



Professional Doctorate in Education (EdD) (full-time pathway)

Writing a Critical Literature Review in Education

ECDE7016

PRESENTATION (15 minutes)

*“Caring for Teachers” – Exploratory
Study of Promotion and Support of
Wellbeing of Secondary School Teachers
in Swansea: A Mixed Method Design*

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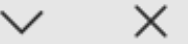
Student ID: **165 10 25** / or 151771

UWTSD

Swansea, SA1 Campus, IQ Building

MY LITERATURE REVIEW (LR) STRUCTURE

Navigation



Search document



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Section 2.2 (LR) Identified Gaps in Literature and Practice-Based Evidence

Current Definition of Wellbeing:

- The UK Department for Health & Social care (2014) define wellbeing as: *“feeling good and functioning well and comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values”*.
- Collins English Dictionary define wellbeing as: *“the condition of being contented, healthy, or successful; welfare”*. (Collins Dictionary, 2023)
- World Health Organisation (WHO) define wellbeing as: *“a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions. Well-being encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose”* (WHO, 2012)

My Own Definition of Wellbeing based on my Professional Practice:

- ***“Wellbeing is state of self-awareness, self-satisfaction, self-content, & ability to be happy with healthy level of compassion in every day life of individuals”***.

My Research - Justification

Purpose:

- To **Explore and Highlight**
- To **Analyse and Evaluate**
- To **Compare and Contrast**

Aim:

- To **fill a gap** in current research focusing on promotion and support of wellbeing of **under-research population** of Secondary School Teachers in Swansea

Objectives:

1. Map on:

- the importance
- the possible effect

2. Identify and Explore:

- the current available promotion and support of wellbeing available

3. Explore and Critically Evaluate

- the Resources, Models and Frameworks offered by the Senior Leaders in Secondary Schools in Swansea



MY RESEARCH QUESTIONS

RQ1: Why is it important to promote and support the wellbeing of Secondary School teachers in Swansea?

RQ2: What form of promotion and support of wellbeing is currently available in Secondary School settings in Swansea?

RQ3: How the Senior Leaders in Secondary School settings in Swansea promote and support the wellbeing resources available for teachers?

Research Design

Research Methods:

- Empirical Study
- A Mixed Method
- Exploratory Design
- Non-probability Convenience Sampling Method

Theoretical Framework:

- **Ontology:** Interpretivism
- **Epistemology:** Social Constructivism
- **Researcher's Positionality:** Interpretivism

A Mixed Methods Tools:

- **Phase 1:**
 - **Quantitative research method** based on a 23 item scale questionnaire
 - Work-Related Quality of Life Scale (WRQoL)
 - online survey via Qualtrics QR code
- **Phase 2:**
 - **Qualitative research method** based on **questionnaire** capturing qualitative answers / or 3-5 face-to-face **interviews**

LITERATURE REVIEW – SEARCH STRATEGY

Search Engine Databases:

- UWTSD Online Library
- EBSCO Database
- Elsevier Databases
- Google Scholar

Search Criteria Included:

- Between Years 2010-2024
- The UK, Wales, Swansea
- Mixed Methods
- Only Full Time employed Secondary School Teachers

Search Criteria Excluded:

- Mental Health only
- Student's Wellbeing and Health
- Pupils, Children, Young People

Searched Key Words:

- combination included /and/or/of/in

- Wellbeing
- Secondary Teachers
- Wales, Swansea, the UK
- Welsh Curriculum
- Curriculum 2023
- Promotion
- Support
- Effects

Search Results

- Around **100 000 results** for the **Key Words** combination
- Chosen **7 articles** based on their **Title, Abstract, Methodology**
- Another **8 authors** (books & articles) – **snowballing**
- **New 10 authors generated** during this presentation

Google Scholar

wellbeing of secondary teachers in wales

Articles About 81,700 results (0.16 sec)

Any time
Since 2024
Since 2023
Since 2020
Custom range...

