



To analyse the impact of teacher burnout on the mental health of primary school teachers in South Wales

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Abstract

Teacher burnout has become a growing concern in the UK. In the primary education sector, where emotional, cognitive, and administrative demands are high. In South Wales, many primary school teachers face increasing pressures from workloads, challenges, and insufficient mental health support. This research explores the causes and consequences of teacher well-being and student learning. It also investigates the coping mechanisms teachers use and their views on how schools can better support mental health and reduce burnout. This study uses a qualitative methodology, collecting responses from primary school teachers throughout the United Kingdom via an online questionnaire tool. Participants will be asked to reflect on their personal experiences of stress and burnout, their coping mechanisms, and the changes that they believe are needed at the school or policy level. A survey analysis was used to find key patterns across the data.

The results show that although workloads were generally regarded as moderate, many teachers experienced physical and emotional exhaustion because of the demands of daily life. Participants showed key stressors, including a lack of support, insufficient resources, and emotional labour management. Diverse pupils need to descope these challenges; nay, they describe their work as rewarding. Teachers emphasised the value of preparation, flexibility in their roles, and acknowledgement of their efforts while highlighting the complex realities of teaching. For their roles to be more sustainable, they also demanded more resources and staff.

Findings from the research are expected to offer valuable insights into the real world and the challenges faced by primary educators, as well as practical teacher-led recommendations for improving mental health support within schools. The purpose of this study is to provide local education authorities, school leadership, and legislators with useful tactics for lowering burnout and enhancing general school well-being. It is anticipated that this study will highlight the challenges teachers face and the resilience techniques they use, revealing both positive and negative aspects of their reality.

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Chapter 1: Introduction

It is commonly acknowledged that teaching is one of the most mentally and emotionally taxing occupations (Henshaw, 2024). Particularly in the primary education sector. In recent years increasing concerns have appeared around teacher burnout, a condition characterised by chronic stress, emotional exhaustion, and reduced professional effectiveness. Research from groups like [Educationsupport.org.uk](https://www.educationsupport.org.uk) (2025) shows that almost three-quarters of teachers in the UK deal with high levels of stress. With burnout contributing to poor mental health, absenteeism, and, in many cases, teachers leaving the profession altogether.

The effect of teacher burnout on the mental health of primary school teachers in Wales is examined in this dissertation. Teacher burnout, a state of emotional, physical and mental exhaustion characterised by depletion, cynicism, and reduced professional accomplishment, is increasingly prevalent in the profession. This study examines the underlying factors of burnout in this specific context and explores the resulting mental health consequences, including anxiety, depression and stress-related disorders. The findings will confirm to the reader that a targeted intervention has been developed to support the well-being of teachers and improve the quality of education in South Wales.

Primary school teachers in South Wales are not immune to these difficulties; many deal with mounting workloads, scarce resources, and pressure to achieve academic goals while juggling intricate classroom dynamics and young children's emotional needs. These pressures are often compounded by insufficient mental health support and a lack of systematic strategies to address well-being in schools. Because of this, burnout can negatively affect not only teachers' personal and professional lives but also the learning outcomes of students, classroom environments, and the general school climate.

While much research has been explored on the prevalence and effects of teacher burnout on a national level, less attention has been paid to the lived experiences of teachers in specific regions, such as South Wales. There is a critical need to understand how primary school teachers in this area perceive the causes of burnout.

The following sections will provide a review of relevant literature, outline the methodology used to collect and analyse qualitative data, study data, and explain key Findings provide useful suggestions for educational institutions and teachers by elevating the experiences of educators and provide useful suggestions for educational institutions and schools by elevating the experiences of teachers. Giving teachers' experiences a voice through practical suggestions for educational institutions and recommendations for local authorities and schools by giving voice to teachers experiences.

Based mostly on the results, fifteen distinct questionnaires were sent out to gather study responses. A number of important factors stand out as major causes of teacher burnout. To manage the difficulties of teaching and boost teacher's confidence and their skills and lessen emotional exhaustion, of which are critical for affecting job satisfaction and resilience against

Burnout emotional balance is crucial. Reduced levels of burnout are correlated with increased work engagement.

School leaders and educators must provide support in order to enable a deeper understanding in this area of education. There is proof of the negative effects that stress, burnout, anxiety, and depression have on teachers' personal mental health and wellness, as well as on their role in the classroom and the students they teach. This study will also dissect the various approaches taken by researchers to investigate the consequences of poor teacher mental health and well-being for additional research and comprehension of the subject.

1.1 Aims

To investigate the reasons behind and effects of teacher burnout in South Wales' primary schools, with an emphasis on educators' viewpoints on enhancing mental health and support and figuring out useful coping mechanisms.

1.2 Research questions

1. What changes do teachers believe are necessary to reduce burnout and improve mental health support in primary schools?
2. How do teachers cope with stress and burnout, and what strategies do they find most compelling?
3. How do teachers describe emotional burnout and psychological effects on their well-being?

1.3 Research objectives

1. What drives teacher burnout in primary education in South Wales?
2. Identify how teacher burnout affects student learning.
3. Identify effective methods for managing teacher burnout.
4. To assess the effects teacher burnout on students' academic performance, engagement and well-being,

Chapter 2: Literature review

2.1 Teacher burnout and the effects of it

Teacher burnout is a significant issue that is affecting educators worldwide, including primary school teachers in South Wales. It is outlined by emotional exhaustion, detachment, and a decrease of individual achievement (Rolloff et al., 2022). The challenging nature of teaching has been combined with factors such as larger classes, lack of support, and authoritative responsibilities that can lead to high stress levels among teachers that gradually impact not only their professional performance at work but also their mental health (Stein, Garay and Nguyen, 2022). Although extensive training needed to bring out an experienced teacher would raise the professional level of teachers and assure them of elevated self-esteem and greater respect from the community and their students (Dragan Mijakoski et al., 2022)

2.2 What employees feel during a burnout

Employees that experience burnout consistently showed a range of complications, from low immune resistance to physical issues, that often resulted in headaches (Cui, 2022). In addition, student and administrative pressures have not helped in recent years. However, despite all the above, there are also some positive outcomes; teachers are receiving better results and work from the students, which often leads to positive impacts on the students in various ways in learning and development within the institution. (A. Sperati et al., 2024) This absence could lead to poor academic and behavioural outcomes because it means that students are no longer receiving consistent learning as well as workplace discipline techniques (Oberg, Carroll and Macmahon, 2023).

Teaching in a primary school, according to Psychology Today (2021), entails surviving and attempting to meet goals despite fatigue, whether this entails taking care of oneself or adhering to fitness regimens. According to (Sun et al., 2023), despite helping people with trauma, the majority of teachers' voices are heard. No efforts have been made to support children who have experienced trauma. The development of pertinent programmes and policies aimed at upskilling and supporting teachers working with traumatised children can be informed by this synthesis, which is essential for comprehending the difficulties faced by educators and the help they need. Children who have been affected in various ways (Sun et al., 2023) explain that several new paths for introductory training have been initiated in the regions of England and Wales. They are therefore meant to derail more conventional paths by providing older students with more flexible and work-based options as well as career changes that will increase teacher productivity.

There are many factors that contribute to the internal and external factors of teacher burnout. Detachment is one of the internal factors that causes a negative attitude towards coworkers, students, or the profession in general (Brunsting, Sreckovic, and Lane, 2). The internal factor is detachment, this elicits a negative attitude towards colleagues, students, or the profession alone (Brunsting, Sreckovic and Lane, 2014). Teachers may feel they are solely going motions, losing their passion and understanding. Intense tiredness is a feeling of being drained, empty, and devoid. Therefore, (Wang et al., 2023) notes that it is a clever feeling of being overwhelmed and unable to handle things. However, a teacher's anguish and disillusionment may be exacerbated by external factors such as outdated electrical equipment, a lack of resources in the classroom, and insufficient staff support. The external factors that generally lack resources are limited classroom resources, old electrical tools, and inadequate

support from staff, which can add to a teacher's distress and disappointment. Low pay can significantly increase overall stress, as can inadequately benefits and compensation. Pay and benefits may vary, with low pay significantly adding to overall stress. Benefits could be from low pay that can remarkably contribute to overall pressure. Parental pressure and involvement can add to teachers' anxiety and caseload. Burnout is a complication of three proportions, such as, sentimental fatigue, detachment, and reduced personal performance (El Helou, M., Nabhani, M. and Bahous, R).

As well as personal reasons, there are multiple perspective's that causes teacher burnout in similar professions. One of the reasons are diversity, studies show that teachers may feel a pressure to constantly advocate for inclusive materials and practices, adding to their workload and stress (Macdonald, 1999) Likewise, teachers that experience forms of discrimination, whether through actions, comments or policies, can significantly have affected a teacher's well-being. Furthermore, limited interactions of knowledge with different backgrounds have proved many teachers from other parts of the world have experienced similar issues due to limited resources and, in some cases, lack of knowledge in a specific field and may not have the knowledge, experience, or in some cases the disposition to address matters of race and culture in their classroom therefore, a cultural encounter is likely to lead to professional anxieties and concerns (Tatar and Horenczyk, 2003).

2.3 Are teachers being paid enough?

According to (Biggs and Richwine, 2023) the average teacher enjoys competitive wages in addition to retirement benefits, which highly contributes to those surpassing the private-sector part of education-based learning. (National Education Union, 2024). argue that teachers pay immensely dropped in primary schools in 2010 to 2023 by almost 25%. The reduction in pay started since 2010 and is one of the major factors in the damage done to the competitive position of teaching in primary schools. (Greaves and Sibieta, 2019) confirms that teacher pay follows the regulation and that schools in the higher salary area spend a greater share of their budgets on teacher salaries as a result, with balancing allowances for indirect cost expenditures to balance the budget of the employees.

2.4 Why teacher jobs are demanding despite the burnout

In this current day and age, teachers are no longer just teachers they have a critical role to carry out regardless of where they are. The profession has become extremely demanding and fosters a broad approach to student development. Consequently, teachers act as mentors and guide to support and encourage students to plan for their academic, emotional, and social challenges. This entails building strong relationships with students and understanding their individual circumstances. In addition, teachers in the modern era are the driving force of learning who guide students towards knowledge development through inquiry-based learning. They adapt their teaching methods to suit various learning styles and needs (Abbad and Hussein, 2023).

An approach known as inquiry-based stress reduction for teacher burnout. This is a method that encourages teachers to engage in reflective practices and to stimulate a deeper

understanding of their challenges. By fostering a deep practice environment, teachers can understand and develop effective coping mechanisms. By implementing this approach in schools, it can lead to a healthier working environment for teachers, aid both students and teachers, and help with dysfunctional beliefs that are usually the main cause of distress (Schnaider-Levi et al., 2020).

The teaching profession consistently demanding despite the emotional and physical pressures and exceptionally lucrative and fulfilling nature of the work, but teachers deal with many challenges and demands that can affect their occupational wellbeing and influence their ability to create a supportive learning environment for students

2.5 How teachers perceive their job

(Waldersee, 2019) mentioned that a frequency rate of forty percent of teachers would not choose to have a similar career to the one they already have. It is unlikely most teachers will motivate the younger generation to choose the same career path as them due to many reasons. For instance, long hour shifts, sometimes overtime, the high testing pressures and administrative burdens. Many of the times it can lead to teacher shortages due to stress and burnout, including poor salary. However, this is only a fraction of teachers as others will encourage the younger generation and explain the beneficial and rewarding nature that comes with it. For example, teachers make a difference in a child's life by aiding them to learn and achieve. Many teachers working in a primary school are happy and passionate about their jobs and would encourage other people to join their profession.

