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Teacher wellbeing:

What is it, why is it important, and what can be done to support it?

Dr Lisa E. Kim

Senior Lecturer (Associate Professor) in Psychology in Education
University of York, UK

lisa.kim@york.ac.uk
www.lisaekim.com

The teaching profession is a valuable profession

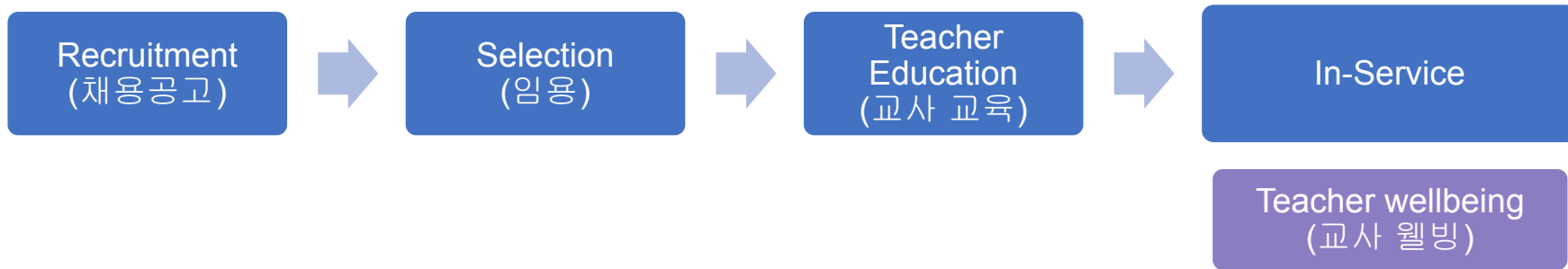
UNESCO's SDG4 Goal:

- Global Sustainable Development Goal 4 (SDG4): ensuring “inclusive and equitable quality education and promote lifelong learning opportunities for all”

(지속가능발전목표 4(SDG4): "모두를 위한 포용적이고 공평한 양질의 교육 보장 및 평생 학습 기회 증진")

- “Teachers are the key to achieving all of the SDG4 targets. It requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers, especially in disadvantaged areas. As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems.”

(“교사는 모든 SDG4 목표를 달성하는 열쇠입니다. 특히 소외된 지역에서 전문적으로 훈련된 교사의 부족과 불균등한 분포로 인해 교육의 형평성 격차가 악화되기 때문에 더 즉각적인 기한과 함께 시급한 관심이 필요합니다. 교사는 양질의 교육을 보장하기 위한 근본적인 조건이므로, 교사와 교수자는 자원이 풍부하고 효율적이며 효과적으로 관리되는 시스템 내에서 권한을 부여받고, 적절하게 채용되고, 보수를 받고, 동기 부여되고, 전문적인 자격을 갖추고, 지원받아야 합니다.”)



Outline

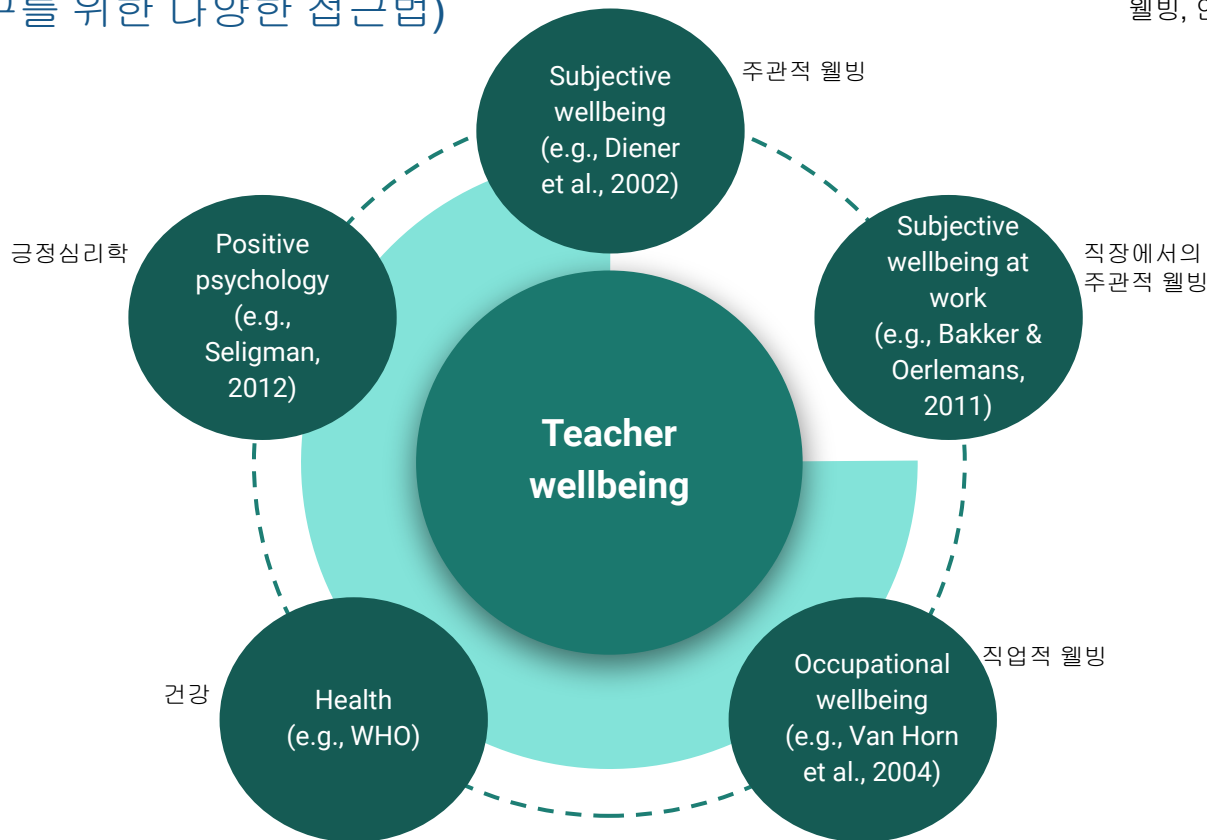
1. What is it?
2. Why is it important?
3. How can we support it?

