How Does Teacher Well-being Impact Student Achievement in International Primary Schools?

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A DISSERTATION

Presented to the Department of
Educational Administration
Program at Selinus University

Faculty of Art & Humanities
in fulfillment of the requirements
for the degree of Doctor of Philosophy
in Educational Administration

2025

Abstract

This study investigates the impact of teacher well-being on student achievement in international primary schools. Teacher well-being has emerged as a crucial factor influencing educational outcomes, yet there is a dearth of empirical evidence on its relationship with student performance in these settings. International primary schools present unique challenges for teachers, including cultural diversity, heavy workloads, and adapting to global curricula, which can affect their well-being and, by extension, student outcomes.

The research aims to bridge this knowledge gap by employing a mixed-methods approach. Quantitative surveys will assess teacher well-being levels, while qualitative interviews will explore teachers' perceptions of how their well-being affects instructional practices and classroom management. Student achievement Where available, standardized test scores or school-reported indicators will be considered; otherwise, student achievement will be assessed through teacher and administrator perceptions. This study uses a cross-sectional design and does not follow participants over time.

The study seeks to answer four key questions: the current levels of teacher well-being, how teachers perceive the impact of their well-being on teaching practices, the nature of the relationship between teacher well-being and student achievement, and strategies to enhance teacher well-being for better educational outcomes.

This research contributes to both academic literature and practical policymaking by highlighting the importance of teacher well-being in enhancing educational productivity. It will provide actionable recommendations for school administrators and policymakers to create supportive environments that prioritize teacher health and job satisfaction. Ultimately, the study aims to foster a dialogue among educators, policymakers, and researchers on the critical role of teacher well-being in improving student achievement in international primary schools.

Acknowledgments

I would like to express my heartfelt gratitude to all those who have supported me throughout the completion of this thesis.

First and foremost, I extend my deepest thanks to the respondents, teachers, education leaders, and professionals from international primary schools whose participation, time, and valuable insights were essential to this study.

I am profoundly grateful to my husband, Anoop Suri, for his unwavering emotional support throughout this journey. His constant encouragement, alongside his invaluable assistance with administrative and technical issues, has been instrumental in the completion of this thesis. I would also like to thank my family, whose understanding and love have been a source of great strength during the course of this research.

I would like to express my sincere appreciation to Prof. Salvatore Fava, my supervisor, for his expert guidance, insightful feedback, and encouragement that has greatly contributed to the development of this work. My sincere thanks also go to the administrators and staff at Selinus University for providing a nurturing and resourceful academic environment.

Finally, I am thankful to all the authors and scholars whose work has informed and inspired my research.

Thank you all for your support, dedication, and contributions, without which this thesis would not have been possible.

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Abbreviations and Acronyms

PHD – Doctor of Philosophy

JD-R Model – Job Demands-Resources Model

SEC – Social and Emotional Competencies

IB – International Baccalaureate

SEN – Special Educational Needs

COVID-19 – Coronavirus Disease 2019

PLOS ONE – Public Library of Science ONE

BMC – BioMed Central

TEM – Technical Education and Management

MS – Microsoft (e.g., MS Teams)

VLE – Virtual Learning Environment

PD – Professional Development

SOC – Sense of Coherence

BERA – British Educational Research Association

UNESCO – United Nations Educational, Scientific and Cultural Organization

EOPS-B – Educational Outcomes and Performance Study – Baseline

Chapter 1: Introduction

1.1 Background of Study

As an educator with over two decades of experience, I have personally witnessed the impact of teacher well-being on the educational process. Throughout my career, I have encountered periods where personal well-being and family commitments necessitated breaks from teaching, providing unique insights into the challenges educators face.

The teaching profession is often characterized by high levels of stress, frustration, and pressure, which can unknowingly affect the quality of instruction and student learning outcomes. My experiences in diverse school environments have highlighted stark contrasts in teacher energy and motivation levels. Schools that prioritize work-life balance and respect personal boundaries tend to encourage more engaged and effective educators. Conversely, institutions that disregard personal time and space often struggle with teacher burnout and diminished classroom performance.

This firsthand experience has led me to observe a strong connection between teacher well-being and student achievement. The varying approaches to teacher support across different educational settings have demonstrated that when educators' personal well-being is prioritized, it positively influences their ability to create engaging learning environments and deliver high-quality instruction.

This study aims to explore this critical relationship between teacher well-being and student outcomes in international primary schools, building upon personal observations and existing research to provide evidence-based recommendations for fostering supportive educational environments.

1.2 Research Problem

Despite growing awareness of the importance of teacher well-being, many international primary schools continue to prioritize academic performance metrics over comprehensive teacher support systems. This imbalance can lead to several critical issues:

1. Teacher burnout and reduced motivation, potentially resulting in lower teaching effectiveness.

2. Diminished student academic outcomes and engagement due to stressed or overwhelmed educators.

3. A lack of empirical evidence on the specific relationship between teacher well-being and student achievement in international primary school settings.

While existing studies have examined teacher well-being in general educational contexts, there is a significant gap in understanding its impact within the unique environment of international primary schools. These institutions present distinct challenges, including cultural diversity, adaptation to global curricula, and potentially higher workloads, which may affect teacher well-being differently than in other educational settings.

This study aims to address this knowledge gap by providing evidence-based insights into the relationship between teacher well-being and student performance in international primary schools, ultimately informing strategies to improve both teacher support and student outcomes.

1.3 Research Objectives

The primary aim of this study is to examine the impact of teacher well-being on student achievement in international primary schools.

1. To evaluate the well-being levels of teachers working in international primary schools using both quantitative and qualitative measures.

2. To investigate teachers' perceptions of how their well-being influences their instructional practices, classroom management, and professional effectiveness.

3. To analyze the relationship between teacher well-being and student academic performance to identify key contributing factors.

4. To develop evidence-based recommendations for fostering teacher well-being as a strategy to improve student outcomes in international primary schools.

1.4 Research Questions

To address the primary aim of examining the impact of teacher well-being on student achievement in international primary schools, this study will investigate the following research questions:

1. What are the current levels of teacher well-being in international primary schools, and what factors contribute to these levels?

2. How do teachers perceive the impact of their well-being on their teaching practices, including instructional quality and classroom engagement?

3. What is the nature of the relationship between teacher well-being and student academic achievement in international primary schools?

4. What strategies can be implemented to enhance teacher well-being and promote better educational outcomes?

1.5 Significance of Study

The significance of this study lies in its potential to contribute to both academic literature and practical policymaking by highlighting the crucial link between teacher well-being and educational outcomes in international primary schools. By providing empirical evidence on this relationship, the research will offer actionable recommendations for school administrators and

policymakers to create supportive environments that prioritize teacher health and job satisfaction. This study will also provide valuable insights for educators on how their personal well-being influences their professional effectiveness and students' success. Furthermore, by focusing on the unique context of international primary schools, this research addresses a gap in existing literature and offers specific strategies for enhancing teacher well-being in these diverse educational settings. Ultimately, the findings of this study have the potential to improve both teacher support systems and student achievement in international primary education.

1.6 Scope and Delimitations

This study focuses specifically on international primary schools across diverse geographic regions, examining the unique experiences and challenges faced by teachers. The research employs a mixed-methods approach, combining quantitative surveys to measure teacher well-being with qualitative interviews to gather deeper insights into teachers' experiences. Student achievement will be assessed using standardized test scores or relevant academic performance indicators provided by participating schools.

The study is limited to international primary schools and does not include secondary or higher education institutions. It also focuses primarily on academic achievement as a measure of student outcomes, potentially excluding other aspects of student development. While the study aims to include a diverse range of international primary schools, it may not capture all variations in school environments or cultural contexts. Additionally, the research relies on self-reported data from teachers and school-provided student performance metrics, which may have inherent limitations.

Chapter 2: Literature Review

Teacher well-being has become an increasingly important topic in the field of education, especially in the context of international primary schools. The well-being of teachers extends beyond simple job satisfaction to include emotional health, psychological resilience, professional fulfillment, and the ability to manage stress effectively. A teacher's well-being directly affects their ability to create a positive classroom environment, engage students, and foster a culture of motivation and academic achievement. While the link between teacher and student well-being is well-designed, the specific impact of teacher well-being on student achievement remains under-researched, particularly in the context of international primary schools where diverse student populations and cultural dynamics add complexity to the teaching environment.

This literature review aims to bridge this gap by examining how teacher well-being influences student outcomes, focusing on emotional, psychological, and social factors. Research indicates that when teachers experience high levels of well-being, they are more likely to demonstrate positive classroom management, emotional stability, and effective teaching strategies. Teachers who are mentally and emotionally well-equipped are better able to engage students, adapt to diverse learning needs, and create a supportive learning atmosphere. Conversely, teacher burnout, stress, and emotional fatigue can undermine classroom cohesion, student motivation, and overall academic performance.

The literature review will be conducted using peer-reviewed journal articles, scholarly studies, and reputable online resources. The selected research represents a balanced mix of quantitative and qualitative studies, providing both empirical evidence and theoretical insights into the mechanisms through which teacher well-being affects student achievement. The review will include an analysis of four key studies that explore teacher psychological health, emotional

regulation, professional support systems, and social competencies. These studies will be critically examined to identify patterns, gaps, and potential areas for future research.

This chapter is divided into two main sections. The first section provides an overview of teacher well-being, including a detailed analysis of the reviewed literature. Each study will be summarized and analyzed in terms of its methodology, key findings, and relevance to the research question. The second section will explore theoretical frameworks that explain the relationship between teacher well-being and student outcomes. By synthesizing these findings, this literature review will provide a comprehensive understanding of how teacher well-being impacts student achievement and identify strategies that schools can adopt to enhance teacher support and improve educational outcomes.

The goal of this literature review is to build a strong foundation for understanding the complex relationship between teacher well-being and student success. By highlighting existing research and identifying gaps, this study aims to contribute valuable insights to the field of educational leadership and teacher development.

2.1 Overview of Teacher Well-being

Teacher well-being encompasses a teacher's overall mental, emotional, and professional health, which significantly influences their teaching performance and student outcomes. Well-being includes psychological resilience, job satisfaction, emotional balance, and the ability to manage stress in a classroom environment. The following section summarizes and analyzes key research findings from the reviewed literature:

A Multi-Layered Socio-Ecological Framework for Investigating Teacher Well-being

Authors: Ryan, S. V., von der Embse, N., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017)

Ryan et al. (2017) present a socio-ecological model that frames teacher well-being within multiple interconnected layers individual, relational, organizational, and systemic. The framework emphasizes that teacher well-being is not solely determined by personal factors but is influenced by relationships with colleagues, institutional policies, and broader societal structures. The individual level encompasses personal coping skills, emotional regulation, and mental health. The relational level includes peer support and teacher-student relationships. The organizational level covers school policies, work environment, and administrative support, while the systemic level reflects societal norms and government policies.

Key findings include:

- Teachers who feel supported within their school environment tend to experience higher job satisfaction and emotional stability, which positively impacts classroom dynamics and student engagement.

- Teachers working in supportive schools with effective leadership and strong peer networks demonstrated greater emotional resilience and motivation.

- Teacher stress stems not only from workload but also from a lack of institutional support.

- Teachers who receive adequate professional development and emotional support are more likely to manage classroom challenges effectively and foster positive student interactions.

The study concludes that improving teacher well-being requires a systemic approach involving changes at the policy and institutional levels.

Effectiveness of a Training Program on the Psychological Well-being of Teachers

Authors: Vesely, A. K., Saklofske, D. H., & Leschied, A. D. (2013)

Vesely et al. (2013) evaluate the effectiveness of a structured psychological training program aimed at improving teacher resilience and emotional regulation. The study involved a pre-and post-intervention assessment of teachers who participated in a multi-week training program focused on cognitive restructuring, stress management, and emotional intelligence.

Key findings include:

- Teachers who completed the program reported reduced stress levels, improved emotional awareness, and greater confidence in managing student behavior.

- Enhanced psychological well-being was linked to more effective classroom management and increased student engagement.

- Teachers exhibited better emotional control and more positive interactions with students after the program.

The study emphasizes the importance of equipping teachers with practical strategies for managing stress and emotional challenges. By developing emotional intelligence and coping mechanisms, teachers can foster a more positive classroom climate, which in turn supports student motivation and academic success.

Teacher Emotions and Teacher Self-Efficacy

Authors: Sutton, R. E., & Wheatley, K. F. (2003)

Sutton and Wheatley (2003) explore the connection between teacher emotions and self-efficacy. Self-efficacy refers to a teacher's belief in their ability to influence student outcomes and classroom behavior.

Key findings include:

- Teachers with higher emotional intelligence and self-regulation skills demonstrated greater classroom control and more positive interactions with students.

- Teachers' emotional health directly influences student behavior and learning motivation.

- Teachers who can manage their emotions effectively tend to foster more supportive and stable classroom environments, enhancing student trust and academic motivation.

- When teachers model emotional regulation and resilience, students are more likely to exhibit similar behaviors.

The study concludes that teacher emotional competence is a key factor in promoting effective teaching and positive student outcomes.

Teachers' Social and Emotional Competencies and Their Impact on Classroom Management

Authors: Jennings, P. A., & Greenberg, M. T. (2009)

Jennings and Greenberg (2009) examine the role of teacher social and emotional competencies (SECs) in classroom management and student outcomes. The study defines SECs as a teacher's ability to understand and regulate emotions, establish positive relationships, and create a supportive classroom environment.

Key findings include:

- Teachers with strong SECs were better equipped to manage classroom conflicts, engage students, and create a positive learning atmosphere.

- Emotionally competent teachers are more successful in promoting prosocial behavior among students, leading to better peer relationships and academic outcomes.

- Teacher SECs contribute to a stable and harmonious classroom environment.

- Students with high emotional competence showed greater motivation, better peer relationships, and higher academic performance.

The study recommends integrating SEC training into teacher preparation programs to enhance overall teacher effectiveness.

Summary and Analysis

These studies collectively suggest that teacher well-being is a complex but vital factor in student achievement. Ryan et al. (2017) highlight the multi-layered nature of teacher well-being, emphasizing the role of systemic and organizational support. Vesely et al. (2013) demonstrate that psychological training programs can enhance teacher resilience and emotional intelligence, improving classroom management and student engagement. Sutton and Wheatley (2003) establish a direct link between teacher emotional health and student motivation, while Jennings and Greenberg (2009) show that teacher social and emotional competence fosters positive classroom dynamics and student achievement.

Collectively, these findings underscore the importance of supporting teacher well-being through institutional policies, professional development programs, and emotional resilience training. Improving teacher well-being leads to more positive teacher-student interactions, better classroom management, and enhanced student motivation and academic performance.

2.2 Theoretical Frameworks

The relationship between teacher well-being and student outcomes can be understood through several theoretical frameworks:

Job Demands-Resources (JD-R) Model

Authors: Bakker, A. B., & Demerouti, E. (2014)

The JD-R model provides a useful framework for understanding how teachers' social and emotional competencies (SEC) can function as personal resources to buffer against job demands and mitigate burnout. According to this model, job resources (including personal

resources like SEC) can moderate the relationship between job demands and negative outcomes like emotional exhaustion.

Key findings:

- Job resources can buffer the impact of job demands on exhaustion.

- Personal resources like SEC may function as buffers against burnout.

- The model helps explain how SEC could protect against negative outcomes.

The JD-R model offers a theoretical basis for examining SEC as potential protective factors for teacher well-being. It suggests that developing teachers' SEC could help them cope with job demands and reduce burnout risk. This model is particularly relevant in the context of increasing demands on teachers, such as the integration of technology and online teaching methods. By conceptualizing SEC as personal resources, the JD-R model provides a framework for understanding how these competencies might help teachers manage the challenges of their profession more effectively.

Prosocial Classroom Model

Authors: Jennings, P. A., & Greenberg, M. T. (2009)

Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79(1), 491–525. https://doi.org/10.3102/0034654308325693

Jennings and Greenberg's prosocial classroom model emphasizes the importance of teachers' SEC in creating positive classroom environments and promoting student success. This model posits that teachers with strong SEC are better able to implement effective classroom management strategies, build supportive relationships with students, and model prosocial behavior.