As explained by (Grigg, 2016) the academic system in Wales can be upgraded in multiple ways. Some of these are helping teachers perform more professionally in their jobs also by aiding polished and clear leadership, pairing new teachers with experienced mentors can provide crucial support and guidance. Overall, the results are limited by the nature of other research studies in the United Kingdom about how teachers can improve criticisms of the pace of curriculum change and initiative overload.

2.6 Are Ofsted helping with the primary school rating

Building upon earlier research, the school inspection Ofsted service has often been characterised pressure, anxiety, and at intervals, relief, a relief alongside a sense of achievement. As a result, there is always a positive and negative outcome in these cases, some of the negative outcomes are the judgements made by Ofsted that can lead to a poor rating despite teachers trying their level best. Likewise, the disruption in lessons can shift the focus due to lessons being seen. Overall, Ofsted's performance metrics can lead to a narrow focus for primary school teachers, especially the concern following the covid-19 19 pandemic. However, the positive aspects are that the report they generate can be a source of pride validation for the teachers, and they can also provide valuable information to the school directly. (Primary teachers' experiences of Ofsted inspections: 'driving the joy out of education', 2019) in Wales Estyn and in schools outside of Wales have their own titles such as Ofsted. However, the studies show the school inspectors that inspect the school both in

Wales and both moved away from a single grade approach both externally and internally (Clarke and Evans, 2023).

2.7 Teacher burnout during the covid-19 pandemic

As reported by (Chan et al., 2022) during the covid 19 pandemic there were some upsides to flexible work- home boundaries such as increased autonomy and ability to attend to work and non-work responsibilities promptly. The covid 19 pandemic has played a big role in the education field of primary schools, where teachers and students were forced to study from home. The question of how to tackle teacher stress and prevent teachers from leaving their profession (Westphal et al., 2022). Research shows that the pandemic equally affected, other English-speaking countries such as Australia. The primary school teachers in Australia are similar to teachers in the United Kingdom. However, this took a toll on the health and wellbeing of teachers and was uncredited, which often led to burnout. As a matter of fact, teaching was always a demanding profession, despite it being highly stressful job for some. covid 19 made a difference for teachers and students because not all schools had the adequate resources for online teaching Fray, L. *et al.* (2023).

During the pandemic, substitute teachers have been key to supervising small student cohorts or filling in for teachers who cannot teach in person due to health concerns or a need to quarantine. (Carver-Thomas, Leung and Burns, 2021) The approach of mandate shifted from face-to-face contact with teachers to some form of remote learning, often supervised by parents. Numerous factors impacted children's homes and social environments, which may have had an impact on their educational experiences. affected in many ways that, in its turn, may have affected the educational experience of children. However, there were significant limitations on face-to-face interactions with individuals outside of the household. Contact with people outside the household was extremely limited, as were personal interactions with those belonging to other households. Household members were severely limited. There was very little interaction between people inside and outside the home. The amount of contact with people outside the home was extremely restricted. outside of the household was severely limited (García Docampo, 2021).

2.8 Primary school teachers and diversity in south Wales and similar English-speaking countries

According to Briggs (2019), the number of other English- speaking pupils in South Wales primary schools has increased, much like in England, as a result of increased global migration. defying a system, thus the curriculum should be expanded to include more cultural backgrounds than just those that are typically taught. Therefore, the curriculum should be enriched to reflect the diverse cultural backgrounds and not just those traditionally presented. However, Dakin (2017) works alongside others to safeguard new students from different backgrounds, such as Syria. Besides, Stewart et al. (2024) highlight that most people from Asian backgrounds often give their hundred per cent for their children's education, as they

believe education is extremely important but is also a lifelong learning process to become the best version of oneself.

Most primary school teachers deliver excellent education for children. In preparing to achieve more than they are capable of, they have been implementing this for more than a decade. Meanwhile, teachers have had to mitigate the deficiencies of England's policies on curriculum, assessment, and increasing pedagogy. These policies have limited what children experience in schools and constrained teacher creativity and professionalism. The consequence has been that too many children are not progressing as well as they could. Disadvantages were that children continue to be particularly poorly served, but other groups of children were also not making as much progress as they should be. (Wyse et al., 2024) Learning is an essential reference for understanding the most effective teaching practices in primary schools, primarily in Britain. Consequently, in improving social and emotional learning in primary schools, school leaders can make recommendations to support good student education and lifelong learning for all children (Li, 2022).

Chapter 3: Research Methodology

3.3 Research design

This design was inspired by the Maslach Burnout Inventory to gather insights directly from teachers about the experiences and emotional well-being and the support that is available to them as well as the workload. The questions were inspired to reflect on a teacher's daily outcome and to understand their challenges and explore possible solutions. (Denton, Chaplin and Wall, 2013).

3.4 The research onion model

To achieve a deeper level of comprehension, the study used the well-known "reversing onion" technique, which helps with and understands each subsequent step separately (Stevens, 2024). Specific choices on data collection strategies, sampling plans, and measurement instruments are made within this layer. complex issues, shaping policies, confirming theories, and generating insights (Sahay, 2016). The questionnaire explores the choices layer. Within this layer, we make specific decisions about data collection techniques, sampling methods, and measurement tools. (Thompson, 2015) Interviews, questionnaires, or observations are necessary for the participants selecting participants. These choices directly impact the quality of our findings. Should questionnaires or observations for the participants be chosen? Examine the choices layer to see how these decisions directly affect the quality of the findings. Aleksandras Melnikovas (2018) defines research on the future as anticipation or the imagination of actions, which is a method of thinking about the potential outcomes of decisions that allows contemplation and evaluation of future options.

A qualitative investigation was planned by combining a survey from Microsoft Forms (Spierings and Geurts, 2025). Qualitative data were collected through a structured survey of a sample of multiple primary schools that included public and private schools. This is needed in times where quantitative research does not work. Hence, it is also called motivation research (Patel and Patel, 2019). Teachers at elementary schools were chosen to take part. Additionally, the computerised form was sent to a group of Facebook teachers who worked in elementary schools. The survey was pretested on a very small number of people for clarity and reliability before handing it out. The main aspect of teacher burnout was used to set up the Maslach Burnout Inventory (Soares et al., 2022), which refers to measuring emotional exhaustion, depersonalisation and personal accomplishment and supplemental questions addressing specific contextual factors within primary schools, including classroom management challenges Taris, T. W. *et al.* (2005).

Additionally, people who are developing could lead to evaluations. Consequently, data becomes more accurate and legitimate. Furthermore, it is trustworthy than secondary data because it uses direct information. On the contrary, some of the disadvantages are that the questionnaire must be easy and understandable: Only the researchers can obtain accurate and reliable feedback if the prepared questionnaire is simple to understand (Prasanna, 2022). Researchers may receive exact and reliable feedback (Thompson, 2015).

Interpretive methodology was employed because of the subjective nature of the study and its qualitative character. According to the interpretivist approach, the researcher needs to acknowledge individual differences (Research Methodology, 2025). In the context of the more complex qualitative research, it is important to define interpretive research, even though all social research is interpretive. Interpretive practices and methods have become essential to qualitative research and have been influenced Bhattacharya, H. 2008.

3.5 Respondents

Since primary data is more direct and gathers information from participants than other secondary data, it was used to gather the data (Stevenson et al., 2021). Primary data collects information from participants and is more direct than other secondary data. Data collects information from participants in a more straightforward manner. information from participants. data because it is more direct and collects information from participants than other secondary data. Some of the advantages are Primary data is researched and developed by individuals giving personal attention to each of the questions they wanted to survey. Individuals depend on their own data more frequently than on that of others. or mistaken about sample questionnaires in such a way or use the method or technique that may help the people to interpret it easily, if not, the feedback that is produced will be wrong or inaccurate.

However, depending on the type of research being done, some studies might be different. Certain studies may differ based on the kind of study being conducted. Research may vary

depending on the type of research being carried out. In this situation primary data is ideal for a quick and cohesive response. identified Following the survey distribution, emails were being sent, and phone calls were being made to remind teachers. Since they were the ones who had to take my calls. and repeatedly remind teachers, the office staff was essential. were essential since it was their responsibility to take my calls and repeatedly remind teachers. crucial because they were the ones who had to answer my calls and remind teachers repeatedly. People that worked for the office played a big role because they were the ones that had to take my call and remind teachers repeatedly. despite phone calls and sending out reminders, it was necessary to approach some teachers in order to get the forms completed. After three weeks of chasing, the participants resulted in a final response of 50%.

The qualitative data was analysed using descriptive statistics to show relationships between burnout levels. However, qualitative data was collected using a variety of open-ended and closed-ended questions that allowed participants to express anything they wanted, knowing that it would remain anonymous and be kept on a confidential piece of paper. This allowed participants to supplement the qualitative findings and obtain a deeper understanding of the subject, which is the live and ongoing experiences of teachers. understanding of the subject, which is the live and ongoing experiences of teachers. The questions were thematically analysed to uncover recurring themes and patterns related to contributing factors to teacher burnout. Ethical considerations, including anonymity, informed consent, and data confidentiality, were strictly adhered to. Likewise, the integration of a thorough grasp of the circumstances and scenarios that helped to clarify the complex nature of teacher burnout in South Wales primary schools within the study region was made possible by qualitative data. Qualitative data provided a comprehensive understanding of the situations and scenarios that contributed to the understanding of the complex nature of teacher burnout in South Wales primary schools within the study's region (McLeod, 2025).

3.6 Why were other methods rejected?

The original approach was disregarded due to the question's modification. At first, participants were supposed to be interviewed, and the interview would have lasted about 4-5 minutes maximum per individual. After waiting a long time for the office team and the school head, they mentioned that no one was prepared and asked if they still wanted to speak with the teachers face-to-face after school or before classes. The attempt to approach teachers was difficult. They were either busy with another student or distracted by other parents.

Teachers try to avoid interviews for a variety of reasons, such as the belief that they will be judged even though the information is confidential or the desire to avoid being interviewed in person even though it would have been a simple recording using a mobile device and a transcript and verified apps like Teams, Stream, or the mobile device's recorder. and steer clear of interviews for a variety of reasons, such as the belief that they will be evaluated even though the information is private or the desire of certain educators to avoid being interviewed in person even though it would have been a simple recording using a mobile device and approved apps like Teams, Stream, or the mobile device's recorder and transcript. Due to a

variety of reasons, some teachers fear being judged during interviews even though the information is confidential, or they do not want to be interviewed in person even though it would have only involved the researcher. For the method to be implemented, the researcher had to devise a new plan. But nobody returned, so the strategies had to be altered.

3.7 How well the method served your research.

A longitudinal study design is needed to better understand the burnout process. When examining burnout research, most studies are cross-sectional, and the great majority of studies that are currently available primarily use data from two waves of measurement. Since measurement error may confuse actual change, using data from two waves restricts the ability to draw conclusions about causality and track development over time (Hultell, Melin and Gustavsson, 2013). Though they could have been improved, the methods worked well for the research. As an illustration, although there were only 20 participants in the intake, the aim was for participants to complete all 40. Although the number of responses was relatively low and did not make it to the full figure that was aimed at, the responses were honest and pleasant.

3.8 The problems or limitations you disagreed with. The issues and restrictions that countered.

The problems and limitations that were met during this journey were trying to get hold of people to complete the survey. The survey was straightforward and easy to navigate. Teachers are not always keen on filling it in. While some disregard the facts and believe it is a waste of time, others believe it is important to them. However, this is not always the case. Even though they are fully aware that their responses will be anonymous, some people may find it acceptable, while others find it time-consuming and would prefer not to share any information at all.

