



The Impact of Teachers' Wellbeing on Their Performance at Salahaddin University-Erbil

ID No.1143

(PP 306 - 320)

<https://doi.org/10.21271/zjhs.27.6.19>

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Received: 08/04/2023

Accepted: 20/06/2023

Published: 15/12/2023

Abstract

This study focuses on the impact of teachers' wellbeing on their performance at Salahaddin University, it aims to elicit teachers' perspectives concerning the extent of wellbeing, to identify the factors that impact on teachers' wellbeing as well as to find out; the extent to which the wellbeing of EFL teachers reflects on their performance. These goals are achieved by answering several questions: firstly, what are the teachers' perspectives on wellbeing at Salahaddin University? secondly, what are the factors that impact on teachers' wellbeing? And thirdly, to what extent do teachers agree with their wellbeing at Salahaddin University.

The study investigates how the wellbeing of teachers is reflected in their performance inside the classroom. The researchers collected data by designing a questionnaire and classroom observation. Teacher wellbeing questionnaire and observational checklist adapted from Salahaddin University – Erbil, College of Basic Education, Department of English (2021-2022) conducted with 28 teachers. All (28) teachers participated in completing the questionnaire and (15) of the same teachers were observed in class to provide data for an observation checklist. The results and findings helped the researchers to draw the conclusion that teacher wellbeing is categorically important to offer adulated education, and to increase the academic and personal potential of prospective students. Supplementary results also concluded that university teachers' perceptions are positive towards some issues that have an effect on their wellbeing such as collaborations, headship treatment and environment. However, it is also concluded that increasing teachers' workload and stress decreases teachers' skills of management.

Keywords: Teachers' wellbeing, classroom environment, teacher-student interpersonal relationships, workload and stress.

1: Introduction

Wellbeing in the broadest sense is the state of being mentally and physically healthy and happy. Despite the lack of a consensus definition, it is widely recognized that wellbeing is more than the absence of negative life situations Schulte & Vainio (2010, pp. 423-4). According to Diener, Suh, Lucas, & Smith, (1999 pp. 276-277) wellbeing is a multidimensional construct that includes people's emotional responses, domain satisfaction, and overall life satisfaction scores. Like most other professions, the teaching profession requires a high level of motivation and wellbeing. Teacher wellbeing, which includes job satisfaction, physical health, emotional wellbeing and teachers' positive attitude towards teaching, plays an important role in student interactions, learning experiences, in the classroom, and in the learning process that takes place. Arguably, it is well known in the literature that teaching is a demanding, demanding profession, prone to stress, exhaustion, and generally a high dropout rate. Indeed, most researches have focused on negative indicators of teacher performance, but more recently, teacher wellbeing has received more attention due to positive psychology. It's not just about being sick at work. Rather, it relates to the healthy and



successful functioning of teachers at work. While physical, mental, and emotional health is more related to the absence of disabilities, wellbeing is more related to teachers' ability to find a positive but dynamic balance between a teacher's resources and their challenges and demands Benevene *et al.* (2020, pp.1-2).

2: Literature Review

The following section presents previous studies on teacher wellbeing. A study by Leiter and Maslach (1999, p. 473) concludes that the most valuable and expensive part of the education system is the educators. The primary attention of educational leaders should be supporting teachers' wellbeing and their contribution to student education. The teaching profession has always been challenging due to the complexity of the profession, as evidenced by record burnout rates and high numbers of teachers leaving the profession. Over the past 50 years, teacher well-being has been extensively studied using various constructs such as teacher emotions, stress, burnout, self-efficacy, etc. Research to date has mainly focused on predictors of teacher well-being. For example, according to a study by Spill, Koomen, and Thijs (2011 p.461) there are 12 preliminary pieces of evidence that student relationships affect teachers' self-esteem and well-being. Similar to a study by Tsouloupas *et al.* (2010, p.174) identified problems in the teacher-student relationship as predictors of teacher stress, emotional exhaustion, and burnout. A more recent study directed by Milatz, Lüftenegger, & Schober (2015, p.2) concluded that teachers who had positive relationships with their students had better wellbeing but the ones who had bad or inconsistent relationships were suffer from burnout. All researchers found that teachers who had positive relationships with their students felt more comfortable, while those who developed distant and inconsistent relationships were more likely to suffer from burnout. These studies provide valuable data on the impact of different conditions, practice, and beliefs on teacher wellbeing (Kansu 2018, p.11).

2-1: What is Wellbeing?

Wellbeing is diverse and fluid, with respect to individual, family and social beliefs, rules, culture and opportunities. Supported by positive imagery, being respected for what we all work for is unique to each of us and gives us a sense of who we are (McCallum *et al.* 2017, pp.1-4). This definition has been found to be influenced by many positive and negative factors, some within the teachers' control and some not. Some of these important issues are resilience and self-efficacy, social and emotional competence and individual reactions to the teacher's work: burnout, fatigue and stress. day & Qing (2009, p.15) describe wellbeing as both a psychological and social construct, encompassing both personal and professional aspects. While Dodge, Daly, Huyton & Sanders (2012, p. 230) define wellbeing as the point between an individual's resources and the difficulties encountered. However, the concept of wellbeing has two broad categories: objective well-being and subjective wellbeing. Objective wellbeing is generally viewed as external to the person and can include economic cash flows (e.g., income and wealth), political conditions, and health (Forgeard *et al.* 2011, p.90). While subjective wellbeing includes things like happiness, emotions, engagement, life fulfillment, outreach, and achievements (McCallum *et al.* 2017, pp.1-4).

