



## IMPACT OF TEACHERS' WELL-BEING ON STUDENTS' LIFE

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### Abstract

This paper assesses different dimensions of teachers' well-being, including physical, mental, emotional, and social aspects. High well-being is a state of happiness, fulfilment, and good physical health, where individuals feel positive emotions, have healthy relationships, and demonstrate strong resilience. Conversely, low well-being is a state where individuals experience stress, dissatisfaction, and poor health, often leading to negative emotions, disconnection, and difficulty navigating life. It explores how factors like workload, job satisfaction, work-life balance, and professional support influence the overall well-being of teachers. Moreover, this study investigates the intricate mechanisms through which teachers' well-being contributes to student achievement. It examines the pathways by which teachers' self-efficacy impacts teaching effectiveness and ultimately, the holistic development of students. The study further investigates how teachers with good mental health have better focus, patience, and work effectively in the classroom. They maintain work-life balance, and handle challenges with strong resilience. A positive and appreciative teacher enhances the learning environment, leading to better student engagement.

*Keywords: Teacher Well-Being, Self-Efficacy, Effective Teaching, Holistic Development, Student Achievement.*

### INTRODUCTION

Teaching has always been thought to be a less demanding profession, but that has changed drastically in the last few decades. Teaching is becoming a more difficult profession all over the world. According to Smylie (1999), "These are tough times to be a teacher".

### What is well-being?

Well-being refers to the overall state of an individual's health, happiness, and prosperity. It encompasses various dimensions, including physical health, mental health, social connections, economic stability and a sense of purpose and fulfilment. Well-being is subjective and can vary from person to person, but it generally reflects a positive and satisfactory state of one's life.

### What Are the Negative Impacts of Low Well-being?

- **Poor Physical Health:** Individuals with low well-being may experience a decline in physical health. Stress, anxiety and depression, often associated with low well-being, can contribute to various health issues, such as cardiovascular problems, weakened immune system and chronic conditions.
- **Mental Health Challenges:** Low well-being is often linked to mental health issues, including depression, anxiety disorders and a general sense of discontent. These conditions can significantly impair one's ability to enjoy life, make decisions, and cope with daily challenges.



- **Social Isolation:** A lack of well-being may lead to social withdrawal and isolation. Individuals experiencing low well-being may struggle to maintain healthy relationships leading to feelings of loneliness and further exacerbating their emotional state.
- **Reduced productivity:** Low well-being can negatively impact work performance and productivity. Individuals may find it challenging to concentrate, make decisions and maintain motivation which can affect both personal and professional success.
- **Decreased Life Satisfaction:** People with low well-being may report lower levels of life satisfaction and fulfilment. This can create a cycle where the lack of satisfaction perpetuates negative feelings and attitudes, making it difficult to break free from the cycle.
- **Impact on Relationships:** Low well-being can strain relationships with family, friends and colleagues. Negative emotions and behaviours associated with low well-being may create conflicts and hinder the development of positive connections.
- **Mood Disorders:** Low well-being can cause mood disorders including agitation, restlessness, irritability, racing thoughts. This can also lead to lack of energy, insomnia or excessive sleeping, rapid speech or movement.

### Why is Well-being Important?

- **Health and Longevity:** High levels of wellbeing are associated with better physical health and increased life expectancy. Individuals with a positive sense of well-being are more likely to engage in healthy behaviour leading to improved overall health.
- **Mental Health:** Well-being is closely linked to mental health. Positive well-being contributes to lower levels of stress, anxiety and depression. It enhances emotional resilience and coping mechanisms, enabling individuals to navigate life's challenges more effectively.
- **Quality of life:** Well-being is a significant determinant of an individual's overall quality of life. It encompasses satisfaction with one's life, a sense of purpose and the ability to experience joy and fulfilment in daily activities.
- **Productivity and performance:** Individuals with higher well-being tend to be more productive and perform better in various aspects of life, including work, education and personal relationships. Positive emotions and a sense of purpose can enhance motivation and focus.
- **Social relationships:** Well-being is linked to positive social interactions and relationships. Individuals with higher well-being often have better communication skills, stronger social connections, and more fulfilling relationships with family, friends and colleagues.
- **Creativity and Innovation:** Individuals who experience well-being are more likely to think creatively, problem-solve effectively, and generate new ideas.
- **Workplace Satisfaction:** Well-being is a key factor in job satisfaction and professional success. Employees with higher well-being tend to be more satisfied with their work, exhibit higher levels of commitment, and are more likely to contribute positively to the workplace.