What is it?

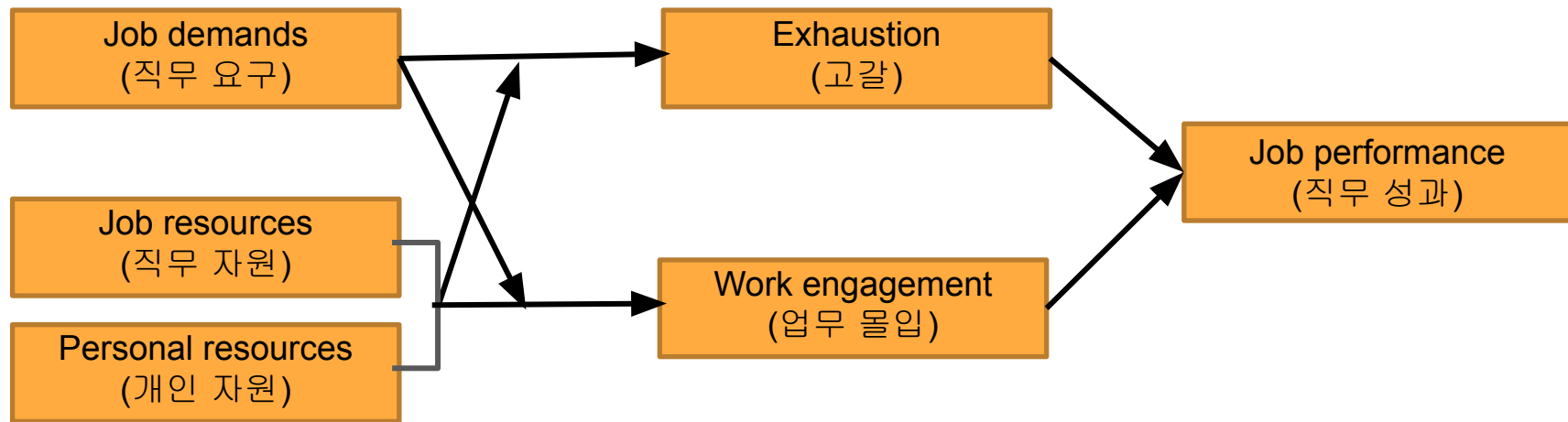
Different approaches to studying teacher wellbeing

(교사 웰빙 연구를 위한 다양한 접근법)

웰빙, 안녕감, 행복감



Job Demands–Resources Model (직무 요구-자원 모델)



Adapted from Bakker et al. (2023)

Three commonly examined teacher wellbeing constructs

(일반적으로 고려되는 3가지 교사 웰빙 구조)

Burnout
(번아웃, 소진)

E.g., Maslach Burnout Inventory:MBI (Maslach et al., 1986):
emotional exhaustion, cynicism, and reduced efficacy
(Maslach 소진 측정도구 : 감정 고갈, 냉소주의, 효율성 감소)

