



Professional Well-Being And The Psychological Status Of Teachers Of High Schools Run By Different Types Of School Management: A Survey

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ABSTRACT

The Researchers of the current study have scientifically conceived the rarely talked about inherent problem of the school teachers – Professional wellbeing – capable of debilitating their efforts and acumen, - and successfully executed the same to arrive at valid findings. A sample of 400 teachers of high schools in the region of Chennai Central Educational district was chosen by stratification done on type of school management by random sampling; and administered. As perceived, the overall Professional wellbeing and all its dimensions exhibited significant correlation with Resilience and Compassion and are predicted by the same independent variables. More importantly, the demographic variable – Type of School Management – did shed light on the uniqueness of the teachers of Government, Aided and Private schools. As envisaged by the Researchers, the Government school teachers scored ‘High’ in overall Professional wellbeing because of high attainment in three of the Four dimensions – Affective wellbeing, Autonomy and Competence, despite a poor show in Resilience and Compassion. The Aided school teachers settled at Moderate level in their overall Professional wellbeing, along with its dimensions Affective wellbeing, Aspiration and Autonomy. They fared so poor to strike Low in Competence and a disappointing moderate level in Resilience and Compassion. The much focused teachers of Private schools exhibited Moderate level overall attainment in Professional wellbeing along with the dimension Autonomy; however, they have saved their face by striking High in Aspiration and Competence. The differential analysis confirmed the Top position in overall Professional wellbeing for the Government school teachers, the Second position for the Private and the Third position for the Aided school teachers. The study also threw sufficient light on the interactive effect of the independent variables over the dependent ones.

Key words: Teacher professional wellbeing, Resilience, Compassion, Type of school management, Survey method.

INTRODUCTION

Teacher professional wellbeing may be taken as a psychological strength earned by the teachers to get along with the profession by overcoming the challenges confronting them while executing varied responsibilities due for teachers. When teachers are said to be bestowed with higher level professional wellbeing, one may take for granted that those “teachers are well or sound in the characteristics – Resilience, Self-efficacy, Social emotional capabilities and act smartly in reacting to their works” (McCallum, et al, 2017). Compared to such teachers of higher level professional wellbeing, “teachers of low profile in this regard exhibit a burnout and exhausted condition with a sense of powerlessness and isolation that force them perceive their work dull and drab and finally as a meaningless one (Howard and Johnson, 2004).

CONCEPT CLARIFICATION

Before answering the afore raised question, the Researchers would like to clarify the concept – *Teacher professional wellbeing* and its associated factors. Teachers are the dominant key factor for any community,
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small or big in the globe. Though teachers are human beings with flesh and blood as other professionals, the community to which they belong, considers and treats them as an invaluable property of its own for making the children, students and the people greatly flourished in their lives, so as to be recognized at the global level. That is, unless the teachers are one with the job, derives utmost satisfactions in fulfilling the mission of teaching without bothering about the challenges and traumatic encounters, they may not be worthy of being called 'teachers'. In other sense, only teachers of this kind alone can avail and enjoy the real *professional wellbeing*, which will become theirs when they stride through the process of teaching and other allied activities. All the above summarized attributes of teacher *professional wellbeing* have been documented in literature elaborately. The Researchers have furnished a few important outcomes here to support their point of view: The consolidated outcomes of the researches on "teacher wellbeing" stress the fact that the policy makers, employers and other stakeholders should think about seriously the wellbeing of teachers because:

- i. *Large number of teachers leave the profession early, every year (Craig, 2014; den Brok, et al, 2017).*
- ii. *High rates of emotional burnout, stress and physical and mental health issues are reported for teachers in profession (Burns & Machin, 2013; Cook, et al, 2017; Mattern & Bauer, 2014; Vesely, Saklofske & Nordstokke, 2014).*
- iii. *Many teachers work in environments that are hostile to their well-being (Day & Qing, 2009).*

STATEMENT OF THE PROBLEM

In practice, many of the school managements do not bother about scaffolding the presently required skills, as well as future-oriented capabilities in the newly recruited teachers by inducting them in different developmental programs organized by the institution itself or by sending them to participate in other staff enrichment courses or workshops organized by some educational agencies outside the school campus at the state or national level. It is only because of such a nonchalant attitude of the school management, many of the aspiring teachers with small/minor deficiencies very soon render incompetent and indirectly forced to leave the school or even the profession.

