



## Review article

# Psychological wellbeing in teachers. Study in teachers of early childhood and primary education

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## ABSTRACT

Recently, there has been a growing interest in emotional wellbeing, even from the early stages of education. In order to work wellbeing among the students it is essential to analyze the wellbeing of the teachers who are teaching and working with the children. This study examines psychological wellbeing in early childhood (0–6 years) and primary school teachers (6–12 years). The study comprised 236 early childhood and primary school teachers – 76 men (32.2%) and 160 women (67.8%) – with ages ranging from 25 to 61 years (average 37.69 years – *s.d.*=2.47). The study examined psychological wellbeing (happiness, eudemonic wellbeing, self-esteem, and life satisfaction) and several sociodemographic variables (gender, age, years in the job, type of contract, and educational stage). Participants answered an ad-hoc sociodemographic questionnaire and subjective happiness, eudemonic wellbeing, self-esteem, and life satisfaction standard questionnaires. Early childhood schoolteachers yielded higher wellbeing-related scores. All the wellbeing-related variables were found to be correlated with one another, except for happiness and self-esteem. Teachers working in different educational stages were found to yield significantly different wellbeing-related scores. For the first time, network analysis revealed differences in the associations of the variables under study among Early Childhood Education and Primary Education teachers. Thus, while happiness and satisfaction with life were found to be correlated in both groups, stronger correlations between self-esteem and eudaimonic wellbeing were found in early childhood education teachers, while in primary education teachers the correlation was with satisfaction with life, which indicates that early childhood teachers present greater spiritual and existential understanding, leading to eudaimonic wellbeing. These differences between educational stages are considered greatly significant. It was concluded that more research is needed, ideally with broader and longitudinal studies, to understand and describe the relationship between personal and even structural variables and wellbeing.

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The wellbeing of teachers is a growing concern, owing to the increasing variety and scope of the demands posed on them. Today, teachers undergo significant stress and fatigue, which can directly affect their wellbeing and, directly or indirectly, the academic performance of their pupils [1,2]. Life satisfaction is related to stress and fatigue, a phenomenon which, although not new to teaching, has been exacerbated by the COVID-19 pandemic [3]. It is, therefore, especially important that we understand the specific work and personal variables that affect teacher wellbeing [4,5]. Despite this, the issue has been paid little scholarly attention, and few specific support programmes are in existence.

When measuring the wellbeing of teachers, four vitally important results-based concepts are recognized: their self-efficacy (the belief that they are able to achieve the desired results for their students); work stress and attrition; job satisfaction; and socio-emotional competence [1,6,7]. Teachers who yield high scores in psychological wellbeing variables have good classroom environments; plan their classes in ways that improve their pupils' skills; work to engage the students effectively; and have the ability to effectively steer their pupils' behaviour [8]. Personal wellbeing, in addition to affecting classroom environment, also has an impact on student and teacher performance, as pointed out by various authors [9–11].

It has been shown that this also affects the academic performance, motivation, and self-efficacy of students [12,13]. In teachers, psychological wellbeing directly affects professional commitment, stress, and attrition [13,14].

Emotional wellbeing of teachers has a direct effect on interpersonal and affective classroom dynamics, teacher-pupil relationships, and teacher sensitivity and respect towards students, which has a direct impact on academic results [15]. Preventive, rather than interventionist, approaches, are therefore required to improve the psychological wellbeing of teachers [16].

## 1. Introduction

Wellbeing comprises cognitive, emotional, physical, and mental components; it concerns dispositional personal, organisational, and environmental factors, and is therefore key for the everyday performance of teachers [12].

Psychological wellbeing is a multifaceted concept that comprises hedonic and eudemonic factors [17,18]. Hedonic factors concern subjective wellbeing, and represent the subjective experience of pleasure, regardless of the sources of said pleasure [17,19,20]. Hedonic wellbeing focuses on mid-term achievements but tends to blur long-term perspectives [21,22]. As such, its effects have a limited temporal horizon. Hedonic approaches generally point out that subjective wellbeing reflects a variety of subjective evaluations of quality of life in a broad sense [23]. These approaches generally advocate involvement in activities that trigger positive emotional experiences and meet the individual's desires. Broadly speaking, hedonic wellbeing is characterised as the presence of positive emotions, lack of negative emotions, and general satisfaction with life [24].