2-2: What is Teacher Wellbeing?

Teacher wellbeing is related to educational processes and outcomes in various ways and is itself a complex concept with multiple dimensions. It encompasses cognitive wellbeing, which refers to the skills and abilities that teachers need to have in order to do their jobs effectively. This can be reflected in teachers' self-efficacy (i.e., teachers' confidence in their own abilities). Another aspect is psychological wellbeing, which refers to teachers' emotions related to their work. The third aspect is physical wellbeing, which includes health-related to teachers' working conditions. Aelterman *et al.* (2007, p.286) define teacher wellbeing as a



positive emotional condition arising from the unity between the sum of definite environmental issues on the one side and the individual requirements and expectations of teachers on the other side.

2-3: The Importance of Teacher Wellbeing

Teacher wellbeing plays an important role in the ability of foreign language teachers at all levels of education, from kindergarten to adult education, to build constructive relationships with students, teach productively, reduce disciplinary difficulties and contribute to student success. Wellbeing is a common concern for many professionals in different settings. However, the work of teachers differs from other professions and is often subject to legal requirements and reforms by many governments. It's an ever-changing landscape. In their study of teachers in the UK, they found that teachers rated their wellbeing significantly lower than in other professions such as healthcare, social work, finance and human resources (McCallum *et al.* 2017, p.5-9). When teachers feel better; they can teach as best they can. Therefore, the wellbeing of teachers is a crucial factor in good practice. However, teaching at all ages is currently characterized by high pressures, a high number of teachers leaving the profession and a career with one of the highest burnout rates.

2-4: Dimensions of Teacher Wellbeing

Teacher wellbeing is defined around eight key dimensions. These dimensions are closely related but also discrete as they each encircle a particular set of indicators connected to the wellbeing of teachers at work. So, we can say wellbeing means being at our best emotionally, environmentally, intellectually, physically, socially, spiritually, and financially. These eight dimensions are described by Montoya. A. & Summerd.L. (2021, p.52):

2-4-1: Emotional Wellbeing

Emotional wellbeing is an important part of a teacher's daily life as it affects relationships with students, parents, classmates, and administrators. For example, teachers often need to control their own personal feelings of frustration in order to deal positively with challenging student behavior. Emotions drive the thoughts and behavior of the instructor. Trainers need to be able to speak and understand our emotions and the emotions of others. It's about how coaches control their emotions, how they deal with life, and their resilience (Ibid).

2-4-2: Environmental Wellbeing

Administrators and systems must bring about and maintain environments that decrease stress for teachers this will be done by providing maintained and controlled climates, containing lighting, temperature, cleanliness, etc. Environmental wellbeing refers to the physical, and aesthetic surroundings, the systematic processes that take place, and the structures that teachers work within; this could include the university facilities, the university building or the work-day structure; it could also involve the departmental resources, and the students themselves; all of these factors form the working environment. In addition, all of these places can impact a teacher's wellbeing positively or negatively (Ibid).

2-4-3: Intellectual wellbeing

Education systems need to provide educators with opportunities to continually expand their content knowledge and pedagogical practices, particularly in how to serve students in a culturally responsive. High-quality professional learning is essential for bringing up intellectual well-being. It services them stay up-to-date with developing research and follow through with evolving best practices (Ibid).



2-4-4: Physical Wellbeing

Every experience in life has the ability to impact our physical wellbeing. It is about how we look after ourselves, our nutrition, our sense of safety, and our willingness to take on the day. Educators who have an exhausted sense of physical wellbeing are more susceptible to physical and mental illness, which has a direct influence on attendance, relationships, and capacity to serve education. In turn, this can have a negative impact on other educators and their ability to serve education. University sectors can support physical wellbeing by supplying discounted gym memberships, access to university gyms with designated hours for educators to use district equipment, group exercise classes, or physical wellbeing challenges (Ibid).

2-4-5: Social Wellbeing

Ferguson SJ, & Goodwin AD. (2010, p.50) suggest that “systems and supportive roles that create positive communities within schools to support teaching staff can alleviate the stress” that teachers experience and thus improve teacher wellbeing.

Educators must involve in chances that let them to socialize with other persons outside of the workplace to meet their social wellbeing needs. Timetables filled with evening sporty events, university group occasions, professional regular learning, and lesson planning can intervene with teachers creating a healthy work-life balance.

2-4-6: Spiritual Wellbeing

Montoya.A. & Summerd.L. (2021, p.53) define Spiritual wellbeing is permitting instructors to find their purpose and desire within the career in order to make them get out of bed in the morning actively. It can be connected to culture, faith, or community. It includes the beliefs and values which we hold, and by which we make all decisions and engage with others. Educators can generate the space for deepening their spiritual wellbeing by investigating individual desires, looking for deeper meanings and analysing repeated patterns through reflective journaling, meditation, self-help book studies, and introspective mindfulness time.

2-4-7: Occupational wellbeing

It is the capacity to contribute unique skills and formal education to personally meaningful work. One component of this dimension is a sense of self-efficacy to perform job responsibilities effectively to the school community. An additional part is a sense of upward mobility in the career, which is connected with job contentment and engagement (Ibid).

2-4-8: Financial Wellbeing

Financial wellbeing is a very important dimension because impacts directly educators' ability to support their life, health, and mental wellbeing. An instructor's economic problem may decrease an individual's mental capacity, and keep instructors from being completely mindful and critically conscious in their educational practices and relationships —direct intimidation to attaining educational equity, because providing antiracist and equitable services demands one to be mindful and reflective of his or her actions (Ibid).