### Significance of the Research Paper

Teachers play a crucial role in shaping the educational experiences of students. Research suggests that a teacher's well-being can impact their effectiveness in the classroom. If teachers are stressed, burnt out or facing challenges in their personal lives, it may negatively influence their ability to teach effectively, which can in turn affect student's academic performance and engagement (Chaudhry & Chhajer, 2023). The well-being of teachers can influence the quality of relationships they establish with students. A positive and supportive teacher-student relationship is associated with better academic outcomes, improved behaviour, and overall



well-being for students. Understanding how a teacher's well-being affects these relationships can provide valuable insights into improving the overall learning environment.

Social and emotional learning of students also depend on the well-being of the teachers. Teachers with high well-being are likely to create a positive and nurturing classroom environment that fosters emotional well-being and social skills in students.

High levels of stress and burnout among the teachers can contribute to high turnover rates within the profession. Investigating the impact of well-being on job satisfaction and retention is important for understanding the factors that contribute to a stable and effective teaching work-force. Additionally, a positive teacher well-being can enhance the attractiveness of the teaching profession, promoting recruitment and retention of talented educators.

This paper can also help the policy-makers to identify strategies to support teacher well-being that can lead to the development of interventions and policies that enhance the overall educational experience for the teachers as well as the students.

The paper also helps us to understand the interconnectedness of teacher well-being and student outcomes, which promotes a holistic approach to education. It emphasises the importance of considering not only academic factors but also the well-being of educators in creating a conducive learning environment.

## LITERATURE REVIEW

The present chapter provides a summary of the body of research conducted on the topic of impact of teacher well-being on Student's Life. The main objectives of reviewing literature related to the topic of research are:

- (a) Strengthening the foundation of the researcher's knowledge regarding the field of study.
- (b) Identification of gaps in current knowledge.

### **Studies on the prevalence of low well-being among teachers:**

Wilss, Pillay, & Goddard (2005) in *Well-being, burnout and competence: Implications for teachers*, investigated burnout and competence in mid-career teachers in primary and secondary schools in Queensland. The study informs that 25% and 40% of beginning teachers in countries in the Western world and learning teaching or they are burned out. This research work engaged in a systematic review of other literatures, which show that early career teacher resignations are rising. The studies revealed that factors such as stress, burnout, work overload and job satisfaction contribute to teacher attrition while factors such as administrative support, reasonable role expectations and decreased workplace stress contribute to teachers' intention to stay in teaching. The study also conducted a test with 41 male and 116 female teachers based in Queensland, to check their well-being. The teachers reported significantly lower burn-out levels on the MBI subscale scores. The teachers who were considering leaving their current job and the ones who perceived the effort they were putting into their work was greater than the rewards showed higher burn out levels on all three MBI scales. Consequently, their PCOISS score was also lower. Depersonalisation and self-rated competence indicate that while these teachers believe that they are competent at a 'satisfactory' or 'well' level, many are actually doing their job in a way that distances themselves from the people around, namely, their students and colleagues. Depersonalisation may arise as distancing mechanism that seeks to minimize the sense of incompetence that arises from the more difficult human interactions where the worker lacks sufficient skills to bring the interactions to a successful conclusion. This is consistent with the results published by Evers, Tomic, Brouwers



(2004). According to Smylie (1999), distancing and depersonalisation arises due to high expectations and job difficulties among teachers. Reducing teachers' feeling of isolation and increasing their self-esteem may alleviate this situation and foster well-being among teachers (Xin & MacMillan, 1999).

#### **Studies on the factors that cause low well-being among teachers:**

Nwoko, Emeto, Malau-Aduli & Malau-Aduli (2023) in A systematic review of the factors that influence teachers' occupational wellbeing examined the factors that cause low well-being among teachers through secondary data analysis. This systematic review of 38 studies explored and synthesized the perceptions of kindergarten to secondary school teachers about the factors that impact their occupational well-being. Low self-efficacy was found to be one of the factors affecting low well-being among the teachers. Stapelton, Garby, Sabot (2020) found out that teachers suffered from emotional exhaustion due to intense interactions with students, emotional intensity and dissatisfaction with the levels of support. Hence, organizational support and strategies were required for teachers, especially teachers with family care responsibilities. Job resources were also seen to be reducing stress and increasing well-being among the teachers.

