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Teacher Well-being in Private Schools in Azerbaijan

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STATEMENT OF AUTHENTICITY

We have read ADA's policy on plagiarism and certify that, to the best of our knowledge, the content of this paper, entitled Teacher Well-being in Private Schools in Azerbaijan is all our work and does not contain any unacknowledged work.

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Table of Contents

Abstract	6
Acknowledgment	7
Chapter 1. Introduction	8
Problem Statement	8
Definitions.....	9
Why Teacher Well-being	10
Research Questions	10
Purpose and Significance of the Study.....	11
Summary	12
Chapter 2. Literature Review	12
Chapter 3. Research Methodology	14
Study Design	14
Research site.....	14
Participants.....	15
Sampling	16
Data Collection.....	17
Data Analysis	18
Trustworthiness	18
Limitations	18
Chapter 4. Findings.....	19
Teachers' Perception of Teacher Well-being.....	20

Factors that influence teacher well-being.....	21
Chapter 5. Final Product.....	27
Chapter 6. Conclusion	34
Recommendations	36
References.....	37
APPENDICES.....	42
APPENDIX 1. Interview protocol for teachers.....	42
APPENDIX 2. Interview Consent Form.....	43

Abstract

Teacher Well-being in Azerbaijani Private Schools

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ADA UNIVERSITY

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This study aims to explore teacher's perception of well-being and the factors contribute teacher well-being in Azerbaijani private schools. Although there has been done research investigating teachers' well-being, there was no any research investigating especially private school teachers' well-being and the factors contributing to their well-being. Additionally, unlike previous ones, this research demonstrates qualitative approach to the problem.

The study's target population and sample size consist of 12 private school teachers. For the primary data collection semi-structured interviews were utilized. According to findings, teachers defined their well-being as having enough energy and creativity to do something and their physical, emotional, and social health. The collected data and analysis revealed that collaboration with peers, relationship with parents, students learning, and behavior, administrative support and work-life balance are the factors contribute teachers' well-being in Azerbaijani private schools.

In order to improve teachers' well-being administration should accept them as a human and show care for them and should create supportive environment where teachers can share their thoughts with each other respectively, parents should be more responsible and listen teachers' concern for their children, students should be behaving appropriately and show interest for the lesson, and work-life balance should be achieved that teachers have more time for their personal life.

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Chapter 1. Introduction

Teachers are crucial adults in their students' academic lives, and research suggests that their well-being has a major impact on student's academic achievement and socioemotional adjustment—at least indirectly (Hamre & Pianta 2004; Malmberg & Hagger 2009; Moolenaar 2010; Roth et al. 2007).

The purpose of this study is to investigate the wellbeing of teachers at Azerbaijan's private schools. Children's lives are greatly impacted by schooling, and instructors have a direct impact on how effective education they get.

The administrative overburden, poor classroom management, and a lack of support from colleagues and supervisors have all been linked to organizational and social restrictions that have been the subject of numerous studies (Borg and Riding, 1991). Alvaro (2021) found that the teacher-student relationship was well-known for being strong, the teacher-principal relationship was noticeably low, and the data showed that the participants had positive levels of occupational well-being. The size of the classroom and the teachers' educational level were found to be the most well-known differences in occupational well-being, whereas the nature of the teacher-principal relationship was found to be a predictor of work satisfaction and self-efficacy.

Problem Statement

The school system in Azerbaijan is going through some major changes right now, which can be seen in the rise of private schools as an acceptable substitute to state ones. The National Statistical Committee of Azerbaijan (2023) reports that the number of non-state general education schools increased from 17 to 34 between 2009 and 2021. These private schools provide various goals, varied resource systems, and various instructional settings. However, despite these advances, regarding the wellbeing of teachers employed by Azerbaijan's private schools, there is a substantial knowledge vacuum. Teachers have a big influence on students' overall wellbeing and academic progress, which is important for high-quality education (Bliz et

al., 2022). The precise problems and factors that affect teachers' well-being in Azerbaijani private schools, however, have not been the subject of significant research. Therefore, in order to create targeted strategies that can improve the standard of instruction in Azerbaijan's private schools, it is essential to have a thorough understanding of these components and how they impact teacher well-being.

Definitions

Teacher Wellbeing is the main point of this study, which is going to be researched. An important concern for society and schools is teacher well-being. It is believed to have an impact on student outcomes, instructional efficacy, and educational governance (Duckworth, Quinn, & Seligman, 2009; Sutton & Wheatley, 2003). According to Viac and Fraser (2020), teacher well-being is the social, mental, physical, and work-related circumstances that affect teachers' well-being and it has an impact on teaching and learning process.

Well-being. According to Diener (1984), subjective life satisfaction and both positive and negative effects are indicators of well-being. Later on, Ryff (1989) defined psychological well-being as having a purpose in life, power over one's surroundings, autonomy, pleasant relationships with others, and self-acceptance. Diener's studies have sparked an interest in well-being from the standpoint of organizational psychology. Affective well-being, aspiration, autonomy, competence, and integrated functioning are the elements that Warr (1994) used to define employee well-being. Similar to this, Bakker and Oerlemans (2011) created a multilevel model of employee well-being based on the Job Demands-Resources Model, identifying two negative (burnout and workaholic) and three positive (work engagement, happiness at work, and job satisfaction) components. Aside from stress and burnout (Burić, Slišković, & Penezić, 2019), teacher well-being is also linked to other psychological constructs, such as motivation and commitment (Cameron & Lovett, 2015), resilience and flourishing (Beltman, Mansfield, & Price, 2011), and satisfaction and positive emotions (e.g. Bullough & Pinnegar, 2009).