In this wellbeing, constructs such as happiness, life satisfaction, self-esteem and eudemonic wellbeing play a crucial role. One of the most widely studied constructs is happiness, which is defined as the personal, subjective, and global assessment of the individual's cognitive and affective status [25,26]; happy people have a positive temperament and outlook and tend not to 'overthink' negative events; they will have friends in whom they trust and resources to cope with negative and stressful events [27]. Happiness is a positive emotion that many studies correlate with physical, emotional, and social wellbeing. Positive emotions can focus on past, present, and future events: future-related happiness is associated with optimism, faith, hope, and confidence; present-related happiness is associated with serenity and fluidity (optimum experience); and past-related happiness is associated with achievement, satisfaction, pride, and serenity [28]. Happiness has often been associated with other factors such as love, money, life, and work, but the results to date are ambiguous or contradictory, and happiness may be related more to immediate experience than to general quality of life, as other research suggests.

Self-esteem, on the other hand, concerns the way we see ourselves. It is a multidimensional construct that comprises cognitive, biological, emotional, social, and behavioural factors in interaction with contextual variables [29]. It has important emotional implications, which can be defined as the self-perception of the subject, resulting in a fundamental variable for behaviour, motivation, personality and personal realization [30]. While some studies emphasise genetic factors, others suggest that self-esteem is largely a result of actions and emotions during the life cycle [31].

On the other hand, eudemonic wellbeing concerns meaning and self-fulfilment, and defines personal functioning [32,33], as defined by personal growth and the realization of human potential. The eudemonic perspective considers psychological functioning as a result of commitment with development and existential challenges, meaning and self-reflection [17,34].

Finally, concerning cognitive aspects, life satisfaction concerns the individual's perception of their own life [35]. Individuals assess both positive and negative tangible aspects and compare them with their chosen standards [36], leading them to evaluate how satisfied they are with life. The result of this evaluation reflects how closely real circumstances match expectations. It is important to emphasise that this assessment is not affected by external, but by self-imposed, criteria [37]. According to Diener [24], self-perception is a process of cognitive judgement and, accordingly, life satisfaction-targeted studies must focus on subjective judgement [38].

## 2. Research targets

Despite the relevance of wellbeing in teachers and although education and psychological wellbeing are considered fundamental variables, no research has been found that analyses psychological wellbeing from an educational perspective. In addition, research on psychological wellbeing in teachers is scarce, although recent research suggests that the profile of teachers in Early and Primary Education may be different [39].

The present study had three objectives.

- O1.** Assess differences in psychological wellbeing between early childhood and primary school teachers.
- O2.** Determine if age and gender are significant variables.
- O3.** Establish if variables “year in the job” and “type of contract” are significant variables.

Based on previous findings, our hypothesis was that educational stage and type of contract (permanent-temporary) held by teachers are relevant variables, leading to different results.

### 3. Method

#### 3.1. Participants

The sample included 236 pre-school and primary education teachers, selected through convenience sampling in nine centres employing university students, five urban and four rural (Table 1); 76 of the participants were men (32.2%) and 160 women (67.8%); the average age of participants was 37.69 years (*s.d.* = 2.47). All participants signed an informed consent form, and the ethical guidelines of the Declaration of Helsinki were followed. In addition, the Ethics Committee, OPIICS Research Group (S46.23R), University of Zaragoza, endorsed the study. Participation was voluntary. All recommendations concerning research with human beings (voluntary participation; informed consent; right to information; data protection and confidentiality; no discrimination; gratuity; and the right to withdraw at any time) were met. The representativity of the sample was calculated, with a confidence level of 99% and 5% sampling error, and it was concluded that the sample was representative of the province of Zaragoza (Spain). The study was designed as an ex-post facto survey [40]. All questionnaires were handled anonymously.

#### 3.2. Instruments

##### 3.2.1. Lyubomirsky & Leeper' Subjective happiness scale [26]

The scale evaluates global subjective happiness, from the respondent's point of view. It is measured with four items, on a 7-point Likert scale. In the present investigation an omega value of 0.83 was obtained.

##### 3.2.2. Rosenberg' self-esteem scale [41]

The questionnaire comprises ten items (five positive + five negative statements) to control acquiescence bias. It is designed to explore self-esteem in terms of self-value and self-respect. In this study it yielded an omega value of 0.87.