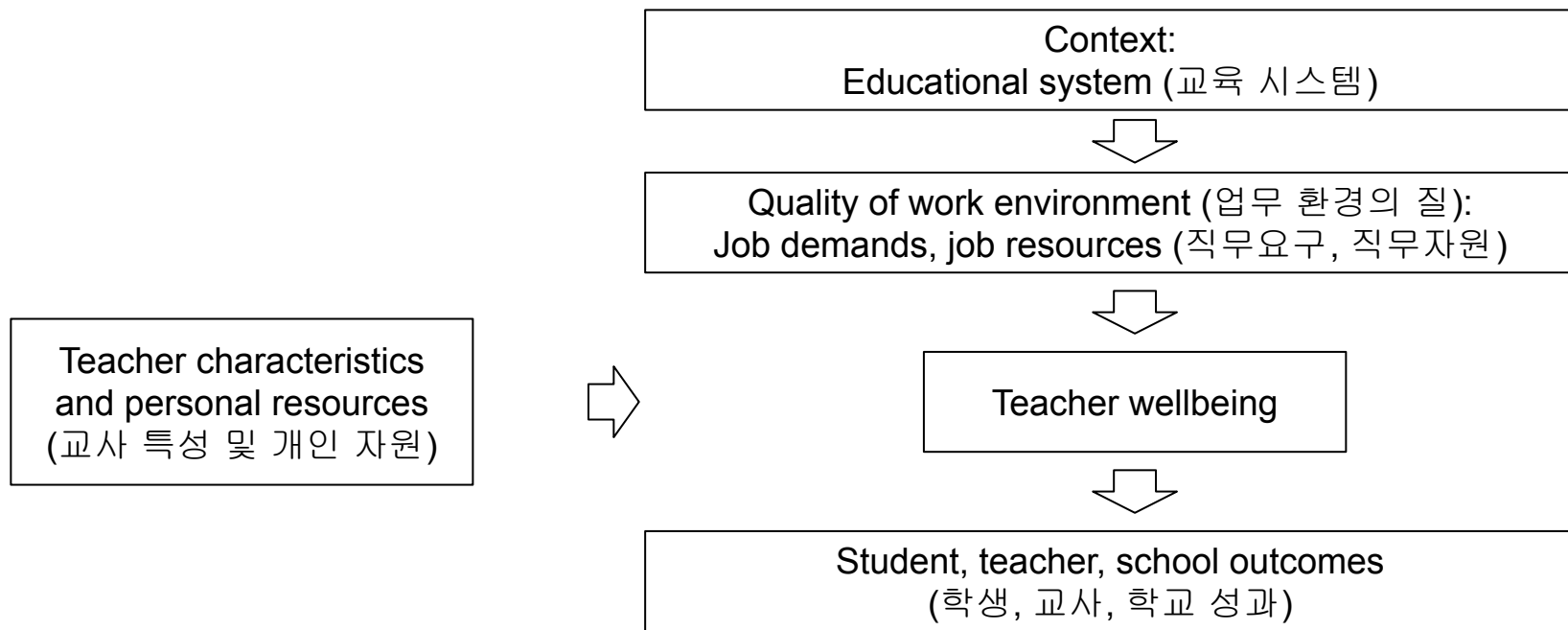
Job Satisfaction
(직무 만족도)

E.g., Job Satisfaction Scale (Judge et al., 1998)
(직무 만족도 척도)

Self-Efficacy
(자기효능감)

E.g., Teachers' Sense of Efficacy Scale
(Tschannen-Moran & Woolfolk Hoy, 2001):
instructional practices, classroom management, and
student engagement
(교사 효능감 척도: 교육 관행, 교실 관리, 학생 참여)

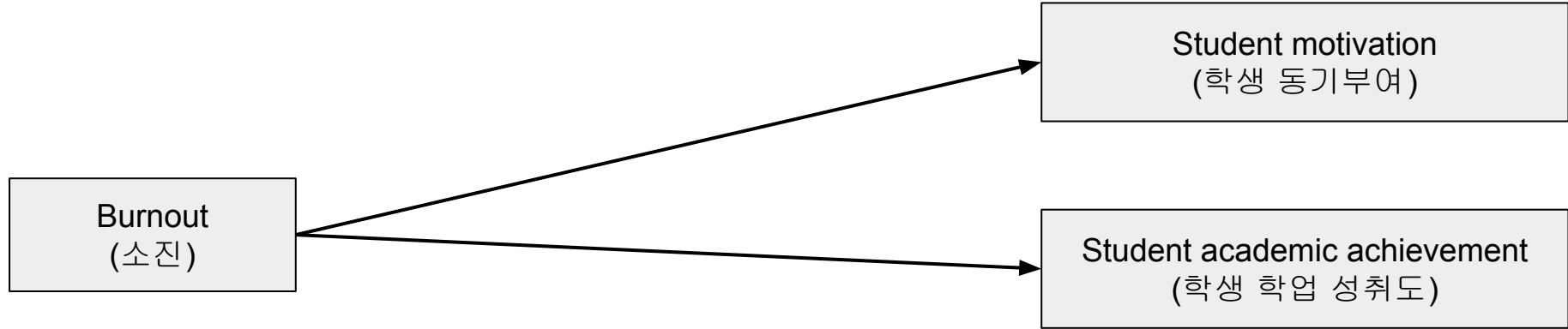
Teacher wellbeing conceptual model (교사 웰빙 개념 모델)