Sort by relevance
Sort by date

Any type
Review articles

☐ include patents
☒ include citations

Create alert

[HTML] **Teachers' wellbeing** and depressive symptoms, and associated risk factors: A large cross sectional study in English **secondary** schools
J Kidger, R Brockman, [K Tilling](#), [R Campbell](#)... - Journal of affective ..., 2016 - Elsevier
... This paper examines self-reported **wellbeing** and depression prevalence ... **secondary** school **teachers**. Although a small number of surveys have previously examined aspects of **teacher** ...
☆ Save Cite Cited by 420 Related articles All 16 versions

[PDF] Supporting **teachers'** mental health and **wellbeing**: Evidence review
J White - NHS Health: Edinburgh, Scotland, 2020 - healthscotland.scot
... 25 **secondary** schools in England and **Wales**, better **teacher wellbeing** and lower depressive symptoms in **teachers** were found to be associated with better student **wellbeing** and lower ...
☆ Save Cite Cited by 13 Related articles All 4 versions

[HTML] **Wellbeing in Secondary Education (WISE)** study to improve the mental health and **wellbeing** of **teachers**: A complex system approach to understanding ...
[R Evans](#), S Bell, R Brockman, [R Campbell](#)... - Prevention ..., 2022 - Springer
... in **Wales**. HSCs were purposively sampled to ensure the training courses at each of the six **Welsh** intervention schools were represented. Interviews were undertaken during Phase 1. ...
☆ Save Cite Cited by 11 Related articles All 13 versions

Health and **wellbeing** and wider achievement: An analysis of **teachers'** practice and learners' experiences in Scottish **secondary** schools
[M Thorburn](#), D Dey - Studies in Educational Evaluation, 2017 - Elsevier
... expect **teachers** to take ... **secondary** school years, ie, 11–16 years, 'is a significant predictor of greater academic progression' and therefore nurturing learners' motivation and **wellbeing** ...
☆ Save Cite Cited by 10 Related articles All 7 versions

Search Results – List of Journal Articles and Books generated via Search Strategy

	A	B	C	D	E
1	Author(s), Year (Long REF)	Research Design	Chosen Data Analysis	Themes	Findings
2	Bakker, A.B. and Bal, P.M. (2010) 'Weekly work engagement and performance: A study among starting teachers', <i>Journal of Occupational and Organizational Psychology</i>	Multi-Level Desing; Longitudinal Study; Qualitative input 54 participants, Dutch teachers,	Multi-Level Analysis, Weekly-questionnaire input for 5 weeks - qualitative continuous data	Weekly Work Engagement; Motivation at work; work engagement; level of performance; job resources; autonomy at work;	Weekly- job performance is positively affected by momentary work engagement and available job resources.
3	Ball, S.J. (2021) <i>The education debate</i> . 4 th edn. Bristol: Policy Press.	*****	*****	Wellbeing; Performativity; The UK; Wales; Government;	*****
4	Biggam, J. (2021) <i>Succeeding with your Master's dissertation; A step-by-step handbook</i> . 5 th edn. London: Open University Press.	*****	*****	*****	*****
5	Harding et al. (2019) 'Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?', <i>Journal of affective disorders</i> , Vol. 242, pp.	Cross-sectional design 3216 student participants all from year 8 (aged 12–13 years) 1182 teacher participants in 25	Measured association between teacher wellbeing /student wellbeing/student psychological distress	Secondary school teachers in Wales and the UK; Wellbeing; Psychological distress; Patient Health	Better teacher wellbeing was associated with i) better student wellbeing and lower

Long, S.J., Hawkins, J., Murphy, S. and Moore, G. (2023) 'School health and wellbeing and national education system reform: A qualitative study', <i>British Educational Research Journal</i> , 49 (4), pp.674-692. Available at:	A Qualitative Study 13 participants of senior stakeholders in Welsh education system; Interviews - in person and over the phone	six-step approach theoretically flexible and suitable for questions relating to people's experiences, views and perceptions. Interviews identified themes and areas of conflict	Changing roles of school; curriculum reforms; vision and success; effective implementation; 'the perceived role of schools in health and wellbeing'
Perryman, J. and Calvert, G. (2019) 'What motivated people to teach, and why do they leave? Accountability, performativity and teacher retention', <i>British Journal of Educational Studies</i>	Longitudinal Mixed Method ? 1200 participants; online surveys	*****	Performativity; teachers retention; motivation; mental health; wellbeing; work-life balance; organisational culture; reasons; factors; workload; burnout; workforce
Swindell, N., Thomas, J., Tree, J., Hill, D., Hudson, J. and Stratton, G. (2023) 'Understanding (in) formal health and wellbeing networks within higher	A mixed-method social network perspective; A sequential exploratory mixed-methods design	Qualitative (15 participants) - A Thematic Framework Analysis Quantitative (87	Factors; Mental Health; Wellbeing; Education; networking; education actors; workplace