Motivation. As noted by Kleinginna & Kleinginna, 1981a, motivation is an internal state or condition that serves to activate behavior, give it direction, and also a want or want that energizes and guides goal-oriented conduct. Motivation, therefore, describes the reasons behind people's decisions, the length of time they are willing to commit to an activity, and the intensity with which they will pursue it. According to Sinclair's (2008) definition, motivation is 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession'. It also affects retention and concentration as well.

Why Teacher Well-being

Human society relies on school education, which serves as a place for getting information as well as a venue for students to interact with and learn from one another. Schools and teachers' efficacy are critical components of this process. According to Rowe, K. (2004), the impact of exceptional instruction outweighs the influence of a student's background and admissions characteristics on their literacy ability, general academic achievement, attitudes, behaviors, and school experiences. Stated differently, the quality of teaching and learning that children get has a significant impact on their cognitive, affective, social, and behavioral outcomes during their schooling. If the teacher is satisfied with her position, classes and working environment, it will influence the students in a positive way.

Research questions:

How do teachers perceive teacher well-being?

What factors influence teacher wellbeing in private school in Azerbaijan?

Purpose and Significance of the Study

This study set out to find out how teachers perceived their own well-being and how it affected their ability to do their jobs. Research has shown that teachers with low levels of well-being might become stressed and burn out (Viac & Fraser, 2020), and that teachers' exhaustion and stress can affect students' academic performance (Herman et al., 2018). Regression analysis reveals that teachers in primary, lower secondary, and upper secondary schools are more likely to leave their jobs after five years if they experience high levels of work stress, according to data from the Teaching and Learning International Survey (TALIS) (OECD, 2021). While much study has been done on teacher well-being worldwide, not much has been done on teachers' well-being at private schools in Azerbaijan. The well-being of private school instructors in Azerbaijan has been the subject of several studies conducted by various academics, including Aminat Diganayeva (2021) and Alvaro Molina (2021); yet, there hasn't been much discussion about it in the academic community. It is noteworthy that the majority of these studies have employed quantitative methodologies. However, our study uses a qualitative methodology and provides new information about the wellbeing of teachers in private schools. Furthermore, studies have shown that teachers at private schools are more satisfied with their jobs than those in public schools (McLaughlin, O'Donnell, and Ries, 1995). As a result, the majority of study on teacher wellbeing in public schools is focused on this issue rather than that in private schools. As the public's perception of government-run public schools is inaccurate in terms of resources and teacher motivation, Jindal (2016) highlights the need for additional research in this area. The well-being of students is a priority that needs to be attended to and supported in the current environment, as discussed by Doran (2021). However, the welfare of teachers is equally important and should also be addressed, even though it seems to have been neglected. The study's objectives are to define teacher well-being, investigate the variables influencing teachers' well-being in Azerbaijani private schools, and pinpoint the strategies that private schools employ to promote teachers' well-being.

Summary

This chapter presented the purpose, and the significance of the study, a discussion of the problem statement, research questions, and the factors that have contributed to the development of the educational landscape in Azerbaijan's private schools. In the second chapter, we will present.

Chapter 2. Literature Review

Teacher well-being is an important issue in educational settings. As teachers play a vital role in national education, their well-being is crucial due to constant changes in pedagogy, learning theory, curriculum, and educational purposes (Zakaria et al., 2021). An early contribution regarding the importance of well-being was provided by the World Health Organization (WHO, 1946). The WHO had already defined health as a complete physical, mental, and social well-being, as opposed to the mere absence of disease or infirmity. In psychology, Diener (1984) was among the first researchers to examine subjective well-being and to bring the topic onto the scientific agenda. From his perspective, Personal life satisfaction and both good and bad consequences serve as indicators of well-being. Due to the growing recognition of the significance of teacher well-being from both an individual and social standpoint, this issue has attracted more study interest (McCallum, Price, Graham, & Morrison, 2017).

As it is possible that happy, healthy, and pleasant environments affect instructors' performance (Veenhoven, 2006), engaged teachers invest time in researching and innovating their practice and may be more effective in instruction and managing classroom behaviors, positively impacting student outcomes (Frenzel et al., 2021). Spilt et al., (2011) proposed that the teacher-student relationship is a mediator. Also, Davis (2003) and Roorda et al., (2011) stated that low levels of interpersonal conflict and traits like warmth, respect, and trust are also typical of a positive teacher-student relationship. Lack of teacher well-being and motivation can lead to resignation and teacher shortage. The findings for the situation in Australia by Bowles & Arnup