Key findings:

- Teachers' SEC contributes to positive classroom climates.

- Strong SEC enables better classroom management and student relationships.

- The model links teacher SEC to both teacher and student outcomes

This framework highlights how teachers' SEC can benefit both teachers and students, providing a rationale for developing these competencies to improve educational outcomes broadly. The prosocial classroom model underscores the interconnectedness of teacher well-being and student success, suggesting that investments in teacher SEC can have far-reaching effects on the overall educational experience. This model is particularly relevant in today's educational landscape, where teachers are often faced with diverse student needs and challenging classroom dynamics.

Socio-Ecological Framework

Authors: Ryan, S. V., von der Embse, N., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017)

Ryan et al. presents a multi-layered socio-ecological model that frames teacher well-being within interconnected individual, relational, organizational, and systemic layers. This framework highlights that teacher well-being is influenced not only by personal factors but also by relationships with colleagues, institutional policies, and broader societal structures.

Key findings:

- Teacher's well-being is influenced by multiple interconnected layers.

- Both individual and environmental factors impact well-being

- Interventions should target multiple levels for maximum effectiveness.

This model provides a comprehensive view of the factors influencing teacher well-being, suggesting that interventions should address multiple levels to be most effective. The socio-

ecological framework is particularly valuable in understanding the complex interplay between individual teacher characteristics, school environments, and broader educational policies. It emphasizes the need for holistic approaches to supporting teacher well-being that consider both personal and systemic factors.

Conservation of Resources Theory

Author: Hobfoll, S. E. (1989)

The conservation of resources theory suggests that individuals strive to obtain, retain, and protect resources. In the context of teaching, SEC can be viewed as personal resources that teachers can draw upon to cope with job demands and maintain well-being. When these resources are threatened or depleted (e.g., through chronic stress or burnout), it can lead to negative outcomes.

Key findings:

- Individuals seek to maintain and protect their resources.

- Loss of resources can lead to stress and negative outcomes.

- SEC may function as valuable resources for teachers.

This theory provides insight into why developing and maintaining SEC could be crucial for teacher well-being, as these competencies represent important personal resources. The conservation of resources theory helps explain why teachers might experience stress and burnout when faced with ongoing challenges that deplete their emotional and psychological resources. It also suggests that interventions aimed at building and replenishing teachers' SEC could be effective in promoting resilience and well-being.

Synthesis of Theoretical Perspectives

These theoretical frameworks collectively suggest that teachers' SEC play a crucial role in their occupational well-being by:

- Acting as personal resources that buffer against job demands (JD-R model)

- Enabling effective classroom management and positive student relationships (prosocial classroom model)

- Interacting with multiple layers of the educational ecosystem (socio-ecological framework)

- Serving as valuable resources that teachers strive to maintain (conservation of resources theory)

By integrating these theoretical perspectives with recent empirical findings, we can develop a more nuanced understanding of how teachers' SEC influence their occupational well-being and student outcomes. This integrated approach can inform the development of targeted interventions and policies to support teacher well-being and effectiveness in the face of evolving educational demands and technological integration.

The synthesis of these theories provides a robust foundation for understanding the complex relationships between teacher SEC, well-being, and educational outcomes. It highlights the importance of considering both individual and contextual factors in supporting teacher well-being, and suggests that interventions should be multifaceted, addressing personal skill development, organizational support, and systemic changes. Future research and practice in this area should consider how these theoretical frameworks can be applied to develop comprehensive strategies for enhancing teacher well-being and, by extension, improving educational experiences for students.

2.3 Teacher Well-being and Its Impact on Educational Outcomes

Teacher well-being has emerged as a critical factor in educational research, with growing evidence suggesting its significant influence on various aspects of the educational process, including student achievement. This literature review examines the relationship between teacher well-being and educational outcomes, focusing on its impact on student achievement in international primary schools. The review synthesizes findings from recent peer-reviewed studies, exploring the multifaceted nature of teacher well-being and its effects on classroom dynamics, teacher effectiveness, and student performance. By analyzing these studies, we aim to provide a comprehensive understanding of how teacher well-being contributes to the overall educational experience and academic success of students in international primary school settings.

Teachers' Social and Emotional Competencies and Their Role in Occupational Well-Being

Mornar, M. (2024). Teachers' Social and Emotional Competencies and Their Role in Occupational Well-Being. Institute for Social Research in Zagreb, Croatia.

This comprehensive study by Mornar explores the crucial role of social and emotional competencies (SEC) in teachers' occupational well-being, particularly focusing on early-career educators. The research highlights how SEC influence teachers' ability to cope with daily emotional challenges in the workplace. Mornar argues that these competencies serve as potential psychological resources that can mitigate negative outcomes such as burnout and attrition among novice teachers.

The study provides a thorough review of conceptual frameworks of SEC and existing research in the field, comparing them with related constructs in individual differences. It examines the relevance of teachers' SEC for outcomes like burnout, work engagement, and job satisfaction.

Mornar's work is particularly valuable as it addresses a gap in the literature, given that research in this area is still scarce and the relationship between specific SEC and various aspects of occupational well-being is not fully understood.

The findings suggest that teachers with strong SEC are better equipped to manage the emotional demands of teaching, leading to improved job satisfaction and reduced burnout. This has significant implications for teacher training programs and professional development initiatives, suggesting that fostering SEC in teachers could be a key strategy for enhancing their well-being and, consequently, their effectiveness in the classroom.

Impacts of Workload on Teachers' Well-Being: A Systematic Literature Review

Ab. Wahab, N.Y., Abdul Rahman, R., Mahat, H., Salleh Hudin, N., Ramdan, M.R., Ab Razak, M.N., & Mohd Yadi, N.N. (2024). Impacts of Workload on Teachers' Well-Being: A Systematic Literature Review. TEM Journal, 13(3), 1-11.

This systematic literature review by Ab. Wahab et al. provides a comprehensive analysis of the factors contributing to teachers' workload and its impact on their well-being. The study identifies eight main themes, and twenty-two, sub-themes related to teacher workload and well-being, offering a nuanced understanding of this complex issue.

The review highlights three key factors that contribute to increased teacher workload: the shift from physical to online teaching and learning, increased working hours, and non-teaching tasks. These factors are shown to have significant implications for teachers' well-being, including stress, physical and mental health issues, burnout, and uncertainty about their career.

Interestingly, the study also notes some positive aspects of workload management. Teachers who effectively manage their workloads report feeling more valued and respected, which positively influences their well-being. However, the negative impacts are more prevalent, with many teachers experiencing stress due to time pressure, job instability, and heavy job demands.

The findings of this review have important implications for educational policy and practice. They suggest a need for interventions to manage teacher workload more effectively and support teacher well-being. This could include strategies to streamline administrative tasks, provide better support for online teaching, and offer professional development in time management and stress reduction techniques.

Teacher Mental Health and Workplace Well-being in a Global Crisis

Gadermann, A.M. et al. (2023). Teacher mental health and workplace well-being in a global crisis: Learning from the challenges and supports identified by teachers one year into the COVID-19 pandemic in British Columbia, Canada. PLOS ONE, 18(8), e0290230.

This study by Gadermann et al. provides crucial insights into teacher mental health and workplace well-being during the COVID-19 pandemic. The research, conducted in British Columbia, Canada, offers a unique perspective on how teachers coped with the challenges of a global crisis and the supports they found most beneficial.

The study reveals that teachers experienced significant stress and challenges to their mental health during the pandemic. However, it also highlights the resilience of educators and the importance of systemic support in maintaining their well-being. The researchers found that teachers' job-related positive effects and turnover intentions were significantly associated with their perceptions of school system support for mental health and well-being.

A key finding is the relationship between teacher well-being and their ability to support students effectively. Teachers who reported better mental health and workplace well-being were more likely to feel capable of meeting their students' needs, even in the challenging context of the pandemic.

This research underscores the importance of prioritizing teacher well-being as part of educational policy and practice, especially during times of crisis. It suggests that investing in

teacher mental health and workplace support can have far-reaching benefits for both educators and students.

Teachers' Working Time as a Risk Factor for Their Mental Health

Kreuzfeld, S., Felsing, C., & Seibt, R. (2022). Teachers' working time as a risk factor for their mental health - findings from a cross-sectional study at German upper-level Secondary Schools. BMC Public Health, 22(1), 1-16.

This cross-sectional study by Kreuzfeld, Felsing, and Seibt examines the relationship between teachers' working time and their mental health in German upper-level secondary schools. The research provides valuable insights into how extended working hours can negatively impact teachers' well-being.

The study found that teachers working more than 45 hours per week were significantly more likely to show signs of emotional exhaustion and inability to recover compared to those working fewer than 40 hours. This finding highlights the critical importance of managing teacher workload to prevent burnout and maintain mental health.

Interestingly, the research also revealed that the impact of working hours on mental health varied depending on the type of tasks performed. Time spent on core teaching activities was less associated with negative mental health outcomes compared to time spent on administrative tasks or extracurricular activities.

These findings have important implications for school management and educational policy. They suggest a need for strategies to reduce non-teaching workload and to ensure that teachers' working hours are kept within reasonable limits. The study also emphasizes the importance of providing teachers with adequate recovery time and support for managing stress.

Self-efficacy, Job Satisfaction and Teacher Well-being in the K-12 Educational System

Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. International Journal of Environmental Research and Public Health, 18(23), 12763.

This study by Ortan, Simut, and Simut explores the interrelationships between self-efficacy, job satisfaction, and teacher well-being in the K-12 educational system. The research provides valuable insights into how these factors interact and influence teacher performance and student outcomes.

The authors found a strong positive correlation between teacher self-efficacy and well-being. Teachers who felt more confident in their abilities to manage classroom challenges and engage students effectively reported higher levels of well-being. This relationship was mediated by job satisfaction, suggesting that self-efficacy contributes to job satisfaction, which in turn enhances overall well-being.

An important finding of this study is the reciprocal nature of these relationships. While self-efficacy and job satisfaction contribute to well-being, the researchers also found that higher levels of well-being can enhance a teacher's sense of self-efficacy and job satisfaction. This cyclical relationship underscores the importance of supporting all aspects of teacher well-being to create a positive feedback loop.

The study also highlights the role of workplace conditions in teacher well-being. Factors such as feeling valued, having autonomy in decision-making, and receiving meaningful professional development opportunities were all associated with higher levels of well-being.

These findings have significant implications for educational policy and school management. They suggest that interventions aimed at enhancing teacher self-efficacy, improving job satisfaction, and creating supportive work environments could have substantial benefits for teacher well-being and, by extension, student outcomes.

Satisfaction with Online Learning in the New Normal: Perspective of Students and Faculty at Medical and Health Sciences Colleges

Elshami, W., Taha, M.H., Abuzaid, M., Saravanan, C., Al Kawas, S., & Abdalla, M.E. (2021). Satisfaction with online learning in the new normal: Perspective of students and faculty at Medical and Health Sciences Colleges. Medical Education Online, 26(1), 1920090.

This study by Elshami et al. provides valuable insights into the satisfaction levels of both students and faculty with online learning during the COVID-19 pandemic, focusing on Medical and Health Sciences Colleges. While not directly addressing teacher well-being, the findings have significant implications for understanding the challenges and adaptations required in the shift to online teaching, which in turn affects teacher well-being.

The research revealed that faculty members faced numerous challenges in adapting to online teaching, including increased workload, technical difficulties, and concerns about student engagement and assessment. These challenges were found to impact faculty satisfaction and, by extension, their well-being. However, the study also noted that many faculty members reported increased creativity and innovation in their teaching methods because of the transition to online learning.

An interesting finding was the discrepancy between student and faculty perceptions of online learning effectiveness. While many students reported satisfaction with online learning, faculty members were more likely to express concerns about the quality of education and student engagement. This mismatch in perceptions could be a source of stress for teachers, potentially affecting their well-being.

The study highlights the need for comprehensive support systems for faculty members transitioning to online teaching. This includes technical support, pedagogical training for online environments, and strategies for maintaining work-life balance in the context of increased

workload. The authors suggest that addressing these needs could not only improve the quality of online education but also enhance teacher satisfaction and well-being.

Academic Experiences, Physical and Mental Health Impact of COVID-19 Pandemic on Students and Lecturers in Health Care Education

Idris, F., et al. (2021). Academic experiences, physical and mental health impact of COVID-19 pandemic on students and lecturers in Health Care Education. BMC Medical Education, 21(1), 1-11.

This comprehensive study by Idris et al. examines the impact of the COVID-19 pandemic on the academic experiences, physical health, and mental well-being of both students and lecturers in health care education. While the study focuses on higher education, its findings have relevant implications for understanding teacher well-being across educational levels.

The research revealed significant challenges faced by lecturers during the pandemic, including increased workload, stress related to adapting to online teaching, and concerns about maintaining educational quality. Many lecturers reported physical health issues such as back problems and eye strain due to increased screen time, as well as mental health challenges including anxiety and depression.

An important finding was the relationship between lecturer well-being and their perceived effectiveness in teaching. Lecturers who reported higher levels of stress and poorer mental health were more likely to express concerns about their ability to engage students effectively and maintain educational standards in the online environment.

The study also highlighted the importance of institutional support in maintaining lecturer's well-being. Lecturers who felt supported by their institutions in terms of resources, training, and flexibility reported better mental health outcomes and higher job satisfaction.

These findings underscore the need for comprehensive support systems for educators, particularly during times of crisis or significant change. The authors suggest that institutions should prioritize teacher well-being through measures such as workload management, mental health support, and professional development opportunities tailored to new teaching modalities.

Profiles of Teachers' Striving and Well-being: Evolution and Relations with Context Factors, Retention, and Professional Engagement

De Clercq, M., Watt, H.M., & Richardson, P.W. (2022). Profiles of Teachers' striving and well-being: Evolution and relations with context factors, retention, and professional engagement. Journal of Educational Psychology, 114(3), 637-655.

This longitudinal study by De Clercq, Watt, and Richardson provides a nuanced understanding of teacher well-being by examining different profiles of teachers based on their levels of striving and well-being over time. The research offers valuable insights into how these profiles relate to contextual factors, retention rates, and professional engagement.

The study identified four distinct teacher profiles: thriving, burnout, worn out, and disengaged. Teachers in the thriving profile demonstrated high levels of well-being and professional engagement, while those in the burnout and worn-out profiles showed signs of emotional exhaustion and reduced efficacy. Interestingly, the research found that these profiles were not static; teachers could move between profiles over time, influenced by various personal and contextual factors.

A key finding was the strong relationship between teacher well-being profiles and retention intentions. Teachers in the thriving profile were most likely to remain in the profession, while those in the burnout and worn-out profiles showed higher intentions to leave. This highlights the critical importance of supporting teacher well-being as a strategy for addressing teacher attrition.

The study also examined how school context factors influenced teacher well-being profiles. Supportive school leadership, positive collegial relationships, and a sense of autonomy were associated with more positive well-being profiles. Conversely, high workload and perceived lack of support were linked to burnout and worn-out profiles.

These findings have significant implications for educational policy and school management. They suggest that interventions to support teacher well-being should be tailored to different teacher profiles and should address both individual and contextual factors. The authors recommend strategies such as mentoring programs, workload management initiatives, and fostering supportive school cultures to promote teacher well-being and retention.

Exploring the Predictors of Teacher Well-being: An Analysis of Teacher Training Preparedness, Autonomy, and Workload

Pan, H.-L. W., Chung, C.-H., & Lin, Y.-C. (2023). Exploring the predictors of teacher well-being: An analysis of teacher training preparedness, autonomy, and workload. Sustainability, 15(7), 5804.

This study by Pan, Chung, and Lin provides a comprehensive analysis of the factors that predict teacher well-being, focusing on three key aspects: teacher training preparedness, autonomy, and workload. The research offers valuable insights into how these factors interact to influence teacher well-being and, by extension, educational outcomes.