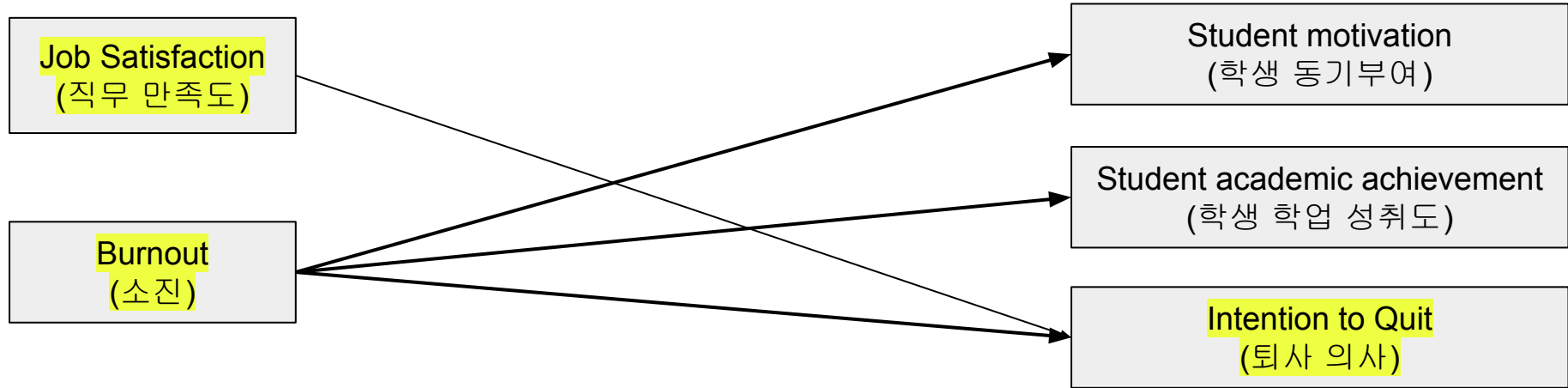
Why is it important?

Teacher wellbeing is important

1. In its own right (그 자체로)
2. Financial implications on schools and the education system
(학교와 교육 시스템에 미치는 재정적 영향)
3. Affects aspects of teachers' lives (교사의 삶에 미치는 영향)
4. Affects pupil and school outcomes (학생과 학교 성과에 미치는 영향)

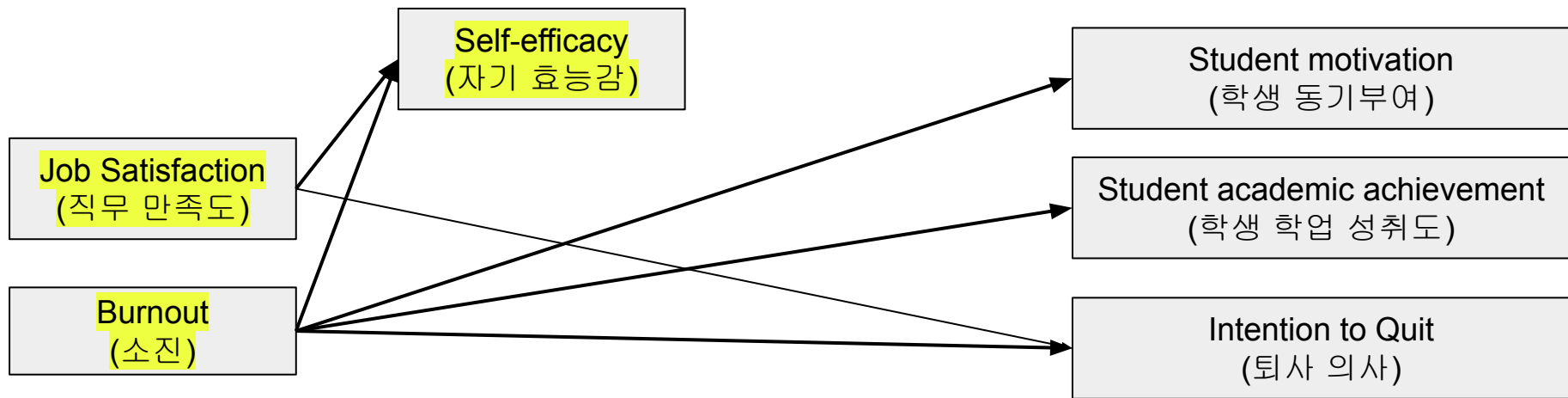


- Teacher burnout is associated with lower quality student motivation and lower student academic achievement (Madigan & Kim, 2021a)
(교사의 소진은 낮은 수준의 학생 동기 부여와 학생 학업 성취도와 관련이 있다.)



