

A PRELIMINARY MEASURE OF TEACHERS' OCCUPATIONAL WELL-BEING IN BAKU
SCHOOLS AND HOW THE SCHOOL ENVIRONMENT CAN AFFECT IT

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Thesis prepared for the Degree of
MASTER OF ARTS

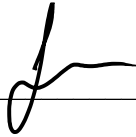
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ABSTRACT

Teachers' occupational well-being is the work-related aspect of teacher's well-being. This study investigates the levels of occupational well-being of Baku school teachers and the factors that may influence them. The studied indicators of occupational well-being are self-efficacy, job satisfaction, psychosomatic symptoms, and social relations (among colleagues, principals, and students), and the studied contextual factors are school type, classroom size, gender, age, experience, and education. First, a quantitative questionnaire was implemented among 100 participants to assess their occupational well-being and compare the contextual factors. Later, an open-ended qualitative interview with four teachers helped to find factors in the school environment affecting their occupational well-being. The quantitative data showed positive levels of the participants' occupational well-being, the teacher-student relations were notoriously strong, and the teacher-principal relations significantly low. The classroom size and teachers' educational level showed the most notorious differences in occupational well-being, while the quality of teachers' relation with their principal was a predictor of job satisfaction and self-efficacy. The most frequent psychosomatic symptom among the participants was fatigue, which showed some differences across groups. The qualitative data corroborated the link between the teacher-principal relationship and job satisfaction and showed feedback as an essential factor of self-efficacy. It also showed that online lessons might induce fatigue, eye irritation, and back pain. The minor participation of male teachers did not allow for the analysis of the data based on gender. More details and other findings, as well as implications for research and practice, are discussed.

Keywords: teachers' occupational well-being, self-efficacy, job satisfaction, psychosomatic symptoms, social relations, working environment

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TABLE OF CONTENT

TABLE OF CONTENT	vii
LIST OF FIGURES	x
LIST OF TABLES	xi
CHAPTER 1. INTRODUCTION	1
Statement of Problem.....	2
Purpose of the Study	3
Objectives of the Study.....	4
Research Questions.....	4
CHAPTER 2. LITERATURE REVIEW	5
Theoretical Framework.....	5
Teachers' Occupational Wellbeing.....	9
Importance of Teachers' Occupational Well-being.....	10
Shaping Teachers' Well-being.....	13
Summary.....	14
CHAPTER 3. METHODOLOGY	16
Research Procedures	16
Research Sample.....	17
Research Instruments	18
<i>Quantitative Research Instrument</i>	18

<i>Qualitative Research Instrument</i>	19
Data Analysis	19
Validity and Reliability of Instruments	20
Limitations	20
CHAPTER 4. FINDINGS.....	22
Quantitative Data Report	23
<i>Self-Efficacy</i>	24
<i>Job Satisfaction</i>	26
<i>Social Relations</i>	27
<i>Psychosomatic Symptoms</i>	30
<i>Occupational well-being</i>	33
Qualitative Data Report	39
<i>Occupational Well-being</i>	40
<i>Self-efficacy</i>	42
<i>Job Satisfaction</i>	44
<i>Psychosomatic Symptoms</i>	46
<i>Social Relations</i>	47
Conclusion	49
Summary.....	50
CHAPTER 5. FINDINGS AND DISCUSSIONS	51

Self-Efficacy	52
Job Satisfaction	53
Psychosomatic symptoms	53
Social relations	54
Occupational Well-being	55
Conclusion	58
REFERENCES	60
APPENDICES	66
APPENDIX A	67
APPENDIX B	69
APPENDIX C	71
APPENDIX E	76

LIST OF FIGURES

Figure 1. Theoretical Framework of Teachers occupational Well-being (Viac & Fraser, 2020)...	6
Figure 2. Explanatory sequential research design (Creswell, 2012).....	17
Figure 3. Self-efficacy of Baku school teachers.	25
Figure 4. Job Satisfaction of Baku School Teachers	27
Figure 5. Colleagues Relations of Baku School Teachers	28
Figure 6. Principal Relations of Baku School Teachers	29
Figure 7. Student Relations of Baku School Teachers	30
Figure 8. Psychosomatic Symptoms of Baku School Teachers.....	31
Figure 9. Back Pain Frequency for Baku School Teachers	32
Figure 10. Fatigue Frequency for Baku School Teachers.....	32
Figure 11. Baku School Teachers' Occupational Well-Being.	33
Figure 12. Baku School Teachers' Occupational Well-Being. School Type.	34
Figure 13. Baku School Teachers' Occupational Well-being. Classroom Size.	35
Figure 14. Baku School Teachers' Occupational Well-being. Age.	36
Figure 15. Baku School Teachers' Occupational Well-being. Teaching Experience.	37
Figure 16. Baku School Teachers' Occupational Well-being. Teachers' Education.....	37
Figure 17. Baku School Teachers' Occupational Well-being. Teacher-Principal Relations	39

LIST OF TABLES

Table 1. Background information of survey participants	24
Table 2. Participant Information	39
Table 3. Factors Affecting Baku School Teachers' Occupational Well-being	40
Table 4 Factors Affecting Baku School Teachers' Self-Efficacy	42
Table 5. List of necessary Factors to have a high Job Satisfaction.....	44
Table 6. Factors Affecting Baku School Teachers' Satisfaction with the Teaching Profession ..	44
Table 7. Factors Affecting Baku School Teachers' Psychosomatic Symptoms.	46
Table 8. Factors Affecting Baku School Teachers' Social well-being	47

CHAPTER 1. INTRODUCTION

Well-being is a broad and complex concept that may refer to mental and physical health, quality of life, or happiness. Indeed, over the years, many researchers have defined well-being in different terms (Allin & Hand, 2014), and no single study has belittled the importance of well-being over employee performance. Teachers' case is not the exception, making possible to find abundant literature addressing the dangers of not caring for teachers' well-being (Bubb & Early, 1996; Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008; Spilt, Koomen, & Thijs, 2011; Viac & Fraser, 2020). However, it is not until recent years that teachers' well-being has taken the importance that it deserves, having now a special place in international studies such as TALIS and PISA (Viac & Fraser, 2020).