In order to verify the veracity of the conceptualization expressed above in regard to teachers manifesting not so high professional well-being, the Researchers have stated the following problem for investigation:

TOPIC OF THE STUDY

PROFESSIONAL WELL-BEING AND THE PSYCHOLOGICAL STATUS OF TEACHERS OF HIGH SCHOOLS RUN BY DIFFERENT TYPES OF SCHOOL MANAGEMENT: A SURVEY

OPERATIONAL DEFINITIONS

Teacher Professional Wellbeing: Teacher professional well-being is stated to be multidimensional, comprising physical, mental, emotional, and spiritual aspects. By and large 'well-being' is defined in terms of a broad concept – feeling good and functioning well; that is, a state where teachers perceive job satisfaction, experience positive emotions more frequently than negative emotions, and function well both as a teacher and in their other roles in life. Functioning well includes supportive professional relationships, professional growth, and a feeling of self-efficacy (Jarden, R, Jarden, A; Oades, L.G, 2017).

Teachers' Psychological Status: By this the Researchers mean the level or status of the chosen psychological characteristics – Resilience and Compassion – developed by the target group of teachers.

OBJECTIVES

1. To find the Overall level of *Professional Wellbeing* and its dimensions - *Affective Wellbeing (AWB)*, *Aspiration (ASN)*, *Autonomy (AUY)* and *Competence (COC)* of teachers of high schools in Chennai Central Educational district.
2. To find the overall level of *Professional Wellbeing* and its dimensions of teachers of high schools in Chennai Central Educational district in terms of type of school management.
3. To find the overall level of the Psychological / Independent variables – *Resilience* and *Compassion* of teachers of high schools in Chennai Central Educational district.
4. To find the overall level of the Psychological / Independent variables – *Resilience* and *Compassion* of teachers of high schools in Chennai Central Educational district in terms of type of school management.
5. To find the significance of difference in *Professional wellbeing* and its dimensions of teachers of high schools in respect of the Type of School Management.

6. To find the significance of difference in Psychological / Independent variables – Resilience and Compassion of teachers of high schools in respect of the type of school management.
7. To find the significance of correlation between *Professional wellbeing* and its dimensions and the chosen Psychological variables – *Resilience* and *Compassion* of teachers of high schools in total and in terms of the Type of School Management.
8. To find the significance of the Psychological / independent variables - Resilience and Compassion in predicting the *Professional wellbeing* and its dimensions of teachers of high schools in total and in terms of the Type of School Management.

HYPOTHESES

1. The level of *Professional Wellbeing* and its dimensions - *Affective Wellbeing (AWB)*, *Aspiration (ASN)*, *Autonomy (AUY)* and *Competence (COC)* of teachers of high schools in Chennai Central Educational district is **Moderate**.
2. The level of *Professional wellbeing* and its dimensions of teachers of high schools in Chennai central educational district in terms of Type of School Management is **Moderate**.
3. The level of the Psychological / Independent variables – *Resilience* and *Compassion* of teachers of high schools in Chennai Central Educational district is **Moderate**.
4. The level of the Psychological / Independent variables – *Resilience* and *Compassion* of teachers of high schools in Chennai central educational district in terms of Type of School Management is **Moderate**.
5. There is **no significant difference** in *Professional wellbeing* and its dimensions of teachers of high schools in respect of the Type of School Management.
6. There is **no significant difference** in Psychological / Independent variables – *Resilience* and *Compassion* of teachers of high schools in respect of the Type of School Management.
7. There is **no significant correlation** between *Professional wellbeing* and its dimensions and the chosen Psychological variables – *Resilience* and *Compassion* of teachers of high schools in total and in terms of the Type of School Management.
8. The Psychological / independent variables - *Resilience* and *Compassion* will not emerge as significant predictors of *Professional wellbeing* and its dimensions of teachers of high schools in total and in terms of the Type of School Management.

METHOD

By means of Survey the needed data are collected by administering a Preliminary Questionnaire followed by validated research instruments. Then by adopting descriptive analysis, the prepared hypotheses have been tested by suitable statistics.

POPULATION

All the teachers working in the high schools in Chennai central educational district run by different types of management, formed the population of the study.

SAMPLE

Stratified random sampling method was adopted. By this, the Researchers stratified the High schools in the chosen region on the basis of their management as Government schools, Aided schools and Private schools and randomly picked out 3 to 5% of the teachers and formed a sample 400 teachers.

RESEARCH TOOLS

- ***Professional Wellbeing Scale for Teachers (PWST – 24)*** –Prepared and Validated by the Researcher and the Research Supervisor.
- ***Connor – Davidson Resilience Scale (CD-RISC)*** –Published by Connor, Kathryn, M & Davidson, Jonathan, R.T (2003).
- ***Compassion Scale (CS- 16)***–Published by Pommier, E., Neff. K. D & Toth-Kiraly, I (2019).