##### 3.2.3. Waterman' Eudemonic wellbeing questionnaire QEWW [33]

The questionnaire comprises 21 items (including seven negative statements), and precisely reflects the philosophical representation of eudemonia. In this study, it was expressed in a six-point Likert scale ranging from 1 (totally disagree) to 6 (totally agree) to avoid the choice of a neutral value and have more insight into the underlying continuity in the response process, which is maximum likelihood estimation. In this study an omega value of 0.87 was obtained, similar to the original.

##### 3.2.4. Dierner' Life satisfaction scale SWLS [38]

It was designed to assess judgement of subjective wellbeing. It is expressed in a five-item Likert scale ranging from 1 (totally disagree) to 7 (totally agree). High scores indicate a higher degree of life satisfaction. The aggregate scores range from 5 to 35. In this research we used the translated Spanish version [42]. The study it yielded an omega value of 0.81, very similar to that of the original scale (0.83).

**Table 1**

Sample distribution (n = 236).

		Males (N = 76; 39.6%)		Females (N = 160; 60.4%)	
Stage	Early	15	19.7%	59	36.87%
	Primary	61	80.3%	101	63.13%
Age	<30 years	22	28.9%	30	18.7%
	31–40 years	23	30.3%	44	27.5%
	41–50 years	21	27.6%	63	39.4%
	>50 years	10	13.2%	23	14.4%
Years working	<5 years	28	24.6%	33	20.6%
	6–10 years	17	27.3%	43	26.9%
	11–20 years	16	26.7%	48	30.0%
	>20 years	15	21.4%	36	22.5%
Type contract	Temporary	19	20.8%	27	16.9%
	Permanent	35	44.4%	69	43.1%
	Hired	22	34.8%	64	40.0%

Permanent: life-long civil service posts awarded after official examinations; Hired: it involves a permanent contract which, unlike the contracts signed by civil servants, can be terminated at an undetermined future date by the employer; Temporary: fixed-term contracts.

### 3.3. Protocol

The sample was selected in cooperation with local schools. The principal investigator explained the aim of the study to the participants, emphasising the importance of having fully completed questionnaires.

The study was designed as a lateral comparative with natural groups study, with groups formed by stable independent variables: The groups had the same cultural background, allowing for individual comparisons and the consideration of both dependent and independent variables. Participation was volunteer and anonymous.

The questionnaires were individually completed in meetings with participants, and stress was laid on the sincerity of the answers and one of the researchers was always at hand to address questions. All participants signed the informed consent form and completed the questionnaires within 30 min, after they were reminded that the data would be treated confidentially, completely anonymously. The importance of answering all questions was emphasised. The survey was conducted in November and December 2022.

### 3.4. Data analysis

The statistical analysis program SPSS 26.0 was used for data processing. After undertaking the standard tests (normality, independence, homoscedasticity, and sample linearity), parametric techniques were chosen. In order to better understand the sample, each variable was subject to central tendency basic descriptive analysis (median) and percentages, frequencies, and distributions (standard deviation). Student's *t* was used in independent samples to understand median differences in continuous and normal variables. The lowest possible level of significance was adopted in all cases, the differences with a value of  $p < 0.05$  being considered significant. Bilateral contrasts were undertaken. Cohen's *d* was used to analyze effect size and thus establish the magnitude of the differences in the results yielded by Student's *t*-test. Following Cohen [43], effect size can be regarded as follows:  $d = 0.20$  (small),  $d = 0.50$  (moderate) and  $d = 0.80$  (large). In order to aid the interpretation, an effect  $(-1, 1)$  code was used for binary variables. Finally, the analysis of weighted networks not directed through the JASP program, v. 0.10.2 was performed to evaluate and explore structural dynamics among reagents through the Fruchterman-Reingold "FR" algorithm. The graphs include nodes that represent the indicators of the variables and borders (lines) that represent the relations between these nodes [44]. The parameters considered are the Ebclasso estimator (less absolute contraction and selection graphical operator) which allows generating a stable network based on regularized partial correlations and easy interpretation with an estimation index of 0.50, recommended to create a parsimonious network with greater stability. Likewise, centrality indices were evaluated to estimate the interconnection in the network structures; the indicator of greater centrality has a stronger influence on the other features of the network. These indices are the degree of connectivity (intermediation centrality), the proximity between all variables in the network (proximity centrality), and the frequency of connections each node has from the number of possible connections (degree-strength centrality). These are the most important and most used centrality measures in network analysis (NA) [45].