Thomas, H., Duggan, B., McAlister-Wilson, S., Roberts, L., Sinnema, C., Cole Jones, N. and Glover, A. (2023) Research with schools on the early implementation of Curriculum for Wales: Wave 1 report. Welsh Government, Cardiff, Wales. Available at:	1st wave of Qualitative Research 64 Participants Leaders in Welsh Education; primary and secondary school in Wales, Welsh medium schools	Interviews; discussions;	Curriculum for Wales; Wellbeing and Health Agenda; Welsh Government; educational reforms; senior leaders; secondary school teachers; maximise success	*****
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2.2 Identified Gaps in Literature and Practice-Based Evidence

1. **Welsh Government (2023):** gap in **current scientific evidence** and lack of robust qualitative and quantitative research
2. **Harding et al. (2019):** gap in **practice-based evidence** related to wellbeing promotion
3. **Long et al (2023):** gap in **evidence-based interventions** regarding wellbeing in schools
4. **Swindell et al (2023):** gap in **current understanding** of importance of wellbeing in teaching practice
5. **Thomas et al (2023):** gaps in **progress monitoring** after the pandemic and **gap in resources and infrastructures**

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▲ Section 2 Literature Review

2.1 Identified Themes

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2.3 Proposed Limitations by Authors

2.4 Proposed Strengths by Authors

2.5 Proposed Methodology Regarding Future Res...

Section 3 Conclusion

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▲ Appendices

Table 1

Literature Review – Identified Themes

Author:

1. **Harding et al (2019)** 'Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?'
2. **Long et al (2023)** 'School health and wellbeing and national education system reform: A qualitative study'
3. **Swindell et al (2023)** 'Understanding (in) formal health and wellbeing networks within higher education: A mixed-method social network perspective'

Theme:

1. **Secondary school teachers in Wales and the UK; Wellbeing;** Psychological distress; Teacher presenteeism
2. **Changing roles of school;** 'the perceived role of schools in health and wellbeing'
3. **Wellbeing; Education;** networking; workplace culture; leadership impact

Methods:

1. **Cross-sectional design 3216 student & 1182 teacher participants in 25 secondary schools in England and Wales**
2. **A Qualitative Study, 13 participants of senior stakeholders in Welsh education system**
3. **A sequential exploratory mixed-methods design**

Agreed Debates by the Chosen Authors – Critical Reflection

Harding et al (2019) and Thomas et al (2023)

agreed on following:

- Supportive Innovative **New Welsh Curriculum 2023**
- New Implementation of Enhanced and **Modern Educational System** & Legislation
- New **Wellbeing Areas of Learning** and Related Agendas

Long et al (2023) and Thomas et al (2023)

agreed on following:

- **New School Reforms** in the UK and Wales
- **Effects** of Changing School Roles
 - **Impact** of Wellbeing Promotion
 - How to maximise **success in practice**

Perryman and Calvert (2019) and Swindell et al

(2023) agreed on following:

- Importance of **Motivation**
- Importance of **Promotion and Support of Wellbeing** and Mental Health in Education Practice
- **Effects** of Accountability, **Performativity** and Retention of Teachers

Proposed Strengths & Weaknesses

Long et al (2023)

Strengths:

- New and Innovative reforms
- Welcomed by Educational Practitioners
- Modern ways to monitor progress and development – interdisciplinary group

Weaknesses:

- Omitted large-scale participation / stakeholders
- Omitted large-scale systemic education reform investigation
- Limited Practice within Health and Wellbeing Curriculum – delivery challenges

Perryman and Calvert (2019)

Strengths:

- Study focused directly on teachers
- Individual Perceptions and Understanding
- What motivates teachers to teach / or leave the job

Weaknesses:

- Imbalance in participation / decision-making processes / senior leaders and teachers
- Lack of personal involvement
- Loss of autonomy / suppress of teaching practice due to strict curriculum expectations

CONCLUSION

Identified Gaps

1. **Enhance current scientific evidence** of my mixed methods research (Welsh Government, 2023)
2. To **fill the gap in practice-based evidence** related to wellbeing promotion (Harding et al., 2019; Long et al., 2023)
3. To **fill the gap in current understanding of importance of wellbeing** in teaching practice (Swindell et al., 2023)

Further Focus

1. **Refine my RQs accordingly** to new findings from my LR
2. **Conduct my Phase 1 & Phase 2 Mixed Methods Design Study**
3. **Critically Evaluate** and **Compare and Contrast** my own findings with the current available scientific literature
4. **Broaden and enhance** current **understanding** and **highlight the importance** of promotion and support of Wellbeing of Secondary School Teachers in Swansea

Reference List

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- Welsh Government (WG) (2023) *Wellbeing of Wales, 2023*. Available at: <https://www.gov.wales/wellbeing-wales-2023-healthier-wales-html> (Accessed: 04 January 2024).