DATA COLLECTION

With due permission from the headmasters / principals of the three categories of the institutions, the Researchers prepared the plan of visit for data collection and informed the heads of the institutions accordingly in advance. The Researcher visited the chosen schools on the stipulated date and administered the tools in person with due explanation. Thereafter, as per the scheme of scoring, responses were scored categorized and tabulated for data analysis.

ANALYSIS OF DATA HYPOTHESIS 1

The level of Professional wellbeing and its dimensions - Affective Wellbeing (AWB), Aspiration (ASN), Autonomy (AUY) and Competence (COC) of teachers of high schools in Chennai central educational district is Moderate.

Table 1 Level of Professional wellbeing and its dimensions of teachers of high schools in Chennai central educational district is Moderate

Variable	No.	Low		Moderate		High	
		N	%	N	%	N	%
AWB	400	129	32.25	147	36.75*	124	31.0
ASN	400	131	32.75	145	36.25*	124	31.0
AUY	400	152	38.0*	130	32.5	118	29.5
COC	400	115	28.75	136	34.0	149	37.25*
OPW	400	128	32.0	141	35.25*	131	32.75

HYPOTHESIS 2

The level of Professional wellbeing and its dimensions of teachers of high schools in Chennai central educational district in terms of type of school management is Moderate.

Table 2 Level of Professional wellbeing and its dimensions of teachers of high schools in Chennai central educational district in terms of type of school management

Category	Variable	No.	Low		Moderate		High	
			N	%	N	%	N	%
Government	AWB	130	38	29.27	41	31.56	51	39.23*
	ASN	130	35	26.98	52	40.0*	43	33.07
	AUY	130	37	28.44	41	31.53	52	40.0*
	COC	130	38	29.27	43	33.07	49	37.69*
	OPW	130	35	26.98	41	31.53	54	41.53*
Aided	AWB	130	38	29.27	52	40.0*	40	30.76
	ASN	130	35	26.98	54	41.53*	41	31.53
	AUY	130	37	28.44	51	39.23*	42	32.30
	COC	130	49	37.69*	39	30.0	42	32.30
	OPW	130	37	28.46	49	37.69*	44	33.84
Private	AWB	140	54	38.57*	44	31.42	42	30.0
	ASN	140	35	25.0	48	34.28	57	40.71*
	AUY	140	39	27.85	57	40.71*	44	31.42
	COC	140	41	30.0	44	31.42	55	39.28*
	OPW	140	41	29.28	55	39.28*	44	31.42

HYPOTHESIS 3

The level of the Psychological / Independent variables – Resilience and Compassion of teachers of high schools in Chennai central educational district is Moderate.

Table 3 Level of the Psychological / Independent variables – Resilience and Compassion of teachers of high schools in Chennai central educational district

Variable	No.	Low		Moderate		High	
		N	%	N	%	N	%
Resilience	400	125	31.25	175	43.75*	100	25.0

<i>Compassion</i>	400	128	32.0	175	43.75*	97	24.25
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HYPOTHESIS 4

The level of the Psychological / Independent variables – Resilience and Compassion of teachers of high schools in Chennai central educational district in terms of type of school management is Moderate.

Table 4 Level of the Psychological / Independent variables – Resilience and Compassion of teachers of high schools in Chennai central educational district in terms of type of school management

<i>Category</i>	<i>Variable</i>		<i>Low</i>		<i>Moderate</i>		<i>High</i>	
			<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Government</i>	<i>Resilience</i>	130	44	33.84	55	42.30*	31	23.84
	<i>Compassion</i>	130	41	31.53	58	44.61*	31	23.84
<i>Aided</i>	<i>Resilience</i>	130	45	34.61	51	39.23*	34	26.15
	<i>Compassion</i>	130	44	33.84	53	40.76*	33	25.38
<i>Private</i>	<i>Resilience</i>	140	40	28.57	41	29.28	59	42.14*
	<i>Compassion</i>	140	54	38.57*	48	34.28	38	27.14

HYPOTHESIS 5

There is no significant difference in Professional wellbeing and its dimensions of teachers of high schools in respect of the type of school management.