The study found that teacher training preparedness was a significant predictor of well-being. Teachers who felt well-prepared by their training programs reported higher levels of job satisfaction and lower levels of stress. This highlights the importance of comprehensive and effective teacher preparation programs in promoting teacher well-being.

Autonomy emerged as another crucial factor in teacher well-being. Teachers who reported higher levels of autonomy in their work, including decision-making in curriculum and teaching

methods, showed better well-being outcomes. This finding underscores the importance of giving teachers a sense of control and professional discretion in their work.

Workload, unsurprisingly, was found to have a significant negative impact on teacher well-being. However, the study revealed that the relationship between workload and well-being was moderated by both preparedness and autonomy. Teachers who felt well-prepared and had a high sense of autonomy were better able to manage high workloads without significant detriment to their well-being.

The researchers also examined the relationship between teacher well-being and student outcomes. They found a positive correlation between teacher well-being and student achievement, suggesting that supporting teacher well-being could have tangible benefits for educational outcomes.

These findings have important implications for educational policy and school management. They suggest that efforts to improve teacher well-being should focus not only on managing workload but also on enhancing teacher preparation programs and increasing teacher autonomy. The authors recommend a holistic approach to supporting teacher well-being that addresses these multiple factors simultaneously.

Work Ability Among Upper-Secondary School Teachers: Examining the Role of Burnout, Sense of Coherence, and Work-Related and Lifestyle Factors

Hlad'o, P., et al. (2020). Work ability among upper-secondary school teachers: Examining the role of burnout, sense of coherence, and work-related and lifestyle factors. International Journal of Environmental Research and Public Health, 17(24), 9185.

This comprehensive study by Hlad'o et al. examines the complex interplay between work ability, burnout, sense of coherence, and various work-related and lifestyle factors among

upper-secondary school teachers. While focused on a specific educational level, the findings offer valuable insights applicable to understanding teacher well-being across different contexts.

The research revealed a strong negative correlation between burnout and work ability. Teachers experiencing higher levels of burnout reported lower work ability, indicating a reduced capacity to meet the demands of their job effectively. This finding underscores the critical importance of addressing burnout to maintain teacher effectiveness and well-being.

A key contribution of this study is the examination of sense of coherence (SOC) as a protective factor against burnout and a promoter of work ability. Teachers with a higher SOC – a concept that encompasses comprehensibility, manageability, and meaningfulness of one's life and work – demonstrated better work ability and lower burnout levels. This suggests that interventions aimed at enhancing teachers' SOC could be effective in promoting their well-being and professional effectiveness.

In Conclusion, this systematic literature review examined the impacts of workload on teachers' well-being, identifying eight main themes and twenty-two sub-themes. The shift to online teaching increased working hours, and non-teaching tasks were found to be key contributors to increased workload. While some teachers experienced positive outcomes like feeling valued when managing workloads effectively, many faced negative consequences including stress, physical and mental health issues, burnout, and uncertainty about their careers. The findings highlight the complex relationship between teacher workload and well-being, emphasizing the need for balanced workload management and support systems in educational institutions. Future research should focus on developing targeted interventions to mitigate the negative impacts of excessive workload on teachers' well-being, benefiting both educators and students in the learning environment.

International primary schools provide a unique educational context, blending diverse cultures and curricula to serve globally mobile families and local students seeking an international education. Understanding the factors that influence student achievement in these settings is crucial for educators, administrators, and policymakers. This literature review examines key factors affecting student achievement in international primary schools, drawing on peer-reviewed research from the past decade. The review covers various aspects, including cognitive and non-cognitive capabilities, special educational needs, home environment, and school experiences. By synthesizing findings from multiple studies, this review aims to provide a comprehensive overview of the complex interplay of factors shaping student outcomes in international primary education. This analysis will inform the broader investigation into how teacher well-being impacts student achievement in international primary schools.

Factors influencing primary school pupils' educational outcomes: A literature review supporting the Five to Twelve study.

Authors: Jennie Harland, Caroline Sharp, Michelle Judkins, Lillian Flemons, Monica Dey, Ciara Keenan and Richard Nugent, Department for Education, UK, May 2024

This comprehensive literature review examines factors influencing primary school pupils' educational outcomes in the UK context. While not specifically focused on international schools, many findings are applicable to international primary settings. The review highlights the importance of children's cognitive capabilities (e.g., reasoning, attention, memory) and non-cognitive skills (e.g., conscientiousness, self-esteem) in predicting academic attainment. Physical health factors like breastfeeding and physical activity were positively associated with achievement, while poor mental health and certain behaviors posed risks.

The review emphasizes the challenges faced by children with special educational needs and disabilities (SEND) and those with adverse childhood experiences. Early intervention and support were identified as crucial for mitigating risks for these vulnerable groups. Socioeconomic factors in the home environment, including family income, parental education, and the quality of the home learning environment, were strongly linked to achievement outcomes.

In the school context, factors such as strong leadership, high expectations, quality teaching, and positive relationships between teachers, parents, and pupils were associated with higher attainment. The review also notes the positive impact of engaging curricular and extracurricular activities on student achievement.

This study provides a solid foundation for understanding the multifaceted nature of factors influencing primary student achievement. For international schools, it underscores the need to consider both in-school and out-of-school factors when addressing student outcomes. The findings on SEND and socioeconomic factors are particularly relevant, as international schools often serve diverse student populations with varying needs and backgrounds.

Factors Affecting Achievement in Primary Education: A Review of the Literature for Latin America and the Caribbean

Authors: Eduardo Velez, Ernesto Schiefelbein, Jorge Valenzuela, World Bank.

This World Bank report, though older, provides valuable insights into factors affecting primary education achievement in Latin America and the Caribbean. The authors identify twelve "alterable" factors related to achievement, many of which are relevant to international primary schools globally.

Key factors include active teaching methods, access to textbooks and instructional materials, teacher experience and subject knowledge, time on tasks, student attitudes, preschool education,

and homework practices including parental involvement. The report emphasizes the importance of pre-service teacher education over traditional in-service training, suggesting that initial teacher preparation is crucial for improving student outcomes.

Interestingly, the study found that class size did not seem to have a significant effect on learning, while school size was related to achievement. This finding challenges some common assumptions about ideal class sizes and suggests that other factors may be more influential in determining student success.

The report also highlights the negative relationship between grade repetition, overage students, and distance to school with academic achievement. These factors may be particularly relevant in international school contexts, where student populations can be highly mobile and diverse in age and educational background.

While this review focuses on Latin America and the Caribbean, many of the identified factors are universal. For international primary schools, the emphasis on active teaching methods, quality instructional materials, and parental involvement provides a useful framework for enhancing student achievement. The findings on teacher preparation and experience also underscore the importance of recruiting and retaining high-quality educators in international settings.

Factors Affecting the Student's Academic Achievement Process

Authors: Salah Laggoun, Benine Ibtissam, 2024

This article provides a comprehensive overview of factors affecting students' academic achievement, categorizing them into social, subjective, school-related, and technological factors. While not specifically focused on international primary schools, many of the insights are applicable to diverse educational settings.

The authors emphasize the significant role of social factors, particularly the family environment, in shaping student achievement. They highlight the impact of parents' educational level, family economic status, and overall family harmony on academic outcomes. This underscores the importance of considering students' home backgrounds when addressing achievement in international primary schools, where family situations can be diverse and complex.

Subjective factors discussed include mental capabilities, psychological factors like motivation and self-confidence, and physical health. The article notes the strong link between intelligence and academic achievement, as well as the impact of emotional balance and self-concept on student performance. For international primary schools, this suggests the need for holistic approaches that address both cognitive and non-cognitive aspects of student development.

School-related factors highlighted include the role of teachers, curriculum, and the general school atmosphere. The authors stress the importance of teacher competence, curriculum relevance, and a positive school environment in fostering student achievement. These factors are particularly crucial in international settings, where creating a supportive and inclusive learning environment is essential for a diverse student body.

The inclusion of technological factors reflects the growing influence of digital technologies on education. The authors note both positive and negative impacts, highlighting the need for balanced and purposeful use of technology in supporting student learning.

This article provides a useful framework for understanding the multifaceted nature of factors influencing student achievement. For international primary schools, it emphasizes the need to consider a wide range of influences, from family background to school environment and technological integration, when developing strategies to enhance student outcomes.

Factors influencing primary school pupils' educational outcomes.

Authors: Samir Ranjan Nath, Research in Education, December 2012.

This study, conducted in Bangladesh, offers valuable insights into factors influencing primary school pupils' educational outcomes that may be relevant to international primary schools. The research employed a multivariate analysis to examine the relative importance of various factors on student achievement.

Key findings include the significant impact of fathers' education, ethnicity, gender, and age on student achievement. School-related factors such as the number of School Management Committee meetings and teachers' length of experience were also found to be important predictors of student performance. The study highlights the complex interplay between socio-economic, individual, and school-related factors in shaping educational outcomes.

Interestingly, the research found that private tutoring was the second most important predictor of achievement after fathers' education. This finding may be particularly relevant for international primary schools, where supplementary education is often common among families seeking additional academic support.

The study also emphasizes the importance of non-cognitive factors such as students' participation in co-curricular activities and access to mass media in predicting achievement. These findings suggest that international primary schools should consider a holistic approach to education, promoting not just academic skills but also broader engagement with learning and the world.

While the context of Bangladesh differs significantly from many international primary school settings, the study's methodology and findings provide valuable insights into the complex nature of factors influencing student achievement. The emphasis on both in-school and out-of-school factors, as well as the importance of parental education and engagement, aligns with findings

from other contexts and underscores the need for comprehensive approaches to improving student outcomes in international primary education.

In Conclusion, this literature review examined factors influencing primary school pupils' educational outcomes, covering four main themes: cognitive and non-cognitive capabilities, experiences of children with SEND and those using social services, home environment, and school experiences. Key factors associated with attainment include prior attainment, socioeconomic status, cognitive and non-cognitive skills, physical and mental health, early intervention for vulnerable groups, parental education and support, and school characteristics like strong leadership and quality teaching. The review highlighted the need for EOPS-B to measure a wide range of factors and over-sample disadvantaged groups to adequately investigate educational inequalities.

Notably absent from this review is an examination of teacher wellbeing and its subsequent impact on student achievement. This represents a significant gap, as teacher wellbeing can influence teaching quality, student-teacher relationships, and overall classroom climate - all of which may affect pupil outcomes. Future research should consider incorporating this important aspect to provide a more comprehensive understanding of factors influencing primary students' educational attainment.

2.5 Gaps in Existing Research

The relationship between teacher well-being and student achievement has become a key area of interest in educational research. Teacher well-being encompasses emotional, physical, and professional dimensions, all of which are believed to have a significant impact on how teachers engage with students and manage classroom environments. Existing research supports the idea that teachers with higher levels of emotional stability, job satisfaction, and physical and mental health are more effective in the classroom, which in turn leads to improved student outcomes

(Collie et al., 2015; Skaalvik & Skaalvik, 2017). However, despite the growing body of literature on this topic, there are significant gaps in understanding the specific mechanisms and long-term effects of teacher well-being on student achievement. These gaps highlight the need for more comprehensive and targeted research to deepen our understanding of this complex relationship and to develop more effective strategies for supporting teacher well-being and enhancing student performance.

1. Lack of Longitudinal Studies

One of the most significant gaps in the research on teacher well-being and student achievement is the lack of longitudinal studies. Most existing research relies on cross-sectional data, which captures the state of teacher well-being and student performance at a single point in time. While such studies can establish correlations, they cannot provide insights into causality or long-term effects.

For example, Collie et al. (2015) conducted a cross-sectional study that linked teacher well-being with classroom engagement and student outcomes. However, without longitudinal data, it remains unclear whether improved well-being leads to sustained improvements in student performance or whether other factors, such as changes in curriculum or school leadership, play a more dominant role over time. Longitudinal studies are essential for understanding how changes in teacher well-being over time affect student outcomes.

Future research should adopt longitudinal approaches to track teacher well-being and student achievement over multiple academic years. This would help identify patterns and causative relationships, providing more robust evidence for policy decisions and intervention strategies.

2. Insufficient Exploration of Cultural and Regional Differences

Most of the research on teacher well-being and student achievement has been conducted in Western countries, particularly in North America and Europe (Benevene et al., 2019).

Education systems, teacher expectations, and student learning environments differ significantly across regions, yet there is limited research on how these cultural and contextual differences influence the teacher-student dynamic.

In non-Western contexts, such as Asia, Africa, and the Middle East, teacher well-being may be influenced by different societal norms, government policies, and cultural expectations. For example, studies conducted in East Asian countries suggest that high societal pressure for academic success increases stress among teachers and students (Yin et al., 2016). However, few studies have examined whether this pressure moderates the relationship between teacher well-being and student performance.

Future research should explore how cultural and regional differences mediate the impact of teacher well-being on student outcomes. Comparative studies between Western and non-Western educational settings would provide valuable insights into whether existing models of teacher well-being and student achievement are universally applicable or culturally specific.

3. Overgeneralization of Teacher Well-being

Teacher well-being is often treated as a broad and uniform concept in existing research, which overlooks the potential for variation across different dimensions of well-being. Emotional well-being, job satisfaction, physical health, and mental health are all distinct aspects of teacher well-being, yet they are frequently grouped together in research models (Acton & Glasgow, 2015).

Different dimensions of well-being may have varying effects on student outcomes. For instance, a teacher's emotional well-being may directly influence classroom climate and student motivation, while physical health may affect teacher attendance and consistency in instruction. Similarly, professional fulfillment and job satisfaction may have long-term impacts on teacher retention and continuity in student-teacher relationships, which are important for academic consistency (Skaalvik & Skaalvik, 2017).

Future research should aim to isolate these dimensions and evaluate their individual and combined effects on student achievement. Understanding which aspects of well-being have the greatest influence on specific student outcomes would allow for more targeted interventions to support teacher well-being and enhance student performance.

4. Lack of Understanding of Mechanisms of Impact

While the general association between teacher well-being and student achievement is well-documented, the underlying mechanisms driving this relationship remain poorly understood. Existing studies suggest that factors such as improved classroom management, increased teacher motivation, and positive teacher-student interactions may contribute to better student outcomes, but these assumptions are often based on indirect evidence rather than direct analysis (Jennings & Greenberg, 2009).

For example, emotional contagion theory suggests that a teacher's positive emotional state can transfer to students, enhancing their motivation and engagement (Frenzel et al., 2016). Similarly, increased teacher job satisfaction may lead to greater investment in lesson planning and curriculum delivery, thereby improving student understanding and performance. However, these mechanisms are rarely evaluated directly in research.

Future studies should explore these pathways using mixed-method approaches that combine quantitative data (e.g., student test scores, teacher stress levels) with qualitative insights (e.g., teacher and student interviews). Understanding how teacher well-being translates into improved student outcomes would enable schools to design more effective professional development and teacher support programs.

5. Neglect of Teacher Burnout and Coping Strategies

Teacher burnout is a well-recognized problem in education, yet research on how teachers cope with stress and its impact on student achievement remains limited (Maslach et al., 2001).

Burnout can lead to emotional exhaustion, reduced classroom engagement, and increased absenteeism, all of which can negatively affect student learning.

Research on coping strategies is particularly scarce. Teachers may rely on different coping mechanisms, such as peer support, mindfulness training, or workload adjustments, to manage stress. Understanding which strategies are most effective in preserving teacher well-being and sustaining teaching quality would provide valuable guidance for educational policymakers and school administrators (Lazarus & Folkman, 1984).

Future research should investigate the effectiveness of various coping strategies and their impact on both teacher well-being and student performance. Comparative studies between schools with different support structures could offer insights into how institutional factors contribute to or alleviate teacher stress and burnout.

6. Narrow Focus on Academic Outcomes

Most existing research focuses on academic performance measured through test scores and grades as the primary indicator of student achievement. However, student success extends beyond academics to include social, emotional, and behavioral development.

Teachers with high emotional well-being are likely to foster a more positive classroom environment, which can enhance students' emotional intelligence, peer relationships, and motivation to learn (Jennings & Greenberg, 2009). Similarly, improved classroom management resulting from teacher well-being may reduce student behavioral issues and create a more supportive learning atmosphere.