#### **Studies on the effects of low well-being among teachers:**

Alvi, Altaf & Khatoon (2022) in Effect of Depression, Anxiety and Stress on Mental Health of Teachers studied 200 participants of which 100 were male teachers and 100 female teachers. The results of the study were found to be consistent with previous findings that in the teaching profession, lower levels of life satisfaction and happiness are linked to burnout and increased psychological distress. Supported by further researches, psychological distresses have been found to contribute to increased teacher burnout. The results of this burnout include teacher absences, lower levels of job satisfaction and decreased effectiveness.

The findings indicated that loss of behaviour and psychological distress were positively related to stress which is consistent with the study on predicting teacher anxiety, depression and job satisfaction which discovered that teacher workload and student behaviour were strong predictors of teacher sadness; and that employment conditions were substantial predictors of teacher anxiety. Various sources of stress, anxiety and depression and teachers' workload contribute to physical and emotional exhaustion, deteriorated mental health, increased sick leave, reduced employment with economic consequences. The presence of occupational exhaustion related to stress in the workplace is constant and attention-grabbing, as it is one of the factors most associated with low levels of productivity at work and raises motivation to leave the profession. Teachers may develop depression as a psychological consequence of stressful events at work.

#### **Studies on the status of teacher well-being in India:**

Arockiasamy & Subramanian (2021) in Occupational Stress Of Higher Secondary School Teachers In Cuddalore District examined the well-being of 200 higher secondary school teachers from Cuddalore district. The study showed that out of 200, 17% of higher secondary school teachers have a low level of stress, 64% have an average level of stress and 19% have a high level of stress related to their occupation. The study also recorded that out of 96 male higher secondary school teachers, 16.2% showed lower levels of occupational stress, 64.2% showed average levels of occupational stress and 20.4% showed high level of occupational stress. The study further revealed that urban higher secondary school teachers have more occupational stress as the t-value of the test on urban teachers was 2.45, whereas the t-value of the test done on rural teachers was 1.96. Through the tests, it was also deprived that private school teachers had more stress than government school teachers.



Misra, M. (1986) aimed to assess the level of life satisfaction in the teachers teaching in different parts of Kolkata. The sample comprised of 345 teachers, out of which 180 were male and 165 were female. The level of meaning in life of the sample as measured by the PIL was found to be low, with the mean score 100.86. In the self-reporting item of general stressfulness, 46.38% rated, being a teacher as considerably stressful and 9.28% as extremely stressful while 9.8% rated it as not at all stressful. The study also revealed that female teachers are more burned out than male teachers. The mean personal accomplishment of the present sample is lower than the norm mean of the original MBI sample (PAF:36.01); (PAI: 39.70). The Calcutta teachers thus, have a high level of burnout in the Personal Accomplishment Subscale.

Both scored stress (TSS) and self-reported stress (SRS) are positively and significantly related to the emotional exhaustion level and depersonalization level of the teachers.

In the study, 55.6% of teachers rated being a teacher as considerably or extremely stressful. This showed that school teachers are demotivated and lack a sense of fulfilment due to paucity of money, power and social status.

Kour, Wani & Kumar (2022) chose 120 teachers (60 from private schools and 60 from government schools) to check the perceived level of stress among them. The results indicated that the teachers of Jammu faced moderate levels of stress as the participants had scored 18.00 with minimum score of 8 and a maximum of 29 on PSS (Perceived Stress Scale). The government school teachers of Jammu were more stressed as compared to the private school teachers of Jammu. The private school teachers had a mean score of 18.62.

The research also found that self-esteem which is critical for the overall well-being of a teacher was low among government school teachers. The government school teachers had a mean score of 20.8 whereas private school teachers had mean score of 20.77.