- Teacher burnout and job satisfaction are associated with teachers' intention to quit (Madigan & Kim, 2021b)

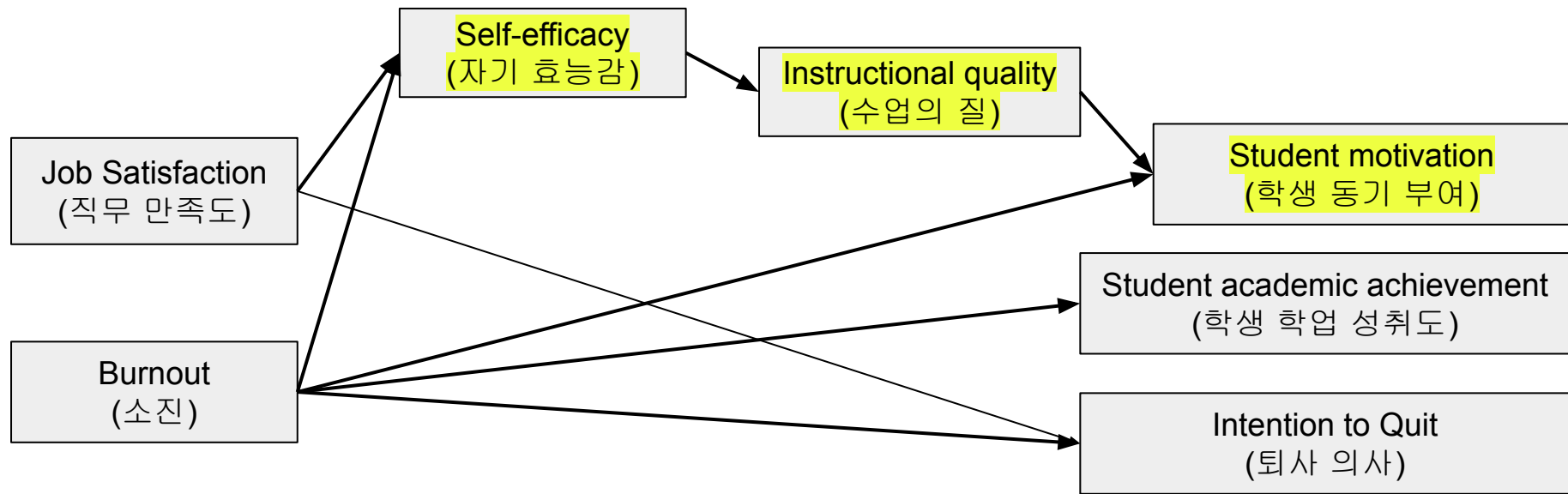
(교사의 소진과 직무 만족도는 교사의 퇴사 의사에 영향을 미친다.)



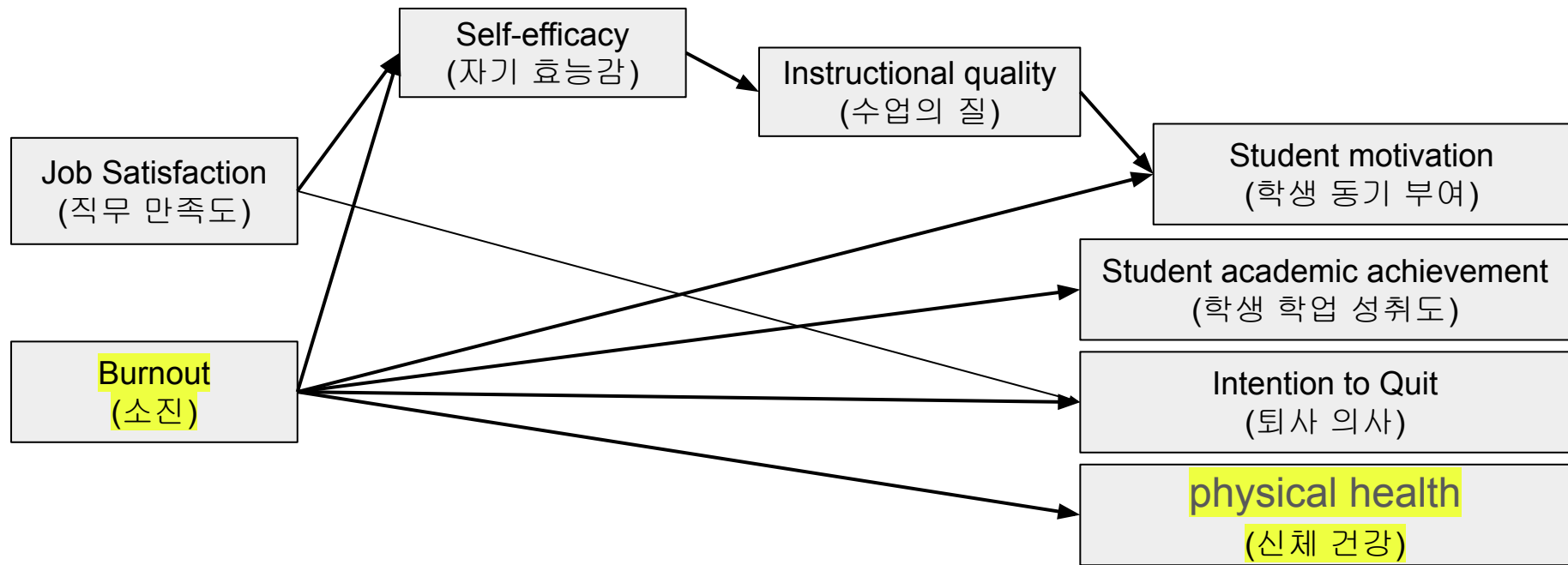
- Burnout predicts self-efficacy (Kim & Burić, 2020)
(소진은 자기효능감에 영향을 미치는 예측요인)
- Job satisfaction predicts self-efficacy (Burić & Kim, 2021)
(직무 만족도는 자기 효능감에 영향을 미치는 예측요인)