Future research should adopt a more holistic definition of student achievement, incorporating non-academic outcomes such as emotional well-being, resilience, and social competence. A broader framework would provide a more comprehensive understanding of how teacher well-being contributes to student success.

Conclusion

Despite the growing recognition of the importance of teacher well-being in student success, significant research gaps remain. The lack of longitudinal studies, limited exploration of cultural and regional differences, and insufficient analysis of the mechanisms linking teacher well-being and student achievement highlight the need for more nuanced and targeted research. Expanding the scope of research to include teacher burnout, coping strategies, non-academic student outcomes, and demographic differences would provide a more comprehensive understanding of this relationship. Addressing these gaps would not only enhance teacher well-being but also contribute to more effective and equitable educational outcomes for students.

Chapter 3: Methodology

3.1 Research Design

This study adopts a **mixed-methods research design**, an approach that combines the strengths of both quantitative and qualitative methodologies to provide a more comprehensive understanding of the impact of teacher well-being on student achievement in international primary schools. The research is driven by the pragmatic paradigm, which prioritizes the research question over methodological purity and allows for flexibility in choosing data collection and analysis techniques.

Research Objectives:

1. To evaluate the well-being levels of teachers working in international primary schools.

2. To investigate teachers' perceptions of how their well-being influences their instructional practices and student engagement.

3. To analyze the relationship between teacher well-being and student academic performance.

4. To provide evidence-based recommendations to improve teacher support systems and student outcomes.

The **quantitative component** uses a structured survey instrument with a Likert scale to gather data on various dimensions of teacher well-being (e.g., emotional, mental, physical, professional) and perceptions of its impact on student learning. It allows for statistical analysis and generalization of findings across diverse contexts.

The **qualitative component** comprises semi-structured interviews to delve deeper into individual teacher experiences. This narrative approach provides rich, contextual insight into

how well-being manifests in everyday teaching and how it relates to instructional quality and student outcomes.

The design leverages the complementary strengths of both styles objectivity and scale from quantitative methods, and depth and nuance from qualitative inquiry. The triangulation of both data sources enhances validity and provides a holistic understanding of the research problem.

The target population includes teachers and education leaders working in international primary schools across at least five countries. The sample is intentionally diverse to account for different cultural, curricular, and institutional contexts. A purposive sampling strategy ensures inclusion of participants with varied roles, experiences, and geographic locations.

This approach aligns with best practices in educational research and is particularly suited to exploring complex, multi-dimensional constructs such as well-being and student achievement (Creswell & Plano Clark, 2018; Cohen, Manion & Morrison, 2017).

3.2 Population and Sampling

The study targets a sample of **70 teachers** and **20 education leaders** across **five or more countries**, representing a cross-section of international primary schools. This diversity enhances the transferability of findings across varied school cultures and systems.

We anticipate a **response rate of approximately 60%**, leading to usable responses from around **42 teachers and 12 education leaders**. The table and charts (see visual above) offer a breakdown of anticipated responses by country and participant category.

Sampling   Method:
We will use **purposive sampling**, a non-random technique ideal for identifying information-rich cases relevant to the phenomenon of interest. Teachers must be currently employed in international primary schools, and leaders should be involved in instructional leadership or teacher support roles.

Distribution of Target Participants

Leaders
22.2%

77.8%

Teachers
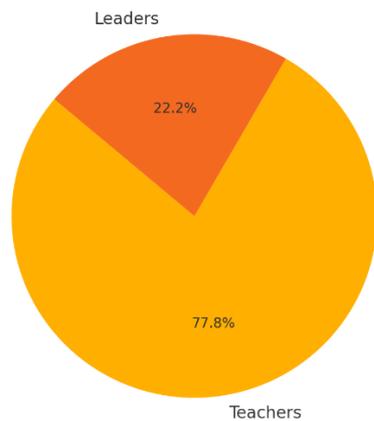
Figure 3.1. Distribution of the Target Participants

Justification for Sample Size and Distribution:

- **Diversity of Data**: Captures cultural, institutional, and systemic differences.

- **Depth and Breadth**: Allows quantitative generalization and qualitative richness.

- **Feasibility**: Based on researcher's access, logistical resources, and anticipated participation levels.

Forecast Table Highlights:

- Five countries contribute a balanced number of teacher and leader participants.

- Each location is expected to contribute around 7–10 teacher responses and 2–3 leader responses.

- The overall sample provides sufficient variation and size for meaningful statistical and thematic analysis.
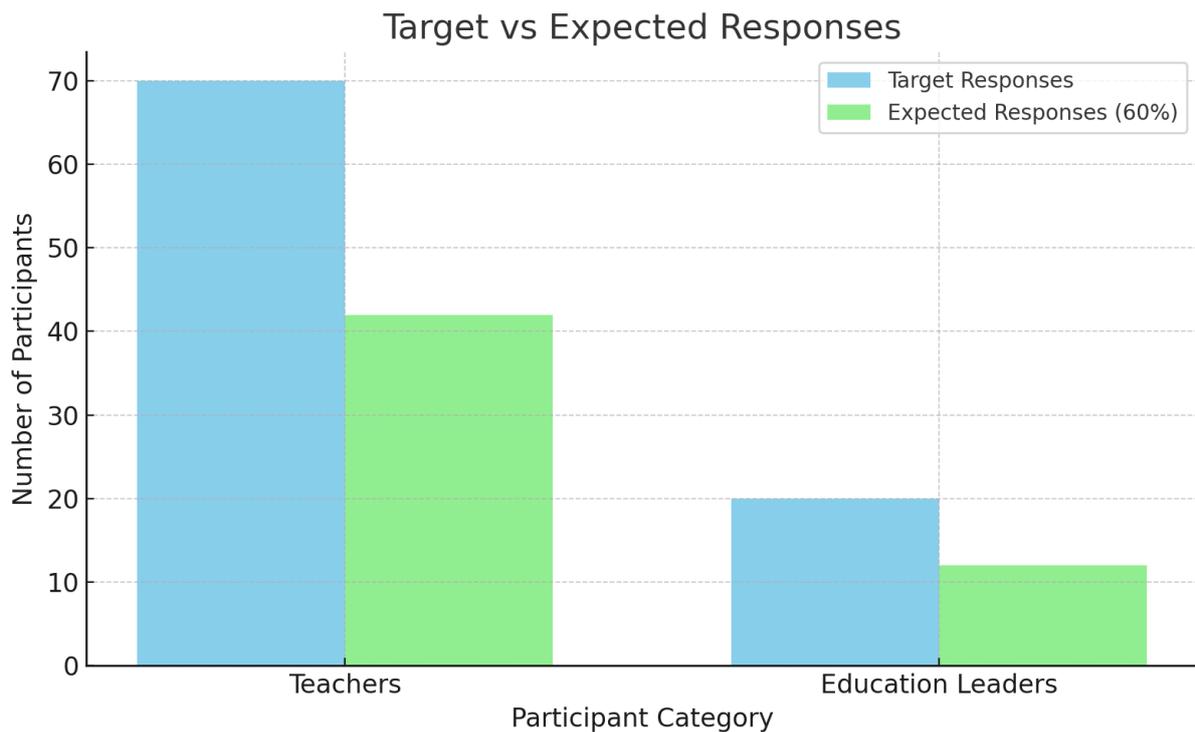
Figure 3.2 Target vs Expected Responses

This sampling strategy ensures that the data reflects a realistic range of teacher experiences in international settings, accounting for differing workloads, cultural expectations, and policy environments that may influence well-being and its impact on student outcomes.

3.3 Data Collection Methods:

The research will employ two primary data collection methods:

1. Structured Online Questionnaire (Quantitative)

- Distributed via Google Forms, it includes Likert-scale questions assessing emotional, physical, and professional dimensions of well-being.

- Questions also explore perceived links between teacher well-being and instructional practices or student performance.

- Designed to be completed within 10–12 minutes to maximize participation.

Key Design Features to Enhance Accuracy:

- Neutral, non-leading wording.

- Inclusion of reverse-coded items to check consistency.

- Pilot-tested with 5 teachers to refine clarity and flow.

Anticipated Limitations:

- Self-report bias may affect responses.

- Cultural interpretation of well-being constructs may vary.

2. Semi-Structured Interviews (Qualitative)

- Conducted via Zoom or MS Teams with 8–10 voluntary participants.

- Designed to extract narratives around real-life teaching experiences, stressors, and strategies.

Relevance:

- Provides context for interpreting quantitative trends.

- Captures lived realities that cannot be quantified.

Limitations:

- Time constraints and language barriers may limit expression.

- Subjectivity in interpretation, mitigated through thematic coding.

Data Collection Timeline:

Phase	Duration
Planning & Design	Week 1
Survey Launch	Week 2
Data Collection Window	Week 3
Follow-Up Interviews	Week 4
Review & Thematic Coding	Weeks 4-5

Phase	Duration
Statistical Analysis	Week 5
Report Finalization	Weeks 5-6

Table 3.1. Data Collection Timeline.

3.4 Data Analysis Techniques:

The study will utilize a combination of **descriptive**, **inferential**, and **thematic analysis techniques**, consistent with the mixed-methods approach.

Quantitative Data Analysis:

1. **Descriptive Statistics**:

   o Frequency, mean, standard deviation, and percentage distributions to profile participant responses on well-being scales.

   o Used to establish a baseline understanding of well-being trends across contexts.

2. **Reliability Testing**:

   o Cronbach's alpha will be calculated to evaluate internal consistency of Likert-scale items.

3. **Correlation Analysis**:

   o Pearson correlation coefficients will explore associations between well-being indicators and student achievement outcomes.

4. **Regression Analysis**:

   o Multiple regression models will evaluate the predictive power of teacher well-being variables (independent) on student academic indicators (dependent).

   o Control variables such as teaching experience, class size, and school support will be incorporated to isolate the effect of well-being.

5. **Cross-tabulations and Chi-Square Tests**:

   o Applied to categorical data such as teacher demographics versus perceived teaching effectiveness.

6. **Data Visualization**:

   o Charts, graphs, and tables will present findings for clarity and stakeholder communication.

Qualitative Data Analysis:

1. **Thematic Coding**:

   o Interview transcripts will be analyzed using Braun & Clarke's (2006) six-phase approach: familiarization, coding, generating themes, reviewing themes, defining themes, and writing up.

2. **NVivo or Manual Coding**:

   o Thematic codes will be initially created inductively and aligned with theoretical models like the JD-R model and Prosocial Classroom Framework.

3. **Triangulation**:

   o Quantitative findings will be cross-validated with qualitative themes to enhance robustness.

   o Discrepancies between datasets will be noted and explored.

4. **Narrative Integration**:

   o Representative quotes will be integrated into the findings section to illustrate patterns and reinforce analytical points.

This combined analytical framework provides depth (qualitative) and breadth (quantitative), generating actionable insights into how teacher well-being influences classroom effectiveness and student academic success.

3.5 Ethical Considerations

This research adheres to **ethical standards established for educational and social science research** and follows the protocols recommended by the university's ethics committee.

Voluntary Participation and Informed Consent: All participants will be clearly informed of the research objectives, data usage, and their rights as respondents. Participation is completely voluntary, with no coercion or obligation.

Confidentiality and Anonymity:

- No personally identifiable information will be collected in the survey unless explicitly provided by respondents for follow-up communication.

- Email addresses collected to share final reports will be stored in a separate, unlinked database.

- Data will be stored in a secure, encrypted format accessible only to the principal researcher.

Data Usage and Protection: All responses will be used exclusively for this PhD research. Results will be reported in aggregate format, ensuring no individual can be identified.

No Compensation Policy: No financial or material incentives are offered for participation. This aligns with ethical norms for academic, non-commercial research.

Right to Withdraw: Participants may withdraw at any point without penalty. Partially completed responses will be excluded from the final analysis upon request.

Approval and Oversight: The research has received approval from the doctoral ethics board and complies with international ethical research standards such as the Declaration of Helsinki and British Educational Research Association (BERA) guidelines.

Chapter 4: Results

This chapter presents the findings of the research through a mix of numbers (quantitative data) and people's voices (qualitative feedback). The focus is on understanding how teacher well-being impacts student achievement in international primary schools. As described in Chapter 3, a total of **53 respondents** participated in this research, **38 teachers** and **15 administrators** across various school roles, age groups, genders, and teaching experiences.

Originally, the study aimed to collect responses from 70 teachers and 20 administrators (see Section 3.2). While the final number falls slightly short of the target, the wide diversity of roles and experiences captured in the data contributes to a strong, meaningful base for analysis.

Before exploring the main research questions, the charts below describe the demographic characteristics of the participants, giving important context for interpreting the findings.

Age
53 responses

Under 25 Years	0 (0%)
25-34 Years	14 (26.4%)
35-44 Years	18 (34%)
44 Years and Above	21 (39.6%)
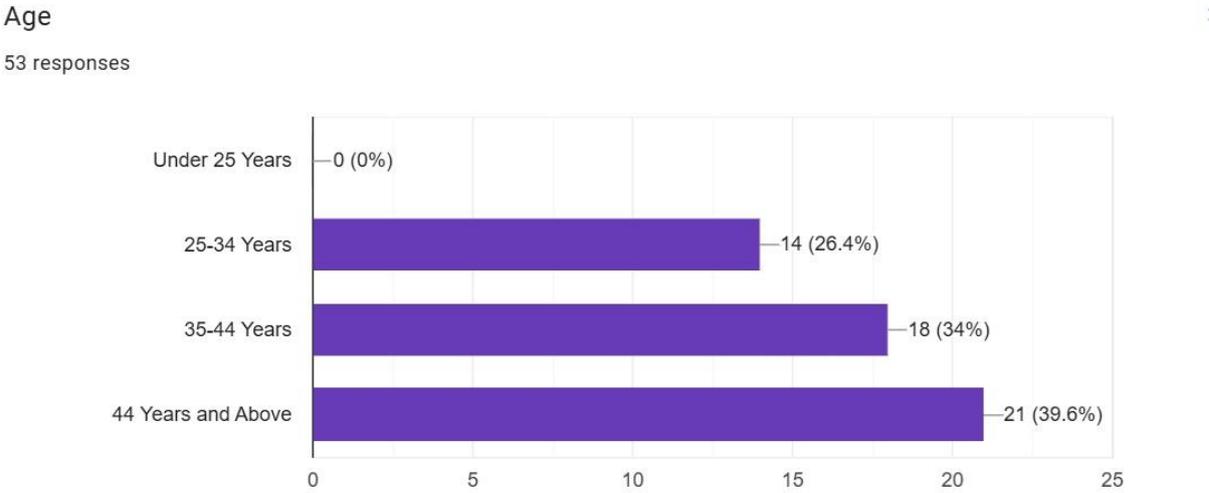
Figure 4.1 – Respondent Age Group Distribution

Most respondents were aged **44 years and above (39.6%)**, followed by those aged **35–44 years (34%)**, and **25–34 years (26.4%)**. No participant fell under the 25-year category, which aligns with the higher experience levels seen across the sample.
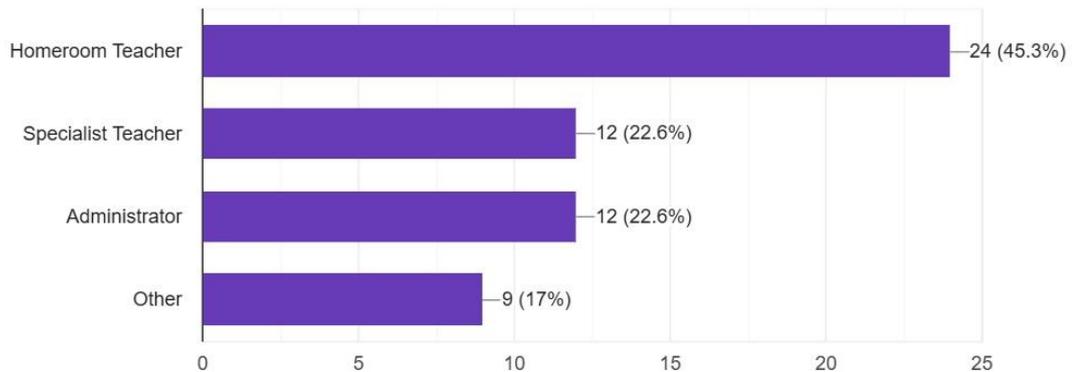
Figure 4.2 – Respondents by Current Role

The roles held by respondents were varied: **45.3% were Homeroom Teachers**, **22.6% Specialist Teachers**, **22.6% Administrators**, and **17% Other** roles. This mix allows the study to capture different stakeholder views across teaching and leadership levels.

