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Supporting Holistic & Actionable
Research in Education

Are the assets that support teachers' wellbeing similar across different contexts?

Lessons from Colombia, Haiti, Honduras, and Liberia

Dr. Nikhit D'Sa, University of Notre Dame
Comparative and International Education Society Conference, March 2024

Teaching can be a demanding and stressful profession

Burdensome workloads, limited in-service training, and low/infrequent remuneration



Burnout, low motivation, attrition



Teacher attrition: Critical issue during COVID-19 pandemic

Need to recruit 44 million teachers by 2030



Teacher well-being: “how teachers feel and function in their jobs” (Falk et al. 2019)



What does teacher well-being look like in practice for educators in the majority world?

Are there differences in how TWB manifests in different contexts?

How do teachers perceive and define TWB?

Contextually Relevant Emotional and Social Wellbeing Tools (CREST)

How do primary school teachers define and prioritize teacher well-being and the factors that affect this well-being?

What is the validity and reliability of the scores of a TWB assessment developed using this context-specific information?



Contextually Relevant Emotional and Social Wellbeing Tools (CREST)

Systems Mapping & Ecosystem Diagnostic

2022

Desk review, key informant interviews, and ecosystem mapping to understand how child SEL & TWB assessments can be used.

Stage 1: Qualitative Study

2022

Rapid focus group discussions with students, parents, and teachers to understand their definitions and prioritizations of child SEL and TWB.

Stage 2: Assessment Creation

2023-24

Validate Stage 1 analysis with students, parents, teachers, and education experts. Choose assessment domains and create draft assessments.

Stage 3: Assessment Validation

2023-24

Pilot assessment with primary grade children & teachers to understand psychometric properties and refine assessments & processes.

Dissemination & Research Translation

2024

Work through the education ecosystem in each country to disseminate & embed the learning through workshops & meetings.



What did we find?

Cross-country: Dr. Jeongmin Lee, Dr. Juan David Parra Heredia, Dr. Camilo Vieira Mejia, Aimee Lyons, Brianna Conaghan, and Jean Marc Tiendrebeogo

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Dr. German Moncada, Dr. Russbel Hernandez, and Dr. Elma Barahona



Yarvo J. Boakai and David Baysah

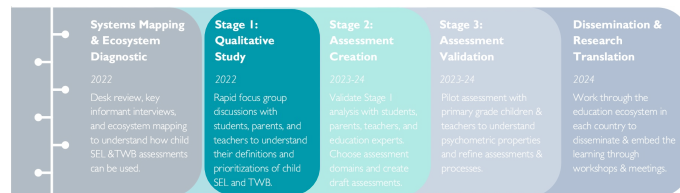


Rev. Michel Eugène, Raynold Billy, Morgan Mendis, Castelline Tilus



Dr. Ana Maria Velasquez Niño and Dr. Enrique Chau

Sample



Honduras

62 teachers

12 schools

Atlantis, Choluteca, Polite, Paradise, Francisco Morazán, Lempira, Intibucá, Olancho

Urban/rural, public schools, indigenous and Afro-descendant



Liberia

40 teachers

10 schools

Sinoe, Montserrado, Nimba

Urban/rural, public/private/religious schools



Haiti

70 teachers

8 schools

Central Plateau, North, Northeast, West

Urban/rural, public/private/religious schools



Colombia

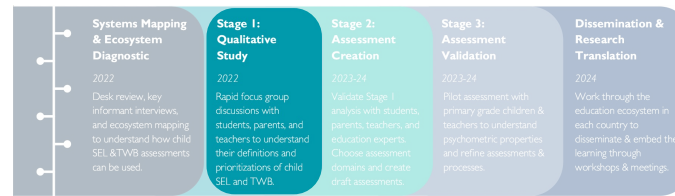
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10 schools

Buenaventura, Cúcuta, Cundinamarca

Urban/rural, children who have experienced armed conflict and displacement

Design



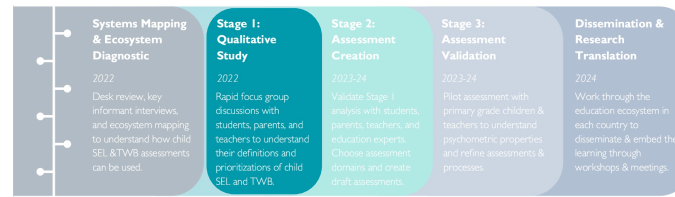
Focus Group Interviews

Think of a teacher you know who teaches in primary school and is doing well. He/she does not have to have a perfect life, he/she just has to be doing well. Can you tell me what helps this teacher do well?

Rank factors

Define and describe prioritized factors

Analysis



Rapid and Rigorous Qualitative Data Analysis (Watkins, 2017)



What have we learned?

Definition of occupational well-being



Mental and
physical health
inside and outside
the profession

*"I have only one body, I don't have another. I have to
take care of myself, eat well, and be aware of my health.
You must exercise."*

What have we learned?

Definition of occupational well-being



Mental and
physical health
inside and outside
the profession



Primarily discussed as
financial security, though
mental, physical and
social health were also
discussed



*"For me my well being as a teacher simply means paying me
on time and equal to my work"*

What have we learned?

Definition of occupational well-being



Mental and physical health inside and outside the profession



Primarily discussed as financial security, though mental, physical and social health were also discussed



Financial safety and physical health to be a teacher but also support one's family



“Salary that does not respond to needs is a big problem. Imagine your child is sick and you can't take him to the hospital. Teachers should have insurance.”