2-5: The Factors that Impact the Teachers' Wellbeing

Factors influencing teacher wellbeing According to Hoy and Miskel (2010, p.139), various promoters and barriers to teaching can influence teachers' professional wellbeing. The multi-systems approach recognizes that humans are in fact a system of interdependent systems. Not only the inner system but also the outer part of the body influences each other. As Bandura (1997, p.75) points out, internal personal factors and the external environment influence each other. Many contextual factors, including interacting personal and organizational characteristics, have the potential to affect a teacher's professional wellbeing (Aelterman *et*



al.2007, p.290). The categorization of factors is an important issue from the point of view of a theoretical framework in data analysis. Alterman et al. (2007) used two categories: personal characteristics (gender, age, experience, professional status) and educational characteristics (basic support, support for professional development, workload, and class size). A review of previous research found that individual characteristics (educational level and experience), professional characteristics (teaching beliefs and practices, professional development activities), and organizational characteristics (school climate, school resources, school leadership style, classroom environment, workload, and collaboration among staff) are inferred as factors influencing teacher wellbeing.

3: Research Design and Methodology

The research discovered the perceptions of teachers on their experiences of wellbeing in the College of Basic Education, English Department, Salahaddin University- Erbil. The quantitative and qualitative data for the questionnaires and checklist were gathered from teachers who taught there over a period of time in the academic year (2021-2022). The aims of both tools were to investigate teachers' perceptions and factors that impact teacher wellbeing, as well as how the wellbeing of university-level Kurdish EFL teachers reflect on the process of teaching. To develop a questionnaire promoting the aim of the study and representing the content, firstly, a review of the theoretical background was done. The studies, books, theses, articles, databases, etc. related to the content of the study were searched for. During this search, some scales and modules were found and they were related to the dimensions of this study. For example, teachers' well-being module included the PISA 2021 (Programme for International Student Assessment). Through the use of PISA surveys, directed to 28 teachers, information was collected in order to describe and discover the relationships between teacher-student, college learning environments, teachers' workload, and self-efficacy on their performance. As well as the observation checklist was designed from the same items. However, the items were separated, which means that it was specifically designed for collecting data by observing 15 (from the same teachers) to perceive the impact of physical learning environment, teachers' self-efficacy, time management and workload on their performance inside classroom.

3-1: Validity and Reliability

Questionnaire and checklist are considered as the most expansively used tools to collect data. The main purposes of both tools in research are to obtain relevant information in most reliable and valid manner. Thus, the accuracy and reliability of survey/questionnaire forms and observation checklist are significant features of research methodology which are known as validity and reliability ". "Reliability concerns the consistency of a measure. That is, the tendency to obtain the same results if the measure was to be repeated by using the same subjects under the same conditions" Siniscalco and Auriat (2005, p.78) for this purpose the researchers used repeated items in both tools (questionnaire and observation checklist while "validity is the extent to which a survey question measures the property it is supposed to measure" Thayer-Hart (2010, p.6) From this above quote, validity can be seen as the essential of any form of assessment that is dependable and accurate. The questionnaires and checklist were shown to a member of jury to see whether the items appropriate what they expect to measure.

3-2: Data Collection

In order to collect and analyze the data for our research question which are: firstly, what are the teachers' perspectives on wellbeing at Salahaddin University? Secondly, what are the factors that impact on teachers' wellbeing ?And thirdly, to what extent do teachers agree with their wellbeing at Salahaddin University., this paper will depend upon a quantitative research



method to collect results using two instruments questionnaire and an observation checklist. Researchers have designed a questionnaire to examine the impact of teachers’ wellbeing on the process of teaching as well as an observational checklist that is essentially used to monitor teachers’ performance and wellbeing in the classroom. The purpose of using the questionnaire was to gather information or collect data from a large number of participants (teachers). Therefore, the questionnaire is simply a list of (20) printed questions that English teachers filled out to express their opinions. Furthermore, it is the primary method for collecting quantitative primary data. As Dunne (1995, p. 13) stated, “Questionnaires are particularly useful where you require specific answers to fairly straightforward questions”. Also, the data in this study are obtained using a descriptive observation method, in which teacher performance in the classroom was assessed and observed. The aim is to determine the extent to which teacher’s wellbeing and some other factors such as the environment, teacher and student ratios, and classroom equipment influence teacher performance. The checklist consists of 25 items divided into five domain fields: 1) teacher’s performance 2) Teacher-student relationship 3) Self- efficacy in the classroom 4) Quality of the working environment 5) Workload and stress.

3-3: Sample of the Questionnaires and Checklist.

The contributors in the questionnaires and checklist are teachers who teach English at College of Basic Education, English Department. (28) teachers took part in the survey and have sufficient experience. The study aimed to determine the impact of teachers’ wellbeing on the teaching process at Salahaddin University during the academic year (2021-2022).