Table 5 Difference in Professional wellbeing and its dimensions of teachers of high schools in respect of the type of school management

<i>Variable</i>	<i>Type of school management</i>	<i>Mean</i>	<i>Calculated Value</i>	<i>'F'</i>	<i>'p' Value</i>
<i>AWB</i>	<i>Government</i>	21.70**	4.25		0.00**
	<i>Aided</i>	20.52			
	<i>Private</i>	21.05*			
<i>ASN</i>	<i>Government</i>	19.91	4.15		0.000**
	<i>Aided</i>	19.08			
	<i>Private</i>	19.28*			
<i>AUY</i>	<i>Government</i>	22.45	2.40		0.06
	<i>Aided</i>	22.15			
	<i>Private</i>	22.14			
<i>COC</i>	<i>Government</i>	22.97**	4.65		0.000**
	<i>Aided</i>	20.90			
	<i>Private</i>	22.39*			
<i>OPW</i>	<i>Government</i>	86.35**	5.25		0.000**
	<i>Aided</i>	82.66			
	<i>Private</i>	84.88*			

HYPOTHESIS 6

There is no significant difference in Psychological / Independent variables – Resilience and Compassion of teachers of high schools in respect of the type of school management.

Table 6 Difference in Psychological / Independent variables – Resilience and Compassion of teachers of high schools in respect of the type of school management

<i>Variable</i>	<i>Type of school management</i>	<i>Mean</i>	<i>Calculated 'F' Value</i>	<i>'p' Value</i>
<i>Resilience</i>	<i>Government</i>	67.52	2.70	0.04*
	<i>Aided</i>	69.61*		
	<i>Private</i>	67.75		
<i>Compassion</i>	<i>Government</i>	64.20*	3.45	0.02*
	<i>Aided</i>	64.85*		
	<i>Private</i>	63.34		

HYPOTHESIS 7

There is no significant correlation between Professional wellbeing and its dimensions and the chosen Psychological variables – Resilience and Compassion of teachers of high schools in total and in terms of the type of school management.

Table 7 Correlation between Professional wellbeing and its dimensions and the chosen Psychological variables – Resilience and Compassion of teachers of high schools in total and in terms of the type of school management

Category	Dimension	Variables	N	Calculated 'r' Value	'p' Value	
Overall	AWB	RE	400	0.28	0.00**	
		CO	400	0.33	0.00**	
	ASN	RE	400	0.34	0.00**	
		CO	400	0.51	0.00**	
	AUY	RE	400	0.48	0.00**	
		CO	400	0.47	0.00**	
	COC	RE	400	0.51	0.00**	
		CO	400	0.39	0.00**	
	OPW	RE	400	0.35	0.00**	
		CO	400	0.44	0.00**	
	Government	AWB	RE	130	0.21	0.04*
			CO	130	0.23	0.02*
ASN		RE	130	0.22	0.03*	
		CO	130	0.09	0.44	
AUY		RE	130	0.10	0.31	
		CO	130	0.12	0.20	
COC		RE	130	0.45	0.00**	
		CO	130	0.44	0.00**	
OPW		RE	130	0.32	0.00**	
		CO	130	0.39	0.00**	
Aided		AWB	RE	130	0.47	0.00**
			CO	130	0.23	0.02*
	ASN	RE	130	0.51	0.00**	
		CO	130	0.10	0.31	
	AUY	RE	130	0.16	0.11	
		CO	130	0.11	0.25	
	COC	RE	130	0.48	0.00**	
		CO	130	0.37	0.00**	
	OPW	RE	130	0.34	0.00**	
		CO	130	0.41	0.00**	
	Private	AWB	RE	140	0.51	0.00**
			CO	140	0.55	0.00**
ASN		RE	140	0.51	0.00**	
		CO	140	0.16	0.11	
AUY		RE	140	0.18	0.04	
		CO	140	0.11	0.23	
COC		RE	140	0.49	0.00**	
		CO	140	0.51	0.00**	
OPW		RE	140	0.45	0.00**	
		CO	140	0.49	0.00**	

FINDINGS OF THE STUDY

1. The analysis has revealed that the overall level of *Professional wellbeing* of teachers of high schools in Chennai Central educational district is just *moderate* with 35.25% of the sample falling under this category. Similarly, Two of the dimensions – *Affective wellbeing* and *Aspiration* have also secured *moderate* level with 36.75% and 36.25% of the samples falling under *moderate* category respectively.

However, the dimension – *Competence* – has comfortably secured *high* with 37.25% of the sample falling under this category; while the other dimension – *Autonomy* – has occupied an uncomfortable zone at a *low* level with 38% of the sample falling under this category.

2. The analysis has shown that both the Psychological / Independent variables – *Resilience* and *Compassion* have just attained the state of *moderate* level with 43.75% of the sample falling under each one of them.