## 4. Results

The overall results of the happiness, eudemonic wellbeing, self-esteem, and life satisfaction questionnaires are presented in Table 2. Early childhood teachers yielded higher scores in all the constructs under analysis.

Table 3 shows the differences in means in relation to sociodemographic variables. Significant differences were found for all variables (except sex) regarding eudemonic well-being, self-esteem, and satisfaction with life, but not for happiness. In addition, they showed moderate effect sizes, with values between 0.2 and 0.3.

Table 4 presents partial correlations between subjective happiness, eudemonic wellbeing, self-esteem, and life satisfaction.

Happiness was found to be correlated with eudemonic wellbeing (partial  $r = 0.217$ ,  $p < 0.01$ ), self-esteem (partial  $r = 0.212$ ,  $p < 0.01$ ) and life satisfaction (partial  $r = 0.535$ ,  $p < 0.01$ ); eudemonic wellbeing was also found to be correlated with self-esteem (partial  $r = 0.289$ ,  $p < 0.01$ ) and life satisfaction; (partial  $r = 0.329$ ,  $p < 0.01$ ); finally, self-esteem and life satisfaction were also found to be correlated (partial  $r = 0.411$ ,  $p < 0.01$ ).

Finally, a network analysis (NA) of the constructs studied was undertaken (Fig. 1), differentiating between teachers of Early Childhood Education and Primary Education. This analysis represents nodes that reflect the connections of items with positive correlations (blue borders or lines), which indicates that the increase in the score of an item led to an increase in scores in other items. In Early Childhood Education teachers, the magnitude of correlations was greater between nodes 3 (satisfaction with life) and 4 (happiness) (partial  $r = 0.46$ ,  $p < 0.01$ ); as well as between nodes 1 (self-esteem) and 2 (eudaimonic wellbeing) (partial  $r = 0.29$ ,  $p < 0.01$ ). Reagents 2 and 4 are the ones with the lowest network connections. For primary school teachers the magnitude of correlations

**Table 2**  
Study variables descriptive.

	Early		Primary		Cohen's <i>d</i>	Size effect
	Media	s.d.	Media	s.d.		
Happiness	8.22	0.85	7.79	1.11	0.41	0.20
Eudaimonic wellbeing	73.05	5.33	70.12	7.41	0.43	0.21
Self-esteem	45.68	4.53	42.37	6.73	0.54	0.27
Life satisfaction	21.03	2.56	18.85	3.19	0.72	0.36

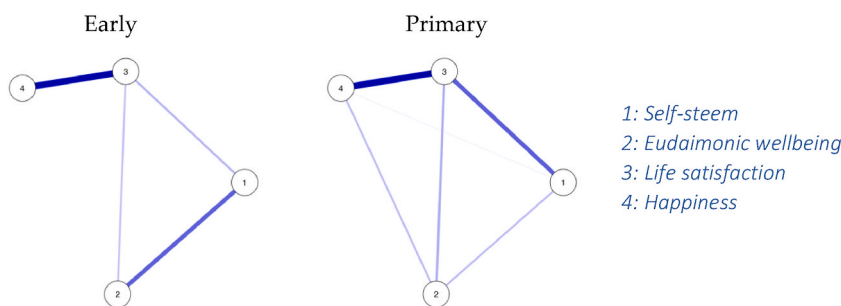
**Table 3**  
Mean differences.

		F	Sig.	$\eta^2$
Gender	Happiness	1.55	0.18	0.03
	Eudemonic wellbeing	1.82	0.01	0.20
	Self-esteem	2.46	<0.001	0.19
	Life satisfaction	1.98	0.02	0.11
Age	Happiness	1.44	0.21	0.03
	Eudemonic wellbeing	2.25	<0.001	0.23
	Self-esteem	2.69	<0.001	0.21
	Life satisfaction	2.40	<0.001	0.13
Years on the job	Happiness	2.42	0.04	0.05
	Eudemonic wellbeing	2.93	<0.001	0.28
	Self-esteem	3.10	<0.001	0.23
	Life satisfaction	3.43	<0.001	0.18
Type of contract	Happiness	1.50	0.19	0.03
	Eudemonic wellbeing	2.12	<0.001	0.22
	Self-esteem	5.17	<0.001	0.31
	Life satisfaction	4.58	<0.001	0.25
Educational stage	Happiness	2.61	0.03	0.05
	Eudemonic wellbeing	3.29	<0.001	0.31
	Self-esteem	2.71	<0.001	0.21
	Life satisfaction	3.85	<0.001	0.20

**Table 4**  
Correlations between variables under study.

	1	2	3	4
1. Happiness				
2. Eudemonic wellbeing	0.217**			
3. Self-esteem	0.212**	0.289**		
4. Life satisfaction	0.535**	0.329**	0.411**	

\*p < 0.05; \*\*p < 0.01.