Burić, I. & Kim, L. E. (2021) Job satisfaction predicts teacher self-efficacy and the association is invariant: Examinations using TALIS 2018 data and longitudinal Croatian data. *Teaching and Teacher Education*, 105, 103406. <https://doi.org/10.1016/j.tate.2021.103406>

Kim, L. E., & Buric, I. (2020) Teacher self-efficacy and burnout: Determining the directions of prediction through an autoregressive cross-lagged panel model. *Journal of Educational Psychology*, 112(8), 1661–1676. <https://doi.org/10.1037/edu0000424>



- Self-efficacy → instructional quality → student motivation (Burić & Kim, 2020)
자기 효능감 → 수업의 질 → 학생 동기 부여



- Burnout is associated with physical health (e.g., somatic complaints, illnesses)
소진은 신체 건강에 영향을 미친다(예: 신체적 증상 호소, 질환).

Teacher Wellbeing



Being a teacher in England during the COVID-19 pandemic

(COVID-19 팬데믹 기간 동안 잉글랜드에서 교사로 재직하기)

About the project

- Investigators(연구자):
 - Dr Lisa Kim (Principal Investigator) lisaekim.com/projects/covid
 - Professor Kathryn Asbury (Co-Investigator)
- Funding(자금지원):
 - Economic and Social Research Council Impact Acceleration Account
- Study design(연구 설계):
 - Longitudinal virtual interviews (7 timepoints; April 2020 - July 2022)
 - Approx 50 minutes per interview
- Initial participant sample(초기 참가자 샘플):
 - 24 mainstream state primary and secondary school teachers around England
 - Classroom teachers (CT)
 - Members of Senior Leadership Teams (SLT)

Themes

- Growing frustration at uncertainties caused by poor government leadership
(미흡한 정부의 리더십으로 인한 불확실성에 대한 불만 증가)
- Expanding concern for pupil learning and wellbeing(학생 학습 및 웰빙에 대한 관심 확대)
- An increasingly labour intensive and exhausting job (매우 노동 집약적이고 고된 직무)
- Declining pleasure and pride in being a teacher (교사로서의 즐거움과 자부심 감소)

Kim, L. E. & Asbury, K. (2020) "Like a rug had been pulled from under you": The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, 90, 1062-1083.

Kim, L. E., Leary, R. & Asbury, K. (2021) Teachers' narratives during COVID-19 partial school reopenings: An exploratory study. *Educational Research*, 63(2), 244-260.

Kim, L. E., Fields, D. & Asbury, K. (2023) "It feels like I'm back to being a teacher": A longitudinal trajectory analysis of teachers' experiences during the first eight months of COVID-19 in England. *British Journal of Educational Psychology*.

Themes

Job Demands (직무 요구)	Job Resources (직무 자원)
Uncertainty (불확실성)	Social Support (사회적 지지)
Workload (업무부하)	
Negative Perception of the Profession (직업에 대한 부정적 인식)	Work Autonomy (업무 자율성)
Concern for Others' Wellbeing (타인의 웰빙에 대한 염려)	
Health Struggles (건강 문제)	Coping Strategies (대응 전략)
Multiple Roles (다중 역할)	

Kim, L. E., Oxley, L. & Asbury, K. (2021) "My brain feels like a browser with 100 tabs open": A longitudinal study of teachers' mental health and wellbeing during the COVID-19 pandemic. *British Journal of Educational Psychology*, 92(1), 299-318.