3-4: Data Analysis

This chapter presents the results obtained from the questionnaire and observation checklist. The distribution of quantitative responses for teachers’ performance and factors that impact their wellbeing will then be outlined and presented alongside some of the qualitative and quantitative data. Throughout the sections of the questionnaire (shown in Appendix 1), the 5-point Likert scale was used; the participants rated each item on a 5-point Likert scale from 1 representing strongly disagree to 5 representing strongly agree because equal amounts of positive and negative positions considered to distinguish, from one point to another, the individual opinions. However, if the scale had been more than 5-point scales for this study, there would have been little meaningful differences in the responses from each successive category on the scale Richardson, et al. (2011, pp. 44-45). Also, if the scale was less than 5 points, it might have forced the participants to be biased and it would not reflect their own views. In this study, the items were closed ones to make the questionnaire easier and quicker to complete but, usually, they took longer to devise than a questionnaire with open questions. Since the rating scale used in the checklist involves 5 points and its entire marks are (10), the theoretical mean of the weighted mean is (2) and the percentile weight is (50%) (Hassun, 2010, p 43). The data gathered by the instruments were analyzed by means of statistical program, SPSS.

Table 1: Teachers’ Questionnaire

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard deviation
1- My department head shows appreciation for my work.	0	1	3	14	10	4.178571	.772
	0%	3.6%	10.7%	50%	35.7%		
2- My department head conveys confidence in my	0	3	5	8	12	4.04	1.036
	0%	10.7%	17.9%	28.6%	42.9%		



ability to do well at my job.							
3- I am satisfied with the number of hours I am teaching in a week.	1	11	2	12	2	3.11	1.133
	3.6%	39.3%	7.1%	42.9%	7.1%		
4- Sometimes due to a heavy workload, I have to work extra hours in the department.	0	3	8	13	4	3.64	.870
	0%	10.7%	28.6%	46.4%	14.3%		
5- At college, I often feel that I have to follow other people's commands.	0	5	13	7	3	3.29	.897
	0%	17.9%	46.4%	25.0%	10.7%		
6- In my job, I feel forced to do things I dislike doing.	2	7	10	8	1	2.96	.999
	7.1%	25.0%	35.7%	28.6%	3.6%		
7- I am satisfied with my salary.	9	7	3	7	2	2.50	1.374
	32.1%	25.0%	10.7%	25.0%	7.1%		
8- Teaching is very stressful and workload at the university.	1	7	10	7	3	3.14	1.044
	3.6%	25.0%	35.7%	25.0%	10.7%		
9- I am satisfied with my job.	2	2	3	17	4	3.68	1.056
	7.1%	7.1%	10.7%	60.7%	14.3%		
10- I am happy with the way my colleagues and superiors treat me.	0	3	4	19	2	3.71	.763
	0%	10.7%	14.3%	67.9%	7.1%		
11- My work allows me to spend a satisfactory amount of time with my family and friends.	3	14	8	2	1	2.43	.920
	10.7%	50.0%	28.6%	7.1%	3.6%		
12- The availability of equipment, facilities, or materials for teaching has a positive effect on my wellbeing.	1	8	4	12	3	3.29	1.117
	3.6%	28.6%	14.3%	42.9%	10.7%		
13- I can implement alternative teaching strategies in my classroom.	0	1	3	19	5	4.00	.667
	0%	3.6%	10.7%	67.9%	17.9%	4.00	.667
	0	8	10	8	2	3.14	.932
14- My department head helps me to ease workload pressures.	0%	28.6%	35.7%	28.6%	7.1%	3.14	.932
	0	2	8	13	5	3.75	.844
15- There is collaboration among teachers in my department/ college.	0%	7.1%	28.6%	46.4%	17.9%	3.75	.844
	0	3	10	12	3	3.54	.838
16- Department head ensures teachers feel cared for and appreciated and rewards good work.	0%	10.7%	35.7%	42.9%	10.7%	3.54	.838
	0	3	14	9	2	3.36	.780
17- Ensuring healthy coping skills help me in times of stress.	0%	10.7%	50.0%	32.1%	7.1%	3.36	.780
	0	3	11	9	5	2.57	.920
18- The rest periods/breaks during the day are adequately provided.	0%	10.7%	39.3%	32.1%	17.9%	2.57	.920
	1	6	8	10	3	3.29	1.049
19 Due to the heavy workload, I lack opportunities for promotion.	3.6%	21.4%	28.6%	35.7%	10.7%	3.29	1.049
	5	2	2	11	8	3.54	1.453



20- Receiving monthly payments regularly has a positive effect on my wellbeing.	17.9%	7.1%	7.1%	39.3%	28.6%	3.54	1.453

Table (1) consists of 20 items and each item has five options based on a five-point Likert scale. The table above shows the mean percentage and standard deviation of the results for each item. As can be seen in table (1), in Item number (1) half of the teachers agree that the presence of appreciation of their work by the department head (M =4.178571, SD = .772, agree = 50%), in the second item teachers strongly agree that the department head expresses confidence in their ability to do their job well (M = 4.04, SD = 1.036, strongly agree=42.9%), in the third item teachers agree with the number of hours that they have for teaching in a week (M = 3.11, SD = 1.133, strongly agree=42.9%), in the next item, which is the fourth item teachers agree that they have to work overtime due to the heavy workload in the department (M = 3.64, SD = .870, agree =46.4%), in item (5) teachers are impartial to follow other people’s commands. (M = 3.29, SD = .897, Neutral = 46.4%). In their work, teachers feel neutral when they do things, they do not like doing, as shown in item number (6) (M = 2.96, SD =.999, Neutral= 35.7%), item (7) shows that teachers strongly disagree with the amount of their salary (M = 2.50, SD = 1.374, Strongly Disagree = 32.1%). Teachers find that teaching is Neutral not too stressful and workload at university. (M = 3.14, SD = 1.044, Neutral = 35.7%) in item number (8). Item (9) displays that most of the teachers are satisfied with their job (M = 2.50, SD = 1.056, agree = 60.7%). In item (10) a large percentage of the teachers are satisfied with the way their colleagues and superiors treat them (M = 3.71, SD = .763, agree = 67.9%).