Gender

53 responses
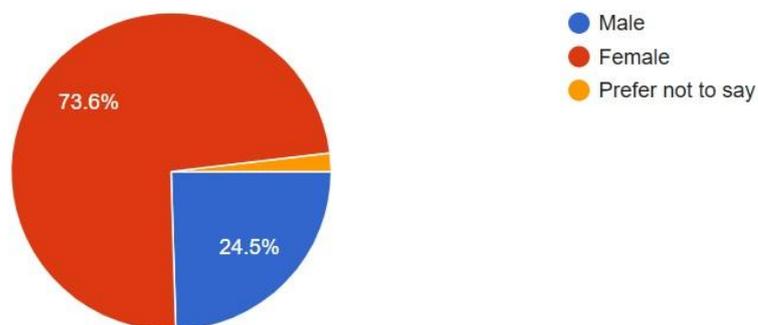
Figure 4.3 – Gender Breakdown of Participants

A large proportion of participants were **female (73.6%)**, followed by **male (24.5%)**, and **1.9% preferred not to state** their gender. This distribution is consistent with global education trends, where women form the majority of the teaching workforce, especially in early and primary education sectors. According to UNESCO (2023), approximately **71% of primary school**

teachers globally are women, with even higher proportions in some international and developed contexts. Therefore, this sample accurately mirrors the gender composition typically seen in international primary school environments (UNESCO Institute for Statistics, 2023).

Highest Educational Qualification

53 responses
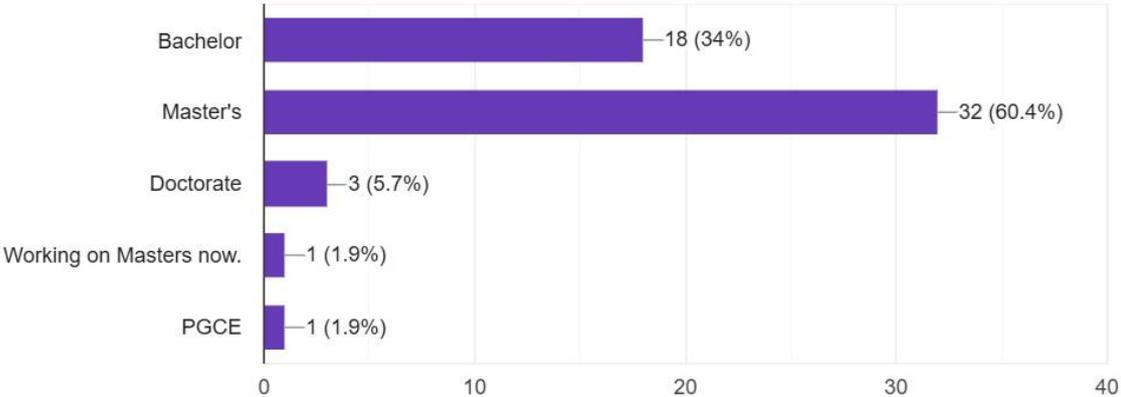
Figure 4.4 – Highest Educational Qualification

Most educators held a **master's degree (60.4%)**, followed by **34% with a Bachelor's**, and a smaller group having a **Doctorate (5.7%)** or other qualifications. This suggests a highly qualified cohort, reflecting the expectations of international school hiring practices.

Years of Teaching Experience

53 responses
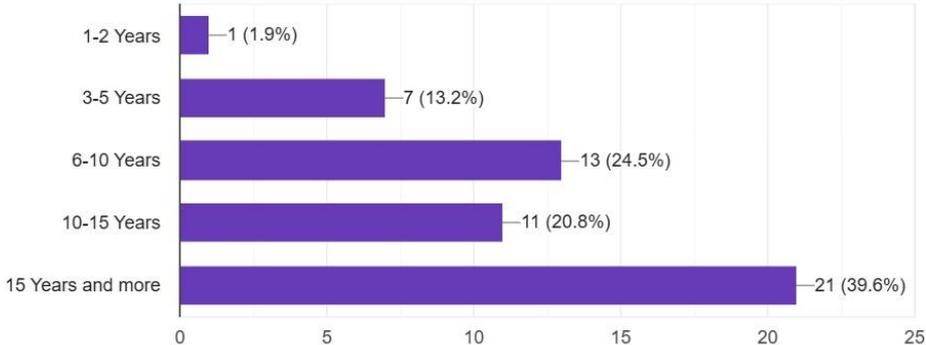
Figure 4.5 – Years of Teaching Experience

Nearly **40% of respondents had more than 15 years of teaching experience**, with the rest representing various stages of the career journey, **10–15 years (20.8%)**, **6–10 years (24.5%)**, **3–5 years (13.2%)**, and **1–2 years (1.9%)**. This rich mix of teaching experience enhances the reliability and depth of the study. It reflects a balance between **veteran educators** who bring established perspectives on well-being and classroom practice, and **newer professionals** who represent modern trends and evolving school cultures. The variety ensures that responses are drawn from both traditional and contemporary outlooks, supporting a more holistic understanding of the well-being–achievement link in today's international schools.

These demographic details set the stage for interpreting the more detailed insights shared in the next sections of the study, beginning with the structured survey results.

The chapter is structured in three parts. Section 4.1 highlights the quantitative findings based on Likert-scale responses from both groups. Section 4.2 presents the qualitative insights drawn from open-ended responses and the follow-up interview questions. Finally, Section 4.3 integrates both sets of data to highlight the overall patterns, comparisons, and connections in relation to the research questions and objectives.

4.1 Quantitative Findings:

This section explores the structured responses provided by both **school administrators** and **teachers** through Likert-scale survey items. The aim was to understand how each group views teacher well-being, and how it connects to their school's approach toward professional support, teaching quality, and student learning. Responses were measured using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The responses have been analyzed separately to highlight the perspectives of school leadership and classroom educators. This dual analysis allows us to compare how well-being is seen from

different institutional lenses and how these perceptions align or differ when it comes to actual practice.

4.1.1 Administrator Perceptions

Administrators were asked to rate four key statements that reflect their school's current strategies and philosophies related to teacher well-being. These included beliefs about well-being's impact on academic outcomes, how frequently well-being is monitored, and how the school promotes autonomy, professional growth, and work-life balance.

Their strongest agreement (mean score **4.8**) was with the idea that "**higher teacher well-being leads to better student academic outcomes**." This suggests that leadership is well aware of the strong connection between how teachers feel and how students perform. It reinforces the core purpose of this study to explore this very relationship.

However, when it came to actual systems and support structures, the ratings were more moderate:

- **Monitoring of teacher well-being** through tools like surveys or one-on-one check-ins received a lower mean of **3.2**. This indicates a gap between belief and practice. While administrators understand the value of well-being, systematic tracking, and regular dialogue around it are still limited in many schools.

- **Autonomy and professional development opportunities** scored an average of **3.73**, which is positive but suggests room for enhancement. Providing teachers with more voice in decision-making and targeted skill-building sessions can boost both morale and performance.

- **Work-life balance initiatives**, such as flexible timetables or reduced administrative loads, were rated at **3.4**, indicating that efforts exist but are not yet consistently impactful across all institutions.

These findings show that while the intention to support teacher well-being is present in leadership thinking, practical frameworks and regular engagement mechanisms still need to be strengthened to match those beliefs.
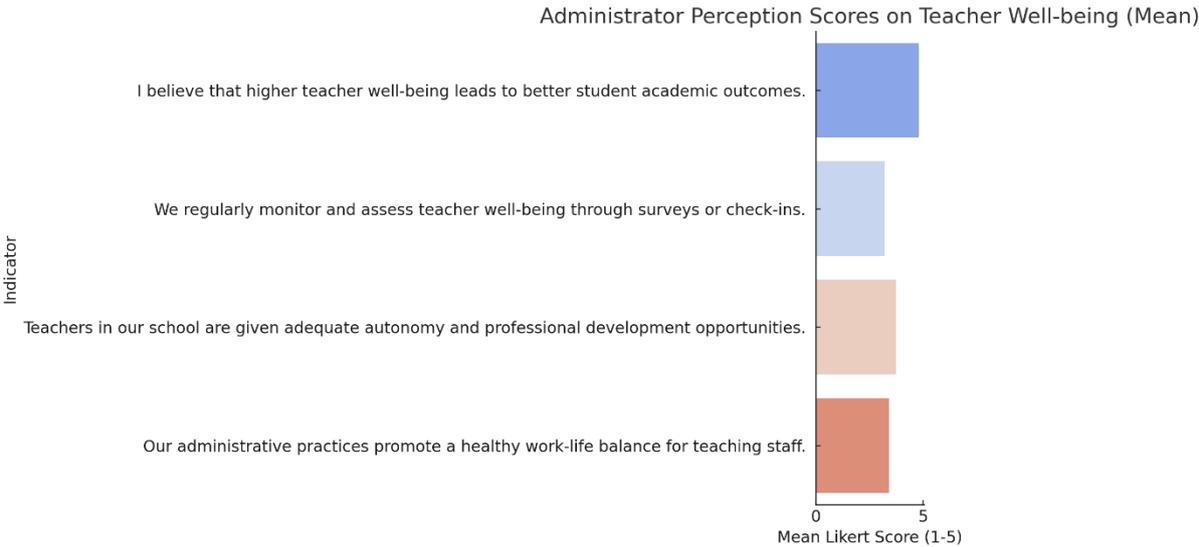
Figure 4.6 – Administrator Perception Scores on Teacher Well-being

4.1.2 Teacher Perceptions

Teachers responded to Likert items focused on the emotional, instructional, and relational aspects of their well-being. Their responses provide valuable insight into how personal wellness influences daily teaching decisions, energy levels, and ultimately student motivation and achievement.

- The statement "**I believe that my emotional and mental state has an impact on student learning**" received the highest agreement, with a **mean score of 3.95**. This confirms that teachers are highly conscious of how their inner state affects classroom outcomes whether through their tone, patience, lesson quality, or overall presence in class.

- The item "**My students are usually motivated and actively participate in class activities**" received a **mean score of 3.73**, showing that teachers who feel well are more likely to observe active engagement from their learners.

- Teachers also agreed with the statement "**When I feel supported in my role, I notice a positive shift in student academic performance**," scoring **3.73** again. This points to a meaningful link between school culture and student progress: when teachers feel valued and backed by leadership, it reflects positively in their students' motivation and outcomes.

These consistent scores above the mid-point of the scale demonstrate that teachers themselves perceive a clear and direct line between their well-being and their students' achievement. These views reinforce the argument that improving teacher well-being is not a "soft" issue but a strategic one with clear academic implications.
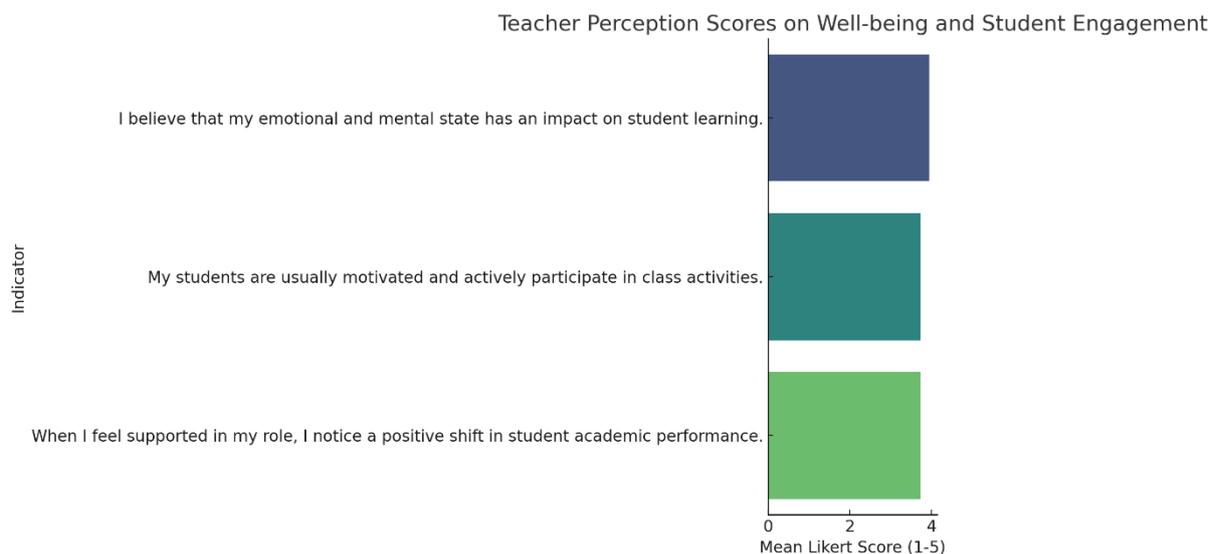
Figure 4.7 – Teacher Perception Scores on Well-being and Student Achievement

Together, the administrator and teacher responses reveal a strong **alignment in belief**: both groups clearly acknowledge that teacher well-being directly influences student learning outcomes. However, the data also reveals a **practice gap**, especially on the administrative side

where belief in the importance of well-being is high, but the systems to monitor and support it are not yet robust or regular.

This contrast between intention and implementation becomes a key area for discussion in later chapters, especially when developing policy-level recommendations for international primary schools.

4.2 Qualitative Findings:

In this section, we explore the personal experiences and reflections shared by teachers and administrators through open-ended questionnaire responses and follow-up interviews. These qualitative insights offer a deeper, more human understanding of the realities behind the numerical trends presented in Section 4.1.

The qualitative data was gathered from:

- Open-response questions in both the teacher and administrator surveys.

- Follow-up written responses from a smaller group of selected participants, based on voluntary interest.

- Thematic analysis of this combined data set using inductive coding, supported by Braun and Clarke's (2006) six-phase approach.

The goal was to understand how teacher well-being is lived and perceived in everyday school life not only in theory but in practical, emotional, and behavioral terms. The themes that emerged speak to the heart of the teacher's experience and reflect diverse school contexts and cultural environments.

4.2.1 Key Themes from Teachers' Voices

1. Emotional Energy Shapes the Classroom

Many teachers shared that their **emotional and physical energy levels directly impact on student behavior and learning**. Teachers described days when feeling low or anxious made it harder to be creative, patient, or responsive. On the other hand, when they were mentally well, they noticed higher engagement, calmer behavior, and even improved academic responses from students.

"If I'm in a good place emotionally, my lessons are more dynamic, and the kids respond better. When I'm drained, I just get through the day, and they feel that too." Teacher respondent, follow-up

This emotional influence extended into planning time, classroom management, and even student relationships.

2. Leadership Support Makes a Big Difference

A recurring theme was that **school leadership has a significant influence on teacher well-being**. Teachers appreciated even small gestures a word of encouragement, active listening, or respecting boundaries. The feeling of being seen and supported emerged as a protective factor against burnout.

"Support from principals is not just about giving resources. It's about how they speak to you, check in on you, and trust your choices in the classroom." Teacher respondent

Conversely, lack of support led to frustration and feelings of being undervalued, especially when administrative decisions were made without teacher input or understanding of workload.

3. Workload, Pressure, and Isolation

Workload was one of the **most frequently mentioned stressors**, especially in international school contexts where planning, reporting, and differentiation demands are high. Several

teachers also spoke about **feeling isolated**, particularly as expatriates or newcomers, and how that loneliness added to emotional fatigue.