Gauging the Realities of Occupational Wellbeing and Training in scHools (GROWTH):

A survey on the experiences and needs of school leaders, teachers, and teaching assistants in England

(학교 내 직업적 웰빙과 훈련의 현실 측정(GROWTH):

잉글랜드의 학교 리더, 교사 및 보조교사의 경험과 요구에 대한 설문 조사)

About the Project

<https://lisaekim.com/projects/growth-survey>

- Principal Investigator: Dr Lisa E. Kim (University of York)
- Research Team: Dr Sarah Crellin (University of York), Charly Ding (University of York), Sarah Crosskey (University of York)
- Co-Production Team: Emma-Jane Birley (Coast and Vale Learning Trust), Jane Elsworth (Huntington Research School), Mari Palmer (North Yorkshire Coast Research School), Andrew Young (Pathfinder Teaching School Hub)
- Funding: University of York Internal Funding (The York Policy Engine, Pro-Vice-Chancellor for Partnerships and Engagement's Funds)

Method

- Study design:
 - 20-minute anonymous online survey (16 May - 16 June 2023)
- Participants:
 - 179 school staff members from all over England (e.g., North Yorkshire, Leeds)
 - 54 teaching assistants
 - 62 teachers
 - 33 middle leaders
 - 30 senior leaders
 - Age: 21 to 64 ($M=41$, $SD=10$)
 - Gender: 127 female (71%), 50 male (28%), 2 other (1%)

Factors helpful in increasing school staff's intention to stay in the last 12 months

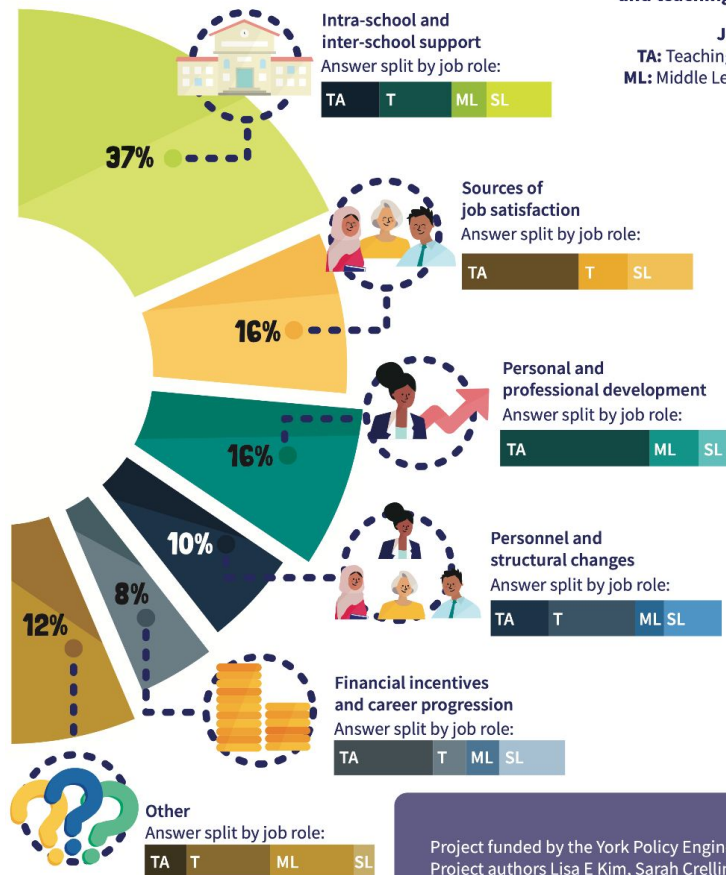
SHOULD I LEAVE OR SHOULD I STAY?

Career intentions of school leaders, teachers and teaching assistants in England

Job role key:

TA: Teaching assistants T: Teachers

ML: Middle Leaders SL: Senior Leaders



Project funded by the York Policy Engine, University of York.
Project authors Lisa E Kim, Sarah Crellin, and Charly Ding



