilt et. al., 2011; Weiland, 2021). School climate has been defined as the context where teachers both work and teach using psychosocial factors (Johnson et. al., 2007, p. 111). School climate has been identified five dimensions which are listed as affiliation (feel of belonging to the school); innovativeness (feel of adaptation to recent methods and development); participating decision making process (autonomy and participation level of teachers to the decisons made in schools); adequate sources (feel of obtaining effective educational sources); support by the learners (quality level of teacher-student relationship) (Johnson, et al., 2007).

The relationship between teachers' wellbeing and school climate is complex and dynamic. The relationship can be influenced by a variety of factors, including behaviour management and teaching management. The well-being of teachers has been positively affected by workplace conditions and individual teacher behaviour. The aim of the current study is to identify how to promote the positive wellbeing skills of teachers in the school climate. By analysing interviews with participants, it is possible to gain insights into the professional work of the participants and the ways in which they cooperate in order to support the wellbeing of teachers. This can provide valuable knowledge about the school climate as a professional arena and the specific role that teachers play within it. Understanding these dynamics can help inform strategies for promoting teachers' wellbeing and improving the effectiveness of professional cooperation in the school climate.

Teachers' wellbeing is a complex and multifaceted concept that is closely related to various factors, including their mental and physical health, job satisfaction, engagement with their profession, and the school climate in which they work. Research has shown that teachers' wellbeing is closely related to their ability to effectively teach and engage with their students and that it is influenced by both individual teacher behaviours and contextual factors such as the school climate and the resources and support available to teachers.

Promoting the wellbeing of teachers is important for the overall functioning and effectiveness of the education system, as teachers who are stressed, burned out, or otherwise not well struggle to effectively teach and support their students. Strategies that may be helpful in promoting the wellbeing of teachers in the school climate include providing support for teachers' physical and mental health, promoting a positive and supportive school climate, and empowering teachers to have autonomy and decision-making power in their work. It is also important for policymakers and school leaders to consider the impact of broader social and ecological factors on teachers' wellbeing and to take a holistic approach to supporting teachers in the school climate.

Wellbeing among teachers has been linked to effective teaching and students' motivation for learning. Assessing teachers' work-related experiences and investigating how these impact their wellbeing can provide valuable insights into the factors that contribute to teachers' wellbeing and help identify ways to support it (Collie, Shapka, and Perry, 2012; Duckworth, Quinn, and Seligman, 2009). This approach, which focuses on understanding the core aspects of teachers' work that impact teachers' wellbeing, is a practically oriented approach as it helps to identify specific aspects of teachers' work that can be targeted for improvement (Duckworth et al., 2009). By understanding the factors that impact teachers' wellbeing and developing strategies to support it, it is possible to improve the overall teaching profession and create better outcomes for both teachers and students (Pakarinen et al., 2010).

Method

Context and Participants

The data reported stems from a broader study about teachers' wellbeing in the school climate across their teaching careers. Forty teachers and eighteen school managers volunteered to take part in the interviews. Throughout the study, the data were collected through interviews using self-completion surveys by the teachers and school managers, which were conducted between January and February 2021. The intention was to collect data from the teachers and the school managers regarding promoting teachers' wellbeing in the school climate. Self-completion surveys are used, aiming at providing greater anonymity for the participants since the absence of an interviewer ensures anonymity. The topic of the research is sensitive and personal; therefore, a self-completion survey is used to increase the reliability of the responses. Furthermore, a self-completion survey is used, aiming at reducing the bias and error caused by the interviewers' characteristics and the variability in their skills. In addition to self-completion surveys by teachers and school managers, teachers from pre-primary, primary, secondary, and high schools were observed in their classroom settings and school settings five times between March and June 2021. Each time, checklists were completed by the observer. Additionally, the interviews took place face-to-face with educational policymakers. Educational policy makers included the Minister of National Education, the Undersecretary of the Minister of Education, the Director of the General Secondary Education Department, and Members of the Education Union Board of Directors.