3. The computed correlation coefficients revealed that overall *Professional well-being* and *all its dimensions* are *significantly correlated* with *Resilience* and *Compassion*.

4. The multiple regression analysis has revealed that the overall *Professional well-being* of the target population *and its dimensions* are **predicted** by *Resilience* and *Compassion*.

5. The teachers working in **Government** high schools are found to be **high** in overall *Professional well-being* with 41.53% of the sample falling under the category.

Similarly, Three of the dimension – *Affective well-being*, *Autonomy*, and *Competence* – have also secured **high** with 39.23%, 40%, and 37.69% of samples falling under the category respectively.

However the dimension – *Aspiration* – has struck **moderate** with 40% of the sample falling under the category.

In contrast to the dependent variable, the Government high school teachers have shown just **moderate** level attainment in the independent/psychological variables – *Resilience* and *Compassion* with 42.3% and 44.61% of the sample falling under the category respectively.

The high school teachers working in **Aided** schools have reported **moderate** level of overall *Professional well-being* (37.69%) along with the dimensions of *Affective well-being* (40%), *Aspiration* (41.53%), and *Autonomy* (39.23%).

In the dimension – *Competence* (37.69%) they have attained only **low-level** attainment.

As with the dependent variables – *Resilience* (39.23%) and *Compassion* (40.76%) also they have secured only **moderate** level attainment for teachers of Aided schools.

Unlike the other two categories, the teachers of **Private** management schools appear to be unique. In their overall *Professional well-being*, the teachers of Private schools have scored **moderate** level with 39.28% of the sample falling under the category, along with the dimension *Autonomy* (40.71%).

But in contrast to this, they have registered **high** for the dimensions – *Aspiration* (40.71%) and *Competence* (39.28%). On another extreme, they are found to be **low** in the dimension – *Affective well-being* (38.57%).

Surprisingly, the teachers of private schools are found to be widely different in the attainment of their psychological variables – *Resilience* **high** with 42.14% falling under the category, and *Compassion* striking **low** with 38.57% of the sample falling under the category.

6. The differential analysis has revealed that **Government** high school teachers are **significantly higher** than **Private** school teachers in *overall Professional well-being* and the dimensions of *Affective well-being* and *Competence*.

Subsequently, high school teachers of **Private** management are found to be **significantly higher** than **Aided** school teachers in *overall Professional well-being* and in the dimensions of *Affective well-being* and *Competence*.

In the dimension – *Of aspiration* – **Private** school teachers are noted to be **significantly higher** than **Government** as well as **Aided** school teachers.

7. On computing the correlation between the dependent and independent variables, some similarities are observed among the teachers of Government, Aided, and Private schools.

In all three categories of school management, the correlation between *overall Professional well-being* and the independent variables – *Resilience* and *Compassion* – is **positive** and **significant**.

In the case of the dimensions of *Professional well-being*: i) the dimension – *Affective well-being* has shown a **significant positive correlation** with both *Resilience* and *Compassion* of all the three categories of management.

Likewise, the dimension – *Competence* – has been demonstrated for Government, Aided, and Private school teachers.

Similarly, the dimension – *Aspiration* – has a **registered correlation** with only *Resilience* for the teachers of all three categories.

However, the dimension – *Autonomy* – differentiates the teachers of Private management from the Government and Aided schools by not registering a correlation with any of the independent variables studied.

CONCLUSION

The Researchers have chosen the present area of investigation, solely on the basis of their personal exposure to school education and administration in and around Chennai. Teacher *Professional well-being* the focus of the study has attracted so far a large band of researchers who have developed volumes of literature on this wide area, getting enlarged day by day with fresh additions. On seeing multiple openings to get into this area of teacher well-being, the present topic has been readied, and soon after designing and validating the tool ‘Teacher *Professional Wellbeing Scale*’ the preliminary study was launched with a sample of 400 high school teachers, drawn by stratified random sampling. In order to enlarge the scope of the study a little, a

social–demographic variable – Type of School Management was inducted along with the psychological variables – Resilience and Compassion. The investigation was guided by the objectives framed. As conceptualized, the independent variables – Resilience and Compassion have demonstrated a significant positive correlation with overall Professional Well-being and its dimensions – Affective well-being and Competence, for the teachers of Government, Aided and Private schools; whereas, Aspiration and Autonomy have struck a significant positive correlation with Resilience for teachers of Government and Aided schools. In the case of Private schools, Aspiration is significantly correlated only with Resilience. However, the Autonomy of the teachers of Private schools was not correlated with both the independent variables.

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