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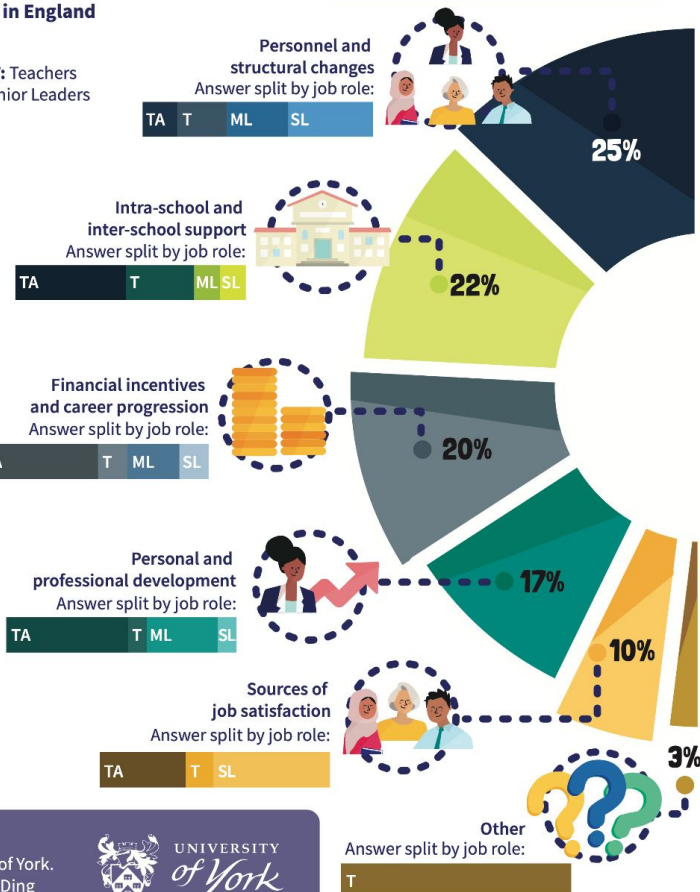
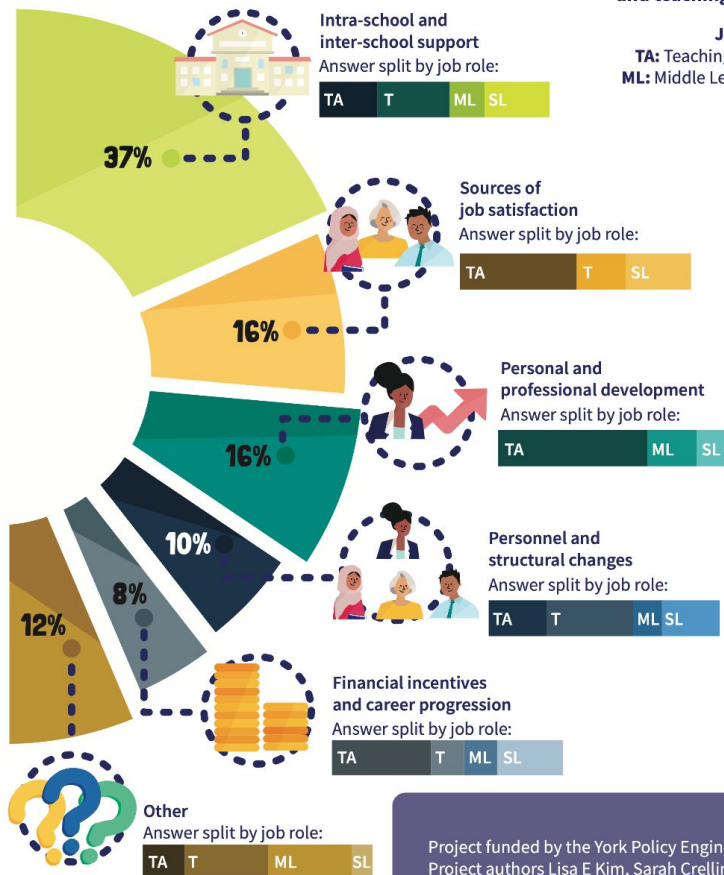
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Factors helpful in increasing school staff's intention to stay
in the next 12 months



Project funded by the York Policy Engine, University of York.
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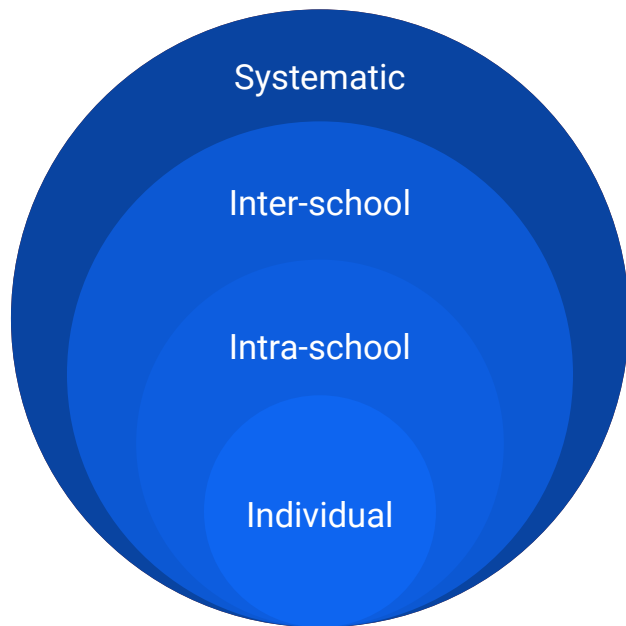
What can we do to support
teacher wellbeing?

A multi-faceted, contextualised approach

(다면적이고 상황에 맞는 접근 방식)

1. Consider ways to support teacher wellbeing at multiple levels

(다양한 수준에서 교사 웰빙 지원 방법 고려)



A multi-faceted, contextualised approach

(다면적이고 상황에 맞는 접근 방식)

2. Consider the needs of teachers in a given context

(주어진 맥락에서 교사의 요구 고려)



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Photo by [Stephanie Nakagawa](#) on [Unsplash](#)



Photo by [Luke Stackpoole](#) on [Unsplash](#)



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A multi-faceted, contextualised approach

(다면적이고 상황에 맞는 접근 방식)

3. Collaboratively work with teachers in developing realistic, feasible, and sustainable strategies and policies

(현실적이고 실행 가능하며 지속 가능한 전략과 정책을 개발하기 위한 교사와 협력)



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