(2016) highlighted that increasing teachers' work happiness may reduce their desire to leave their jobs. According to Bermejo et al., (2013) study self-reports of the following variables like autonomy, feedback, variety, and social support (work resources), appraisal of demanding situations (demands), burnout and engagement (well-being), and cognitive and behavioral coping (personal resources) are the main factors affecting the teacher wellbeing. Research has demonstrated the correlation between teachers' well-being and their mental and physical health, engagement in their jobs, and decision to quit their school or the teaching profession as a whole (Claeys, 2011). Around one in six primary and secondary school teachers experience significant stress, while those in a collaborative and supportive school culture are less likely to leave teaching within five years (TALIS, 2018). Accordingly, Yildirim (2014) highlights factors contributing to teacher well-being at the lower secondary level, including cooperation among staff, fair assessment and feedback, a positive school climate, student-oriented teaching practices, a positive classroom climate, and professional development. In her study, Aghayeva (2019) points out that engaging in Interactive Teaching Methods (ITMs) positively impacts teachers' emotional well-being, self-esteem, and teaching competence, as they perceive these methods as effective at the higher education level. The influence of supporting more research into the relationship between teacher wellbeing, teaching practice, student learning, and the application of positive psychology principles by educators was examined in the study of Turner & Theilkin (2019). In comparison to the general non-teaching population, research conducted in England indicates that teachers are more likely to report symptoms of stress and depression (Health and Safety Executive, 2017). Further research by Kidger et al. (2016) also reveals that Teachers who were diagnosed with depression were twice as likely to have taken time off in the month before to diagnosis than their counterparts who possessed better health and showed less signs of depression. It has been shown that heavy workloads, a poor work-life balance, a lack of resources, and in certain cases, a sense of lack of support from school administrators negatively impact the wellbeing of private school teachers in some English private schools (Ofsted, 2019).

While, Edinger (2018) found that the sentiments of collegial trust and organizational support held by teachers are positively correlated with their job satisfaction. These results are supported by other research, which shows that colleagues' assistance is a valuable resource, especially for new teachers (Fox & Wilson, 2009).

The purpose of this literature review is to enable the reader to comprehend many facets raised by studies on the teacher well-being in school settings. This is important because, oftentimes, hearing people helps to see from different perspectives. The views of teacher well-being have been extensively studied and discussed, with topics including factors affecting and causing this. To learn more about why teacher burnout happens and how to increase teacher wellbeing more investigation and testing are necessary.

Chapter 3. Methodology and Study Design

We will conduct this study in a qualitative research method with experimental research design where there are dependent and independent variables and the researcher tries to examine the effect of an independent variable on a dependent variable. Qualitative research deviates from the conventional methods of data collecting, analysis, and report writing (Williams, C., 2007). In this study, after the data collection, we are going to examine the cause and effect of dependent and independent variables such as the effect of factors contributing to teacher well-being in their job performance and what can cause teacher burnout.

Research site

The research will be conducted in three private schools in Baku. Data collection and sampling methods were elaborately described further in this section.

The rationale behind choosing private schools is that teachers' well-being in private schools is sometimes less researched. There is little data on teacher stress in the private sector, yet working

privately is often thought to provide advantages, including greater salary, longer vacations, and better student behavior (Green et al., 2008). In contrast, the National Center of Educational Statistics in the USA reported a 15.9% teacher attrition rate in private schools compared to 8% in public schools (Buckman & Small, 2021), and sometimes private school teachers experience worse working conditions, fewer opportunities for mid-career studies, research training, and low student respect (Chen et al. 2022).

Participants.

The participants of the research project are private school teachers in Baku. The number of participants will be approximately 10-15. As women dominate among primary school instructors around the world, including Azerbaijan (Ministry of Education, 2013), female teachers could be more represented among this study's participants, and their age gap may vary from 21 to 35. Recruitment for involving participants in the study will be held orally. We will write a permission letter to the administration of the research sites explaining what we intend to do in this research. After that we will ask participants orally if they are interested in this research to be participants. We, as researchers, will inform them about our project's research topic and what we are interested in doing in this study, and if they confirm to participate, they will be interviewed after signing a consent form. Consent form's goal is for individuals to be able to freely (voluntarily) participate in research after being fully informed about the implications of doing it and having given their agreement in advance (University of Oxford, 2021). Consent forms will be used to follow ethical guidelines, and their names will not be mentioned in the research to protect participants' confidentiality and privacy.

Sampling

Considering the time efficiency factor and project researchers' working places are private schools, the three private schools will be chosen and consent forms for research will be sent to the teachers who are interested in participating in this project according to convenience sampling which is a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access (Sedgwick, 2013).

To recruit participants, a non-probability sampling method will be used. The exact method that will be employed is purposive sampling. Considering the lack of research on teacher well-being in private schools in Azerbaijan, when there are few primary data sources available, purposive sampling is a time- and money-efficient technique (Dudovskiy, 2013). This sampling strategy is chosen based on relevance to the study aims rather than representativeness, in contrast to sampling strategies used in quantitative research (Flick, 2014). Hence, purposive or intentional sampling reveals rich information regarding the topic under investigation (Patton, 2015).

The management of the chosen schools will be contacted initially to clarify the goal of the study. Teachers will be notified about the study upon school consent. The study's goals and topic will be explained to those who demonstrated interest in participating. Subsequently, consent forms should be signed by participants in order to take part in the interviews.

Despite efforts to ensure variety among participants within the selected institutions, it is possible that the sample does not accurately reflect all teachers enrolled in Baku's private schools.