What have we learned?

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Financial safety and physical health to be a teacher but also support one's family



Positive affect and satisfaction from a profession, which is low stress and supports balance across different domains of one's life

"I can define it as satisfaction, as feeling good in my work; to be able to say that I am doing my work well and I feel good with the work I am doing"

What have we learned?

Factors that support or hinder well-being



Intrinsic motivation

Economic condition

Training & adaptation

Intrinsic motivation

School leadership

Self-efficacy

Responsibility



Ethical conduct

Professionalism

Training & qualifications

Intrinsic motivation

Supports & resources

Effective instruction



Intrinsic motivation

Professionalism

Instructional efficacy

Support & connection

Resources



Interpersonal relationships

Working conditions

Individual skills

Individual attitudes

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"For me, it is that person who feels the love of this work and who has the vocation to perform in the best way." Honduras

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"[In-service training] helps the teacher to have more knowledge and understanding of content, and the students will be able to learn better."

Liberia

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"Competence leads to effective job performance." Haiti

"The teacher should always plan before going to class. It helps the student build interest in the subject." Liberia

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“At some point I suffered from back pain. Then the specialist told me that maybe it was because of the chair where I was sitting...it did not create an adequate work environment for me and led to a disability.” Colombia

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"In my class, students are always ready to help, like cleaning the board and the classroom." Haiti

"I feel calm working with someone like the Director because he is an accessible, competent person." Honduras

How do primary school teachers define and prioritize teacher well-being and the factors that affect this well-being?



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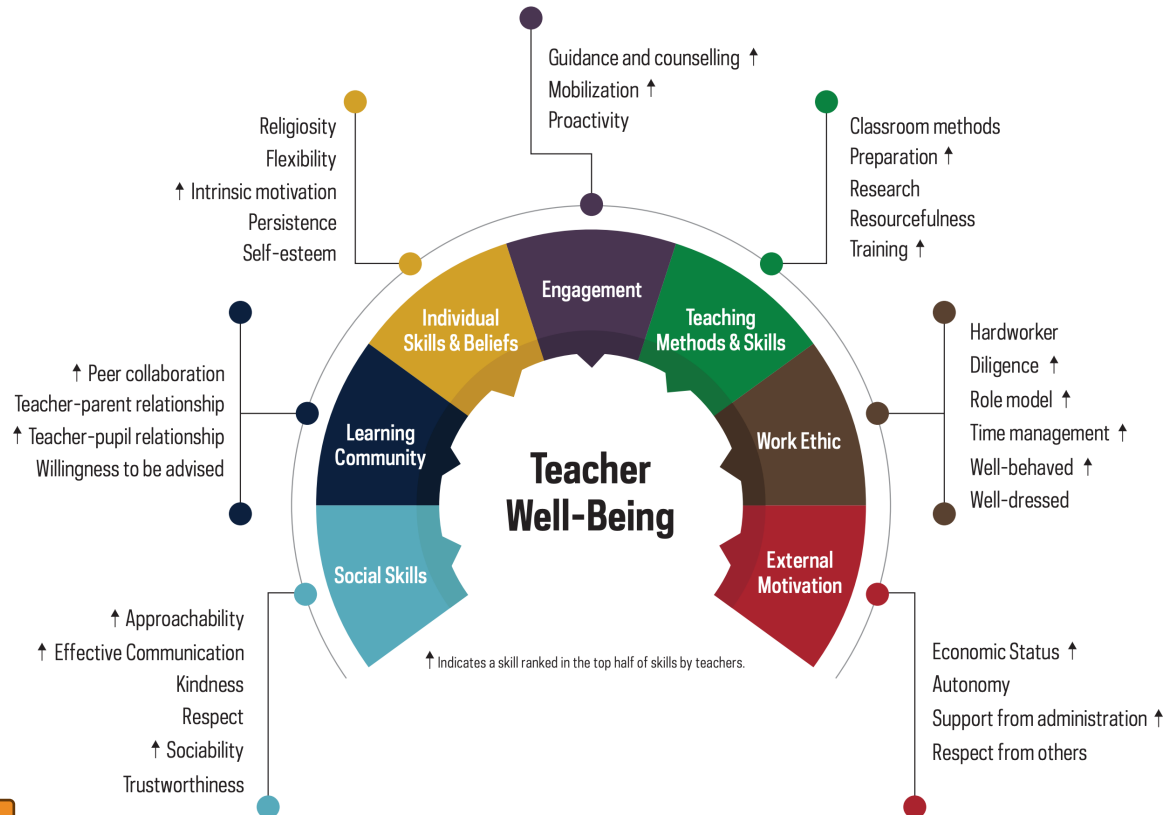
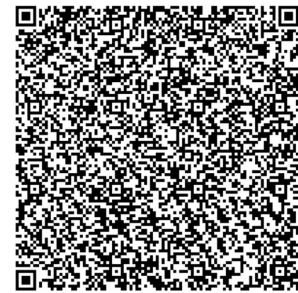
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Implications

5 Rs of Teacher Wellbeing



REMUNERATION

Adequate, timely, consistent



RELATIONSHIPS

Peer-to-peer, teacher-administration



READINESS

Preservice training, qualifications, in-service training



RESOURCES

Relevant, accessible



RESPECT/REPUTATION

Status and respect that can lead to motivation



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Questions & Comments?

For more information on the CREST study contact
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