

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'.

Students with teachers experiencing well-being challenges


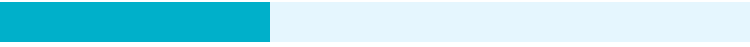
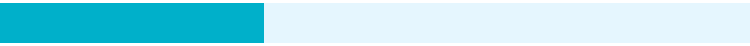





The results in Table TT2.9 show the percentage of students who have a teacher who is either 'Sometimes' or 'Often' experiencing well-being challenges in their role. In Solomon Islands, 81% of students had teachers who 'Often' or 'Sometimes' experienced stress in their role, while 79% had teachers who '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 Solomon Islands are experiencing work-related stress and feelings of being overwhelmed due to their role and these feelings are relatively frequent.

More than one out of three students have a teacher who believes their job is having an adverse effect on their mental health (36%), and their physical health (35%). One out of two students also had teachers who had difficulty sleeping (62%), had no time for their personal life (65%), no time to eat healthily (51%), or no time to exercise (55%) because of their job.

Table TT2.9

Percentage of students whose teachers frequently experience issues related to wellbeing

Issues	Students
I experience stress in my work	 81 % (2.9)
My job negatively impacts my mental health	 36 % (3.4)
My job negatively impacts my physical health	 35 % (3.2)
I have difficulty sleeping because I think about work-related issues	 62 % (3.4)
I don't have time for my personal life because of my job	 65 % (3.3)
I don't have time to eat healthily because of my job	 51 % (3.3)
I don't have time to exercise because of my job	 55 % (3.5)
I feel overwhelmed by my job	 79 % (3.1)

Percentage of students whose teachers frequently experienced issues related to well-being, Solomon Islands, PILNA 2021

() Standard errors appear in parentheses.

Teacher well-being and teacher characteristics

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). Using statistical analysis, the scale was formed from answers to all eight 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 degree level or higher qualifications and teachers with below degree level qualifications. There were also no well-being score differences between female teachers and male teachers, or between older teachers (>35 years old) and younger teachers (20-35 years old).

There was, however, a significant difference in the teaching experience comparison. Teachers with more than ten years of teaching experience had higher well-being scores than teachers with less than ten years of teaching experience.

What does this mean?

The results are worrying for teacher well-being. A high proportion of students in Solomon Islands have teachers who are experiencing stress in their job and feeling overwhelmed by their job. Most 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, more than one in three 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.

One demographic factor may be associated with teacher well-being. Teachers with more teaching experience tended to have lower levels of well-being than younger, less experienced teachers. The reasons for this are unclear but it may suggest that newer teachers have higher levels of resilience in coping with the stresses of the occupation than their more experienced counterparts.