Qualitative research is forming a single denotation into a respectable idea for scholars. It explains why this is a concern by pointing out that the term is used to describe both practices. Any time is a good time to investigate qualitative research (Patrik Aspers and Corte, 2021).

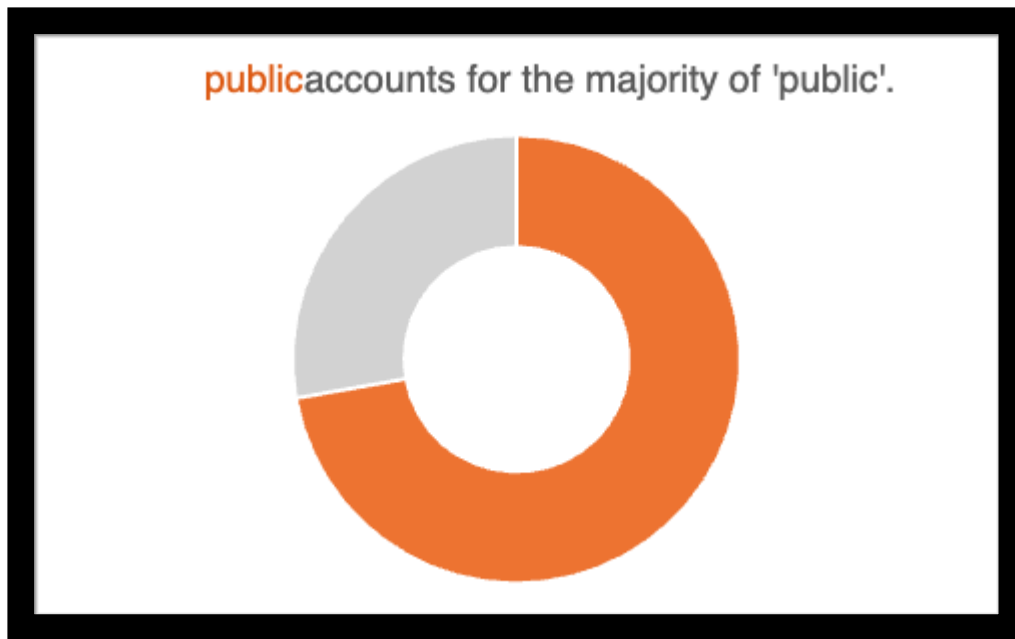
To consider that qualitative data have always been useful in collecting data, whether that is quantitative or qualitative, has been a great way to capture the opened and closed questions. Therefore, to address the disputes about unethical use, upholding, or sharing of personal data. such as data protection; for example, data protection can use the right of access to obtain data held about the respondents and how their data are organised and compiled (Habu and Henderson, 2023)

It must be important to note that data may be compromised in a research study, which could result in compliance failures. However, the crucial thing is always to note that the information will need to be kept out of reach of anyone other than the person dealing with the

information (in 2025). Therefore, it is imperative to dispel the misconception that qualitative research lacks or stands as inferior compared to quantitative research because both have their unique methods of collecting data. (Patrik Aspers and Corte, 2021) Alternatively, the strength of qualitative research does not derive from numerical validation but originates from its systematic ways, which include the practice of reflexivity. (Lim, 2024)

Chapter 4: Data Analysis and discussion

There were fifteen questions altogether. The Microsoft Forms survey's questions were all designed to give respondents a quick yet thorough grasp of the role that teachers play. The survey was the most effective way to summarise the information. (Ruel, 2019) A questionnaire with fifteen questions was created specifically for this study, and the data demonstrates the information provided. There was a mix of open-ended and closed-ended. The forms were delivered in person as well as via email transfers. Many of the teachers who worked in South Wales, which includes Cardiff and the surrounding areas, received the forms. Data analysis helps find errors, inconsistencies, and biases in data, leading to improved accuracy and reliability. (team, 2024) The entire purpose was to gather data from at least 40 people in order to find out more information and insights about the popular topic of teacher burnout. However, only half have responded.

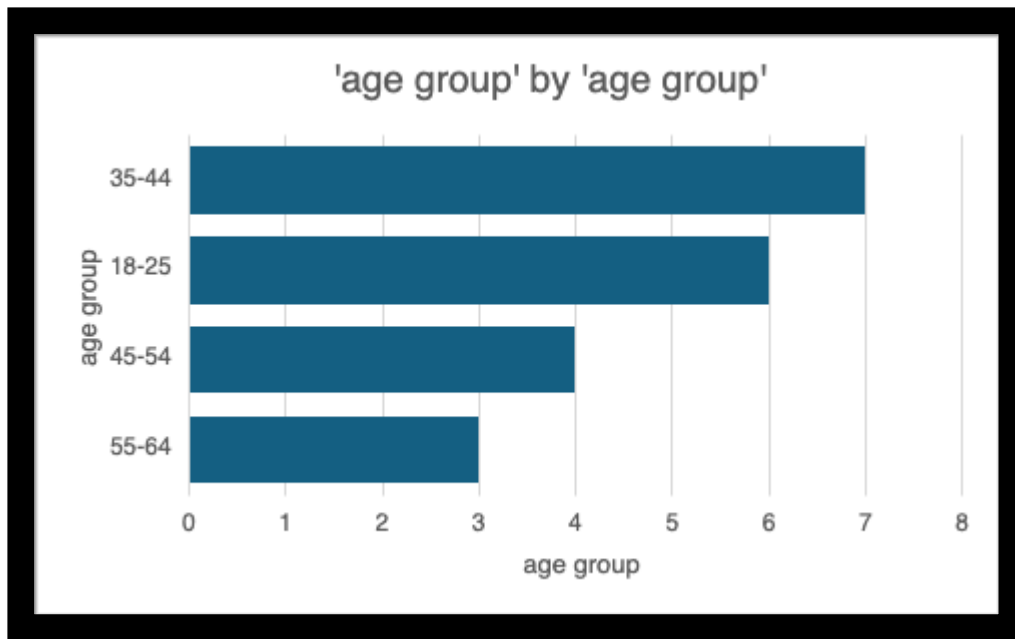


(Figure 1)

1.

The first question asked about the kind of school they teach in; public, private, and charter schools were the options.

The survey shows that 75% of respondents work in public schools, while 25% are in private schools, with no charter schools as per the survey answers. Since only 20 people have responded, this particular response has nothing to do with the literature review. However, it illustrates the amount of work and stress that comes with working in both public and private schools. showed that 60% of state teachers report that they always return home from work exhausted, compared to 37% of teachers in "top" private schools and 50% of teachers in other private schools. The private schools listed in the top for the "Time Parent Power 2023" in contrast, only 18% of non-teaching staff fall into this category (Felstad, Green and Huxley, 2024).

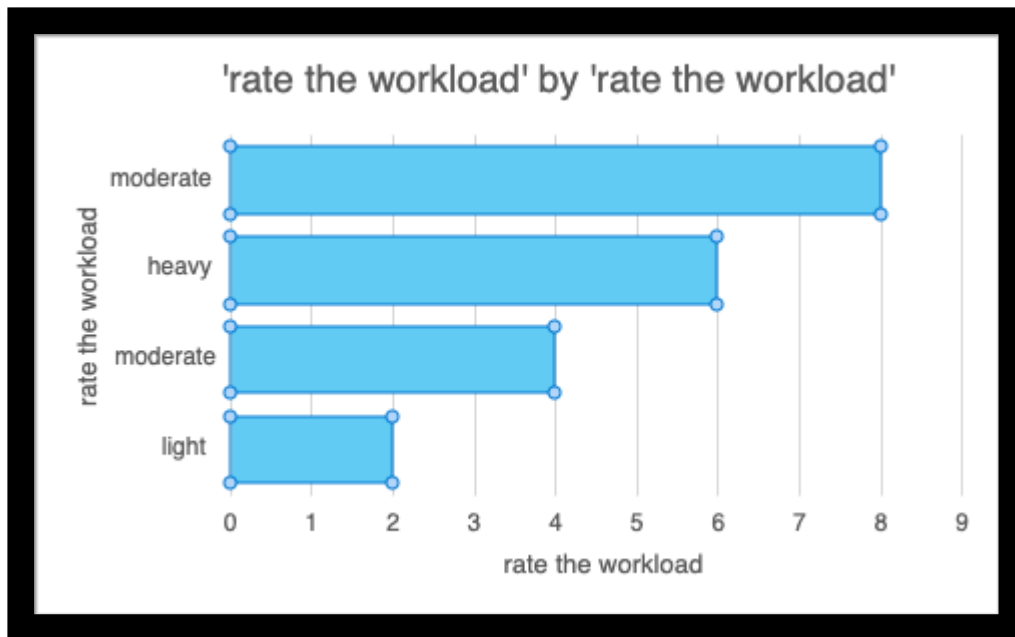


(Figure 2)

2.

The second question was based on the age group ranging from 18 to 64.

According to the results, 39% of participants who were between the ages of 35 and 44. This age is justified based on its research. Making participants more responsive to the variables. For example, if the research focuses on mid-career professionals who have been in the teaching profession long enough to experience stress. However, Niemtus (2017) points out that it is often disregarded and undervalued. Teachers have said that managing stress is extremely complicated, and if staff do not believe it, they will not act. Individuals often juggle family obligations, which can intensify emotional exhaustion and job-related strain (Ofsted, 2024).

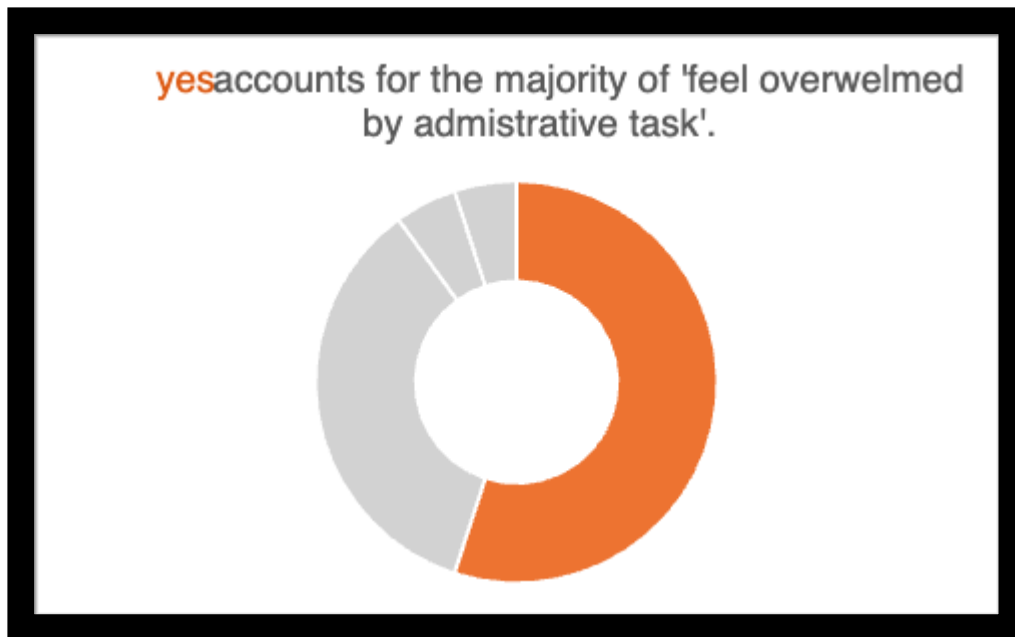


(Figure 3)

3.

The third question was about the workload on a day-to-day basis.