Research Tools and Procedures

This study used a combination of self-completion surveys, observations, and face-to-face interviews to collect data on promoting teachers' wellbeing in the school climate. The self-completion surveys were used to provide anonymity for the participants and to reduce bias and error caused by the interviewer's characteristics and skills. The observations were conducted in the classroom and school settings, with checklists completed by the researcher. Additionally, face-to-face interviews were conducted with educational policymakers. The study recruited forty teachers and eighteen school managers as participants, and data collection took place between January and February 2021 for the self-completion surveys and March and June 2021 for the observations.

Ethical Considerations

Ethical considerations were taken into account before collecting data for the study. Both the Participant Information Form and the Consent Form were created. The Participant Information Form provided detailed information on the research, detailed information on the teachers' involvement, and detailed information on any potential risks or benefits. Additionally, the researcher ensured the storage of data securely, confidentially, and anonymously by removing identifying markers (like names of participants and schools, as well as venue, etc.) from the transcript and by destroying the original recording after transcription was completed.

Data Analysis

The survey protocol and observation protocol for the teachers had 'teachers' learning' and 'teaching experiences-based questions, present and previous motivational drives and attitudes towards teachers' choice of career, ecologies, identities as well as meaning, mental as well as physical wellbeing-based questions, and included 'their perspectives on how to promote the positive wellbeing of present and next generation teachers'. Similarly, the survey protocol for the school managers covered questions about the school managers' perspectives towards teachers' learning and teaching experiences, present and previous motivations and attitudes towards their choice of career, ecologies, identities as well as meaning, mental as well as physical wellbeing, and their perspectives on how to promote the positive wellbeing of present and next generation

teachers.

The semi-structured interview protocol for the educational planners included questions about the teachers, the school managers and the education system in terms of teachers' learning and teaching experiences, the present and previous motivational drives and attitutes toward teachers' choice of career, ecologies, identities as well as meaning, mental as well as physical wellbeing, and educational planners' perspectives on how to promote positive wellbeing of current and future teachers.

An approach, named the inductive analysis, as the part of the practices of the Grounded Theory was used for analysing the data. Ethical approval was obtained and measures were taken to ensure the anonymity and confidentiality of the participants.

The data analysis process for this study consisted of several stages and methods. Initially, the data were coded and repeteadly re-coded through using both the emergent as well as the sub-categories. The exploratory phase revealed that wellbeing of the participants was associated with processes involving multiple and continuously changing practices. The second stage involved describing the numerous contents for the wellbeing-system of each participant and evaluating how the participants' interact as well as how data were dynamic and stable. Finally, findings of the data were presented as individual vignettes to manage a comprehensive explanation for the wellbeing of the participants and avoid oversimplification of their personal life stories.

Results

It is important for teachers to have positive wellbeing in order to effectively manage their own wellbeing and the wellbeing of their students in the school climate. The findings of the current study reveal that there are strategies to promote the wellbeing of teachers in the school climate which are shown in Table 1 below:

Table 1: Strategies to Promote Wellbeing of Teachers in the School Climate

Identified Strategies	Specific Strategies	Useful Strategies
1. Identified strategies on behaviour management		
1a. Developing effective action This may involve providing teachers within the resources and support they need to manage their own wellbeing and the wellbeing of their students in the school climate. This could involve things like access to mental health resources, training on how to manage stress, and time for self-care.	1ai. Empowering School/ Class Rules and Positive Behaviour	--Use Greetings (Say Hello/Goodbye/Thank you/Please/Excuse me) -Be in time -Use Students' Names
	1aii. Diminishing Negative Behaviour	-Bullying and Harassment -Swearing -Interrupting -Yelling out -Embarrassing others
	1aiii. Embossing Uniform	-Discipline -Classroom Management -Focus on equality between rich and poor
1b. Developing social skills Teachers who have strong social skills are better able to form positive relationships with their students, which can help to promote a positive school climate. This may involve providing training on how to effectively communicate and interact with students.	1bi. Raising	-Developing Self-Esteem, -Developing Valuable Values, -Developing Good Manners -Developing Skills
	1bii. Managing	-Manage/supervise effectively to reduce conflict -Communicate effectively with others -Work cooperatively in groups and with colleagues -Giving Effective Decisions in Challenging times and events -Manage to avoid anti-sociality
1c. Developing personal skills Teachers who have strong social skills are better able to form positive relationships	1ci. Caring	-Care for others and care for the school environment -Caring for wildlife

