

Teacher well-being

Teachers were asked to indicate how frequently they experienced specific challenges regarding their own well-being in their role. They could respond with 'Never', 'Rarely', 'Sometimes', or 'Often'.

The responses in the sections below are from teachers who reported experiencing the listed challenges either 'Sometimes' or 'Often'.

The results in Table TT2.10 show the percentage of students who have a teacher who is either 'Sometimes' or 'Often' experiencing well-being challenges in their role.


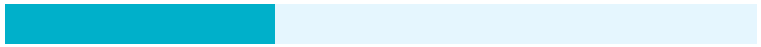
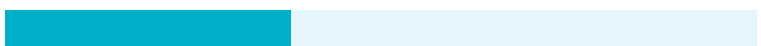


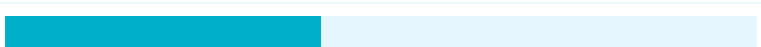
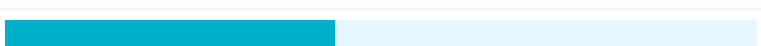

In Federated States of Micronesia, on average, 82% of students had teachers who 'Often' or 'Sometimes' experienced stress in their role, while 52% had teachers who 'Often' or 'Sometimes' felt overwhelmed by their role. Across the PILNA countries, the proportions of students with teachers who 'Often' or 'Sometimes' experienced stress ranged from 52% to 100%. Most teachers in Federated States of Micronesia are experiencing work-related stress and feelings of being overwhelmed due to their role, and these feelings are relatively frequent.

Nearly four out of ten students have a teacher who believes their job is having an adverse effect on their mental health (36%), and their physical health (38%). Over four out of ten students have a teacher who does not have enough time to eat healthily (42%) or to exercise (44%) because of their job.

Beyond these key findings, an average of about half the students in Federated States of Micronesia have a teacher who has difficulty sleeping because they think about work-related issues (53%) and who reported they do not have time for their personal life (55%) because of their job.

Table TT2.10

Percentage of students whose teachers frequently experience issues related to wellbeing

Issue	Students	
I experience stress in my work		82% (3.4)
My job negatively impacts my mental health		36% (4.4)
My job negatively impacts my physical health		38% (5.2)
I have difficulty sleeping because I think about work-related issues		53% (5.7)
I don't have time for my personal life because of my job		55% (4.3)
I don't have time to eat healthily because of my job		42% (3.8)
I don't have time to exercise because of my job		44% (2.9)
I feel overwhelmed by my job		52% (5.0)

() Standard errors appear in parentheses.

From the responses to the eight sentences about challenges to teacher well-being, a regional scale was formed. The more teachers agree with the statements that form the scale, the higher their scale scores, and the lower their levels of well-being

The PILNA scale for teacher well-being has an average of 200 and a standard deviation of 40. Most scores are expected to be within 40 points of 200 (160–240). The scale was formed from statistical analysis of all eight answers to questions about teachers' well-being.

Each teacher's scores on this scale were compared with several demographic factors and other qualities to see if any differences existed. These factors were gender (male or female), age group (either 20–35 or over 35 years old), teaching experience (either less than 10 years' experience or more than 10 years' experience), and their highest qualification (either below degree level or degree level and higher).

There were no well-being score differences between teachers with higher or lower qualifications, teaching experience, or age. There were also no well-being score differences between female teachers and male teachers.

The results are worrying for teacher well-being. A high proportion of students in Federated States of Micronesia have teachers who are experiencing stress in their job and feeling overwhelmed by it. Over four out of ten students have teachers who reported not having enough time for managing their well-being through their personal life – eating healthily and exercising – due to their job. Further, nearly four out of ten students have teachers who believe their job is having an adverse effect on their physical and mental health. High proportions of students are being taught by teachers who are experiencing well-being challenges in their job. It is important that the reasons for this are understood and that the appropriate support mechanisms are put in place to increase teacher well-being.

These results were observed similarly across a variety of demographics. Whether older or younger, with more or less experience, higher or lower qualifications, and regardless of gender, teachers are experiencing similar well-being challenges in Federated States of Micronesia.