Data collection

We are going to use in this study semi-structured interviews to gather qualitative data. Semi-structured interviews are exploratory interviews that are most frequently used in the social sciences to collect data or support qualitative research (Magaldi, D., Berler, M., 2020). Following the sample selection process, we will schedule meetings with all of the willing participants to conduct interviews. During these meetings, we will answer their questions, provide more in-depth information about the research, and outline each participant's main rights in the Consent Form (Appendix A). The teachers were given hard copies of the consent forms that had been printed and prepared beforehand in order to uphold ethical standards. Teachers and administrators from Azerbaijan's private schools will take part in this study. To guarantee a wide representation of viewpoints, the selection criteria will include people with differing degrees of teaching experience as well as people from various topic areas. Volunteers from both genders will be drawn to account for potential gender-related variations in teacher wellbeing.

The purpose of the questions is to get information about how participants perceive their own well-being, what influences it, the role of school policies and procedures, how they collaborate with one another, what obstacles they face, how they cope, and what they would change. The protocol guarantees that administrators and teachers present thorough viewpoints on the subject. In a survey, open-ended questions are used to delve a little further and examine the numerous interpretations respondents may have for a given topic (Cresswell, p. 386, 2009). Every interview is expected to last between thirty and forty-five minutes. Considering the participants' time constraints, this duration permits a comprehensive investigation of the subject. There will be flexibility in scheduling to meet the needs of the participants. All interviews will be recorded with permission from those interviewed. Participants will be given the assurance that their answers will be kept private and that any identifying information will be removed before analysis begins.

Data analysis

Qualitative data were simultaneously investigated, meaning that each interview was transcribed and underwent an initial coding procedure to identify data units and apply previously acquired data in future interviews. An essential component of this research is the language that was utilized to gather the data. Depending on participant preferences, data were gathered in English and Azerbaijani. Because of this, the data will be transcribed in Azerbaijani before coding begins. The coding will be done on the original transcripts in Azerbaijani to prevent misunderstandings and data loss. The English translation of the coded units comes next.

Trustworthiness

According to Pilot and Beck (2014), the level of confidence in the data, interpretation, and procedures utilized to guarantee quality of study is referred to as the trustworthiness of study. The focus of this study will be trustworthiness based on interviews and perception of teachers about teacher well-being. The main stages of qualitative content analysis, from data collection to results reporting, are explained in terms of trustworthiness (Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. 2014). The trustworthiness of every stage of our data analysis process will be examined very carefully starting from preparation, then organization and reporting part because all together will show the trustworthiness of the entire study.

Limitations

As in all studies, this study also has its own limitations. This study will be about teacher well-being in private schools and the content, circumstances, conditions might be completely different. A number of study limitations result from deliberate decisions taken by the researcher to focus the study's parameters. In this study one of the main limitations can be the language of the interview. As it is mentioned before, the interview will be taken according to the participant's preference in English or in Azerbaijani languages. If it will be taken in Azerbaijani language,

then we will translate it into English and there can appear a gap in an interpretation. The study may have been tailored by the researcher for a specific age range, gender, race, ethnicity, geographical area, or other characteristic that would restrict the range of people to whom the results can be applied. During the creation of the study plan, deliberate choices will be made about inclusion and exclusion, and these choices could indicate a systemic bias that the researcher purposefully incorporated into the study design or instrument (Price JH, Murnan J., 2004). Sometimes participants will answer questions they think will benefit the researcher more favorably than they really would, which can lead to biased feedback (Krumpal I., 2013).

Chapter 4: Findings

The purpose of this qualitative study is to explore teacher well-being in three private schools in Azerbaijan.

The second goal was to determine teacher perception of their well-being, the factors that influenced it, and the way of support provided by the administration in private schools.

This study was conducted based on the following research questions:

1. How do teachers perceive Teacher Well-being?
2. What factors influence teacher well-being in private schools in Azerbaijan?

We will present and talk about the study's findings in this part. The practical consequences of these findings are significant for educators and school administrators. This research attempts to provide insights into teacher experiences to develop interventions and techniques that foster a positive and encouraging atmosphere for improving teachers' well-being in private schools.

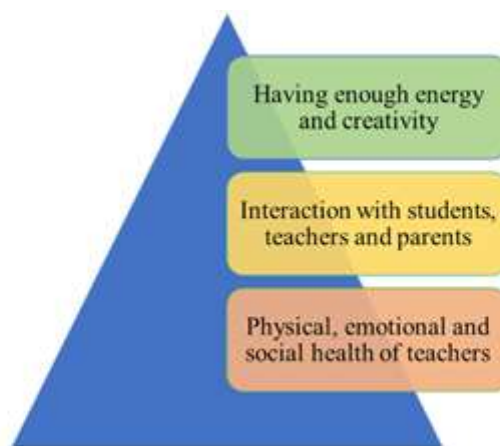
This chapter includes sections that summarize the research findings from our study on two sections: Teacher perception of their well-being; Factors Affecting Teacher Well-being;

Teachers' Perception of Teacher Well-being

After the data analysis process, the findings show that according to most of the teachers' perceptions, teacher well-being is the physical, emotional, and social health of teachers. They perceive teacher well-being as having enough energy and creativity to do something interesting with students in the classroom environment to create a friendly environment for students.

Figure 1

Teachers perception about teacher well-being



Some of the teachers think that creativity is a crucial part of teaching and they perceive teacher well-being as having enough energy. Ms. Lara described teacher well-being as follows:

For me teacher well-being is having enough energy and creativity to do something because when you have a nice mood and if you do not have any problem, you will try to organize your lesson in a creative way.