with their students, which can help to promote a positive school climate. This may involve providing training on how to effectively communicate and interact with students.	1cii. Valuing	-Smile and Be Polite towards others -Look at students when talking -Listen -Accept Differences -Respect opinions of others -Give Compliments -Courtesy -Responsibility (Rights and Responsibilities) -Respect yourself and Respect others -Value the environment -Seek/Search for Knowledge -Achieve your potential -Contribute positively to society
1d. Producing a safe and predictable school climate A safe and predictable school climate can help to promote the wellbeing of teachers and students. This may involve implementing clear rules and consequences, providing support for students who are struggling, and promoting a culture of respect and inclusion.	1di. Promoting	-Transferring cultural heritage -Using environmentally-friendly materials -Reducing-Reusing-Recycling
	1dii. Sustaining	-Contributing effectively to clean-up -Conserving and renewing resources
2. Identified strategies on teaching management		
2a. Teaching effective content and context Teachers who are able to effectively teach the material they are responsible for can help to promote a positive school climate. This may involve providing training on how to effectively plan and deliver lessons, as well as how to support students who are struggling	2ai. Developing Content for school instruction	-Writing clear and measurable Content goals -Producing sustainable Sources -Promoting Structure -Developing Quantity -Performing student friendly Activities
	2aii. Promoting context for school instruction	-Supporting effective teaching and learning
2b. Promoting leadership skills and qualities Teachers who are able to demonstrate strong leadership skills and qualities, such as adaptability and decision-making, can help to promote a positive school climate. This may involve providing training on how to develop these skills and qualities.	2bi. Leading and Managing Colleagues	-Planning, Arranging and Running the Curriculum -Working alongside colleagues in classrooms -Listening to Colleagues -Keeping colleagues up to date -Keeping parents and community updated
	2bii. Efficient and effective deployment of colleagues and resources	-Selecting and ordering materials and equipment -Organizing storage and making sure resources are accessible -Demonstrating use of equipment -Finding out about new resources -Monitoring the budget -Auditing resources -Finding alternative ways of using the environment -Assessing risks with equipment and activities
	2biii. Developing plans to prepare yourself as a curriculum leader	-Increasing leadership qualities and strategies for instructional leadership -Using learner centered instruction -Monitoring -Applying basic instructor practices

Findings

Developing social and personal skills is important for teachers in order to create a positive and supportive learning environment for their students (Rüütman et al., 2021). Focusing on strategies for developing social skills involves specific strategies such as raising self-esteem, developing valuable values, developing good manners, and developing skills (Social and Emotional Skills: Wellbeing, Connectedness, and Success, n.d.; Davies and Cooper, 2014). Additionally, it is important for teachers to be able to manage effectively in order to reduce conflict and promote positive interactions with others. This involves being able to communicate effectively

with others, work cooperatively in groups and with colleagues, make effective decisions in challenging times and events, and avoid behaving in an anti-social manner.

Similarly, focusing on strategies for developing personal skills involves specific strategies such as caring for others and the school environment, being polite and smiling at others, and valuing diversity and the opinions of others. It is also important for teachers to be responsible, respectful, and seek knowledge in order to achieve their full potential and contribute positively to society. Valuing the environment and practising sustainability are also vital for promoting a positive and supportive learning environment (Parsonson, 2012). Furthermore, creating a safe and predictable environment is good for promoting a positive and supportive learning environment for students (Dreer, 2022; Mercer and Dörnyei, 2020). Specific strategies for producing a safe and predictable environment involve promoting and sustaining specific practises, such as transferring cultural heritage, using environmentally friendly materials, reducing, reusing, and recycling, and contributing effectively to clean-up and resource conservation efforts (Amerstorfer and Freiin von Münster-Kistner, 2021).