In the next item (11) half a portion of the teachers say that their work did not allow them to spend a satisfactory amount of time with their family and friends (M = 2.43, SD = .920, Disagree = 50.0%). Item number (12) proves that teachers agree the availability of educational equipment, facilities, or materials for teaching has a positive effect on their wellbeing (M = 3.29, SD = 1.117, agree = 42.9%). In item (13) most of the teachers agree with the possibility of implementing alternative teaching strategies in their class (M = 4.00, SD = .667, agree = 67.9%).In item (14) most of the teachers consider it neutral and the department headship helps them to ease workload pressures (M = 3.14, SD = .932, neutral = 35.7%). Teachers agree that there is a collaboration among teachers in their department/college (M = 3.75, SD = .844, agree = 46.4%) in item number (15). Teachers agree that the department head ensures teachers feel cared for and appreciated, and rewards good work (M = 3.54, SD = .838, agree = 42.9%) this is shown in item number (16). Half of the teachers listed in (17) are disinterested or impartial when it comes to ensuring that healthy coping skills help them in stressful situations (M = 3.36, SD = .780, Neutral = 50.0%).

The teachers in item (18) neutrally show that the rest periods/breaks during the day are adequately provided. (M = 2.57, SD = .920, neutral = 39.3%). The majority of the teachers in item (19) agree that due to a heavy workload, they lack opportunities for promotion (M = 3.29, SD = 1.049, agree = 35.7%). In the last item (20) most of the teachers agree that receiving monthly payments regularly has a positive effect on their wellbeing. (M = 3.54, SD = 1.453, agree = 39.3 %).

Table 2: Teachers’ Observation Checklist
The Rank Order of the Weighted Means and Percentile Weighted of Teacher’s Performance

Rank	No. In the checklist	The items /teacher’s performance	weighted means	percentile weight
1	5	The teacher feels free in his /her performance.	4.67	93.33



2	1	The teacher communicates with students accurately and at a high level of understanding.	4.33	92
3	2	The teacher rewards the right students	4.6	86.67
4	3	The teacher Modifies the way of teaching by using different techniques.	4.2	84
5	4	The teacher controls disruptive behavior in the classroom.	4	80
Average			4.36	87.2

According to table (2), it is noticed that the highest weighted means and percentile weight are between 4.67, and 93.33. Also, the lowest weighted means and percentile weight are between 4, and 80. The average which is appeared in table (2) shows that the average weighted mean of a teacher’s presentation is 4.36 which is above the theoretical mean (2) and the average percentile weight is 87.2. So, it can be said that the teacher’s performance was done properly in the classroom.

Item 5 in the first part is “The teacher feels free in his/her performance” which takes the highest rank with a weighted mean of 4 of .67 which is above the theoretical mean (2) and the percentile weighted is 93.33. It has been noticed that a large number of teachers felt free in their performance.

Item 1 takes the second rank in teacher’s performance with a weighted mean of 4.33 which is more than the theoretical (2), and the percentile weight is 92. It indicates that most of the teachers communicated with students accurately and at a high level of understanding.

Item number 2 “the teacher rewards right students” takes the third rank in this area the weighted mean of this item is 4.6 and its percentile weight is 86.67 which is more than the theoretical mean (2). This indicates that the teachers reward the right students. Item 3 takes the fourth rank in teacher’s performance with a weighted mean of 4.2 and a percentile mean 84 which is more than the theoretical mean (2). Depending on these data shown, the teachers modified the way of teaching by using different techniques and using various activities.

The final item in this area rank states that “The teacher controls disruptive behavior in the classroom”. The weighted mean is 4 and the percentile weight is 80 which is more than the theoretical mean (2). It shows that the teachers controlled the classroom well there was no disruptive behavior.

**Table 3: Teachers’ Observation Checklist
The Rank Order of the Weighted Means and Percentile Weighted of Teacher-Student Relations**

Rank	No. In the checklist	The items /teacher-student relations	weighted means	percentile weight
1	10	The teacher is respectful towards students in the classroom.	4.67	93.33
2	6	The teacher feels connected with students.	4.67	93
3	8	The teacher shows appreciation for students’ participation.	4.13	82.67
4	7	The teacher is aware of students’ needs.	4	80
5	9	The teacher cares about knowing how students feel.	3.73	74.67
Average			4.24	84.8

According to table (3), it is observed that the highest weighted means and percentile weight are between 4.67, and 93.33. Also, the lowest weighted means and percentile weight are between 3.73. The average which is appeared in the table (3) shows that average weighted mean of teacher-student relations is 4.24, which is above the theoretical mean (2) and the



average percentile weight is 84.8 thus, according to the results of this section we can say that there is a good relationship between teachers and students.

Item number (10) in the second section “The teacher is respectful towards students in the classroom” takes the highest rank with a weighted mean of 4.67 which is above the theoretical mean (2) and the percentile weighted is 93.33. It has been observed that the majority of teachers were respectful toward students in the classroom.

Item number (6) “The teacher feels connected with students” takes the second rank in teacher-student relations with a weighted mean of 4.67 which is more than the theoretical (2), and the percentile weight is 93. This shows that most of the teachers were feel connected with students.