The findings have identified that 60% of the respondents have said "moderate" ("I have just enough time to complete my duties"). This level of workload is significant because it indicates a consistent pressure that, if not managed or supported adequately, can lead to cumulative stress and eventual burnout. A moderate workload, so often, involves balancing teaching, marking and planning and student support, all of which can become overwhelming without proper time management. The findings also emphasise how crucial it is to look at both the mid-range and extreme workload zones. Maintaining teacher wellbeing and creating essential preventive measures before burnout worsens require an understanding of this middle ground.

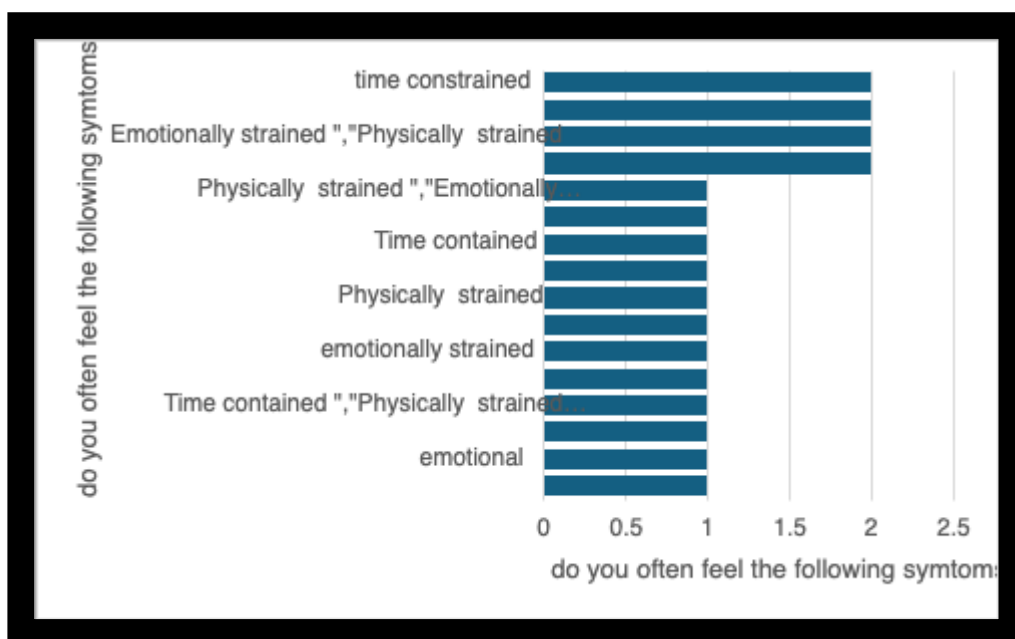


(Figure 4)

4.

To determine whether teachers are overburdened by administrative responsibilities was the fourth question.

Of those surveyed, 55% claimed to feel overburdened by administrative duties. While 5% of respondents do not feel anything at all.



(Figure 5)

5.

The fifth question from the survey was about the emotional, physical, and mental strain.

The figures were 38% of people say that they often feel the following symptom, that is, being emotionally strained.

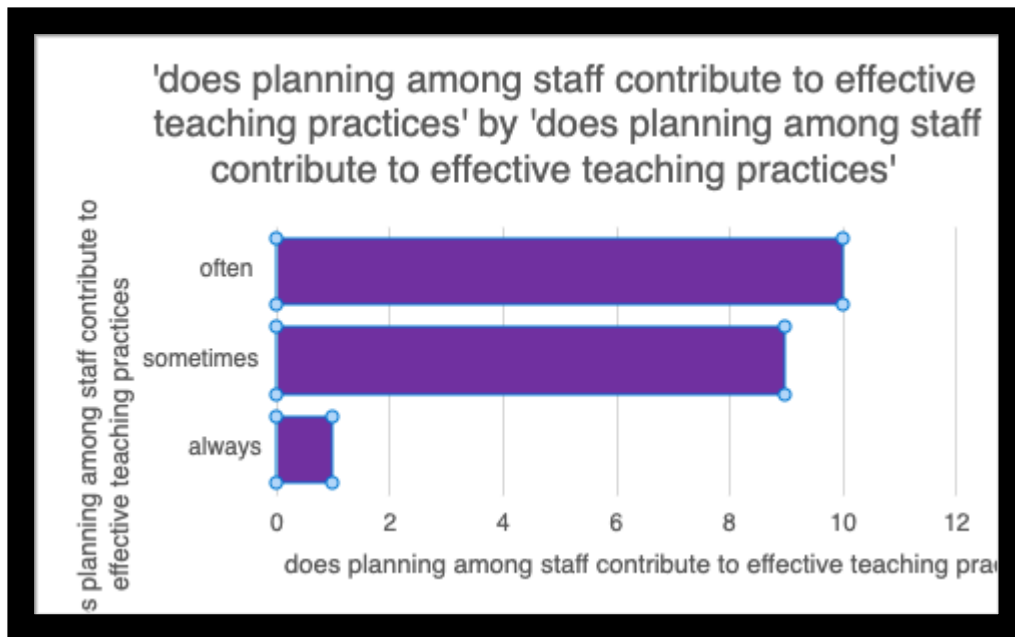


(Figure 6)

6.

This question was more inclined to find out how they manage their stress levels.

80% of respondents have said they can effectively manage their stress levels related to their job.

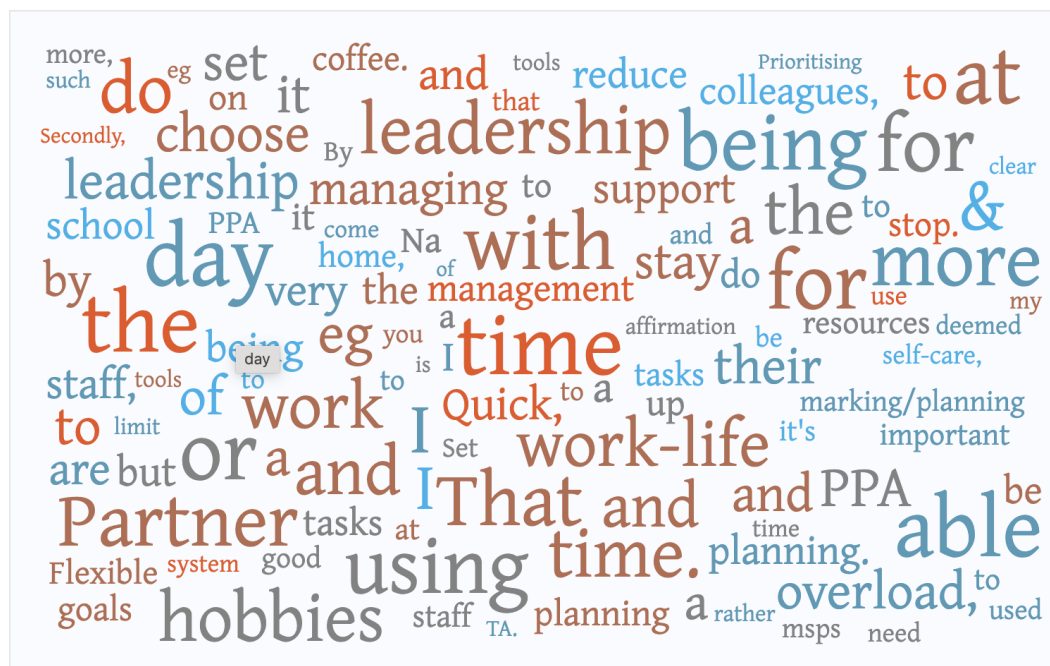


(Figure 7)

7.

Teachers at South Wales Prim say whether they were told to discuss whether staff planning contributes to good teaching practices.

According to the percentage of participants, staff planning helps South Wales primary schools implement effective teaching strategies.

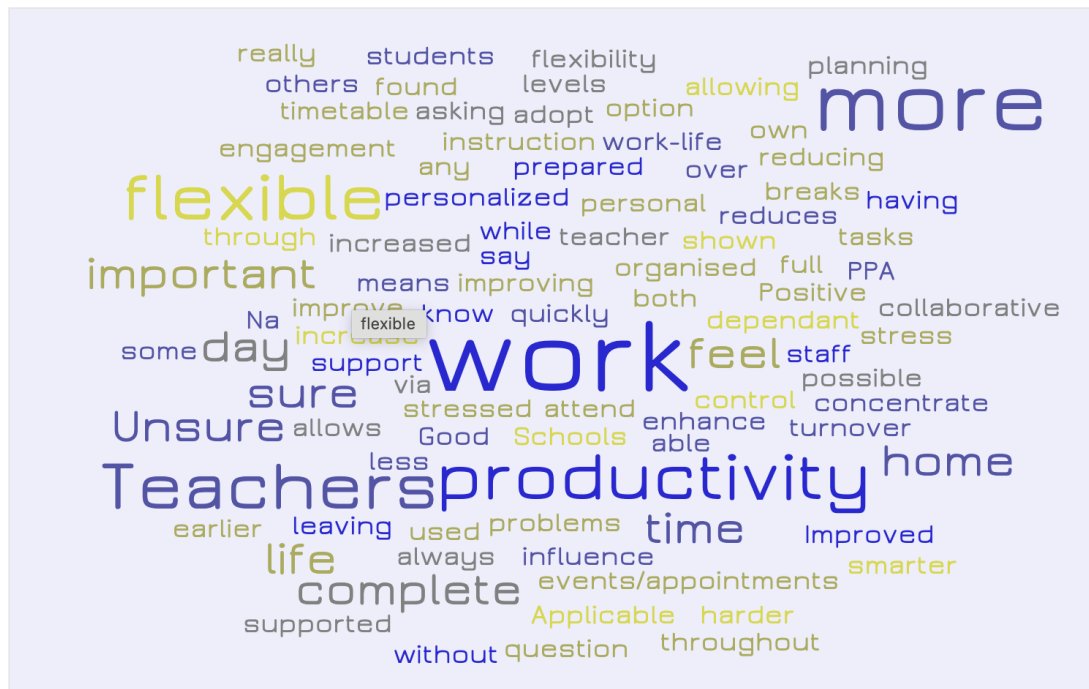


(Figure 8)

8.

This question was referring to the strategies used by primary school teachers to contribute to a positive work-life balance for teachers.

Most of the participants said that planning ahead and setting more realistic goals are vital in order to support and achieve the best for students. The answers also link to the literature review (Welsh Government, 2012). Therefore, the response is justified, as effective planning time and resources are properly appropriated, reducing last-minute stress and ensuring curriculum coverage is paced and purposeful. Setting realistic goals also helps teachers manage expectations (Educationworld.com, 2023).

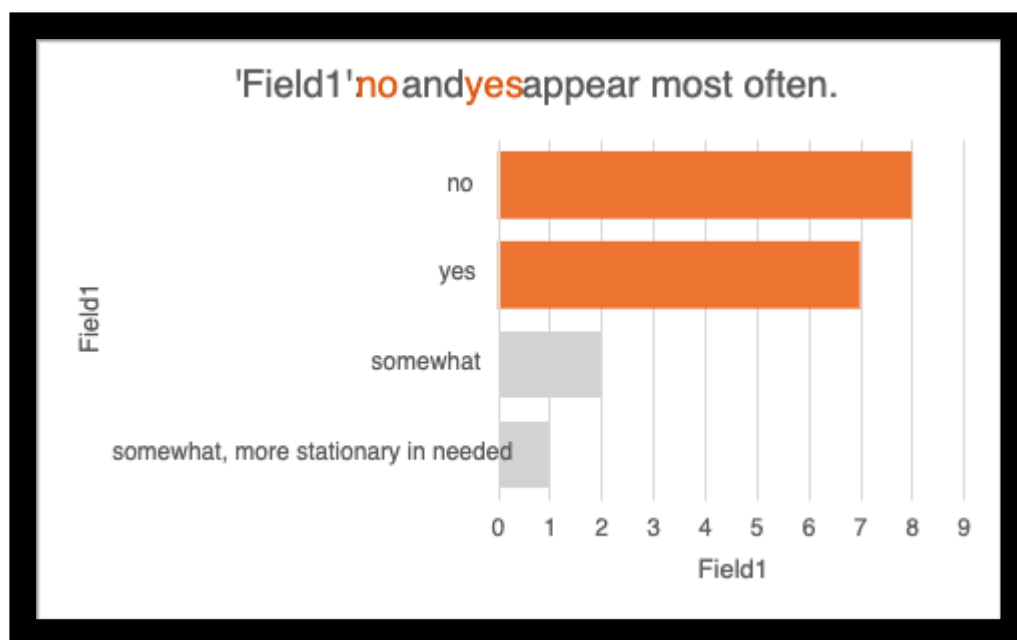


(Figure 9)

9.