### **Studies on the impact of teacher well-being on students' lives**

Wan, Lin, Yirimuwen, & Qin (2023) framed a structural equation model analysis was conducted with adolescents' teacher-student relationship as the independent variable, openness and empathy as the mediating variables, and emotional intelligence as the outcome variables. The results showed that the direct effect can only independently explain 20.24% of the effect of the teacher-student relationship on emotional intelligence. However, the indirect effect can independently explain 79.76%. More precisely, the indirect effects of openness, empathy and empathy jointly explained 41.71%, 29.85%, 96% and 8. 20% of the variance respectively. The study revealed that the teachers' support, encouragement and unconditional positive attention can promote the development of openness in the personality factors of students and the formation of the sound personality. When the teachers try to understand students' interests, attend to their emotions such as fears and concerns, and give them motivation and support, the students feel that the teacher is working for their well-being and that they feel cared for, helped and considered. It has been found that adolescents with positive teacher student-interactions, are more likely to develop openness by engaging in interactions in the school environment that focus on sharing and collaborating. Moreover, in student-teacher interactions, are more likely to develop openness by engaging in interactions in the school environment that focus on sharing and collaborating. Moreover, in student-teacher interactions, teachers often guide them to identify the emotions of others and understand the reasons behind their emotions and behaviours, which may contribute to the development of students' empathy skills. As empathy develops, individuals become more proficient at incorporating emotional knowledge to make sense of different social situations.



Granziera, Martin, & Collie (2023) studied the NAPLAN test report that was administered for years 3 and 5, focusing on the elementary teachers and schools in Australia. NAPLAN data for each school was collated to coincide with the year in which teacher data from that school were collected. Five domains were examined including reading, writing, spelling, grammar and numeracy. The study revealed that the students attending schools in which teachers higher or average levels of emotional exhaustion achieved lower scores in a standardised measure of achievement. The study suggested that teachers who are exhausted may lack the psychological and physical resources to invest in planning lessons, preparing materials and delivering lessons which are key determinants of students' achievement.

Klusmann, Kunter, Trautwein, Lüdtke & Baumert (2008), drew a sample of 318 teachers and their students, this study explored the differences in the performances of the teachers of the four different types, namely healthy-ambitious (H type), Unambitious type (U type), Excessively ambitious type (A) and Resigned type (R) and examined whether these differences are systematically associated with their students' achievement and motivational experience. The H type with high scores on both occupational engagement and resilience, is seen as the best adapted pattern. The U type is characterised by low occupational engagement but high resilience. The remaining two types are thought to be at risk for burnout and stress. The excessively ambitious, A type scoring high on engagement and low on resilience, is characterized by excessive engagement, striving for perfection, and an inability to recover emotionally from work. The Resigned type (R) is characterized by low engagement and low stress resistance.

The study found that the self-regulatory behaviours of the teachers were associated with students' motivational experience. Students taught by teachers of the H type reported pronounced experiences of autonomy and competence than did students taught by teachers of the R type. It was seen that only teachers of the H type had the capacity to respond adaptively to their students' needs, as reflected in student reports of personal support, interaction, tempo and cognitive activation.

Students in classes taught by engaged and resilient teachers reported more positive motivational experience in Mathematics lessons than students in classes taught by any of the other teacher types. Because this effect is mediated by teachers' personal support and, to a lesser degree, by the perceived level of activation cognitive activation, this result emphasises that these aspects of instructional performance are crucial for students' motivation.

**Jennings, P. A. (2015). Early childhood teachers' well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students.**

This paper examined the relationships between mindfulness and self-compassion and dimensions of classroom quality and teacher student-relationships in order to better understand the naturally occurring variation in pre-schools, rather than a test of an intervention designed to enhance mindfulness and self-compassion. For this, 35 teachers from a major metropolitan area of Northern California were interviewed. The findings from the correlations between the class domain scores and negative effect shows that depression, emotional exhaustion and depersonalization were negatively correlated with all three dimensions of class, viz- emotional support, classroom organization and instructional support.

## METHODOLOGY

A clearly defined methodology provides a structure to the research process and gives the researcher a clear vision of the work to be done. It also helps the other students to understand how the research was carried out. The objectives of the study and the tool to achieve them is described in this section.



**Objectives:-**

- To gauge the status of teacher well-being in India
- To understand the various aspects of students' life that are impacted by teacher well-being.

**Tools:-**

Secondary data analysis was done on existing literature on the topic of teacher well-being. Google scholar was the primary source of this information.

**Results:**

The results of the study are outlined in this section. The tables and charts provided have been drawn from the results of the existing literatures.

**1. Wilss, L., Pillay, H. K., & Goddard, R. (2005). Well-being, Burnout and Competence: Implications for Teachers:**

This study revealed that out of 157, half of the teachers thought that the effort they put into their work was greater than the rewards.

This group of teachers reported higher burnout levels on the MBI scale as shown in the table below.