In the third rank we have item number (8) “The teacher shows appreciation for students’ participation” in which the weighted mean of this item is 4.13 and its percentile weight is 82.67 which is more than the theoretical mean (2). This indicates that the teachers show their appreciation for students’ participation.

Item number (7) takes the fourth rank “the teacher is aware of students’ needs” with a weighted mean of 4 and percentile mean of 80 which is more than the theoretical mean (2). We can say that the teachers know what their students need.

The fifth rank which is the final item in this section the teacher cares about knowing how students feel. States the weighted mean is 3.73 and the percentile weight is 74.67 which is more than the theoretical mean (2). We can say that the teacher’s maintenance about how their students feel.

Table 4: Teachers’ Observation Checklis

The Rank Order of the Weighted Means and Percentile Weighted of Self- Efficacy for Teaching

Rank	No. In the checkli st	The items /Self-efficacy for teaching	weighted means	percentile weight
1	15	The teacher allows time appropriately for everything.	4.40	88
2	12	The teacher provides an alternative explanation for situations where students are confused.	4	82.67
3	14	The teacher motivates students who show low interest in classroom work.	3.93	78.67
4	11	The teacher implements different instructional strategies in his/her classroom.	3.87	77.33
5	13	The teacher makes students follow classroom rules.	3.87	77.33
Average			4.04	80.8

Table 4 above shows that the average weighted means of this area is 4.04 which is above the theoretical mean of 2 and the average percentile weight is 80.8 concerning the average weighted mean and percentile weight of Self- efficacy for teaching is very good.

Item 15 which takes the highest top rank in this area with a weighted mean 4.40 and percentile weight is 88 is more than the theoretical mean of 2. It indicates that the teacher allots time appropriately for everything. The second rank in table 4 states "The teacher provides an alternative explanation for situations where students are confused". The weighted mean is 4, and the percentile weight is 82.67 which is more than the theoretical mean 2. It has been observed that the teacher used an alternative way where students got confused.

Item 14 states “The teacher motivates students who show low interest in classroom work” the weighted mean of this item is 3.93 and the percentile weight is 78.67 which is more than the theoretical mean 2. Item number 11 with a weighted mean of 3.87 and percentile mean of 77.33 is more than the theoretical mean (2). It has been observed that the teacher implemented



different instructional strategies in the classroom.

The final item in Self- efficacy for teaching takes the lowest rank having a weighted mean 3.87, and a percentile weight of 77.33 which is more than the theoretical mean of 2. This item states "The teacher makes students follow classroom rules" . It has been observed that most of the students were following classroom rules.

**Table 5: Teachers’ Observation Checklist
The Rank Order of the Weighted Means and Percentile Weighted of Quality of the Working Environments**

Rank	No. In the checklist	The items /Quality of the working environments	weighted means	percentile weight
1	20	Establishing a good classroom management system with students.	4.53	90.67
2	16	Creating a climate in which students take initiative and personal responsibility for learning.	4.20	84
3	17	The availability of equipment, facilities, or materials for teaching.	4	76
4	18	There's enough space for instructional activities.	3.40	68
5	19	The teacher generally feels motivated to fulfill his/her responsibilities in the classroom.	3.40	68
Average			3.87	77.33

The quality of the working environment consists of five items. The average of the weighted mean of these items is 3.87 and the percentile mean is 77.33 which is more than the theoretical mean (2). During observation, it has been observed that the teachers generally feel motivated to satisfy their responsibilities in the classroom. And they could create a good teaching and learning environment.

Item 20," Establishing a good classroom management system with students." occupies the first rank in the ranking order of quality of the working environment. The weighted mean of this item is 4.53 and the percentile weight is 90.67. This is more than the theoretical mean 2. It has been noticed that teachers could establish a good classroom management system with students.

Table 5 shows that the weighted mean of item 16 is 4.20 and its percentile weight is 84 which is more than the theoretical mean of 2. It can be said that the teachers could create a climate in which students take creativity and personal responsibility for learning.

Item 17 “The availability of equipment, facilities, or materials for teaching”. The weighted mean is 4 and the percentile weight is 76 which is more than the theoretical mean. In fact, it has been noticed that equipment, facilities, and materials for teaching were provided well which has an effect on teachers’ wellbeing and delivers the subject matter easily.

Items 18 and 19 are respectively “There's enough space for instructional activities” “The teacher generally feels motivated to fulfill his/her responsibilities in the classroom”. The weighted means of these two items are 3.40 and the percentile weights are 68 which is more than the theoretical mean. In fact, it has been noticed that there is enough space for instructional activities and the teacher generally feels motivated to realize responsibilities in the classroom.

**Table 6: Teachers’ Observation Checklist
The Rank Order of the Weighted Means and Percentile Weighted of Workload and Stress**

Rank	No. In the checklist	The items /Workload and stress	weighted means	percentile weight
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1	22	The teacher Maintains classroom discipline.	4.13	82.67
2	25	The teacher is intimidated or verbally abused by students.	2.67	53.33
3	24	The teacher feels stressed when he/she can't make students understand a point.	2.53	50.67
4	23	The teacher is distracted in the class (e.g., by people outside of the class).	2.47	49.33
5	21	The teacher feels stress when he/she faces with unpredicted situations at class.	2.33	46.67
Average			2.83	56.53

The ranking order presented in table (6) indicates that the average of the weighted mean of workload and stress is 2.83 and the percentile weight is 56.53 which is more than the theoretical mean 2. This indicates that the workload and stress have an effect on teachers' wellbeing in the classroom.