A question was asked about how flexible scheduling methods affect primary school teachers effectiveness and performance.

Certain people said it helps concentration more, it reduces stress levels, and teachers can complete it more quickly. They also mentioned that when they have some control over their timetable, like time for planning, breaks, or collaborative work, they feel more organised, less stressed, and better prepared to support my students. while others have said they have no idea what the question entails and would rather not disclose any information. According to the review of the literature, the main cause of anxiety is a significant lack of administrative support (Agyapong et al., 2022).



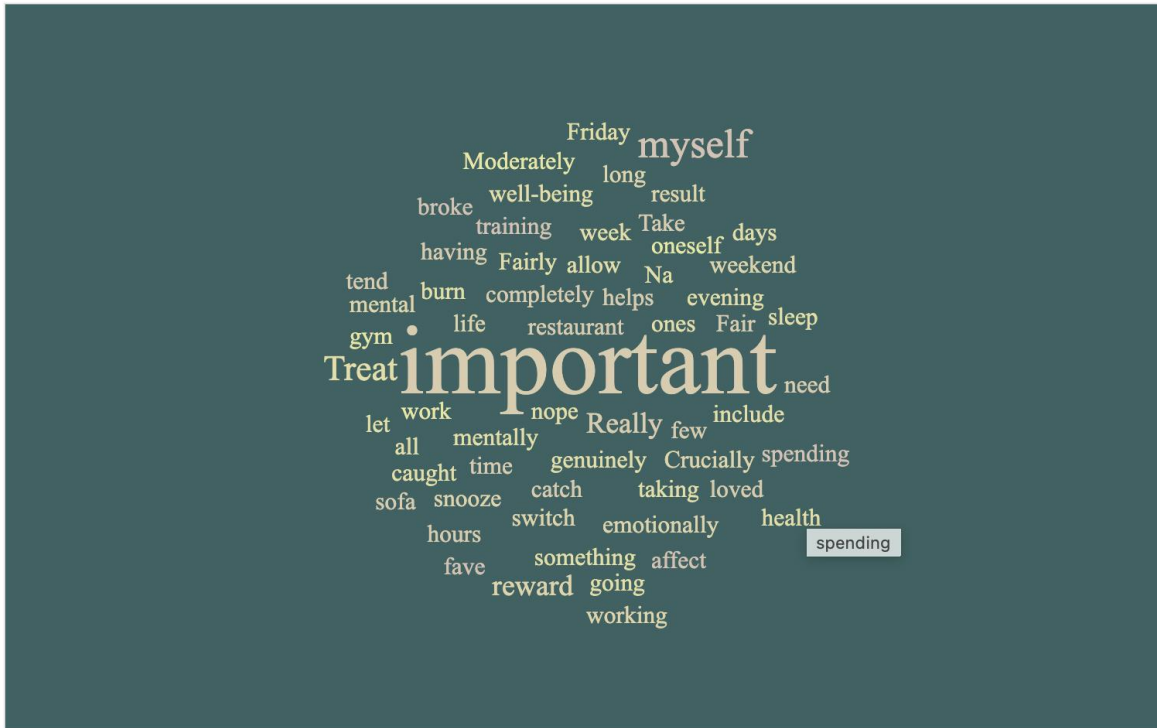
(Figure 10)

10.

Finding out if the primary school has enough resources was the survey's tenth question. Such as materials, technology, and support staff.

The results were that 48% of participants have said that they do not have adequate resources. Such as materials, resources, and support staff.

(Wightwick, 2024) explains that it is challenging to track how well the Welsh Government is performing and whether the arrangements are cost-effective due to teacher absences for non-sickness-covered reasons and information about how schools are using the Welsh Government's national agency framework to hire supply cover.

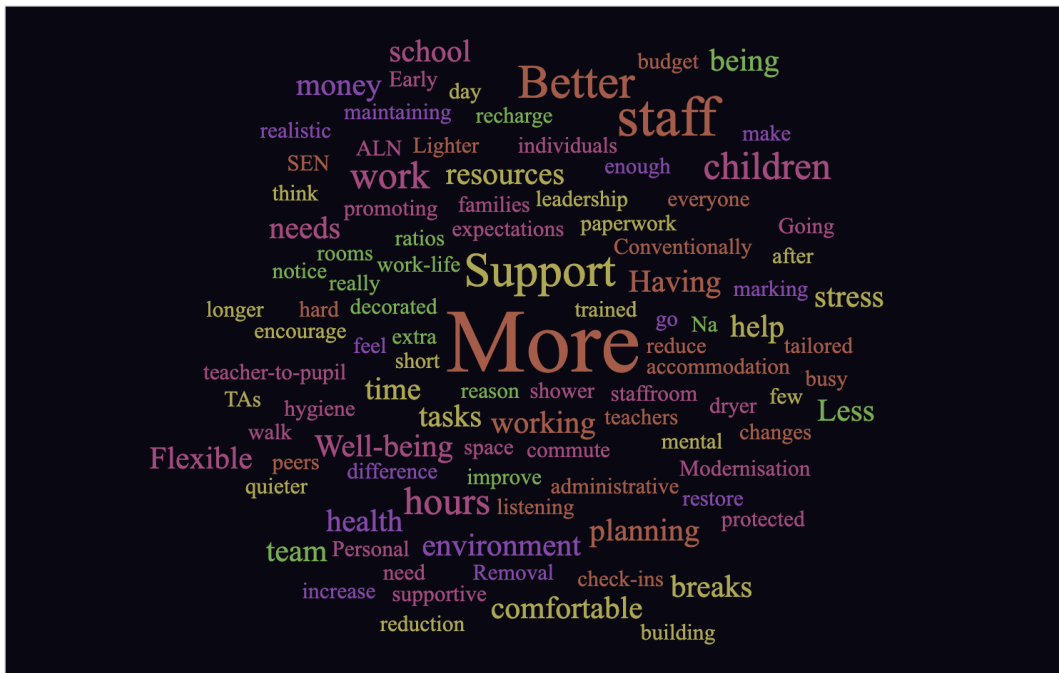


(Figure 12)

12.

Respondents, when asked how important it is to treat oneself after a demanding week of work.

Most respondents said they needed to treat themselves after a demanding workweek, which could be anything from going somewhere nice to buying something they have had their eye on for a while. However, two respondents have said it is not applicable to them. Given the abundance of excellent school administrators with sound moral principles, it is imperative that educators take the initiative and act in the best interests of their students. (BBC Teach, 2023).



(Figure 13)

13.

Participants were asked to describe how their workplace could be improved to enhance their health and well-being. Here are a few excellent responses:

To improve my health and well-being, “I think a few changes to my work environment would really help. Having a quieter, more comfortable space for planning and breaks would make a big difference, as it is hard to recharge in a busy staff room. More realistic expectations around workload and marking would also reduce stress. I would feel more appreciated and supported if leadership supported work-life balance initiatives like protected time for planning or mental health check-ins”.

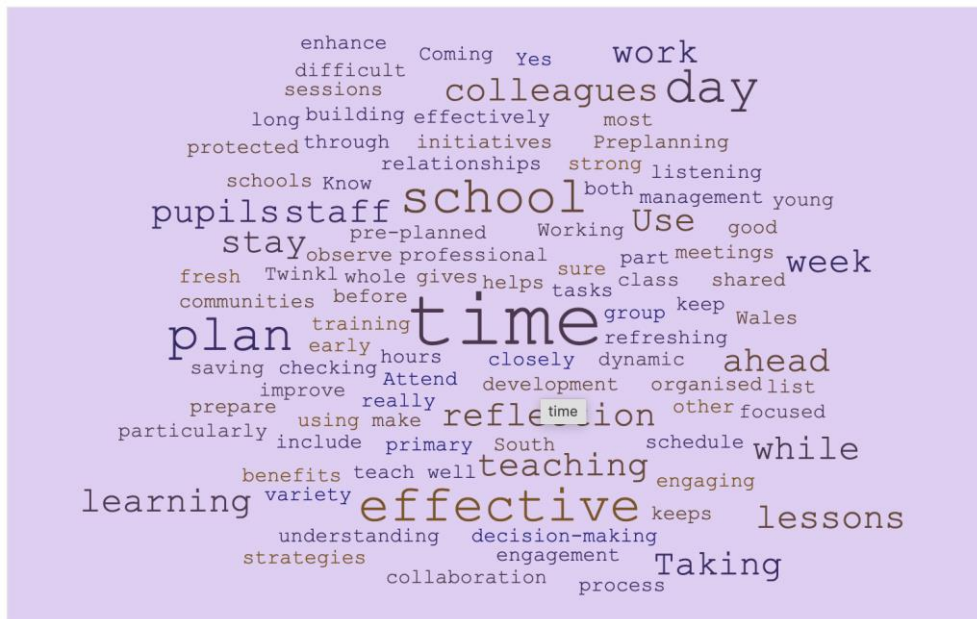
(recorded by Participant 5)

“Conventionally, staff rooms accommodate hygiene needs such as a shower and hair dryer (personal and tailored, as I commute to work from a distance”).

(Recorded by Participant 6)

As for the rest of the respondents, they mentioned more support staff is needed for work and to socialise.

According to research, 72% of education staff members (and 84% of senior leaders) say they feel stressed at work, according to Education Support (2021). However, even a 30-minute walk can make a big difference, according to Nicola (2024). Teachers should take time to spend with themselves. Have a Regulate your sleep cycle. Talk to friends or family and not bottle up their emotions.



(Figure 14)

14.