"We're expected to do everything teach, plan, assess, report, smile, care but without enough time or backup. It gets overwhelming." Teacher response

Many also cited last-minute changes, unrealistic deadlines, and expectations to attend after-hours meetings or events as major drains on well-being.

4. Students Reflect Teacher Well-being

Teachers provided compelling examples of how **their own mental health affected student behavior and motivation**. This was one of the clearest patterns across the qualitative data. When teachers felt stressed or emotionally exhausted, they noticed students becoming less focused, more reactive, or even withdrawn.

"There was a week when I was really unwell emotionally, and even though I tried to hide it, my students picked up on it. The room was tense, and they were more distracted than usual." Interview response

This insight aligns strongly with the quantitative data and affirms the emotional dynamic present in primary classrooms.

5. Coping Strategies and Self-Care

Despite challenges, teachers actively try to protect their well-being. Many shared personal strategies such as **yoga, journaling, early sleep routines, socializing with peers, and boundary-setting with emails and work hours**.

"I've learned to stop checking emails after 6 pm and to take 10 minutes every morning just for myself. It helps more than I thought." Teacher respondent

These reflections show that teachers are aware of the need to manage their energy, but they also expressed that institutional support is just as essential as personal effort.

4.2.2 Themes from Administrators' Perspectives

School leaders also shared valuable thoughts on the well-being of teaching staff. Their reflections showed a growing awareness of the emotional and professional pressures on educators.

Key observations included:

- **Recognition of workload as a top concern**, especially during assessment and reporting seasons.

- Acknowledgement that **formal well-being programs (e.g., mindfulness sessions, social events, time-off policies)** are still under development or unevenly implemented.

- A need for **more structured feedback mechanisms** to understand how teachers are really coping.

- Interest in **co-creating well-being strategies** with staff, rather than assuming what support is needed.

These insights reflect a leadership perspective that is aware, but still in the process of fully translating belief into action.

4.2.3 Most Frequent Ideas and Language Used

A keyword analysis of over 50 responses showed several commonly repeated words and themes. Some of the most used words (excluding common connectors) were:
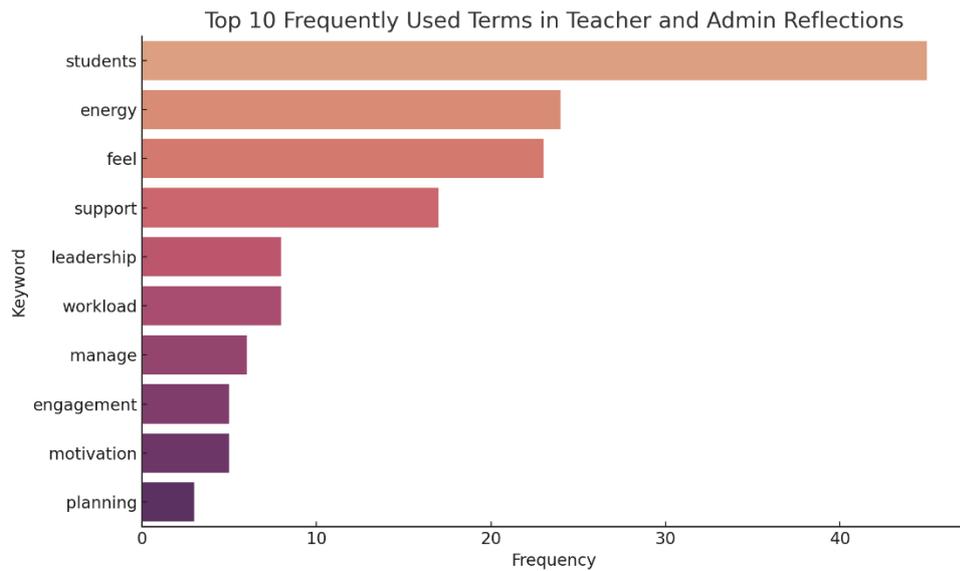
Figure 4.8 – Top 10 Frequently Used Terms in Teacher and Admin Reflections

The most frequently used keywords such as *students*, *energy*, *support*, and *feel* highlight the emotional and relational nature of teaching. These terms closely reflect the qualitative findings, where teachers described how their emotional energy, sense of support, and workload management directly affected classroom engagement and student outcomes. Their frequent use reinforces that teacher well-being is not abstract, but a lived experience that shapes how learning happens every day.

The qualitative findings reveal that **teacher well-being is deeply connected to the human experience of teaching**. It's not just about workload or benefits, but about emotional presence, professional trust, and feeling respected. These themes complement the survey data and provide real-world context for the numbers shared in Section 4.1.

In summary, when teachers feel supported, safe, and energized, their classrooms flourish. When they don't, even their best strategies fall short. These lived experiences set the foundation for the integrated analysis that follows in Section 4.3.

This section brings together the insights from both the quantitative and qualitative data to answer the central research question: How does teacher well-being influence student achievement in international primary schools? By integrating the structured survey responses with the personal reflections and lived experiences of participants, a more complete and human understanding of the topic is formed.

4.3.1 Shared Beliefs Between Teachers and Administrators

Both teachers and administrators strongly agreed that teacher well-being positively influences student academic outcomes. In the quantitative survey, administrators gave the highest mean score (4.8 out of 5) to the belief that teacher well-being leads to better student results. Similarly, teachers rated the emotional influence on student learning at a strong 3.95 mean score.

This agreement across roles shows that the link between well-being and student success is widely recognized, not just by those in classrooms but also by those in leadership positions. The qualitative data reinforced this, with teachers describing specific incidents where their mood, stress, or energy levels visibly affected classroom engagement and learning outcomes.

Statement	Mean Score (Teachers)	Mean Score (Administrators)	Observations
Teacher well-being impacts student achievement	3.95	4.80	Strong agreement across both groups
Feeling supported improves student motivation	3.73	Not directly asked	Teachers observe motivation increase when they feel supported

Professional autonomy and development enhance teacher performance	Not directly asked	3.73	Admins acknowledge value of autonomy and PD
Teacher well-being is regularly monitored	N/A	3.20	Admins acknowledge limited monitoring systems

Table 4.1 –Perceptions between Teachers and Administrators on Well-being Impact

4.3.2 Gaps Between Beliefs and Systems

While belief in the importance of teacher well-being was strong, actual practices to support it were more inconsistent, especially on the leadership side. Administrators rated their school's monitoring of well-being at a lower 3.2 mean score, and work-life balance practices at 3.4. These numbers were supported by teacher narratives describing inconsistent support, sudden workload spikes, and lack of proactive well-being policies.

Teachers appreciated moments of leadership kindness or flexibility, but also highlighted missed opportunities for structured support, such as emotional check-ins, counselling availability, or protected planning time. Quoting one comment from the questionnaire "I know my principal cares. But there's no system. No regular check-ins. It's only reactive, not ongoing."

This contrast points to a practice gap: the understanding is there, but it's not always translated into day-to-day school culture or institutional systems.

4.3.3 Emotional Energy as a Learning Variable

One of the clearest insights from the integration is that emotional energy is a central driver of classroom success. Teachers described how their emotional well-being affected lesson planning, delivery, behavior management, and student trust. The keyword analysis supported this, with "energy," "feel," and "students" being some of the most repeated terms across responses.

Quantitative results showed that teachers who felt supported noticed increased student motivation and participation (mean score 3.73). Qualitative comments elaborated on this idea, showing how emotions act like a mirror in the classroom when teachers feel balanced and positive, students reflect that tone in their engagement.

Teacher Emotional State	Observed Student Outcome	Supporting Evidence
Calm and balanced	High engagement, strong behavior	"Kids respond better when I'm relaxed and positive."
Exhausted or anxious	Low participation, more disruptions	"My energy dips, and I can see it reflected in students."
Supported by leadership	Motivation and confidence in students	"Support from admin energizes me and it shows in class."

Table 4.2 – Teacher Emotional Energy and Classroom Dynamics

4.3.4 Personal Strategies vs Organizational Culture

Teachers shared a wide range of personal coping strategies, such as meditation, journaling, morning quiet time, or switching off work emails in the evening. These strategies showed a strong sense of self-awareness and resilience among educators.

However, these personal efforts were often made in the absence of strong institutional frameworks. In the qualitative responses, many teachers expressed the feeling that they had to "manage on their own" rather than being part of a school culture that actively cared for their emotional well-being.

Administrators acknowledged the importance of structured interventions but also admitted that current efforts were still informal or under development. This highlights the need for leadership to move beyond individual support and build consistent well-being systems across the school.

Coping Strategies (Teachers)	Organizational Support (Admin Reports)	Gap Identified
Mindfulness, yoga, personal time boundaries	Weekly team meetings, occasional social events	Informal support, not systematized
Peer conversations, journaling, physical activity	Encouragement of positivity in culture	No structured wellness policy
Avoiding after-hours emails, emotional reflection	Recognition of staff efforts at assemblies	Lack of regular well-being tracking

Table 4.3 – Comparison of Individual Coping Strategies vs Organizational Initiatives

4.3.5 Impact on Students: Academic and Beyond

The integration of both data types confirms that teacher well-being does not only influence academic performance, but also broader areas of student development, such as emotional stability, classroom harmony, and engagement. Teachers described instances where being emotionally balanced helped them create calm, nurturing classrooms leading to stronger student relationships and behavior.

While the quantitative tools focused on academic performance, the qualitative feedback expanded this understanding to include student trust, confidence, and participation, all of which are essential for meaningful learning.

When viewed together, the quantitative and qualitative data send a clear message: teacher well-being is not an isolated concern, it is an essential part of the learning process itself. Well-being impacts planning, delivery, relationships, and results. Teachers who feel supported are more likely to be emotionally available, reflective, and creative in their classrooms.

However, a key tension also emerges, and belief in well-being is high, but systems to support it are still catching up. This highlights a gap that must be addressed through policy, leadership training, and school-wide strategies.

The next chapter will interpret these findings in greater depth, offering suggestions for how international primary schools can create environments that support teacher well-being and thereby improve student outcomes.

Chapter 5: Discussion

This chapter discusses the findings from both the quantitative and qualitative data presented in Chapter 4. The aim is to connect those findings with the research objectives and questions introduced earlier in the study. By doing so, this chapter provides clarity on what the data means, how it relates to existing research, and what practical value it holds for international primary schools.

The central purpose of this research was to explore how teacher well-being impacts student achievement in international primary schools. The mixed-methods approach, using structured surveys and open-ended questions, provided both breadth and depth in understanding this relationship. Teachers and administrators from a variety of backgrounds and experiences shared how emotional, mental, and professional well-being affects teaching practices and, ultimately, student outcomes.

The goal here is not just to repeat results but to interpret them in a way that helps educators, school leaders, and policymakers make informed decisions that benefit both teachers and learners.

5.1 Interpretation of Key Findings in Relation to Research Questions

This section addresses each research question directly, supported by the key findings from Chapter 4.

Research Question 1: What are the current levels of teacher well-being in international primary schools, and what factors contribute to these levels?

The data shows that teacher well-being levels are moderate, with teachers rating their emotional influence on student learning at a mean score of 3.95. Teachers reported experiencing both positive and negative states throughout the school year, influenced by several factors:

- **Support from school leadership** was a major contributor to higher well-being.

- **Workload pressure** and **emotional exhaustion** lowered well-being.

- **Physical energy** and **time management** also played important roles.

In the qualitative feedback, many teachers shared that their sense of well-being changed depending on the season, school culture, and leadership style. Personal strategies like yoga, journaling, and time boundaries helped, but these were not enough when institutional support was weak.

Research Question 2: How do teachers perceive the impact of their well-being on their teaching practices, including instructional quality and classroom engagement?

The perception of impact was very strong. Teachers consistently said that when they felt emotionally and mentally well, they:

- Planned better lessons

- Showed more patience and creativity

- Managed classrooms more calmly

- Observed better student behavior

"If I'm in a good place emotionally, my lessons are more dynamic and the kids respond better," said one teacher.

This shows that well-being is not a side issue, it directly shapes what happens in the classroom every day. The keyword analysis also confirmed this, with words like students, energy, feel, and engagement appearing most frequently.

Research Question 3: What is the nature of the relationship between teacher well-being and student academic achievement in international primary schools?

The relationship is clearly positive and direct. Administrators gave a high score (mean: 4.8) to the belief that teacher well-being contributes to student outcomes. Teachers also confirmed this by linking their energy levels to student engagement and achievement.

While academic achievement data was limited due to privacy concerns, both groups consistently agreed that students reflect the emotional tone of their teachers. This is especially visible in primary schools where students are more emotionally responsive to adult behavior.

Research Question 4: What strategies can be implemented to enhance teacher well-being and promote better educational outcomes?

Several ideas emerged from both the surveys and open responses:

- Create structured well-being check-ins (not just informal chats)
- Offer regular professional development focused on emotional health
- Ensure manageable workloads and flexible deadlines
- Foster a culture where teacher voices are heard and respected
- Promote work-life balance policies, like limited after-hour emails

Strategy Area	Specific Actions
Emotional Check-ins	Monthly surveys, open-door policies
Time Management	Protected planning time, reduced admin load

Training & Development	PD on emotional intelligence, stress relief
Leadership Practices	Recognition, feedback, shared decision-making
Work-life Balance	No-email hours, flexible scheduling

Table 5.1 – Suggested Strategies for Improving Teacher Well-being

These strategies are not complex, but they need consistency, follow-up, and strong leadership to be effective.

5.2 Comparison with Previous Studies from Literature Review

The findings of this study align with, build upon, and in some cases extend, previous research in the field of teacher well-being. This section compares the results from Chapter 4 with the key literature reviewed in Chapter 2 and highlights how the present study contributes new understanding especially by focusing on **teacher well-being** as a driver of **student achievement**, rather than just exploring teacher stress or burnout in isolation.

Teacher Well-being as a Multi-layered Concept

Ryan et al. (2017) introduced a **multi-layered socio-ecological model** of teacher well-being, stating that well-being is shaped by individual, relational, organizational, and societal influences. The findings of this study confirm this: teachers spoke not only about their personal coping strategies but also about how leadership practices, workload, peer support, and institutional policies affected their mental and emotional state.

For example, respondents shared that even if they maintained healthy routines outside school, their well-being dropped sharply during times of tight deadlines or unsupportive management proving that well-being is not only personal, but heavily influenced by external systems (Ryan et al., 2017).

Emotional Energy and Classroom Dynamics

Jennings and Greenberg (2009) discussed the **Prosocial Classroom Model**, linking teacher social-emotional competence to classroom management, student relationships, and academic outcomes. The present study adds qualitative evidence to this theory. Teachers repeatedly described how their energy, mood, and emotional control impacted student attention, classroom calmness, and student participation.

This suggests that emotional presence, not just content knowledge, is a foundational element in instructional quality, especially in international primary settings. As one teacher put it: *"If I'm exhausted, I can't engage with students meaningfully, even if the lesson plan is great."*

This aligns directly with Sutton and Wheatley's (2003) research, which found that teacher emotions directly affect both instructional behavior and student learning motivation.

Teacher Self-efficacy and Work Conditions

Ortan et al. (2021) found that **teacher self-efficacy and job satisfaction** are strongly linked with well-being. In our study, teachers shared that when they were trusted, encouraged, and given professional freedom, they felt more competent and motivated. This was echoed in administrator responses as well autonomy and development opportunities were rated as moderate but important contributors to teacher well-being.

Moreover, the literature suggests that institutional factors like leadership style, recognition, and workload design can either promote or damage teacher well-being (Ab. Wahab et al., 2024). In our study, workload was frequently mentioned as a stressor, confirming findings from prior reviews. However, this research adds new insights by showing how **lack of emotional check-ins and structured feedback loops** leave teachers feeling invisible even in schools with good facilities and curriculum.

Going Beyond Student Well-being Focus

Much of the existing literature in international education has focused heavily on **student well-being,** especially post-pandemic. While this is important, it has left a gap in understanding how the **emotional and professional health of teachers** affects those same students. The current research helps bridge that gap.