**Fig. 1.** Network analysis between the constructs under analysis

Note: Each line (border) represents the partial correlation between two variables, and thickness reflects magnitude.

was greater between nodes 3 (satisfaction with life) and 4 (happiness) (partial  $r = 0.45$ ,  $p < 0.01$ ); as well as between nodes 1 (self-esteem) and 3 (satisfaction with life) (partial  $r = 0.28$ ,  $p < 0.01$ ).

Fig. 2 represents the greatest measure of strengths, caused by the greater stability of network models; the highest magnitude is related to reagent 3 (satisfaction with life).

### 5. Discussion and conclusions

In recent decades, interest in the wellbeing of teachers has increased [46]. The number of sick leaves and dropout in all educational levels has tended to increase and have soared after the pandemic [47]. Professional demands and high stress levels are compounded by high levels of personal and professional burnout [48,49]. Although most studies have focused on the deleterious effect of negative indicators in professional performance, this study wishes to focus on a more positive side, laying the emphasis on wellbeing [50,51]. Wellbeing is not only defined by the absence of sickness, but also implies a healthy and successful operation of the person, both at the workplace and in terms of personal and social relationships [52].

The sample included two women for each man, and half the respondents were under 40 years of age. Similarly, about half had been

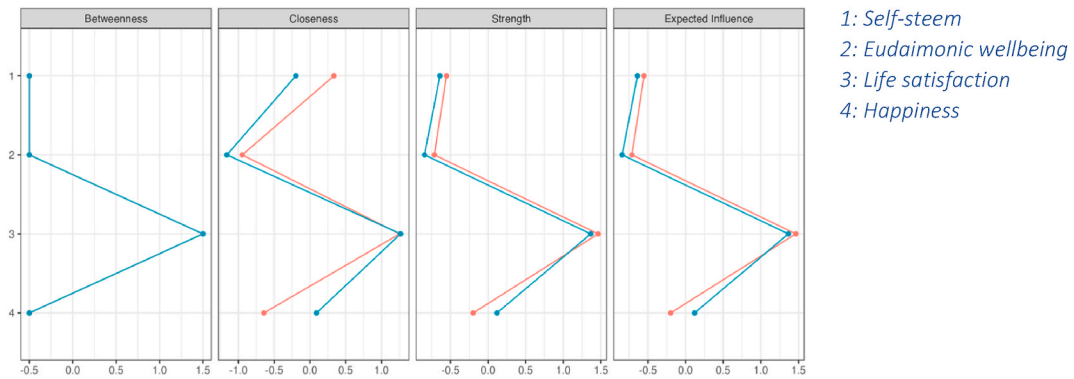


Fig. 2. Graph of centrality.

on the job for less than ten years. Two out of three worked in public schools, and two out of three were early childhood teachers.

Early childhood teachers yielded higher scores than primary school teachers in all variables, suggesting that they enjoy higher levels of psychological wellbeing, in line with several recent studies [53,54].

Concerning sociodemographic variables, type of contract and educational stage were found to have a significant effect in all wellbeing variables under study. Gender, age, and years on the job, in contrast, were found to have no significant effect on these psychological variables. Concerning gender, these results are in line with some recent studies, which found no significant differences in terms of emotional management between men and women [5,55], although other studies argue that women manage emotions better than men [9,56]. These results are, therefore, in line with other studies that emphasise the difficulty of the issue [14,57], which suggests that not enough studies have been carried out to date to reach firm conclusions concerning the effect of gender in wellbeing.

Although some studies argue that wellbeing decreases with age [58] or that it traces a U-shaped temporal curve [42], the results of the present investigation do not confirm this. Individual personality may play a substantial role in this; it could also be significant that these teachers always work with the same age groups, so they age while their pupils do not [7,59,60].