Teaching effective content and context is also important for promoting a positive and supportive learning environment (Creating Effective Teaching and Learning Environments, 2009; Sithole, 2017). Specific strategies for developing content for school instruction involve writing clear and measurable content goals, using sustainable sources, promoting structure, and using student-friendly activities. Promoting leadership skills and qualities has important implications for teachers in order to effectively lead and manage their colleagues and resources, establish a learning culture, and promote effective teaching and learning. Specific skills for promoting leadership include leading and managing colleagues, developing plans as a curriculum leader, and promoting distributed instructional leadership (Day and Sammons, 2016).

Leading and managing colleagues is an important aspect of promoting leadership skills and qualities (Carswell, 2021; Pont, et al., 2008). Specific strategies for leading and managing colleagues include planning and running the curriculum, working alongside colleagues in classrooms, listening to colleagues, keeping colleagues up-to-date, and keeping parents and communities updated.

Deploying efficient and effective colleagues and resources is also important for promoting leadership skills and qualities (Osborne and Hammoud, 2017). Specific strategies for deploying efficient and effective colleagues and resources include selecting and ordering materials and equipment, organising storage and making resources accessible, demonstrating the use of equipment, finding new and alternative resources, monitoring the budget, auditing resources, finding alternative ways of using the environment, and assessing risks with equipment and activities.

Developing plans as a curriculum leader is another aspect of promoting leadership skills and qualities (High Impact Teaching Strategies: Excellence in Teaching and Learning, 2020, revised edition). Specific strategies for developing plans as a curriculum leader include increasing leadership qualities and strategies for instructional leadership, using learner-centred instruction, and monitoring and applying basic instructor practises. Similarly, promoting distributed instructional leadership for effective teaching and learning is another important aspect of promoting leadership skills and qualities. Specific strategies for promoting distributed instructional leadership include being an instructor as part of the teaching team, promoting teacher leadership, and motivating and stimulating instructors (Gray, Wilcox, and Nordstokke, 2017).

Establishing a learning culture is an aspect of promoting leadership skills and qualities. Specific strategies for establishing a learning culture include being responsible for creating a learning culture in a school, leading the school as a context and workplace, improving sociability, and empowering solidarity (Creating Learning Cultures: Assessing the Evidence, 2020).

Teaching learning components is another important aspect of promoting leadership skills and qualities. Specific strategies for teaching learning components include applying policies, using current and effective technology, constructing sustainable processes, leading human resources, and developing skills and responsibilities. (Didham and Ofei-Manu, 2018).

As a result, promoting positive wellbeing among teachers in the school climate requires teachers to have a range of social and personal skills in order to create a positive and inclusive classroom environment. Additionally, creating a safe and predictable environment, teaching effective content and context, and promoting leadership skills and qualities are all important aspects of being an effective teacher. It is also important for teachers to be able to lead and manage their colleagues and resources effectively and to develop plans as a curriculum leader in order to support student learning. Promoting positive wellbeing among teachers is also crucial and can be achieved through self-care, a culture of support, professional development opportunities, and work-life balance. Overall, it is clear that being a successful teacher requires a range of skills and qualities, and that promoting positive wellbeing is an important part of the process.

Conclusions and Recommendations

It appears that the findings provided a set of strategies for promoting the positive wellbeing of teachers in the school climate. These strategies focus on several key areas, including developing effective actions, developing social skills, developing personal skills, producing a safe and predictable environment, teaching effective content and context, and promoting leadership skills and qualities. Some specific strategies that were mentioned include using greetings and other good manners, reducing negative behaviour such as bullying and harassment, promoting cultural heritage and environmentally friendly materials, organising resources and equipment, using learner-centred instruction, establishing a learning culture, and developing policies and technology to support effective teaching and learning. It is important for schools to consider these strategies and find ways to support teachers in developing and maintaining positive wellbeing in order to create a positive and supportive school climate.