For instance, Gadermann et al. (2023) studied the impact of COVID-19 on teachers but mostly linked it to their ability to support student well-being. Our study, however, focuses squarely on **teachers as human beings first**, not just as instruments for student care. It asks: *What happens to students learning when teachers themselves are emotionally unwell, unsupported, or overworked?*

By answering that, this study shifts the focus back to **teacher well-being as a priority** not just a tool for student outcomes, but a legitimate goal in itself.

Research Contribution	How This Study Adds Value
Confirms known stressors (e.g., workload)	Adds deeper insight into emotional language and personal stories from real teachers
Builds on emotional energy models	Provides direct evidence linking emotional states to lesson planning and classroom culture
Literature lacked data from international PYP	This study fills that space using mixed-methods across multiple countries and roles
Student-focused well-being dominant in past	Refocuses on teacher well-being as the root of healthy learning environments

Table 5.2. New Contributions of This Study

While this study supports many of the conclusions from earlier researchers, such as the impact of stress, the role of leadership, and the emotional demands of teaching, it goes further by showing how these forces influence **student learning**. Most past studies stopped at describing teacher burnout; this one connects teacher emotional states to student achievement, offering a more systemic view of the teaching-learning relationship.

5.3 Implications for Policy and Practice in International Primary Schools

The findings of this study reveal a clear and consistent relationship between teacher well-being and student achievement in international primary schools. Based on the data collected and the personal stories shared by teachers and administrators, this section outlines practical implications that school leaders and policymakers should consider. These are grouped into five key areas: teacher well-being systems, leadership behavior, workload and time management, professional development, and long-term school improvement.

1. Establish Formal Well-being Frameworks

One of the strongest messages from the data is that teacher well-being is often supported in informal ways through kind words, occasional recognition, or after-hours conversations. While appreciated, these methods are inconsistent. Schools should move toward creating **formal, structured well-being frameworks** that are part of the school's culture and policies.

Action Points:

- Introduce monthly well-being check-ins, either through short surveys or anonymous suggestion boxes.

- Appoint a **Well-being Coordinator** (similar to SEN or safeguarding roles) in each school.

- Build well-being goals into staff performance reviews or school development plans.

Area	Examples of Implementation
Emotional Check-ins	Monthly surveys, mood boards, "how are you" circles
Feedback Loops	Staff forums, listening sessions, follow-up actions
Recognition Programs	Teacher of the Month, appreciation boards, peer shout-outs

Table 5.3 – Sample Components of a School-wide Well-being Policy

These measures show that teacher well-being is not just spoken about but acted upon with intention.

2. Rethink Leadership Approaches to Communication and Support

Teachers repeatedly emphasized how much **leadership behavior** affects their emotional state and professional confidence. When leaders are approachable, communicative, and transparent, it builds trust. When decisions are made without consultation, or when leadership appears distant, it creates stress and isolation.

Recommendations:

- Encourage school leaders to attend staff rooms, co-plan lessons, or engage in informal chats visibility matters.

- Involve staff in school decisions, especially on teaching and learning matters.

- Provide leadership training focused on **emotional intelligence**, communication, and listening.

Leaders are often the first source of either relief or pressure for teachers. A shift in leadership mindset from managing to mentoring can change the whole school climate.

3. Design Workload Policies That Prioritize Impact Over Quantity

Teachers in this study expressed frustration over excessive and poorly timed workloads. While international schools have high expectations, it is essential to recognize the limits of human energy. Not all tasks add equal value to student outcomes.

Suggested Practices:

- Protect teacher planning time by reducing administrative duties.

- Set clear boundaries on email communication (e.g., no emails after 6 PM).

- Use rotating rosters for extracurricular duties so that well-being time is shared fairly.

A culture that values **deep work over busy work** shows respect for both teacher time and student learning.
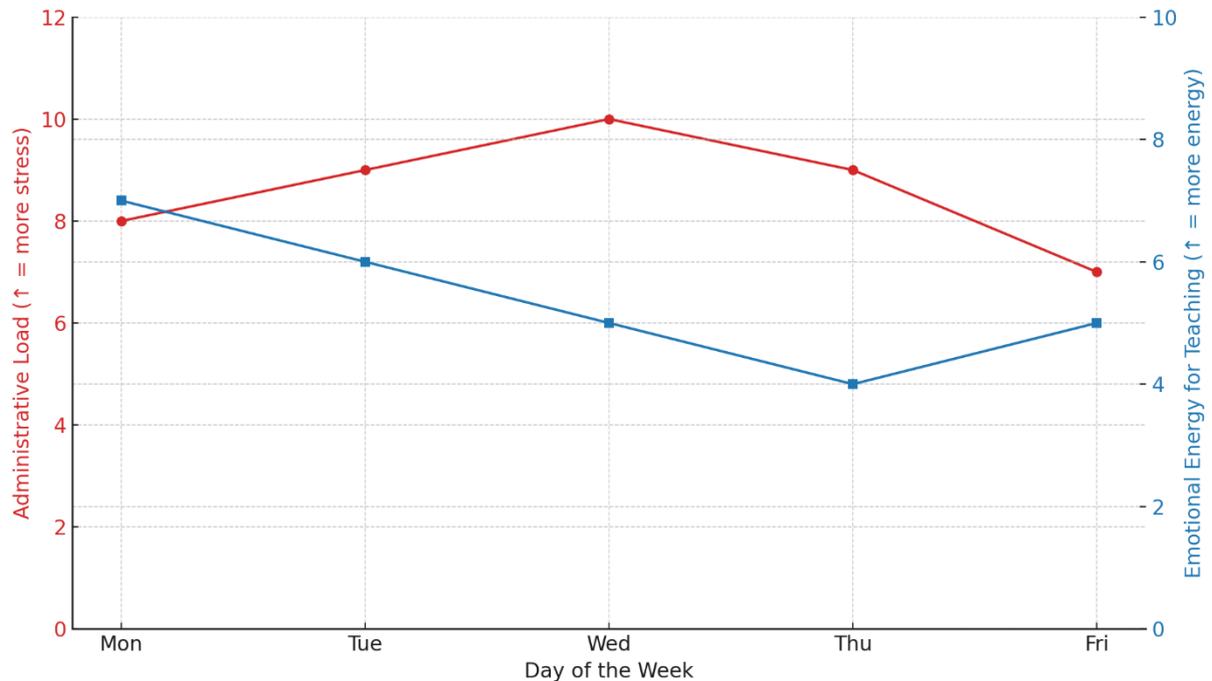
Figure 5.1 – Workload Stress vs Emotional Energy Available in a Teaching Week

The graph above shows an inverse relationship: as **administrative workload increases**, the **emotional energy available for effective teaching** tends to decrease. As administrative tasks rise during the week, teachers' emotional energy for lesson delivery and classroom engagement drops highlighting the need for balanced scheduling and support systems.

4. Provide Meaningful Professional Development (PD) on Well-being

Many teachers said they wished for **practical tools** to manage stress and boost energy beyond just subject training. Schools should embed emotional and mental wellness topics into their professional development cycles.

Topics can include:

- Mindfulness and emotional regulation in teaching

- Teacher self-reflection and journaling practices

- Time management and resilience for educators

- Peer coaching and support group facilitation

Professional development that supports the whole teacher not just the curriculum deliverer improves retention and boosts school morale.

5. Connect Teacher Well-being to Whole-school Growth

Finally, improving teacher well-being is not only about kindness, it is a **strategy for school excellence**. The study found that student engagement, classroom culture, and even academic motivation improved when teachers felt supported.

This has far-reaching effects:

- **Parents** notice happier classrooms and are more satisfied.

- **Students** build emotional regulation by modelling teacher behavior.

- **School reputation** improves, supporting enrolment and recruitment.

Schools that invest in teacher well-being are not just doing something good they are doing something **smart, sustainable, and effective**.

Focus Area	*Direct Impact on Teachers*	*Indirect Impact on Students*
Emotional Support	Improved mood and classroom presence	Calmer environment, better focus
Time Management	Higher planning quality	Better instructional clarity
Professional Autonomy	Increased confidence and creativity	Engaging, varied lesson delivery
Feedback and listening	Teachers feel valued and motivated	Students see role modelling in action

Table 5.4 – Positive Chain of Impact from Well-being Investment

The implications of this study are clear: **teacher well-being must be embedded into the strategic and daily operations of international primary schools**. It cannot be treated as an afterthought or an occasional intervention. A healthy, motivated, and emotionally supported teacher creates conditions in which students and schools thrive. Policies that prioritize emotional care, workload balance, and leadership empathy will not only protect teachers from burnout but also drive long-term success across all areas of school life.

5.4 Limitations of the Study

While this research offers valuable insights into how teacher well-being impacts student achievement in international primary schools, it is important to acknowledge its limitations. These limitations are not weaknesses but realities that can help guide future research and contextualize the findings more accurately.

1. Sample Size and Scope: The study received responses from 53 participants, 38 teachers and 15 administrators. Although this sample was diverse in terms of age, gender, teaching experience, and school roles, it was smaller than originally intended (70 teachers and 20 administrators). As a result, while the findings are insightful, they may not be fully generalizable to all international school settings worldwide.

In addition, the sample was largely self-selected. Participants who chose to respond may already have strong views or experiences related to well-being. This introduces a possible response bias, where more vocal or reflective individuals are represented more than those who may be silently struggling.

2. Geographical and Curriculum Representation: While respondents came from multiple international contexts, the study did not focus on country-specific factors or compare between regions or curricula (e.g., IB, Cambridge, American, national boards). Since school culture and

leadership styles can differ significantly between locations, a more detailed cross-regional analysis could have added further depth to the findings.

3. Limited Access to Student Achievement Data: One of the key challenges in this study was the unavailability of direct student academic performance data. Due to school privacy policies and ethical considerations, many institutions were unable to share test scores, grades, or other academic indicators. As a result, student achievement had to be measured through teacher and administrator perceptions rather than hard metrics.

Although perception-based data is meaningful and widely accepted in qualitative research, it would be more powerful if triangulated with actual student outcomes. Future research could consider partnering with schools that have integrated academic dashboards to enable more robust comparisons.

4. Focus on Perception, Not Longitudinal Change: The research provides a snapshot of how teachers and leaders feel about well-being and its impact. However, it does not capture how these feelings evolve over time, nor does it evaluate the impact of specific well-being programs or interventions. A longitudinal study would offer a more dynamic view, for example, how a change in leadership or workload policy affects teacher morale and student outcomes across a full academic year.

5. External Factors Not Measured: Other variables such as family support, financial conditions, school size, or community pressure were not included in this study. These factors might also affect both teacher well-being and student achievement but were beyond the scope of the current data collection tools.

Area	*Limitation Description*
Sample Size	53 participants; smaller than planned; possible self-selection bias
Data Depth	No country-wise or curriculum-wise breakdown

Student Outcome Data	No access to actual test scores or academic records
Time Frame	Cross-sectional, not longitudinal
External Influences	Did not include home life, salary, or broader societal pressures

Table 5.5 - Summary of Limitations

Despite these limitations, the findings are strong enough to start important conversations and propose practical changes. This study offers a valuable foundation for further, more targeted research on the link between teacher wellness and educational outcomes.

This chapter brought together the voices, data, and perspectives gathered in the study to explore the connection between teacher well-being and student achievement. The findings clearly show that when teachers feel emotionally supported, professionally valued, and have time to manage their workload, they are more effective in the classroom and students benefit. By comparing these insights with previous research, it becomes evident that more attention must be given to teacher well-being, not just as a personal issue but as a school-wide priority. The chapter also outlined practical actions that schools can take to turn these insights into lasting impact.

Chapter 6: Conclusion and Recommendations

This chapter concludes the study by summarizing the key findings and presenting practical, research-based recommendations to improve teacher well-being in international primary schools. It also offers suggestions for future research to build on the work done in this thesis. The chapter is aligned closely with the research objectives and findings discussed in previous chapters. The aim is to provide a clear and actionable path forward not just for researchers, but for school leaders, policymakers, and educators who wish to create healthier, more effective learning environments.

6.1 Summary of Findings

This study explored how teacher well-being influences student achievement in international primary schools using a mixed-methods approach. Data was collected from 53 participants, including 38 primary teachers and 15 school administrators, through surveys and follow-up open-ended questions.

The findings revealed the following core insights:

- **Teacher well-being is essential for student achievement.** Both teachers and administrators agreed that emotional, mental, and professional well-being directly affects how well teachers plan lessons, manage classrooms, and connect with students.
- **Support from leadership is a key factor.** Teachers who felt supported by school leaders reported higher motivation and emotional stability, which translated into better classroom environments and student engagement.

- **Workload and time management challenges are consistent stressors.** Many teachers shared that excessive responsibilities, especially administrative tasks, drained their energy and impacted on instructional quality.

- **Professional autonomy and recognition improve morale.** Teachers who had the freedom to make decisions and felt valued in their roles were more positive, confident, and effective.

- **There is a belief-practice gap.** While administrators strongly believe in the importance of teacher well-being, many schools still lack formal structures to support it consistently. Emotional support is often informal, inconsistent, or reactive rather than proactive.

- **Personal strategies help but are not enough.** Teachers use mindfulness, physical activity, journaling, and boundaries to manage stress. However, these personal strategies need to be complemented by institutional support for long-term impact.

- **Student behavior and performance reflect teacher well-being.** Teachers noted that their energy and emotional tone directly influenced student focus, motivation, and even academic performance.

In short, this study confirms that teacher well-being is not a secondary issue. It is a central factor in creating effective, high-achieving classrooms and it must be treated as such in school policies and practices.

6.2 Recommendations for Improving Teacher Well-being

Based on the research findings, the following recommendations are proposed. They are grouped under the three key research objectives:

Objective 1: Understand current levels of teacher well-being and contributing factors

Recommendations:

1. **Conduct routine well-being assessments:** Schools should introduce **monthly or term-based surveys** to check on teacher well-being. These can be short, anonymous, and focused on emotional and workload-related concerns.

2. **Create a visible well-being role in school:** Just as schools have SEN coordinators, appoint a **Well-being Leader or Champion** who ensures that well-being remains on the agenda, gathers feedback, and works with school leadership.

Item	*Response Scale*
I feel emotionally supported at work	Strongly Disagree – Agree
My workload is manageable	Strongly Disagree – Agree
I feel valued for my efforts	Strongly Disagree – Agree
I have time to recharge during the week	Strongly Disagree – Agree
I feel safe to share challenges with leaders	Strongly Disagree – Agree

Table 6.1 – Sample Teacher Well-being Pulse Survey.

Objective 2: Understand how teacher well-being impacts classroom practices and student achievement

Recommendations:

1. **Train leaders in emotional intelligence and feedback:** School leaders should undergo regular training on **empathy, active listening, conflict resolution, and constructive feedback**. When teachers feel heard and respected, their confidence and effectiveness increase.

2. **Recognize and reward emotional labor:** Teachers do more than teach they **care**, **manage emotions**, and **support families**. Schools should acknowledge this by

introducing **"well-being credits"** or emotional leadership awards, especially in challenging months.

3. **Encourage reflective teaching practices:** Schools should build time into weekly planning schedules for teachers to **journal, share reflections with peers**, and even join well-being groups. Emotional reflection improves self-awareness and resilience.

Objective 3: Explore strategies and systems to improve teacher well-being

Recommendations:

1. **Rebalance workloads through clear task priorities:** Not every task is equally important. Leaders should review teacher responsibilities and **identify what can be simplified, automated, or shared** (e.g., marking load, meeting frequency, data input).

2. **Introduce digital boundaries and downtime policies:** A school-wide email policy (e.g., no emails after 6:00 PM or on weekends) protects teachers' recovery time. This small change has a **big impact on emotional sustainability**.

3. **Offer well-being-focused PD:** Regular workshops on **stress management, mindfulness, time management**, and emotional regulation should be part of the PD calendar not just optional or ad-hoc.