The time on the job variable was also not found to have a significant effect. A recent study has pointed to the impact of experience on the wellbeing of teachers [61], although this research examined the relationship between well-being, exhaustion, and self-efficacy in teaching experience and praxis. Our study did not address such issues as stress and burnout, but took a positive psychology approach, and this may have led to the absence of differences in this regard [1,3,48]. It must be pointed out that access to employment has important repercussions for teacher's skills and training; experience is an important factor for the wellbeing of teachers [2,62], and many of them state that, even after spending years on the job, they feel a lack of formal training, triggering stress and insecurity in terms of classroom management [5,63].

Concerning type of contract (permanent, hired, temporary), the only differences found concerned the life satisfaction variable. This explains widespread perceptions about public employment in Spain as a desirable personal and professional achievement [64,65]. In addition, different investigations examining the relationship between well-being and career, found that workplace well-being and job satisfaction are enhanced by the availability of adequate resources and opportunities for professional progress [1,3,66], which are typically found in public schools, and this is confirmed by the results of our research.

On the other hand, correlation analysis found partial correlations between the different scales used to evaluate psychological well-being; happiness was found to be correlated with eudaimonic well-being and life satisfaction; Eudaimonic well-being was found to be correlated with self-esteem and life satisfaction; and self-esteem was found to correlate with life satisfaction, in line with previous research [17,18,35,67]. This is explained by the fact that these are important variables, and it has been shown that good emotional management can greatly contribute to the well-being of teachers [2,4,65]. Only happiness and self-esteem were not found to be correlated, which may suggest that the perception of happiness does not necessarily imply high self-esteem and vice versa. This may be affected by the fact that aspects related to the working environment and the overall health of the respondents were not taken into account in the present study [2,49,68].

To the best knowledge of the authors, this is the first time that network analysis is used to evaluate the relationship between happiness, eudaimonic wellbeing, self-esteem, and satisfaction with life to explore their mutual structural relationships. Similarly, possible similarities/differences in the welfare of pre-school and primary school teachers were measured for the first time in this study. The systemic interactions between NA indicators suggest a closer connection between happiness and satisfaction with life in both groups (early childhood and primary education teachers). However, while in early childhood teachers the association between self-esteem and eudaimonic wellbeing was found to be strong, in primary school teachers' self-esteem was found to be more closely related to life satisfaction, as noted in previous studies [29,53]. This indicates that the greatest link in the dynamics of emotional wellbeing in teachers is represented by the feeling of subjective happiness and satisfaction with life; in infant teachers the pursuit of eudaimonic wellbeing is related to self-esteem, while in primary school teachers self-esteem is less closely related to eudaimonic wellbeing than to satisfaction with life [2,39,54]. Therefore, our study indicates that there is greater understanding of philosophy of life (eudaimonic welfare) in early childhood education teachers; in other words, preschool teachers present greater spiritual and existential understanding than EP teachers [11,12,16]. These findings are in addition to other results of a network of measures related



to psychological wellbeing [69–71].

NA can be used to illustrate a stable dynamic connection of independent partial correlations, reducing the possibility of spurious relations (unlike bivariate correlation coefficients), and thus representing the connection of each pair of interconnected elements more precisely and systemically. In addition, another statistical similarity between latent variable models and network analysis can be identified [72], namely the higher factor saturation value of node 3 (self-esteem), which holds a central position in the network, revealing the importance of this variable for the emotional well-being of teachers [2,5,29] and for their work with pupils [4,12,15,73].

### 5.1. Limitations of the study

The limitations of this study must be taken into account in the interpretation of results. Although the sample is statistically relevant, it should be extended to include other population groups, including teaching specialties (music, sport, languages ...), which may present stronger relationships between the constructs used to measure wellbeing: happiness, eudaimonic wellbeing, self-esteem, and satisfaction with life. It would also be desirable to expand the questions at the psychometric level in the various population groups under analysis; and to carry out longitudinal studies to assess the evolution of psychological wellbeing over time, as well as its links with personal variables (marital status, family, children, overall health ...), professional variables (type of centre, style of management, possibility of promotion ...), and even structural variables, like the school's environment (rural-urban). Studies should also be carried out in other Spanish provinces, over a longer time span.