Item 22, "The teacher maintains classroom discipline" has the highest mean in this area with a weighted mean of 4.13 which is above the theoretical mean of 2 and its percentile weight is 82.67. It is obvious that the teachers are aware of classroom discipline.

Item 25 "The teacher is intimidated or verbally abused by students", has the second rank in this area. It has a weighted mean of 2.67 and its percentile is 53.33 which is higher than the theoretical mean of 2. Item 24 in these orders indicates "the teacher feels stress when he/she can't make students understand a point". The weighted mean of this item is 2.53 and the percentile weight is 50.67 which is a more theoretical mean (2). An analysis of weighted means and percentile weights of this item in workload and stress indicates that half of the teachers feel stressed when they can't explain the lesson well or make students understand the points easily. "The teacher is distracted in the class (e.g., from people outside of the class" is item number, which has the fourth rank in this area. It has a weighted mean of 2.47 and a percentile of 49.33 which is higher than the theoretical mean of 2.

The final item is "the teacher feels stress when he/she faces unpredicted situations at class" the weighted means is 2.33 and the percentile weight is 46.67 which is more than the theoretical mean. During observation, it was noted that some teachers feel stress when they face unexpected situations, due to lack of experiences or lack of information.

4: Discussion of the Findings

The purpose of this study was to investigate how the teachers' wellbeing is reflected in their classroom performance. The study was initiated to assess teachers' perspectives on levels of well-being, using both the questionnaire and observational checklist tools, to identify and uncover factors impacting teachers' wellbeing as well as to find out; to what extent the wellbeing of EFL teachers reflects on their performance the effect of the impact of teachers' wellbeing on their performance at Salahaddin University- Erbil. Results in the questionnaire indicate that the majority of teachers agree that wellbeing has a major impact on their performance, i.e., the learning environment, treatment and directives of the headship, being paid on time also has a big impact, having much work or workload impact on their performance in the classroom.

In addition, the results showed that the majority of the teachers believe that teaching materials and tools have a positive impact on teachers' wellbeing. Moreover, the results of the questionnaire suggest that teachers' increased workload reduces their time management skills. Since the teachers' wellbeing is really important to ensure a healthy learning environment, to improve the academic and personal potential of prospective students, to conduct teaching activities and other activities correctly, etc., there is a need to carefully manage this issue and the evaluation processes increase student satisfaction and improve teacher training, and



furthermore according to the results of the observation checklist, teachers generally showed positive results in terms of their attitudes in the classroom concerning the language used and the way they interacted with students. Along with technological facilities such as computer and language labs, the social environment and facilities are well organized and restructured, increasing students' academic as well as social satisfaction. Moreover, it was observed that the building was flexible enough for innovations and changes. On the other hand, the workload of the teachers in the classroom has become really more stressful.

A major factor has been noted is that increased workload is associated with the teacher feeling stress when they face unpredicted situations in class or some other alterations, especially when the teachers fail to make students understand a point. Also, worth note that obtained as a result of the changes, teachers were less in control and their work experiences were minimized. Finally, it can be argued that there are some factors related to teacher well-being that lie outside the realm of education. In other words, the issues that have been found to be distressing are not based on evidence of how the system works, or even on a value judgment of what is needed in the system, but rather reflect the teachers' concern for more accountability – that it must be established through more extensive documentation and self-knowledge.

4-1: Conclusions

Teaching has been considered a challenging yet satisfying career. Teachers' wellbeing has been a focus of research for various reasons including heavy workload, learning environment, teacher self-efficacy, and student discipline issues, the findings show that feeling stressed and workload or dissatisfied at work, are associated with poorer wellbeing and higher rates of depression. Future research should focus on the causes of these associations and develop potential interventions to mitigate the learning factors and create an environment conducive to higher job satisfaction. Such interventions can not only address the relatively high levels of malaise and depressive symptoms among teachers, but students that they teach through improved teacher performance and more supportive teacher–student relationships.

the results also showed that academics know how to manage working time and workload on a regular basis, how to manage the factors that are responsible for job satisfaction, know how to complete subject content, how to teach content throughout the semester, how to solve their household problems to reduce their anxiety. However, the outcomes of the questionnaire recommend that teachers increased workload reduce their time management skills. Meanwhile, the teachers' wellbeing is certainly important for creating a good learning environment; smooth running of classes and educational activities, etc.

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تأثير رفاهية التدريسيين على ادائهم في جامعة صلاح الدين-اربيل