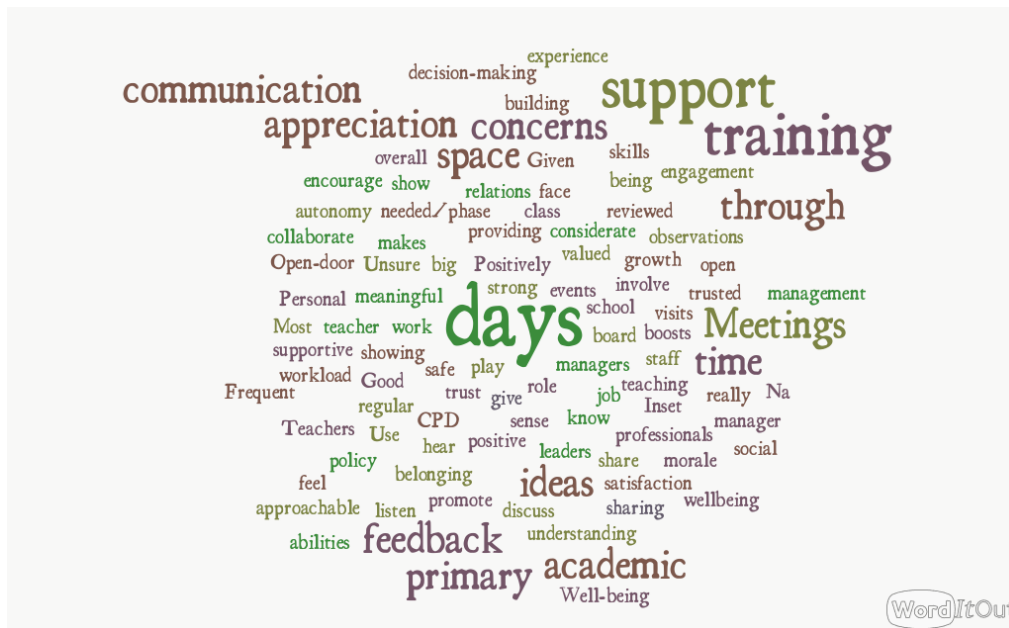
South Wales's primary school teachers who maximised their time were asked about their time to promote excellent instruction and learning. Some of the responses were:

As a primary school teacher in South Wales, I make the most of my time by using protected planning sessions to stay organised and prepared. “Working closely with colleagues through shared planning and regular reflection helps me improve my teaching while saving time. Taking part in professional learning communities also gives me fresh ideas and keeps my practice focused and effective, which benefits both me and my pupils”. While the rest said taking time and planning it well, as well as effective time management.

(Recorded by participant 5)

Teachers who employed time-blocking techniques, for example, allocating specific time for lesson preparation, marking, and parent communication, reported a better work-life balance. And enhanced productivity ... this points to the effectiveness of structured time management in optimising workload distribution.

The research findings support the research of the Department for Education (2024), which showed a positive correlation between detailed lesson planning and reduced teacher stress.



(Figure 15)

15.

Lastly, how do primary academic managers promote a positive work environment that supports teacher engagement and satisfaction?

The researcher's experience is that primary academic managers play a big role in creating a positive work environment by being supportive, approachable, and understanding of the pressures faced. They promote open communication, listen to concerns, and involve decision-making, which makes me feel valued. They also encourage professional growth through meaningful training and give space to collaborate and share ideas. Above all, demonstrating gratitude and confidence in teachers' abilities significantly raises morale, engagement, and job satisfaction.

(Recorded by participant 5)

The use of regular feedback is useful. And the rest of the respondents have replied that they are unsure if the academic managers are doing anything to help teachers. However, Regular constructive feedback is crucial for professional growth and development. It allows teachers to understand their strengths. Substantial evidence from teachers indicated that inset days and well-being days are vital for maintaining their job satisfaction and preventing burnout. Synergy comments suggest that these are valuable opportunities for professional development and personal rejuvenation.

4.2 Evidence and extracts from the participant's

This extract becomes more insightful when the broader context is understood, related to primary school. Teachers are reported to feel overwhelmed and emotionally fatigued. This reflects the concept of 'emotional exhaustion found in burnout literature (Madigan et al., 2023). As reported by statistics, a variety of jobs may have negative impacts on workers' health. According to studies, teachers are susceptible to many health issues, so this may also be the case for the teaching profession. Where sustained stress results in a chronic energy drain. Surveys of teacher well-being conducted across the UK have shown similar trends, saying that this problem is not limited to the local south Wales context. Creagh, S. et al. (2023) aimed to give experienced primary school teachers a voice in their study. These often go unquestioned when policy decisions are made, their workload is invisible, and their voices are not heard (Langford and Crawford, 2022).

Many participants discussed challenges related to changing year groups. Or age phases within their school. These transitions often came with limited preparation or formal support, increasing stress and reducing confidence in their own teaching performance RUBART, L., 2022.

This quotation emphasises, "I try my best; I turn up every day to provide the children with consistency. However, having recently moved year groups and age phases with very little support training, at the moment I'm finding my way, so it's not as good as it could be".

This extract is pivotal because it highlights a teacher's strong commitment to their pupils, despite feeling underprepared and overwhelmed. The phrase "very little support training" underscores a lack of structured induction into a new role, which is known to increase feelings of inadequacy and stress. Teachers placed in an unfamiliar context without proper training may experience reduced self-efficacy, a known factor contributing to professional burnout. A concern raised by several participants is the reinforcement of the targeted ongoing professional development when staff roles change. (National Health and Medical Research Council, 2019)

Its importance comes from its capacity to provide insight into the emotional and professional strain experienced during role changes in teaching. It highlights the conflict between a teacher's strong sense of responsibility and the institutional gaps in training and support. While the participant demonstrated resilience and commitment to their pupils. The phrase "very little support training" points to systematic shortcomings in professional development. This is in line with earlier research that says more stress may result from poorly handled transactions. Long-term dissatisfaction may result from emotional exhaustion worsened by improper scaffolding during internal role shifts. Further studies have found the insufficiency of social support from coworkers and school administrative staff has a significant effect on teachers' self-efficacy beliefs, which in turn predicts their job burnout. High levels of burnout are caused by increased workloads and inadequate resources, such as unfavourable working conditions (Sohail et al., 2023). Another response was "more trained support staff, more support for additional learning needs, better resources, a well-maintained and decorated environment, a better outdoor area, and removal of scaffolding.

This response reflects the pressures that arise when teachers are expected to deliver high-quality education in settings that lack the necessary support structure. The directives are like a nature of the response, suggesting an accumulation of unmet needs from staff shortages to inadequate physical environments. The reference to additional needs children specifically underlines a common issue in primary education: the expectation that the mainstream teacher manages complex learning and behavioural needs. Often without specialist training or consistent teaching support. (GOV.WALES, 2025) reported that variations in additional learning needs provision across Welsh schools point to a broader systematic issue. These elements can exacerbate teacher stress, particularly when staff members believe they are unable to provide the kind of attention and instruction that students who are at risk require.

The participant highlighted the impact of under-resourcing and limited support for pupils with added learning needs. On their stress levels and emotional well-being. Teachers felt that without sufficient trained staff, proper learning environments, or physical resources, they were unable to meet pupils needs effectively, contributing to feelings of frustration and burnout (Park and Ramirez, 2022).

4.2 Why was qualitative research conducted, and how did it contribute to the findings?

Qualitative research has been conducted in research for many years now. Therefore, the role of research comes into view in contrast to the contribution of the research, which is the point of view and how distant the researcher is. Quantitative research is structured by the concerns of the researcher, while qualitative research is structured by the concerns of those who are the subjects of the research (Vignali and Hallier, 2015).

The type of data collection for this procedure is very popular in the case of anonymous surveys. This method is adopted by research workers who work in various settings, such as private organisations and public organisations, including the local authority, which has followed this method of data collection. In this method, a questionnaire is conducted for the individuals concerned with an appeal to respond to the questions and give back the questionnaire. Mazhar., et al (2021)

For the scope of this investigation, the questionnaire was conducted on a survey on Microsoft Forms to use as a form to collect very important information from teachers of all ages and backgrounds. However, the plan to interview teachers one-on-one did not work out because it took a lot of time, and teachers felt that the method needed to be changed because it was time-consuming. The approach had to be modified at the last minute, even though several attempts were made to get some interview responses. In general, an analysis is considered profitable if the scores it generates are beneficial for the researcher and examiner. (Bhatia, 2017)

Comprehensive data analysis utilises protecting for reliability as an example of research bias for a possible qualitative approach. for keeping researcher bias reliability and guaranteeing the precision or fairness of coding (Braun and Clarke, 2022). According to Al-Sai et al.

(2022), data applications and data analytics are extremely vital in the domain of any research the COVID-19 pandemic has been explicitly shown to decision-makers. For example, directors supported their decisions and opinions based on the data captured and analysed via aptitudes and based on the results.

4.3 Discussion of results

The findings of the report, along with existing literature, pinpoint the complex nature of teacher burnout and its impact on mental health. The theme of planning ahead and flexibility resonates with studies by Johnson et al. (2018), who noted that teachers who can control aspects of their work schedule tend to have lower stress levels.

Finally, the steering committee calls for more research and support staff to confirm ongoing concerns within the UK education sector about funding and workforce shortages. According to Brown and Green (2019), self-reward is a coping procedure that reflects the necessity of following a logical order in instruction and greatly enhances teacher wellbeing.

The graph shows a trend, with the majority coming from the linked graph and a few deviating from the literature review. For example, the graphs' interpretation indicates that teachers are more motivated than totally worn out every day, despite the study's findings that they are generally always tired and keep a moderate daily work schedule, although the findings show otherwise. These results are consistent with the body of literature that emphasises the value of the management planning process and identifies time management and forward planning as crucial to avoiding burnout (Estyn, 2025).

Based on the findings, it appears that primary schools employ a larger number of public participants than private ones. findings, there are more public participants who work in primary schools than private ones. The survey has shown a lot of information that researchers can see and reflect on. Some of the similarities from the questionnaire answers are that respondents want a more flexible schedule and to plan the day ahead of time. Another similarity is researchers find the job role tiring and energetic yet rewarding. Teachers were also asked whether planning among staff contributes to effective teaching practices and teaching practices in South Wales schools. Nine respondents said "sometimes", while ten said "often". People said "often", while nine said "sometimes". The outcome also shows that the responses from the 18–24 and 34–45 age groups were comparable. Moreover, similar answers between the age groups of 18-24 and 34-45. Also, when asked about whether they feel overwhelmed by administrative tasks, twelve said yes and seven said no. When asked if they often experience these following symptoms, the responses also showed similarities. asked if they often feel the following symptoms? Another trend that intersects with the gloom is the fact that eleven respondents reported feeling physically strained, while fourteen respondents reported feeling emotionally strained. They feel physically or emotionally strained. Eleven respondents reported feeling physically strained, and fourteen respondents reported feeling emotionally strained. This is another trend that intersects with the graphs.

The analysis reveals several interconnected factors driving teacher burnout in primary education in South Wales. stressor factor but a necessary one for employees to regulate their feelings and expressions to achieve organisational goals. (Kariou et al., 2021) These include a lack of assistance during role changes and resources, a lack of specialised support for students with special needs, and an unpredictable workload marked by excessive demands and long hours. Additionally, a perceived lack of meaningful leadership support and communication contributes to feelings of frustration and low morale Finally, participants emphasised the importance of well-being initiatives and better workload management, such as well-being days and increased PPA time, to mitigate stress. Participants have also mentioned that it is vital to reward themselves, whether that is taking a whole weekend off or simply buying something that they have wanted for a long time. Together, these findings illustrate the complex and multifaceted nature of burnout, highlighting the need for systemic changes at both schools and policy levels to support teacher retention and ultimately enhance educational outcomes in South Wales primary schools.

Although the qualitative sample size and regional focus of this study are limitations, the rich, in-depth participant accounts provide substantial, insightful information. Regarding the realities of burnout in South Wales. Higher future research could expand this work, including a larger and more diverse sample, as well as investigating the effectiveness of specific interventions to enhance teacher wellness.

Chapter 5: Conclusions and Recommendations

The conclusions will correspond to each of the research questions and combine findings and, where appropriate, recommendations for future practice derived from the scoping study. There is a growing concern within the UK education system, particularly in primary schools, where the emotional, cognitive, and practical demands of the role are especially high. In South Wales primary educators face increasing pressures from heavy workloads, challenging classroom behaviour, accountability measures and limited mental health support. These stressors not only affect teachers own well-being but also inhibit their ability to deliver high-quality teaching, keep teaching, support a positive classroom environment, and support pupils learning outcomes.