Mr.Nick defined teacher well-being as follows:

“The physical, emotional and social health of teachers is included in the overall wellness, which also includes aspects like job satisfaction, work-life balance, stress levels, possibilities for growth and making sure that kids flourish.”

Ms.Sabina stated:

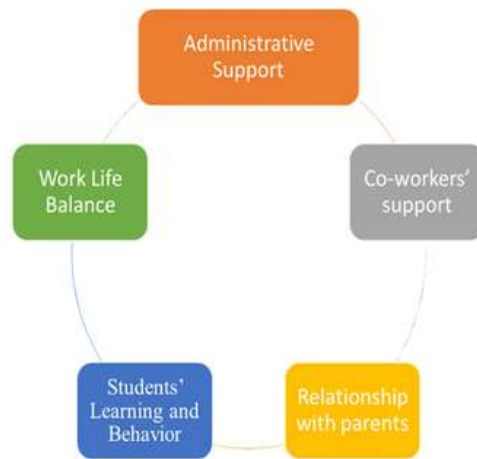
“When you are happy to get up in the morning, go to work and teach and at the end of the day you are not dreading the next days.”

Factors that influence teacher well-being

According to the findings of our research study of Teacher well-being, there are some factors which affect teacher well-being. These factors are administrative support, co-workers’ support, relationship with parents, students’ learning and behavior and work life balance.

Figure 2

Factors affecting teacher well-being



Administrative Support Based on the data collected from interviews, our team found out that administrative and co-workers’ support and relationship with parents and students are the main factors that influence teachers’ well-being in Azerbaijani private schools. Most teachers indicated that the administration should create a supportive environment where all the teachers’ opinions are valid and taken into consideration. They also believed that administration should be interested in their teachers’ professional development and provide professional development programs abroad for their teachers.

As Ms. Jane emphasized:

As I mentioned before, the first thing that they do is recognize and share with you how important you are as a member of the team so I don't see myself as a number, as another

teacher that comes and goes. So they know who I am, they care about who I am not only as a teacher but as a person.

According to the data collected from another school we have understood that there is no any activity related only to the teacher's well-being. Participants from that school pronounced the idea that would be beneficial for their well-being and to get motivated by organizing a department of well-being or assigning certain people to work on teachers' and students' well-being which will be in charge of only the well-being program. Ms.Gulnar stated:

I think it should be as a department for well-being which is only working with a well-being program as we are going through the accreditation process. While I was searching about it, the main crucial idea is well-being. And I am more than sure that if we ask teachers about any well-being activity in our school, they will not remember because we do not have any. There is only some gathering before any holiday which is not beneficial. Schools should create a little department or assign certain people to work on the well-being of the students and teachers by providing different approaches and techniques not only orally but also implemented.

So, the administration should not only consider teachers as a number, but also as an individual and should consider their needs, as well.

Co-workers' support Factors like communication, respect, and collaboration should be taken into account between colleagues. Teachers explained that co-workers should support each other and be open to different perspectives while having discussions. It is also important that one must be clear while explaining his(her) thoughts to her(his) colleagues to avoid misunderstandings. So communication is important. As Mr. Carlos mentioned:

When I'm passionate about the thing that I'm talking about because ultimately like a teacher's job is communication. I have ideas in my head. I want to put them into someone else's head. And so, if you're not, then that's very difficult. So much focus on being clear.

Giving each other constructive feedback is also important. Ms. Gunay explains it like this:

In a positive way whenever we need help or support or sometimes, I can ask someone to come and observe my lesson just because I need their feedback to see from like a side and give constructive feedback and it helps me it positively affects me because they can

give me real feedback constructive feedback and I can work on that and it can result in a good way.

Based on information gathered from school B, we found that colleague support is necessary, especially for first-year teachers as it offers direction, emotional support, resource access, chances for professional development, and the ability to work together to improve student results. As Mr John stated:

Support from co-workers affects your general well-being in a big way. Well, if they do support me that's a win for my well-being. I have learned from them about how to approach the MYP (Middle Years Programme) curriculum because they've been working in the MYP longer than I have. After all, this is my first year working full-time in MYP.

Ms.Robin emphasized support from colleagues with the following sentences:

I have already mentioned we are co-teaching. I like the way we are helping each other with the ideas, about what works and what does not work in certain classes with certain students and getting sometimes the same feedback from different teachers helps you to understand and evaluate your work that you are not maybe whoever cannot deliver today's content.

Relationship with Parents Since students' achievement is a triangle consisting of teacher, student, and parent, it also was indicated in the interviews that parents' availability and responsibility can also affect teachers' well-being and their job performance. When parents are not interested in their children's achievement and do not collaborate with teachers it can negatively impact teachers' well-being. like Ms. Gunay pointed out:

Difficulties then the main difficulty to reach out to the parents when we need their support. There are some cases like the last one we have observed that one student's progress is not going well. We started to write an email then we kept writing emails but parents didn't reply and then administrators started to write and invite them officially. They said okay we will come. All the teachers gathered like we were waiting for 30 minutes before she didn't show up like she was the mother.

This is the main problem, and this is a kind of triangle between teacher, student, and parent.