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الملخص

هذه دراسة تسلط الضوء على تأثير رفاهية التدريسيين على أدائهم التدريسي ولا سيما في جامعة صلاح الدين، وتهدف إلى استنباط وجهة نظر التدريسيين فيما يتعلق بمدى رفاهية الحياة، وتحديد العوامل التي تؤثر على رفاهيتهم، وإلى أي مدى تعكس رفاهية مدرسي اللغة الإنجليزية كلغة أجنبية على أدائهم. يتم تحقيق هذه الأهداف من خلال الإجابة على عدة أسئلة: أولاً، ما هي وجهات نظر المدرسين حول الرفاهية في جامعة صلاح الدين؟ ثانياً، ما هي العوامل التي تؤثر على رفاهية المدرسين؟ وثالثاً، إلى أي مدى يتفق المدرسون مع رفاههم في جامعة صلاح الدين. للوصول إلى أهداف الدراسة جمع الباحثان البيانات من خلال تصميم استبيان ومراقبة الفصول الدراسية، وتم إجراء الاستبيان والملاحظات الصفية مع (28) مدرساً بجامعة صلاح الدين-اربيل/الكلية التربية الأساسية قسم اللغة الإنجليزية في العام الدراسي (2021-2022). شارك جميع المدرسين (28) في إكمال الاستبيان وتمت الحصول على ملاحظات الصفية ل (15) من نفس المدرسين خلال ممارستهم التدريسية داخل الفصل الدراسي لتوفير بيانات ملاحظات الصفية. بعد تحليل نتائج الاستبيان والملاحظات الصفية، وخلال جمع هذه النتائج توصلنا إلى استنتاج مفاده: أن رفاهية المدرس مهمة بشكل قاطع لتقديم التعليم الإبداعي، وزيادة العلاقة بين المدرس والطالب. كما خلصت النتائج التكميلية إلى أن تصورات مدرسي الجامعات كانت إيجابية تجاه بعض القضايا التي لها تأثير على رفاهيتهم وجودتهم التدريسية مثل: التعاون ومعاملة الرئاسة والبيئة. إضافة إلى ذلك، فقد تم التوصل أيضاً إلى أن زيادة عبء عمل المدرسين والإجهاد النفسي يقلل من مهارات المدرسين في أدائهم العملي والتدريسي.

الكلمات الرئيسية: رفاهية المدرسين، بيئة الفصل الدراسي، العلاقات الشخصية بين المدرس والطالب. عبء العمل والضغط.

كاريگه رى رهوشى (دهرووندرستى) مامۆستايان له سه ر ئاستى پيشكه شكرديان (ئادائيان) له زانكۆ سه لاهه ددين-هه ولبير

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به شى زمانى ئينگليزى، كۆليژى په ره وه دهى بنه ره تى، زانكۆ سه لاهه ددين-

هه ولبير

هه ولبير

پوخته

ئهم توؤژينه وه به تيشك ده خاته سه ر كاريگه رى رهوشى (دهرووندرستى) مامۆستايان له سه ر ئاستى پيشكه شكرديان (ئادائيان) له زانكۆ سه لاهه ددين، به مه به ستى خستنه رووى تېروانينى مامۆستايان سه باره ت به رهوش و پادهى باش بوونيان. ئهمه ش بۆ ده ست نيشانكردى ئه وه هۆكارانهى كه كاريگه ريان هه به له سه ر رهوشيان (دهرووندرستى) يان. هه رهوها چۆن رهوشى (دهرووندرستى) مامۆستايان زمانى ئينگليزى وه ك زمانىكى بيگانه كاردانه وهى ده بيت له سه ر ئاستى پيشكه شكرديان (ئادائيان) له ناو پۆلدا. ئهم ئامانجان به وه لامدان وهى چه ند پرسيارىك به دى ده كرېن: به كه م: تېروانينى مامۆستايان له سه ر رهوشيان (دهرووندرستيان) له زانكۆ سه لاهه ددين چين؟ دووهم: ئه وه فاكته رانه چين كه كاريگه ريان له سه ر رهوشى (دهرووندرستى) مامۆستايان هه به؟ ستيه م: مامۆستايان تا چ پادهيك هاوپان له گه ل رهوشيان (دهرووندرستى) له زانكۆ سه لاهه ددين؟.

توؤژه ران داتايان كۆكرده وه به ديزاينكردى راپرسى و چاودېرىكردى پۆل راپرسى رهوشى (دهرووندرستى) مامۆستايان و ليستى چاودېرىكردى پۆل له زانكۆ سه لاهه ددين - كۆليژى په ره وه دهى بنه ره تى هه ولبير به شى ئينگليزى (2021-2022) له گه ل 28 مامۆستا نه نجامدرا. (28) مامۆستا به شداريان كرد له پركردنه وهى راپرسيه كه و (15) مامۆستا له هه مان گروپى مامۆستايان راپرسيه كه له ناو پۆله دا چاودېرى ئاستى پيشكه شكرديان (ئادائيان) بۆكر بۆ پيشكه شكردى داتا بۆ ليستى چاودېرىكردى. دوا به دواى شيكردنه وهى ده ره نجامه كانى راپرسيه كه و چاودېرىكردى پۆل؛ توؤژه ران بۆيان ده ركه وت رهوشى (دهرووندرستى) مامۆستا زۆر گرنگه له پيناو په ره وه رده كرديكى ريك و پيك، هه رهوها بۆ به رزكرده وهى ئاستى په يوه ندى نيوان مامۆستا- قوتابى. هه رهوها له ده سته كه وته به كى ترى ئه نجامه كان گه بشتينه ئه وهى كه تېروانينه كانى مامۆستايان زانكۆ ئه رپنى بوون به رامبه ر به هه نديك پرس كه كاريگه ريان له سه ر رهوشيان (دهرووندرستيان) هه به وه ك هاوكارى نيوان مامۆستايان، مامه لى سه رو كايه تى و ژينگه. هه رچه نده ئامازه به وه شكراوه كه زيادبوونى كارى مامۆستايان هه بوونى و فشارى ده روونى له سه ريان توانايى به رتپوه بردنيان كه مده كاته وه.

وشه سه ره كيه كان: رهوشى (دهرووندرستى) مامۆستايان، ژينگه ي پۆل، په يوه ندى نيوان قوتابى و مامۆستا. كار و فشار