Several key things emerged, the need for better planning. Flexibility in the working day, and the importance of recognising and rewarding teacher efforts. Teachers also stressed valuing having more staff and additional resources to reduce the daily pressure and improve classroom experience. The voices captured in this study reflect a shared desire for better working conditions for a more sustainable environment where well-being is prioritised.

This detailed investigation contributes valuable insights into the factors influencing burnout among teachers and provides a guide for future research and policy interventions designed to promote sustainable educational settings. By implementing targeted approaches driven by these research findings, leaders, educators, and administrators can effectively support teachers and cultivate healthier, more resilient educational communities. The development of schools and teachers simply by admitting their own shortcomings and helping. The results say that a teacher's well-being can be improved, and burnout can be effectively reduced by aiming for the right goals.

The findings suggest that reaching out for the right targets can effectively reduce burnout and enhance teachers' well-being. This highlights the value of social support networks and professional development programmes that give mental health and resilience-building techniques top priority. Utilising effective models like Sherrington (2021), which prioritises realistic and shortened class hours, plenty of planning time, and robust professional support, offers a promising framework for educators and students.

Recommendations 1:

The underlying causes of burnout can have a lasting impact. It is essential that everyone involved have a comprehensive understanding of the causes and contributing factors of exhaustion before putting teacher development training into action. These results can raise public awareness of the dangers of teacher stress and burnout as well as the importance of training for teachers' mental health. It is recommended that schools use the information in this paper as a positive turning point to emphasise their own feelings in environments for possible improvements to the schools and similar organisations, technologies, staff, and materials to

continue with the best service they can. The feasibility of implementing a strategy to facilitate a smooth teacher experience can be evaluated by South Wales schools.

Recommendation 2:

Schools should develop or reinforce policies that set boundaries for out-of-hours work, including marking, email communications, and planning expectations. Leadership shapes the model and supports a culture that respects teachers personal time, reducing the risk of personal burnout. School leaders should ensure that teachers receive their full statutory entitlement to planning, preparing and assessment (PPA) time and that this time is not compromised by cover duties or meetings. Where possible, uninterrupted blocks of time should be scheduled during the school day to allow teachers to manage core resources effectively. The government of South Wales ought to examine the most recent information on more training and professional development opportunities for educators, especially including private schools, as well as leaders in mixed-attainment teaching methods.

Recommendation 3:

In the analysis of the dissertation, the overall review described the roles of managerial and government bodies in supporting teaching to ensure their workload issues and essential resources for teaching. As a result, the findings can improve the way mental health programmes and services are implemented in educational settings because counselling is available to all educators working in the same field as teachers. For instance, mindful programmes ought to be promoted more in order to enhance teachers' well-being and their contributions to students and teachers, taking care of their overall health and mental health. The main goal is to secure an environment for students and educators.

Recommendation 4:

More teaching assistants and support staff must be hired by schools to help teachers handle classroom demands and lighten their workload. More funds should also be distributed to classroom supplies, technology, and administrative support to alleviate everyday problems and lessen emotional stress. Finally, local education authorities collaborate with schools to create long-term plans for staff retention, workload management, and quiet building.

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Appendices

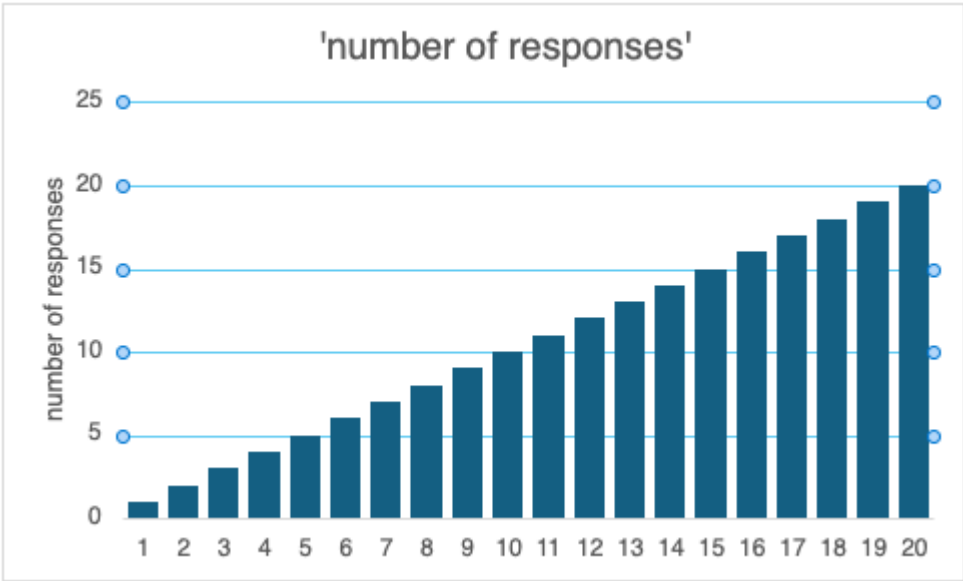


Figure 1

A figure or graph that displays evidence or responses.

Questions and answers that were in the survey

Question 1. What type of school do you teach in?

Answer:

1	anonymous	["Public "]
2	anonymous	["Public "]
3	anonymous	["Private "]
4	anonymous	["Private "]
5	anonymous	["Public "]
6	anonymous	["Public "]
7	anonymous	["Private "]
8	anonymous	["Public "]
9	anonymous	["Public "]
10	anonymous	["Public "]

11	anonymous	["Private "]
12	anonymous	["Public "]
13	anonymous	["Public "]
14	anonymous	["Public "]
15	anonymous	["Public "]
16	anonymous	["Public "]
17	anonymous	["Public "]
18	anonymous	["Public "]
19	anonymous	["Public "]
20	anonymous	["Private "]

Table 1

Question 2. What is your age group?

Answer:

1	anonymous	["35-44"]
2	anonymous	["55-64"]
3	anonymous	["45-54"]
4	anonymous	["18-24","35-44"]
5	anonymous	["18-24"]
6	anonymous	["18-24"]

7	anonymous	["18-24"]
8	anonymous	["55-64"]
9	anonymous	["35-44"]
10	anonymous	["35-44"]
11	anonymous	["35-44"]
12	anonymous	["45-54"]
13	anonymous	["45-54"]
14	anonymous	["45-54"]
15	anonymous	["35-44"]
16	anonymous	["35-44","18-24"]
17	anonymous	["55-64"]
18	anonymous	["18-24"]
19	anonymous	["35-44"]
20	anonymous	["18-24","35-44"]

Question 3. How would you rate your workload on a day-to-day basis?

(Please tick all that apply.)

Answer:

1	anonymous	["Moderate (I have just enough time to complete my duties)"]
2	anonymous	["Moderate (I have just enough time to complete my duties)"]
3	anonymous	["Moderate (I have just enough time to complete my duties)"]
4	anonymous	["Heavy (I always go into personal time to complete my duties)"]

5	anonymous	["Moderate (I have just enough time to complete my duties)"]
6	anonymous	["Moderate (I have just enough time to complete my duties)"]
7	anonymous	["Heavy (I always go into personal time to complete my duties)"]
8	anonymous	["Heavy (I always go into personal time to complete my duties)"]
9	anonymous	["Moderate (I have just enough time to complete my duties)"]
10	anonymous	["Moderate (I have just enough time to complete my duties)"]
11	anonymous	["Moderate (I have just enough time to complete my duties)"]
12	anonymous	["Moderate (I have just enough time to complete my duties)"]
13	anonymous	["Heavy (I always go into personal time to complete my duties)"]
14	anonymous	["Moderate (I have just enough time to complete my duties)"]
15	anonymous	["Heavy (I always go into personal time to complete my duties)"]
16	anonymous	["Moderate (I have just enough time to complete my duties)"]
17	anonymous	["Moderate (I have just enough time to complete my duties)"]
18	anonymous	["Light (I finish all of my duties in plenty of time)"]
19	anonymous	["Heavy (I always go into personal time to complete my duties)"]
20	anonymous	["Light (I finish all of my duties in plenty of time)"]

Question 4. Do you feel overwhelmed by administrative tasks?

Answer:

1	anonymous	["Yes"]
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2	anonymous	["Yes"]
3	anonymous	["No"]
4	anonymous	["Sometimes (please explain)","Can become overwhelming when admin tasks come alongside other aspects of school such as observations/reports/learning walks"]
5	anonymous	["Yes"]
6	anonymous	["Yes"]
7	anonymous	["Yes"]
8	anonymous	["Yes"]
9	anonymous	["No","Yes"]
10	anonymous	["Yes"]
11	anonymous	["No"]
12	anonymous	["No"]
13	anonymous	["Yes"]
14	anonymous	["No"]
15	anonymous	["Sometimes (please explain)"]
16	anonymous	["Yes"]
17	anonymous	["Yes"]
18	anonymous	["Yes"]
19	anonymous	["No"]
20	anonymous	["No"]

Question 5. Do you often feel the following symptoms (select all that apply)?

Answer:

1	anonymous	["Emotionally strained ","Physically strained ","Time contained "]
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2	anonymous	["Emotionally strained ","Physically strained ","Time contained "]
3	anonymous	["Time contained "]
4	anonymous	["Emotionally strained ","Physically strained "]
5	anonymous	["Time contained ","Physically strained ","Emotionally strained "]
6	anonymous	["Emotionally strained ","Time contained "]
7	anonymous	["Physically strained ","Emotionally strained ","Time contained "]
8	anonymous	["Emotionally strained ","Physically strained ","Time contained "]
9	anonymous	["Emotionally strained ","Physically strained ","Time contained "]
10	anonymous	["Time contained "]
11	anonymous	["Physically strained "]
12	anonymous	["Emotionally strained "]
13	anonymous	["Emotionally strained ","Physically strained "]
14	anonymous	["Physically strained "]
15	anonymous	["Time contained ","Emotionally strained "]
16	anonymous	["Emotionally strained ","Time contained "]
17	anonymous	["Emotionally strained "]
18	anonymous	["Emotionally strained "]
19	anonymous	["Physically strained "]
20	anonymous	["Time constrained "]

Question 6. How effectively do you think you can manage your stress level related to your job?

Answer:

1	anonymous	["moderately"]
2	anonymous	["Effectively (please explain your stress management technique)"]
3	anonymous	["moderately"]
4	anonymous	["moderately"]
5	anonymous	["moderately"]
6	anonymous	["moderately"]
7	anonymous	["moderately"]
8	anonymous	["moderately"]
9	anonymous	["moderately"]
10	anonymous	["moderately"]
11	anonymous	["very effectively "]
12	anonymous	["very effectively "]
13	anonymous	["moderately"]
14	anonymous	["moderately"]
15	anonymous	["moderately"]
16	anonymous	["moderately"]
17	anonymous	["moderately"]
18	anonymous	["moderately"]
19	anonymous	["moderately"]
20	anonymous	["very effectively "]

Question 7. How does planning among staff contribute to effective teaching practices in South Wales primary schools?

Answer:

1	anonymous	["Sometimes "]
2	anonymous	["Sometimes "]
3	anonymous	["Sometimes "]
4	anonymous	["Sometimes "]
5	anonymous	["Sometimes "]
6	anonymous	["Often "]
7	anonymous	["Often "]
8	anonymous	["Often "]
9	anonymous	["Often "]
10	anonymous	["Sometimes "]
11	anonymous	["Sometimes "]
12	anonymous	["Sometimes "]
13	anonymous	["Always"]
14	anonymous	["Often "]
15	anonymous	["Often "]
16	anonymous	["Often "]
17	anonymous	["Often "]
18	anonymous	["Often "]
19	anonymous	["Often "]
20	anonymous	["Sometimes "]

Question 8. What strategies used by primary school teachers contribute to a positive work-life balance for teachers?