Another point came from Ms. Nurana who stated the difficulties about working with parents:

I think some problems sometimes can be with parents, because some parents, it's obvious it's understandable that they don't accept some problems that actually can be created. So, they believe in their children more than teachers and school. However, after some time, like weeks, or months, once they see the problem at home, parents come to us and say, "ok I can't manage my child.

Through interviews with teachers, we discovered that parents' expectations also impact teacher well-being. Nearly all the teachers stated that some parents are more demanding and are more likely to exacerbate misunderstandings. The teacher from school B indicated:

Parents often don't understand why we do the things that we do can make things go very badly. They don't understand the role of school administration or policy or the school's mission and vision statement or curriculum concerns. And if the parents are asking us to do something that's not in the curriculum, we don't teach it. When it comes to what's determined within the curriculum, that's a decision that's made by the governing board. That's not made by the teachers. So, parents don't understand that or they might not appreciate why we're learning standards and why they're important or why we can't do something else with our time.

In addition to the point about lack of motivation, and preparing creative teaching methods one of the teachers, Ms Sabina pointed out the following:

One parent wants their children to have more homework while others want no homework. Some parents want to have fact-based learning while the school mission and curriculum requirement is providing project-based learning. And it's like open for debate that if we give more projects, we sometimes lose the facts. So, this makes the process difficult for us to teach.

Students' learning and behavior Teachers mentioned that growing lifelong learners and helping them in getting life skills are their main goals, but in this way, there can be some challenges. Lack of student motivation, disruptive behaviors, and preparing creative teaching methods can be challenging. Some teachers consider disruptive behaviors challenging, but others

think students' learning motivation and readiness level for the lesson could be a problem. Mr.

Carlos explains it from this aspect:

Yeah, I mean, having the students can be a challenge. Not in terms of behavior, but if they come into my classroom, they haven't learned the things necessary to succeed in my class, then it can be a struggle for them and me. So, if they're not prepared.

Ms. Gunay explained another aspect:

Oh, students' behavior can be there, and teachers or educators should always try to find different ways to deal with that and not just punish students. It's not the way that we need to do it. Somehow, we have to find different attractive ways or how somehow to engage the student in the process.

She also continues that her students' preparation level contributes to her job performance: My job performance like when you teach students, you see that if you get what you teach, this one makes me happier and motivated like to teach more and more and to find the way to teach them in an interesting way when they will enjoy the process while they're learning.

Work-life balance (working hours) Following the data analysis procedure, the findings indicate that teachers well well-being also depends on the schools where the teachers work. At school A, almost most of the teachers indicated that they feel happy in their work because they have enough time. They do not have to answer emails or do anything work-related after school.

Mr. Carlos indicated:

I think for me, it's having a clear dividing line between what I do at work and what I do outside of work. So, like when I finish work at 4:00, I rarely do any work in the evenings. Very rarely do work on the weekends. That's the most important thing to me.

On the contrary, at school B, teachers indicate that because of a heavy workload, they cannot keep their work-life balance, which affects their well-being negatively. Ms Fargana indicated:

I can't find a balance between my personal and professional life. Because most of the time when I am at home, I have to do some work. If it is urgent to write students' report

cards, what should I do? I should write. Teachers, most of the time, cannot manage their personal lives or professional development, or plan their lives for the future.

Most of the participants of our study mentioned being overloaded as a difficulty of teaching. Mr.Nick expressed his opinion from another aspect of work life balance with the following statements:

One difficulty is when I have to teach too many classes and the classes are back to back. So, when the classes are back-to-back, I don't have enough time to gather my thoughts and get ready for the next lesson. So, too many lessons affect my performance during the day.

So, teachers feel more satisfied when they do not have to anything work related after school.

Chapter 5. Final Product



Booklet

TEACHER WELL-BEING IN PRIVATE SCHOOLS IN AZERBAIJAN

Academic supervisor: Jeyran Aghayeva

MATL2024/ Capstone Project

Sabina Hajiyeva, Ulkar Huseynzada, Nargiz Guluzada



Final Product PDF.pdf



WHAT IS TEACHER WELL-BEING?

Teacher well-being is the social, mental, physical, and work-related circumstances that affect teachers' well-being and it has an impact on teaching and learning process.

(Viac and Fraser, 2020).

Teachers' Perceptions of Well-being

(based on our findings)



The research found that teachers in private schools in Azerbaijan had differing opinions about their wellbeing. For the majority of educators, work-life balance, job satisfaction, and physical, emotional, and social aspects are all part of well-being. These results are consistent with other

research that highlights the complexity of teacher well-being (Bermejo et al., 2013).

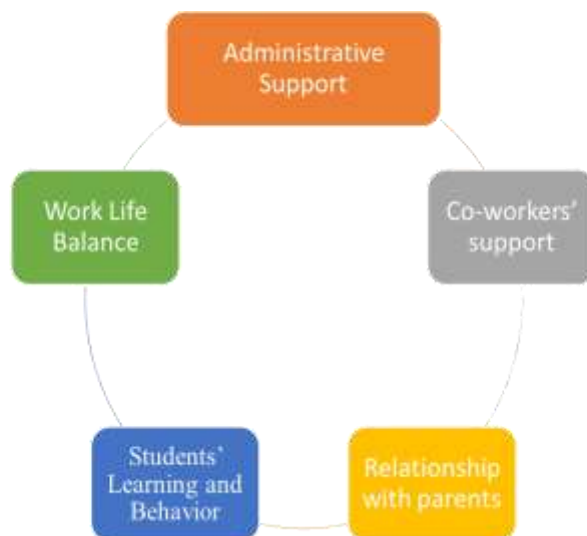
WHY TEACHER WELL-BEING IS IMPORTANT?