**PCOISS and MBI Comparisons for various cohorts of teachers.**

	PCOISS		MBI (Subscale Means)		
	n	Mean	EE	DP	PA
<b>Gender</b>					
Males	39	87.70	23.80	7.36	37.97
Females	112	86.73	21.85	5.42	38.66
<b>Working Hours</b>					
Full-time	127	88.21	23.14	6.08	38.91
Part-time	27	80.96	18.74	5.19	36.46
<b>Marital Status</b>					
Married	108	87.39	22.69	6.08	38.51
Not Married	25	84.00	22.56	5.36	37.63
<b>Serious consideration to leaving current job</b>					
YES	45	83.00	28.36	8.76	36.02
NO	106	88.59	19.84****	4.72****	39.48*
<b>Teacher respondent view of Workload Equity</b>					
Effort > Rewards	74	82.41	28.64	7.95	36.47
Rewards > Effort	83	91.23**	16.56***	4.03***	40.36**

(Source: Wilss, L., Pillay, H. K., & Goddard, R. (2005). Well-being, Burnout and Competence: Implications for Teachers)

2. Arockiasamy, S., & Subramanian, P. (2021). Occupational Stress Of Higher Secondary School Teachers In Cuddalore District:

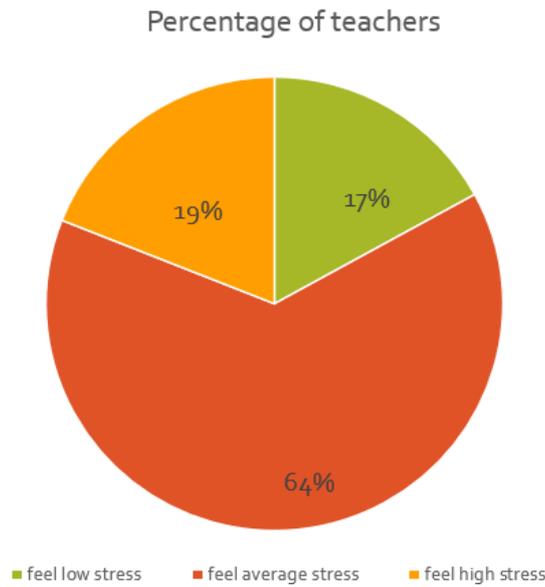
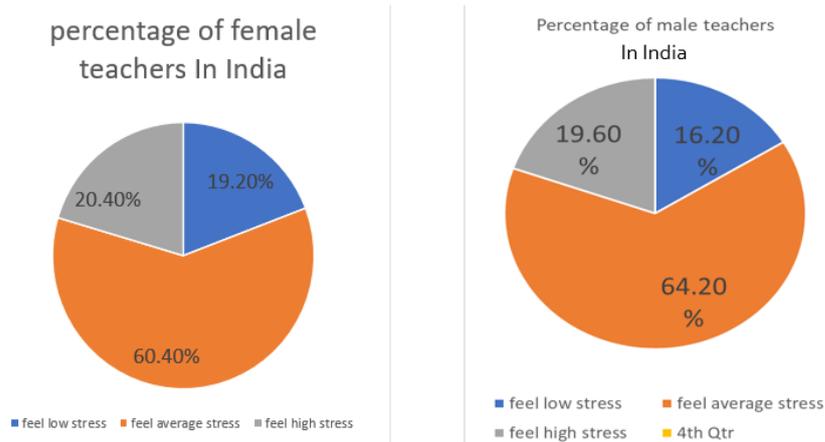


Chart 1

A study conducted on occupational stress level in teachers show that out of 200, 17% of higher secondary school teachers have low level of stress, 64% have an average level of stress and 19% of the teachers have high level of stress. (Pie Chart 1)

Out of 96 male higher secondary school teachers, 16.2 % showed lower level of occupational stress (Chart 2)



Pie Chart 2

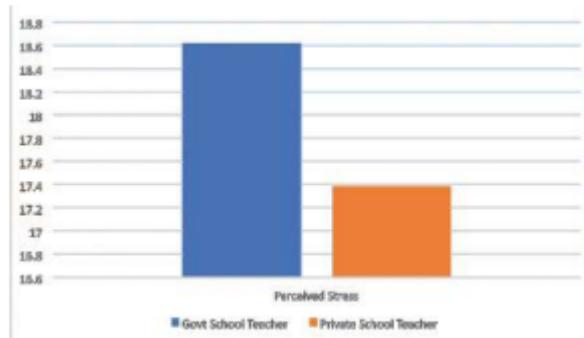
64.2% showed average level of occupational stress. 20.4 % showed high level of occupational stress.