4. **Connect well-being to student learning goals:** Link teacher well-being to academic strategy: make it part of **school improvement plans** and show how improved teacher morale can boost student engagement, focus, and performance.
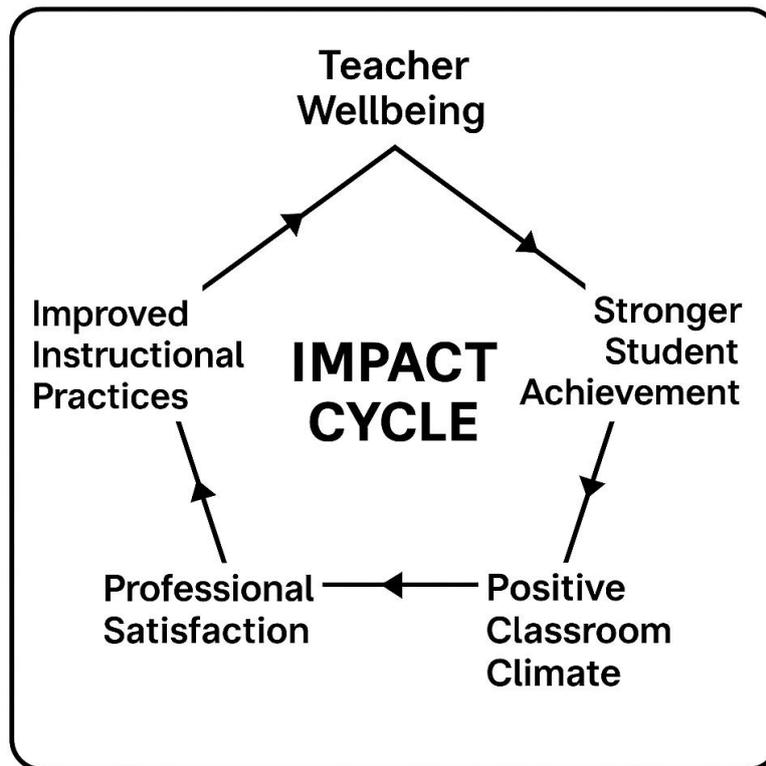
Figure 6.1 – Impact Cycle

6.3 Suggestions for Future Research

While this study offers valuable insights, it also opens new areas for exploration. Future research can build on this work in several ways:

1. **Include a larger and more geographically diverse sample:** A broader study across more countries and curricula can capture cultural differences in leadership styles, well-being norms, and teacher expectations.

2. **Measure actual student academic performance:** If ethical and practical permissions allow, future studies could match teacher well-being data with real student achievement metrics (e.g., assessment scores, progress reports).

3. **Conduct a longitudinal study:** A year-long or multi-year study would provide deeper insight into how teacher well-being changes across terms, events, and school cycles and how this affects students over time.

4. **Compare the impact of specific well-being interventions:** Future research can compare schools that implement structured programs (e.g., mindfulness, flexible hours, emotional coaching) with those that don't, measuring the effects on both teachers and students.

5. **Explore intersectionality and equity in well-being:** Teacher well-being may vary across gender, age, role, or years of experience. Future studies could explore how **intersectional factors** influence emotional resilience and professional satisfaction.

6.4 Conclusion

Chapter 6 brings the research to a close by highlighting the clear and consistent message found throughout the study teacher well-being is essential for high-quality teaching and improved student outcomes. The summary of findings confirmed that emotional energy, leadership support, manageable workload, and recognition significantly shape how teachers perform and how students respond. The recommendations provided are practical and grounded in data, offering a roadmap for schools to build healthier, more sustainable work environments. Finally, the chapter encourages future research to deepen and extend these insights, especially through larger samples, longitudinal studies, and inclusion of real student performance data. When teacher well-being is prioritized, the entire educational ecosystem thrives.

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Research Proposal

Student Name: Niketa Suri

Student ID: UNISE3745IT.

Course: Ph.D. in Educational Administration

1.1 Background of the Study

Teacher well-being has been identified as an important new topic in the field of education. In international primary schools for instance, teachers are likely to encounter certain challenges such as cultural diversity in the students, heavy teaching schedules and the adaptation to global curricula, their well-being can be a key determinant of their effectiveness and, by extension, the performance of their students. Research further indicates that teacher well-being is related to job satisfaction, classroom management, and instructional quality, all of which are related to student achievement. Nonetheless, there is scanty empirical evidence on this relationship in international primary schools. This study aims at contributing to the understanding of this gap by investigating how teacher well-being affects student achievement in these schools.

1.2 Statement of the Problem

However, many international primary schools do not prioritize teacher support systems when increasing academic performance metrics. As a result, there can be a lack of balance between the two, which can lead to burnout, low motivation, and less effective teaching. As a result, students may be less engaged and therefore underperform academically. Although some studies have been conducted on teacher well-being in general educational settings, little is known about its effect on student achievement in international primary schools. To this end, this paper offers empirical data on the link between teacher well-being and student performance by providing empirical evidence.

1.3 Research Objective/Aim

The primary aim of this study is to examine the impact of teacher well-being on student achievement in international primary schools.

1.3.1 Specific Objectives

1. To evaluate the well-being levels of teachers working in international primary schools using both quantitative and qualitative measures.
2. To investigate teachers' perceptions of how their well-being influences their instructional practices, classroom management, and professional effectiveness.
3. To analyze the relationship between teacher well-being and student academic performance to identify key contributing factors.

4 To develop evidence-based recommendations for fostering teacher well-being as a strategy to improve student outcomes in international primary schools.

1.4 Research Questions

1. What are the current levels of teacher well-being in international primary schools, and what factors contribute to these levels?
2. How do teachers perceive the impact of their well-being on their teaching practices, including instructional quality and classroom engagement?
3. What is the nature of the relationship between teacher well-being and student academic achievement in international primary schools?
4. What strategies can be implemented to enhance teacher well-being and promote better educational outcomes?

1.5 Significance of the Study

Emphasizing a link between teacher wellbeing and educational productivity will inform both practical policy making and academic literature. It will provide practical suggestions for school administrators and policymakers for how to build supportive school settings that promote teacher health and job satisfaction. Additionally, it will allow educators to know how their wellbeing affects their ability to do their job effectively and meets their students' needs.

1.6 Scope of the Study

The study focuses specifically on international primary schools in various geographical settings, as this population of teachers in this educational landscape has its own unique experiences and challenges. The proposed study aims to employ mixed-methods design, using quantitative surveys to measure teacher well-being and qualitative interviews to explore deeper insights into the experiences of teachers. We will also measure student achievement in standardized test scores, or academic performance indicators provided by schools that participated.

1.7 Organization of the Study

This research will be organized into six chapters:

- Chapter 1: Introduction – Providing an overview of the study's background, problem statement, objectives, questions, and significance.
- Chapter 2: Literature Review – Will Examine existing research on teacher well-being and its impact on student achievement while identifying gaps in knowledge.
- Chapter 3: Methodology – Will provide a detail of the research design, data collection methods, sampling techniques, and ethical considerations.
- Chapter 4: Results – In this chapter we will presents findings from both quantitative and qualitative data analyses.
- Chapter 5: Discussion – will Interpret the findings in relation to research questions and existing literatures.

- Chapter 6: Conclusion and Recommendations – Her I will provide a summary of key findings and suggestions for enhancing the well-being of teachers in international schools.

This research will present a thorough investigation of the ways in which teacher well-being impacts student achievement by contrasting teacher success and retention rates to student performance data which will lead to rich dialogue among educators, policymakers, and researchers.

1.   Research Questionnaire

Section I

Indemnity & Disclaimer Statement

Thank you for your participation in this academic research survey. Please read the following points carefully before proceeding:

1. **Voluntary Participation**
   Participation in this survey is entirely voluntary. Respondents may choose to skip any question or exit the survey at any point without any consequences.

2. **No Personally Identifiable Information Collected**
   This survey does **not** collect personally identifiable information (such as name, contact number, or school name), unless **explicitly provided** by the respondent for follow-up communication.

3. **Email Privacy**
   If you choose to provide your email address to receive a full copy of the final research report upon completion of the PhD program, it will be stored separately in a general database. This email data will **not be linked** to your survey responses in any form.

4. **Purpose of Data Use**
   All data collected will be used **solely for academic research** related to the doctoral dissertation titled *"How Does Teacher Well-being Impact Student Achievement in International Primary Schools?"* conducted by the interviewer, Niketa Suri.

5. **Confidentiality & Anonymity**
   All responses will be treated with strict confidentiality. Results will be reported in an aggregated and anonymized format, ensuring that no individual respondent can be identified in any publication or presentation.

6. **No Remuneration**
   There is **no monetary or in-kind compensation** for participating in this survey. Your contribution is entirely voluntary and deeply valued for the advancement of educational research.

7. **Data Security**
   All digital data will be stored securely with access limited to the principal researcher.

Data will be retained only for the duration necessary to complete the study and will be responsibly deleted thereafter.

8. **Ethical Approval & Integrity**
   This research adheres to general ethical standards for academic inquiry, including integrity, respect, and protection of participants. Any concerns regarding ethical matters can be addressed by contacting the principal researcher via the provided academic contact.

By continuing, you acknowledge that you have read and understood the above terms and agree to voluntarily participate in this research.

If you have any concerns or questions, please feel free to contact the researcher:

Niketa Suri (niketasuri@hotmail.com)

Section II - Demographics

Gender: ☐ Male ☐ Female ☐ Prefer not to say

Age: ☐ Under 25 ☐ 25–34 ☐ 35–44 ☐ 45–54 ☐ 55+

Years of Teaching Experience: ___

Highest Educational Qualification: ☐ Bachelor's ☐ Master's ☐ Doctorate ☐ Other

Current Role: ☐ Homeroom Teacher ☐ Specialist Teacher ☐ Leadership ☐ Other

School Location (Country): _____

Type of Curriculum Followed: ☐ IB ☐ Cambridge ☐ American ☐ National ☐ Other

Section III- Teacher Well-being

Please indicate the extent to which you agree or disagree with the following statements based on your recent experiences as a teacher. Use the **5-point Likert scale** provided:

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

A. Emotional Well-being

- ☐ I feel emotionally supported at my workplace.
- ☐ I am generally happy with my role as a teacher.
- ☐ I feel emotionally drained after work.
- ☐ I find teaching to be emotionally rewarding.

B. Physical and Mental Health

- ☐ I have access to adequate healthcare and wellness programs at school.
- ☐ I experience chronic fatigue during the school week.
- ☐ I sleep well during work weeks.
- ☐ I feel mentally prepared for each school day.

C. Professional Well-being & Support

- ☐ My school leaders are supportive of staff well-being.
- ☐ I am encouraged to maintain a healthy work-life balance.
- ☐ I feel valued for my contributions as a teacher.
- ☐ I am satisfied with the professional development opportunities provided.

D. Stress and Burnout

- ☐ I often feel overwhelmed by my workload.
- ☐ I find time to relax and recharge regularly.
- ☐ I experience high levels of stress at work.
- ☐ I feel confident in managing my teaching responsibilities.

Section IV: Instructional Practices and Student Engagement

Based on your recent teaching experience, indicate how strongly you agree or disagree with

the following statements about your classroom practices and student engagement.

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

- ☐ My well-being positively affects my ability to plan engaging lessons.
- ☐ I can maintain effective classroom management consistently.
- ☐ I build strong, positive relationships with my students.
- ☐ My energy levels impact the quality of my teaching.
- ☐ Students perform better when I am feeling well and motivated.
- ☐ I adapt my teaching methods to meet students' diverse needs.

Section V: Student Academic Achievement Indicators

Instructions:

Reflecting on your classroom outcomes, please indicate your agreement with the following

statements by checking the ones you agree with.

- ☐ Students in my classroom typically achieve consistent results in assessments.
- ☐ I believe that my emotional and mental state has an impact on student learning.
- ☐ My students are usually motivated and actively participate in class activities.
- ☐ When I feel supported in my role, I notice a positive shift in student academic performance.

Section VI: Follow up

Kindly provide your acceptance if you agree to be contacted for a follow-up interview, if

required for further clarifications:

- ☐ Yes
- ☐ No

If Yes, please provide your email address. (please refer to data policy given in section I)

Section VII : Thanks

We would like to thank you for your kind participation in this survey which will not just help in this research project, but also in creating wellbeing strategies for educators in primary schools.

If you need a copy of the research thesis after its completion and acceptance by the university, send an email to niketasuri@hotmail.com or connect on LinkedIn: https://www.linkedin.com/in/niketa-suri/

Please press the Submit Button to submit your response.

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2. Administrator Survey: Teacher Well-being and Student Achievement

Instructions (Quantitative Section):

Please rate your level of agreement with the following statements using the 5-point Likert scale:

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

Section A: Quantitative Questions

1. Our school has structured programs and policies in place to support teacher well-being.
2. I believe that higher teacher well-being leads to better student academic outcomes.
3. We regularly monitor and assess teacher well-being through surveys or check-ins.

4. Teachers in our school are given adequate autonomy and professional development opportunities.

5. Our administrative practices promote a healthy work-life balance for teaching staff.

Instructions (Qualitative Section):

Please respond briefly to the following open-ended questions based on your professional insights and experiences.

Section B: Qualitative Questions

6. In your opinion, what are the main challenges your teachers face in maintaining well-being throughout the academic year?

7. What specific strategies or initiatives has your school implemented (or is planning to implement) to enhance teacher well-being?

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3. Followup Questionnaire

Part B: Follow-up Interview Questions.

1. How would you describe your overall well-being as a teacher in your current school setting? *(Emotional/mental health and general satisfaction)*

2. What factors (personal or professional) most support your well-being as an international school teacher?

3. What are the main challenges or stressors that negatively impact your well-being in school?

4. How does your well-being influence the way you plan and deliver your lessons?

5. In your view, how does your physical or emotional energy affect classroom management and student engagement?

6. Can you recall an instance where your well-being (or lack of it) directly affected your students' learning or behavior?

7. Do you believe that student academic performance is linked to how you feel as a teacher? Why or why not?

8. How does your relationship with your students change depending on your well-being?

9. What strategies or personal practices do you use to maintain or improve your well-being?

10. What kind of support from school leadership or administration would most help teachers maintain well-being and positively impact students?

Ethical Declaration

Research Title: How Does Teacher Well-being Impact Student Achievement in International Primary Schools?
Researcher: Niketa Suri, Doctoral Candidate, Selinus University

Ethical Declaration Statement

I, Niketa Suri, the undersigned, hereby declare that the research conducted under the above title fully adheres to ethical principles and academic standards required for doctoral-level research.

This study has been designed, executed, and reviewed with the following ethical assurances:

1. Voluntary Participation
   All participants took part in the research voluntarily. They were informed of their right to withdraw at any time without explanation or penalty.

2. Informed Consent
   Consent was obtained from all participants prior to data collection. Participants were made aware of the purpose, procedures, risks, and benefits of the study. Follow-up interviews were conducted only with those who explicitly consented to being contacted.

3. Anonymity and Confidentiality
   All data has been treated with strict confidentiality. No personal identifiers were collected unless explicitly shared by the participant for follow-up purposes. Data has been anonymized and reported in aggregate to ensure the privacy of all individuals and institutions involved.

4. Data Use and Storage
   All collected data has been used solely for academic purposes related to this doctoral research. It has been securely stored on password-protected systems with access restricted to the principal researcher. Data will be responsibly deleted upon completion of the dissertation.

5. Non-Maleficence and Protection from Harm
   The research process was designed to avoid physical, psychological, or emotional harm. No sensitive personal questions were asked that could cause distress, and participants were free to skip any question or withdraw.

6. No Conflict of Interest

   The researcher declares that there are no conflicts of interest—financial or otherwise—that have influenced the design, conduct, or reporting of this study.

7. Academic Honesty

   This research has been conducted with integrity and honesty. All sources have been properly cited using APA 7th edition style, and plagiarism has been strictly avoided.

8. Approval and Oversight

   This research complies with the ethical guidelines outlined by Selinus University and follows globally accepted standards such as those from the British Educational Research Association (BERA) and the Declaration of Helsinki for social research.

Signed:

Niketa Suri
PhD Candidate – Educational Administration
Selinus University

   niketasuri@hotmail.com
Date: 20th March 2025