Educators who exhibit elevated levels of well-being are generally more capable of supporting school improvement and performing better at work (OECD, 2014). However, high stress teachers report lower levels of commitment, job satisfaction, and self-efficacy (Collie, Shapka, and Perry, 2012; Klassen et al., 2013; Skaalvik and Skaalvik, 2016). They are also more likely to quit teaching (Kyriacou, 2001; Skaalvik and Skaalvik, 2018).



FACTORS AFFECTING TEACHER WELL-EBING

(based on our findings)



Findings show that private school teachers' well-being is significantly influenced by administrative support, colleagues, relationships between parents and teachers, behavior and academic performance of the students, work-life balance.



SUGGESTIONS TO PROMOTE TEACHER WELL-BEING IN PRIVATE SCHOOLS

Administration can:

- *create a supportive environment where all the teachers' opinions are valid and taken into consideration.*
- *provide professional development programs abroad for teachers and afford it.*

- *By providing more workshops for teachers rather than lecture based trainings, give educators the chance to take part in workshops, training sessions, and professional development programs. Teachers' skills are improved by this investment, which also demonstrates how much their development and wellbeing are appreciated.*
- *Organize field trips and team work activities for teachers.*
- *Motivate teachers by appreciating their effort and contribution through awards, praises and positive feedback.*
- *Get teachers' feedback on a regular basis regarding their well-being. In order to effectively promote teachers' well-being, make the necessary changes and improvements based on their comments.*

Collaboration:

- *Collaboration of teachers in the classroom, with chances for professional growth, support from peers, and group decision-making.*
- *Have open interaction and exchange of data platforms among teachers.*
- *Create supportive and healthy environment for both teachers and parents in order to express themselves clearly and collaborate.*
- *Parental engagement in the educational process by participating in events or in clubs.*

For Teachers:

- *Encourage teachers to make self-care a priority by adding hobbies, physical activities, meditation and relaxation techniques to their daily routines.*

- *Emphasize the importance of maintaining a healthy work-life balance. Encourage teachers to set boundaries between work and personal life, such as avoiding work-related emails or tasks outside of working hours.*
- *Establish reasonable goals, prioritize work, and delegate when needed to assist educators in becoming proficient time managers. Workload management is key to preventing burnout.*
- *Work with programs for student participation, offering assistance with social and emotional development, implement practical behavior control strategies.*

Chapter 6. Conclusion

This qualitative study aimed to investigate teacher's perception of their well-being and the factors influence teachers' well-being in Azerbaijan.

The findings revealed in Chapter 4 provide insight into the factors affecting teachers' well-being in Azerbaijan's private schools. These findings are summarized below, and their implications for teachers and school administrators are discussed. This chapter offers insights into creating a supportive and accommodating atmosphere for teachers in private school settings by addressing the research questions and clarifying the practical implications of the findings.

Teacher Perception of Well-being

The research found that teachers in private schools in Azerbaijan had differing opinions about their well-being. For the majority of educators, work-life balance, job satisfaction, and physical, emotional, and social aspects are all part of well-being. These results are consistent with other research that highlights the complexity of teacher well-being (Bermejo, et al., 2013).

Developing interventions and strategies that support a supportive and upbeat environment in schools requires an understanding of teachers' subjective perceptions of well-being.

Factors Influencing Teacher Well-being

Findings show private school teachers' well-being is significantly influenced by administrative support. Teachers stressed the significance of leadership that is supportive, values them, and encourages their professional growth. These results are consistent with other studies showing the beneficial effects of administrative support on teacher morale and satisfaction (Collie, Shapka, & Perry, 2012). Improving teacher well-being requires establishing a welcoming atmosphere where educators' opinions are valued, and their needs are met.

Additionally, support from colleagues was found to be a key factor in determining the well-being of teachers. Colleagues who collaborate well and provide constructive criticism to one another foster a healthy work environment and raise teacher morale (Yildirim, 2014). Teachers' general well-being can be improved by creating a network of helpful colleagues who can reduce stress and foster a sense of unity.

The effect of relationships between parents and teachers on teachers' well-being was also underlined by the study's findings. Teachers highlighted the value of parents working together and getting involved in their children's education. Teachers' well-being, however, might be adversely affected by issues like uncooperative or demanding parents. Establishing a supportive educational environment requires teachers and parents to form effective collaborations (Thisj & Eilbracht, 2012).

The behavior and academic performance of the students also turned out to be important determinants of teachers' well-being. Challenges like disruptive behavior, low student motivation, and the need for innovative teaching strategies were noted by educators. According

to Spilt et al., 2011, these results highlight how crucial it is to attend to students' needs and provide a supportive learning environment to enhance teachers' well-being.

Ultimately, it was found that work-life balance varied throughout schools and that it was a major concern for teachers' overall well-being. Establishing distinct boundaries between work and personal life is crucial for maintaining well-being, according to teachers. It is crucial to strike a balance between professional and personal obligations to support teacher wellbeing and avoid burnout.