Urban higher secondary school teachers have more occupational stress as the t-value of the test on urban teachers was 2.45 and on rural teachers was 1.96.

3. Kour, S., Wani, N., & Kumar, S. (2022). Self-Esteem and Perceived Stress among Private and Government School Teachers in Jammu: A Comparative Study.

4.

This paper showed that the government school teachers of Jammu were more stressed than the private school teachers. Private school teachers had a mean score of 17.38 whereas the government school teachers had a mean value of 18.62 as shown in the graph below.



(Source: Kour, S., Wani, N., & Kumar, S. (2022). Self-Esteem and Perceived Stress among Private and Government School Teachers in Jammu: A Comparative Study)

4. Wan, S., Lin, S., Yirimuwen, Li, S., & Qin, G. (2023). The Relationship Between Teacher-Student Relationship and Adolescent Emotional Intelligence: A Chain-Mediated Mediation Model of Openness and Empathy:

This paper proves that there is an indirect relationship between teacher well-being and student achievement as shown in the picture below.

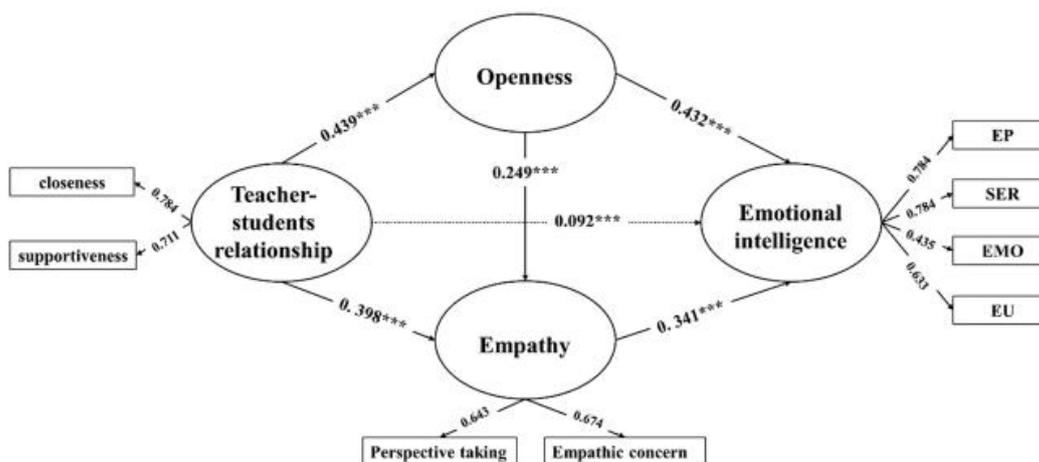


Figure 1 Structural equation model regarding the mediating effects of openness and empathy on the association between teacher-students relationship and emotional intelligence.

Notes: All the coefficients are standardized estimates. \*\*\*p < 0.001.

Abbreviations: EP, emotion perception; SER, self-emotional regulation; EMO, emotion management of others; EU, emotion utilization.

(Source: Wan, S., Lin, S., Yirimuwen, Li, S., & Qin, G. (2023). The Relationship Between Teacher-Student Relationship and Adolescent Emotional Intelligence: A Chain-Mediated Mediation Model of Openness and Empathy.)



### 5. Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns:

This paper exhibits that self-regulatory styles in teachers were associated with students' learning. Results of Regression Analysis Testing showed that healthy- ambitious teachers were more adaptive and engaged in teaching.

Students taught by such teachers reported pronounced experiences of autonomy and competence as compared to the students taught by other teachers.