### 5.2. Future perspectives

The main strength of the study was the inclusion of the network model. Many psychometric studies do not yet use this statistical method, which yields better data because it estimates associations after the multivariate control of all elements from an emerging systemic perspective, which is eminently suitable to psychological phenomena [46]. It would be interesting and desirable to examine the role played by the wellbeing of teachers in their tasks, the influence it has on the teaching-learning process, and the projection of teacher welfare onto their students. Teachers feeling well-qualified for their duties is an essential prerequisite for their wellbeing, and vice versa. In addition, it is advisable to work on the emotional skills of teachers, as this greatly contributes to improve their emotional wellbeing, reducing stress and enhancing self-efficacy, professional performance, and professional and personal satisfaction [74,73]. The wellbeing of teachers depends on context and concerns their emotions and behaviour, as well as on the perception that they, as well as others, have of their performance [75]. Apart from their own personal conditions, teachers often have to work in overcrowded classrooms, sometimes dealing with pupils with special needs, which undermines their wellbeing [76]. Working on the wellbeing of teachers should become a social priority, especially since the publication of the Sustainable Development Goals (SDG 4). From this perspective, increasing the human, economic, and material resources available to schools is essential. A teacher with higher degrees of psychological wellbeing is better able to weave positive relationships with their pupils, stand as an example to them, and help them to foster their own wellbeing [1,73].

Positive relationships between teachers and students are based on trust, mutual support, and absence of conflicts [73], and they are essential for a positive classroom environment, the quality of the teaching processes, and student learning [77,78]. But these teacher-student relationships are also dependent on individual constructs, so the wellbeing of teachers also has a key role to play in the creation of teaching environments that are psychologically, emotionally, and physically safe [79]. Working conditions must be conducive to a positive environment, enhancing the wellbeing of teachers and more efficacious teaching practices [74].

### 5.3. Practical implications

This work could have practical implications that can lead to didactic strategies to provide teachers with a better understanding of emotions, personal wellbeing, and the promotion of task-oriented effort and dedication. These are all key aspects to meet an optimum level of academic/psychological development and could help teachers to cope with academic tasks, problems, and uncertainty.

In practice, almost no time is spent to teach trainee educators about emotions, not only at school but in all spheres of life. It has been shown that cooperation between teachers has a positive effect on their wellbeing [63], not only enhancing the support, resources, and structures required for the teaching-learning process, but also their motivation and wellbeing [79]. Similarly, programmes directed by professionals in the fields of psychology and education can help to improve the wellbeing of teachers and reduce the risk of dropout.

## 6. Conclusions

In conclusion, the study showed that pre-school teachers enjoy greater psychological wellbeing than primary school teachers, a conclusion partially shared, from different perspectives, by previous studies [29,53,66]. The type of contract also has a significant effect on wellbeing, also confirming previous research [2,46,50]. Finally, the results suggest pre-school teachers tend to focus on eudaimonic well-being, whereas primary school teachers tend to do so on hedonic wellbeing, an issue that needs to be investigated further in the future [17,52,54].

Although these results are a step in the right direction, they also highlight that more research is needed to better understand the psychological wellbeing of teachers. This is, in itself, an interesting conclusion. There is wide consensus about the difficulty of reaching firm conclusions in this field, and the results presented by different studies are, indeed, contradictory concerning various variables (e.g. gender, age, years on the job). However, no previous study has analysed the psychological wellbeing of teachers in relation to the

educational stage in which they teach. In any case, more research is needed to establish how this variable affects the psychological wellbeing of teachers as well as the impact of other personal, professional, and structural variables.

### Data availability statement

Data will be made available on request. The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

### Ethics statement

The participants provided their written informed consent to participate in this study.

### CRedit authorship contribution statement

**Carlos Salavera:** Writing – review & editing, Writing – original draft, Methodology, Investigation, Funding acquisition, Formal analysis, Data curation, Conceptualization. **Eva Urbón:** Writing – review & editing, Writing – original draft, Methodology, Investigation, Formal analysis, Data curation, Conceptualization. **Pablo Usán:** Writing – review & editing, Writing – original draft, Formal analysis, Conceptualization. **Vitor Franco:** Writing – review & editing, Writing – original draft, Investigation, Conceptualization. **Adrián Paterna:** Writing – review & editing, Writing – original draft, Methodology, Investigation, Formal analysis. **José M. Aguilar:** Writing – review & editing, Writing – original draft, Methodology, Investigation, Formal analysis, Data curation, Conceptualization.

### Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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