Recommendations.

Drawing on the findings of this investigation, the subsequent suggestions are put up for improving the wellbeing of educators in private schools of Azerbaijan:

Administrative Support Support from administrators and supervisors includes attending to workers' needs to raise performance levels, providing helpful activities that will boost workers' sense of value and improve their quality of work life, and fostering a positive working relationship between administrators and staff (Bhanthumnavin,2003). Establishing supportive settings for teachers should be a top priority for educators and school administrators. This involves putting into effect procedures and policies that acknowledge and respond to teachers' needs as being essential to the achievement of the educational system.

Encouraging a Culture of Collaboration “Teachers need to be proficient collaborators in order to successfully perform their job”(Vangrieken et. Al, 2015).Teachers should be encouraged to collaborate in the classroom, with chances for professional growth, support from peers, and group decision-making encouraged. Investing in open interactions and exchanges of data platforms can help to make cooperation even easier.

Increasing Involvement of Parents Parental involvement is the participation of parents in the process of their children's educational experience and is an important factor in the education of children at any level(Pramanik et.Al, 2023). In order to improve parental engagement in the

educational process, efforts should be made. Parent education seminars, effective parent-teacher contact channels, and chances for family involvement in school events are all things that schools may provide.

Behavior management and inspiration in students Teachers' goals and their feelings during interactions with students are crucial to their wellbeing (Forster et. Al, 2022).It is important for schools to have methods in place that will encourage ethical behavior and enthusiasm among pupils in the classroom. This could include putting in place programs for student participation, offering assistance with social and emotional development, and putting in place practical behavior control strategies.

Stakeholders may help create a pleasant learning environment where teachers' well-being is prioritized, benefiting both teachers and students, by putting these ideas into practice.

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Appendices

APPENDIX 1

Interview protocol for teachers

In your own teaching approach, how would you describe the importance of teacher wellbeing?

- What elements, in your opinion, affect your well-being at an Azerbaijani private school?
- How do these elements affect your general well-being?
- How does your wellness as a teacher benefit from professional development?
- How do you strike a balance between the obligations of your work and personal life?
- Does your school have particular procedures or guidelines that help teachers achieve a healthy work-life balance? If yes, please specify it.
- How do you think administrators at schools monitor and evaluate the well-being of teachers?

- What kinds of comments or acknowledgements have you received from school officials addressing your well-being?
- What effects does working with coworkers affect your general well-being and job satisfaction?
- Describe any difficulties you have encountered in your teaching profession with reference to your well-being?
- What coping techniques or approaches have you found useful for overcoming these obstacles?
- Do educators have the chance to voice concerns or offer feedback on wellbeing initiatives? If yes or no, Why?
- How much do parents and the school community assist you in terms of your well-being?
- In light of your experiences, what suggestions do you have to enhance the well-being of teachers in Azerbaijan's private schools?
- Regarding the connection between work performance and teacher well-being in Azerbaijan's private schools, is there anything more you would like to say?

APPENDIX 2

Consent Form

Dear Participant:

This is an invitation to participate in a two-segment interview that is a part of a study on teacher well-being in the Azerbaijani private school settings. Your much valued participation will contribute to the knowledge creation about the nature of faculty well-being for teaching innovatively in Azerbaijani private school and will help private schools to provide teacher-well-being in their teaching endeavor. This study, which is entitled Teacher Well-being in Private Schools in Azerbaijan is conducted by Sabina Hajiyeva, Ulkar Huseynzada and Nargiz Guluzada

under the supervisor of Dr. Jeyran Aghayeva. Each interview will last approximately 30 minutes, depending on how long your responses are. In addition to the interviews, you will be asked to share documents with the researcher.

Your participation in this study is completely voluntary. You may say no, or you may choose to answer only the questions you feel comfortable answering. Any direct identification information, such as your name and workplace, will be removed from the data when the responses are analyzed. Only the reviewers who agree to the terms of confidentiality will have access to the data as they review the data analysis and codes and will have no direct identification information and will not see your name. After your responses are analyzed and built into themes, they will be compiled into a paper as part of a dissertation research study.

Because all the possible measures will be taken to keep participant identity private, this study poses no risk to the individuals. Participants may feel unnecessary pressure to partake in this study because of the administrative or political pressure. However, this type of involuntary participation is completely discouraged as it violates the participant's rights. Therefore, you should know the participation is completely voluntary and your decision to not participate will not be disclosed to anyone. However, your voluntary participation will benefit you through self-reflection and sharing your voice and concerns you are facing in the teaching process. Upon the completion of the interviews, you will receive a gift card as a gratitude for your time and contribution to this study.

A final copy of the study will not include your identification information and your name. Although every attempt will be made to protect participant confidentiality, some distinguishing answers may reveal participant identity. Your responses or decision whether or not to answer some questions will not affect your status as a faculty member. At any point, you may withdraw as a participant from the study. Your privacy will be protected to the maximum extent allowed by law.

If you have any questions about this study please feel free to contact us by e-mail (shajiyeva15662@ada.edu.az, uhuseynzada16587@ada.edu.az, nguluzada17013@ada.edu.az).

Thank you for participating!

I agree to participate in this study. In addition, by signing below I agree to allow my responses to be audio-recorded for research purposes of this study.

Signature _____ Date _____

Name (Printed) _____