To conclude, educators serving in schools and policymakers can use the following strategies to support teachers in promoting positive wellbeing and creating a positive school climate:

1. Professional development: Providing ongoing professional development opportunities for teachers can help them learn new strategies and techniques for promoting positive wellbeing and managing the classroom effectively.

2. Collaboration and support: Encouraging collaboration and support among teachers can help them share ideas and resources and build a sense of community within the school.

3. Positive reinforcement: Using positive reinforcement strategies, such as praising students for their positive behaviours and efforts, can help create a positive school climate.

4. Clear expectations and rules: Establishing clear expectations and rules for behaviour can help create a sense of structure and predictability in the classroom, which can support positive wellbeing and academic success.

5. Student engagement: Fostering student engagement through activities and projects that are meaningful and relevant to students can help create a positive school climate and promote positive wellbeing.

6. Student voice: Involving students in decision-making and giving them a sense of ownership and agency can help create a positive school climate and promote positive wellbeing.

7. Inclusive practises: Adopting inclusive practises, such as promoting diversity and equity, can help create a positive school climate for all students.

As a result, it is important for teachers, school managers, and policymakers to take a holistic approach to promoting positive wellbeing and creating a positive school climate and to consider the various factors that can impact student wellbeing and academic success. Teacher wellbeing is a complex and multifaceted concept that has been approached from a variety of angles in research. While some studies have focused on one-dimensional measures such as job satisfaction, others have adopted multi-dimensional frameworks or concepts from positive psychology or socio-ecological models.

Pedagogical Implications and Further Research

Regarding the strategies for promoting positive wellbeing among teachers in the school climate, it is important for teachers to focus on developing effective actions in order to create a positive and productive learning environment for their students. This can involve empowering school and class rules and promoting positive behaviour as well as diminishing negative behaviour. Specific strategies such as greetings, being punctual, and using students' names can be useful in achieving this goal. Additionally, it is important for teachers to focus on specific strategies such as avoiding bullying and harassment, avoiding swearing, avoiding interrupting, and avoiding embarrassing others in order to create a safe and respectful environment for all students. Enforcing a uniform code can also be a useful strategy for promoting discipline and managing the classroom effectively. Finally, it is important for teachers to focus on equality and fairness in order to create a positive school climate for all students. Overall, it is important for school managers and policymakers to support teachers in developing and maintaining positive wellbeing in order to promote a positive and supportive school climate.

Teachers' mental and physical health, job engagement, and student wellbeing, motivation, and achievement have been influenced by both individual factors such as teaching style and behaviour as well as contextual factors such as the school climate and the support and resources available to teachers. Further research is needed to better understand the complex interplay between various factors impacting the wellbeing of teachers. This is crucial given that the wellbeing of teachers has a meaningful impact on the learning of students and on overall school effectiveness.

One further area of research can focus on the effectiveness of interventions aimed at improving aspects of teachers' work, diminishing work load, and promoting the wellbeing of teachers. Such interventions can be evaluated in terms of their impact on the wellbeing of teachers, their job satisfaction, and their overall productivity.

Another area of research can be on assessing the wellbeing of teachers at both individual and school levels, as it is important to gain a more comprehensive understanding of the factors that impact their wellbeing. Individual-level assessments can help identify specific personal and professional factors that contribute to the wellbeing of teachers, including workload, support from colleagues and supervisors, and access to professional development opportunities. This can allow for the development of tailored interventions that address individual needs and promote wellbeing. At the school level, assessments can help identify areas that may require more attention and resources to promote the wellbeing of teachers, such as improving school culture, providing opportunities for professional development, and promoting balance between work and life. This can help guide efforts to promote positive work environments and ultimately improve the quality of teaching and learning in schools. Continued research in this area is crucial to better understanding the complex interplay between various factors that impact the wellbeing of teachers and to developing effective interventions that promote wellbeing and job satisfaction among teachers. Ultimately, improving the wellbeing of teachers can have a positive impact on students' outcomes and the overall effectiveness of schools.

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