### DISCUSSION

The present study aimed to investigate the prevalence of low well-being among the teachers. It was found that 25% and 40% of beginning teachers in countries in the Western world are leaving teaching as they are burned out. A study conducted in Australia showed that 50% (half) of the respondents from the field of teaching reported lower well-being. The teachers who thought that the efforts they were putting at work were greater than the rewards showed higher burnout levels. Consequently, their PCOISS (Perceived Coping of Internal States Survey) was lower with a mean value of 83.00. In case of Indian teachers, it was found that 17% of higher secondary school teachers have low level of stress, 64% have an average level of stress and 19% have high level of stress related to their occupation. More female teachers were facing occupation related stress. 20.40% female teachers faced low level of occupational stress, 60.40% faced average level of occupational stress and 19.20% faced high level of occupational stress. This was quite high when compared to the stress level in male teachers. Out of 96, 16.2% showed lower level of occupational stress, 64.2% showed average level of occupational stress and 20.4% showed high level of occupational stress. The studies also revealed that urban higher secondary school teachers have more occupational stress as the t-value of the test was 2.45, whereas, the t-value of the test done on rural teachers was 1.96. In the Cuddalore district of Tamil Nadu, private school teachers had more stress than the government school teachers. On the other hand, a study conducted in Jammu revealed that the government school teachers had more occupational stress with a mean score of 18.62 whereas the private school teacher had a lower level of occupational stress with a mean value 17.38. Overall, the participants of the test had moderate level of stress with a score of 18 with minimum score of 08 and maximum of 29 on PSS (Perceived Stress Scale). It was also shown through the results that self-esteem, which is an important determinant of well-being, was low among the government school teachers. The government school teachers had a mean score of 20.8 whereas, the private school teachers scored 20.77. Another study on the teachers of Kolkata showed that the level of 'meaning in life' was low with a mean score of 100.86 on the PIL, where the total number of respondents were 345. 46.38% people rated, being a teacher as considerably stressful, 9.28% rated it as extremely stressful while 9.8% rated it as not at all stressful. Female teachers had more occupational stress compared to their male colleagues. Overall, 55.66% of teachers considered teaching to be extremely stressful.

The study also sought to examine the impact of teacher well-being on students' lives. The results showed that the direct effect can only independently explain 20.24% of the effect of teachers' well-being on students' lives. However, the indirect effects of openness -empathy and empathy jointly explained 41.71%, 29.85%, 96% and 8.20% of the variance in emotional intelligence level of students. The results proved that teachers' support, encouragement and unconditional positive attention can promote the development of openness in students. The teachers with average or good well-being can be adaptive and engaged to cater to students' needs and preferences. Such teachers not only understand their own emotion but also help the students to understand their own emotions. It helps in developing socio-emotional skills in students. Another study found that



teachers who show better self-regulation such as the (H)- Healthy-ambitious type help the students to gain autonomy and increase their level of competence. Students taught by such teachers who have high scores of 7, 26, 56 in tempo, cognitive activation, personal support respectively, exhibit better classroom performance and engagement. Studies found out that students in classes taught by such teachers, who are engaged and adaptive, reported more positive motivational experience in Mathematics lessons than students in classes taught by any other type of teachers.

## CONCLUSION

The well-being of teachers is a critical factor in the overall success of education systems. A positive and supportive environment for teachers not only benefits them individually but also has far-reaching implications for students and the education system as a whole. Students taught by teachers with good well-being not only develop strong character traits but also experience academic growth. The equanimity of teachers creates a positive and supportive classroom environment where students feel comfortable and confident to participate in classroom learning and take academic risks. This leads to strong resilience, helping students to persevere through challenges in learning. A positive outlook and growth mind-set, epitomized by the teachers, encourage students to accept learning opportunities and strive for scholastic success. Furthermore, emotionally healthy educators inspire motivation, leading to increased student engagement, escalating overall academic performance.

### Limitations:

- **Scarcity of research on the topic:** the data on the relationship between teacher well-being and students' achievement is remarkably limited as very little research has been conducted on the topic of teacher well-being and its classroom implications.
- **Limited control over data collection:** Researcher has no control over the design, methodology and data collection process of the original study. This lack of control may introduce biases or limitations that were not considered in the initial research.
- **Mismatched variables:** The variables collected in the original studies may not align perfectly with the specific research questions related to teacher well-being. This mismatch can limit the depth and precision of the analysis.
- **Quality and accuracy of data:** The reliability and validity of the data depend on the quality of the original study. If the data is flawed, incomplete or inaccurate, it can compromise the integrity of the secondary analysis.
- **Limited scope and depth:** Secondary data may not provide the depth and breadth of information needed to explore certain aspects of teacher well-being. Researchers may miss out on nuanced details that could be crucial for a comprehensive understanding of the phenomenon.
- **Temporal and Contextual differences:** The original study may have been conducted in a different time period or context, and changes in societal, educational, or environmental factors could impact the relevance and applicability of the findings to the current situation.



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