

## THE IMPORTANCE OF TEACHER WELL-BEING

*by:*

**RYSY MAY G. CONSTANTINO**

*Teacher III, Limay National High School*

Because of the serious effect of occupational risk factors on teachers' health, teaching is regarded as a high-risk profession. Teachers must deal with a wide range of stressors, including workload, role conflicts, insufficient social support at work, classroom management problems, and teaching-learning challenges. As a result, teachers frequently express greater levels of stress at work and exhaustion.

Wellbeing emphasizes more than just learning to cope with adversity; it also encompasses concepts about what it means to live a fulfilling life. Understanding of well-being is frequently divided into varying approaches. Subjective well-being, for example, includes concepts such as life satisfaction and the occurrence of favorable feelings more than negative emotions, whereas mental well-being is concerned with concepts such as life purpose and meaningful relationships with others. The knowledge about well-being is further complicated by the fact that in the research, terms such as life satisfaction are often considered synonymous with well-being.

Although there is no one universally accepted definition of well-being, most definitions argue that it is multifaceted and includes characteristics of the physical, cognitive, behavioral, and spiritual. It is a state in which teachers experience work satisfaction, have positive emotions, and operate effectively in both their duties as teachers and in their other responsibilities in life – this is how this resource defines wellbeing. A sense of self-worth, professional development, and supportive professional connections are all components of functioning successfully. Schools, instructors, and students are all significantly impacted by teacher wellbeing. Numerous unfavorable consequences of poor well-being are well known, with stress or burnout

being connected to teachers' attrition and the inability to perform their jobs. Due to this, appeals have been made for the profession's long-term sustainability and the importance of teacher welfare. In addition to teacher attrition, low teacher well-being can have a negative impact on students. Overworked or burned-out teachers have fewer positive interactions with students and deliver less effective lessons.

The achievement of students can be increased when schools place a high priority on the well-being of their faculty members and support their ability to thrive. This can improve classroom environments and promote high-quality instruction. The well-being of teachers is related to that of students. In order to encourage student well-being, school-wide well-being initiatives must first focus on teacher well-being.

There has been evidence linking low performance, absenteeism, and attrition to teachers' poor mental health, exhaustion, or depression. Stressed or burned-out instructors also have a detrimental impact on students due to weakened relationships with students, a lack of compassion, inadequate class preparation, and bad teaching. Teachers who are under a lot of pressure might employ "adaptive" coping mechanisms like exercise and social support to reduce stress. Teacher adaptability has been associated with retention, quality, and improved student accomplishment. Resilience is the ability to manage stress efficiently. Motivation and self-efficacy are essential personal traits that influence a teacher's resilience.

The stress, work satisfaction, morale, and involvement of teachers are all significantly impacted by teachers' emotions. Identifying emotions in others, inspiring oneself, and managing relationships are all examples of emotional intelligence (EQ), which has been related to greater wellbeing. Teachers who have a higher EQ are less likely to burn out. The idea of social and emotional intelligence (SEQ) is directly connected to EQ, and a teacher's SEQ has been recognized as a significant factor in students' academic, social, and psychological responses.

In addition to helping to increase student results, teacher learning and development have a favorable effect on teachers' involvement in their work and the recognition they receive at school. In an early career, teachers are less likely to exit schools where leaders concentrate on developing the culture and environment that favor teacher learning. The development of teacher identity – teaching staff members' perceptions of themselves as professionals – as well as self-efficacy is impacted by teacher learning. Teacher self-efficacy has been connected to well-being, teacher effectiveness, and student performance. Leadership strategies like a shared sense of perspective, modeling behavior, and praising outstanding work can have an impact on teacher self-efficacy. The maintenance of self-efficacy and well-being are both correlated with a strong sense of self. Keeping a balance between a teacher's professional and personal attributes is crucial because they could influence learning development.

Building trust promotes healthy relationships, which are essential in all schools to have a good impact on student learning. It has also been demonstrated that leadership support and social support prevent teacher burnout. When schools actively assist teachers, teacher job satisfaction increases. The most crucial elements in raising teachers' self-efficacy and lowering their stress levels have been recognized as the mentor teacher and the school administration.

Schools can promote teacher well-being by taking into account how the culture of the workplace, social relationships, and teachers' personal activities all affect teacher wellbeing. Teachers within a school will have various needs when it comes to enhancing their well-being, and different schools may adopt different approaches to boosting teacher wellbeing.

*References:*

<https://www.sciencedirect.com/science/article/abs/pii/S0883035517304214?via%3Dihub>

<https://theeducationhub.org.nz/the-importance-of-teacher-wellbeing/>