Answer:

1	anonymous	Quick, efficient marking policy. Instant, verbal feedback. Quality TA. No meetings for the sake of meetings. Other school staff being good at their jobs & not being overload, eg Office staff, ALENco
2	anonymous	Good PPA time. Understanding SLT. Exercise. Flexible work conditions eg dropping a day
3	anonymous	Partner planning.
4	anonymous	Enough PPA to ensure work is completed during school hours/ come into work early to set up leaving time for PPA to be used for marking/planning
5	anonymous	As a primary school teacher, I maintain a positive work-life balance by managing my time effectively, setting clear boundaries, and using planning tools to stay organised. I limit after-hours work, share resources with colleagues, and make use of support staff to ease my workload. Prioritising self-care, taking breaks, and making time for hobbies helps me recharge. I choose professional development carefully and rely on supportive leadership and technology to work more efficiently and reduce stress.
6	anonymous	Task prioritisation -use of tools such priority grids to identify, prioritise and eliminate tasks which are deemed important or not that important
7	anonymous	None
8	anonymous	Realise that you need to switch off. That you can always do more, but need to stop.
9	anonymous	PPA at home Additional tasks for leadership of curriculum tasks Planning is not monitored at msp
10	anonymous	Time management is very important and being organised.
11	anonymous	Listening to students
12	anonymous	Good strategy

13	anonymous	Fitting work related tasks into time spent at school, rather than taking it home , when possible. Using PPA time effectively
14	anonymous	Set more realistic goals
15	anonymous	Firstly, by having a good understanding that the to do list will always be there, and it is important to prioritize the tasks by levels of urgency. Secondly, having a good support system to be able to offload to friends and family at anytime. Lastly, starting the day right whether it's reading positive words of affirmation or having a good coffee.
16	anonymous	By seeking support.
17	anonymous	Na
18	anonymous	Going out on weekends and spending time with friends and family
19	anonymous	By planning ahead
20	anonymous	More flexible working patterns would be helpful

Question 9. How do flexible scheduling practices influence productivity and teaching quality in primary schools?

Answer:

1	anonymous	I don't know as we don't have them!
2	anonymous	Not sure what this means
3	anonymous	Good for wellbeing.
4	anonymous	Schools that adopt a full day of PPA which can be used at home or in school have shown increased productivity
5	anonymous	I've found that flexible scheduling really helps improve both my productivity and teaching quality. When I have some control over my timetable like time for planning, breaks, or collaborative work I feel more organised, less stressed, and better prepared to support my students. It allows me to work smarter, not harder.
6	anonymous	Positive influence on productivity and teaching quality via improving teacher wellbeing, reducing staff turnover, and allowing for more personalized instruction. I would say that a better work life balance through flexibility and scheduling would increase my own and others engagement while teaching to enhance teaching quality
7	anonymous	Not sure

8	anonymous	I am unsure what you are asking.
9	anonymous	Unsure of this question
10	anonymous	Helps me get throughout the day without any problems.
11	anonymous	Not Applicable
12	anonymous	Very flexible
13	anonymous	This helps but not always possible
14	anonymous	Improved work life balance
15	anonymous	This is dependent on the school and how flexible the school is. It is important for teachers to have the option to complete tasks at home by leaving earlier and having time off to attend important personal events/appointments.
16	anonymous	Teachers feel supported have a better work-life balance.
17	anonymous	Na
18	anonymous	Helps concentrate more
19	anonymous	It reduces stress levels
20	anonymous	Teachers are able to complete work more quickly

Question 10. Do you feel you have adequate resources (materials, technology, and support staff)

Answer:

1	anonymous	["No"]
2	anonymous	["No"]
3	anonymous	["Somewhat (please explain)"]
4	anonymous	["Yes"]
5	anonymous	["No"]
6	anonymous	["Yes"]

7	anonymous	["No"]
8	anonymous	["No"]
9	anonymous	["Yes"]
10	anonymous	["Yes"]
11	anonymous	["No"]
12	anonymous	["Yes"]
13	anonymous	["No"]
14	anonymous	["No"]
15	anonymous	["Somewhat (please explain)"]
16	anonymous	["Yes"]
17	anonymous	["No"]
18	anonymous	["Yes"]
19	anonymous	["Somewhat (please explain)", "More stationery is needed "]
20	anonymous	["No"]

Question 11. How would you describe your overall work at the end of a typical school day?
(Please describe)

Answer:

1	anonymous	I try my best. I turn up everyday to provide the children with consistency however, having recently moved Year groups and age phase with very little support/training at the moment I'm finding my way so it's not as good as it could be.
2	anonymous	Never really get to the end of it, too few hours in the day
3	anonymous	Moderate
4	anonymous	Moderately good
5	anonymous	At the end of a typical school day, I usually feel a mix of tiredness and accomplishment. I've spent the day managing a busy classroom, supporting students' learning, and

		handling various tasks like marking, planning, and communicating with parents or colleagues. It can be mentally and physically draining.
6	anonymous	Organised, scheduled yet stressful execution
7	anonymous	Hectic and a lot
8	anonymous	Rewarding Exhilarating Exhausting Frustrating
9	anonymous	I am fulfilled by my job but occasionally overwhelmed
10	anonymous	Tiring but rewarding at the same time
11	anonymous	Not Applicable
12	anonymous	Good
13	anonymous	Usually completed but at certain times, eg assessment periods or report writing, work needs to be continued at home
14	anonymous	Good
15	anonymous	Rewarding and manageable at times, this is due to administrative tasks that have accumulated over the course of the day, checking emails, and reflecting upon the small wins that have happened that day.
16	anonymous	Lethargic get energetic
17	anonymous	Na
18	anonymous	Good
19	anonymous	Rewarding
20	anonymous	Tiring yet rewarding

Question 12. How important is it that you reward yourself after a long week of work?

Answer:

ID	Name	Responses
1	anonymous	Nope – too broke!
2	anonymous	Very
3	anonymous	Fairly
4	anonymous	Moderately important (tend to catch up on sleep)
5	anonymous	Very important, as it can really affect me mentally if I let myself get too caught up with work life.
6	anonymous	Crucially important
7	anonymous	Very important
8	anonymous	My reward is I allow myself to snooze on the sofa on and off all Friday evening!
9	anonymous	very
10	anonymous	It's very important and it helps with my mental health and well-being
11	anonymous	Take few days off

12	anonymous	Fair
13	anonymous	Very important
14	anonymous	Treat myself to my fave restaurant
15	anonymous	Very important, the working week can be emotionally training and long hours can also result to having a burn out. A reward could include, taking the weekend off to completely switch off, spending time with loved ones, or going to the gym.
16	anonymous	Really important to treat oneself
17	anonymous	Na
18	anonymous	Very important
19	anonymous	Very important
20	anonymous	Important. Treat myself to something I genuinely need

Question 13. What changes could be made to your work environment to improve your health and well-being?

Answer:

ID	Name	Responses
1	anonymous	That SEN children that need 1 to 1 s have them, with 'There's not enough money' not being the reason that everyone is being short changed - the individual children, their peers, their families, their teachers and the TAs.
2	anonymous	More trained support staff. More support for ALN children. Better resources. Well maintained and decorated environment. Better outdoor area. Removal of scaffolding
3	anonymous	Support staff.
4	anonymous	Well being days Less administrative tasks Increased PPA Early notice on tasks to ensure stress reduction
5	anonymous	To improve my health and well-being, I think a few changes to my work environment would really help. Having a quieter, more comfortable space for planning and breaks would make a big difference, as it's hard to recharge in a busy staffroom. More realistic expectations around workload and marking would also reduce stress. Support from leadership in promoting work-life balance like protected time for planning or mental health check-ins would help me feel more valued and supported.

6	anonymous	Conventionally staff rooms, accommodation of hygiene needs such as a shower and hair dryer (Personal and tailored as I commute to work from a distance)
7	anonymous	Less paperwork
8	anonymous	More money in the school to restore teacher to pupil ratios. Upkeep of the physical building.
9	anonymous	More time for staff to socialise
10	anonymous	More staff
11	anonymous	Going for a walk
12	anonymous	Discuss with other colleagues
13	anonymous	Modernisation and increase in budget to provide better facilities and resources
14	anonymous	Flexible working hours
15	anonymous	Having a supportive team, management team listening to individuals needs, better pay for go extra hours done before and after the school day, and longer holidays.
16	anonymous	Flexible working hours
17	anonymous	Na
18	anonymous	Lighter work loads
19	anonymous	By encourage more breaks
20	anonymous	By maintaining a comfortable temperature

Question 14. How do primary school teachers in South Wales optimise their time to support high-quality teaching and learning?

Answer:

20	anonymous	By planning well ahead
19	anonymous	By breaking down task
18	anonymous	Effective time management

17	anonymous	Na
16	anonymous	Feedback and reflection
15	anonymous	Coming in early to prepare for the day, listening to pupils needs to include them in the learning decision making process, and checking off tasks from to do list.
14	anonymous	By building strong relationships
13	anonymous	Plan effectively with year group partners and in collaboration with whole school staff and school development plan. Attend staff meetings and training to keep up to date with initiatives. Visit other schools to observe practice.
12	anonymous	Not important
11	anonymous	Yes
10	anonymous	Planning lessons ahead of time
9	anonymous	It is difficult- many work very long hours - particularly those with young children
8	anonymous	Know your class- assessments Use variety of teaching strategies Be dynamic, adapt continually
7	anonymous	Follow good practice
6	anonymous	Taking time of the day before a work week to plan the week and schedule each day to stay organise, prepared, communicating with colleagues and refreshing studies to enhance understanding and engagement while I teach
5	anonymous	As a primary school teacher in South Wales, I make the most of my time by using protected planning sessions to stay organised and prepared. Working closely with colleagues through shared planning and regular reflection helps me improve my teaching while saving time. Taking part in professional learning communities also gives me fresh ideas and keeps my practice focused and effective, which really benefits both me and my pupils.
4	anonymous	Preplanning effective and engaging lessons
3	anonymous	Use pre planned resources
2	anonymous	Not sure they do!
1	anonymous	Twinkl.

Question 15. How do primary academic managers promote a positive work environment that supports teacher engagement and satisfaction?

Answer:

1	anonymous	I don't know what a primary academic manager is.
2	anonymous	Given time in CPD, Inset days
3	anonymous	Use of regular feedback.
4	anonymous	Support when needed/phase leaders to support staff/ training days to develop teacher skills/
5	anonymous	In my experience, primary academic managers play a big role in creating a positive work environment by being supportive, approachable, and understanding of the pressures we face. They promote open communication, listen to our concerns, and involve us in decision-making, which makes me feel valued. They also encourage professional growth through meaningful training and give us space to collaborate and share ideas. Most importantly, when they show appreciation and trust in our abilities, it really boosts morale, engagement, and overall job satisfaction.
6	anonymous	Transparent but considerate communication, building strong relations and sharing ideas, and support through the board
7	anonymous	Well being
8	anonymous	Open door policy Make time to hear your concerns
9	anonymous	Teachers in my school have autonomy- they are trusted as professionals.
10	anonymous	By showing appreciation
11	anonymous	Positively
12	anonymous	Good
13	anonymous	Personal performance management where teaching is reviewed. Meetings to discuss observations made during class visits
14	anonymous	They create a safe space for employees
15	anonymous	Weekly meetings, wellbeing days, training days, and social events.

16	anonymous	By promoting a sense of belonging
17	anonymous	Na
18	anonymous	Frequent reviewing of work loads
19	anonymous	Unsure if they do
20	anonymous	By providing feedback