Teachers are expected to be multitasking in the school. They are supposed to facilitate the development of students' emotional and social skills, address students' individual needs, and work collaboratively with other teachers and parents to ensure their students' improvement (Viac & Fraser, 2020). The importance of having an accurate idea of how is teacher's well-being lies in the fact that, in order to do all they should do, teachers must be healthy and sane. For instance, low levels of teachers' well-being can result in stress and burnout (Viac & Fraser, 2020). On the other hand, teachers' stress and burnout can influence student outcomes (Herman et al., 2018). It is, therefore, essential to study teachers' well-being to assure students' development.

In order to study teachers' well-being in their workplace, the concept of occupational well-being is introduced, which is defined as the work-related aspects of teachers' well-being (Viac & Fraser, 2020). For this study, teachers' occupational well-being is understood as a complex term compound of four indicators: self-efficacy, job satisfaction, psychosomatic symptoms, and social relationships. Self-efficacy is teachers' beliefs in their ability to perform

(Viac & Fraser, 2020), and job satisfaction is the sense of fulfillment and gratification that teachers get from working (OECD, 2014). In this definition, psychosomatic symptoms are the physical diseases caused by mental factors such as stress and anxiety (Weiss, 2015), and the term social relationships refer to the quality and depth of the social interaction (Viac & Fraser, 2020); in this project, only the relationships of teachers with their colleagues, students and principals will be considered.

Studying teachers' occupational well-being takes particular relevance in Azerbaijan since little is known, and no records of measuring their well-being have been found. Thus, the study proposed will give a preliminary idea of teachers' occupational well-being in Azerbaijan, using a questionnaire based on an existing OECD survey (Viac & Fraser, 2020). This study will also explore how the school environment can impact teachers' occupational well-being in the Azerbaijani context, holding interviews with teachers to reflect on their experiences and find factors affecting their occupational well-being. This study is expected to advance the discussion of teacher well-being in Azerbaijan and put teachers' problems in the spotlight.

Statement of Problem

Well-being has been endowed with several definitions over the last years. That is clearly shown by Allin and Hand (2014), where they spend many pages exploring the contrasting interpretations that well-being can have. For instance, Felce and Perry (1995) argue that well-being is a general word that comprises objective and subjective indicators, such as physical, material, social, emotional well-being, personal development, and purposeful activity (as cited in Allin & Hand, 2014). On the other hand, Michaelson, Mahony, and Schifferes (2012) explain well-being as how people feel and function personally and socially and how they evaluate their lives as a whole. The OECD understands well-being as a misleading term, where there is no single and right

definition (OECD, 2011a). Accordingly, they have developed a deep framework with three essential dimensions for well-being: quality of life, material living conditions, and sustainability (OECD, 2011b). I feel personally attached to the definition given by the OECD, due to the triad that evokes: quality of life relates to mind, spirit, and happiness; material living conditions refers to the outer needs such as housing, job or any external pleasure; and sustainability points to the possibility to retain well-being over time.

Teachers' well-being is necessary to provide quality teaching and positive educational outcomes (Viac & Fraser, 2020). For this reason, the OECD has developed a complete framework for teachers' occupational well-being, aiming to promote the right policy decisions to ensure teachers' well-being. However, little to none information on teachers' well-being was found in Azerbaijan, and the non-participation of Azerbaijan in OECD studies addressing well-being (such as *How is life? 2020: Measuring Well-being*) motivate this study. Moreover, article 33 of the Education Law of the Republic of Azerbaijan (2019) ensures that, among other things, teachers must be provided with normal conditions to work and respect for their honor and dignity, with no explicit mention of well-being or any of its dimensions. Thus, the present study will grasp the current situation of teachers' well-being in Azerbaijan.

Purpose of the Study

The purpose of this study was to get a grasp of teachers' occupational well-being and determine how the working environment could affect those levels of occupational well-being in Azerbaijan. A secondary purpose was to give some teachers a chance to freely express themselves, allowing them to raise their voice and communicate their feelings concerning their job and well-being.

Objectives of the Study

The study is designed to explore the occupational well-being of school teachers in Baku, Azerbaijan, and determine the more significant reasons for those levels of well-being. The following points are the research objectives for the study:

- Describe some aspects of Baku school teachers' occupational well-being.
- Describe contextual factors affecting Baku school teachers' occupational well-being
- Explore teachers' perception of the environments' role in their occupational well-being.

Research Questions

In order to describe teachers' well-being in Baku schools and explore the factors behind those levels of well-being, the following research questions were formulated to guide the study:

1. What are the levels of occupational well-being of Baku school teachers?
2. What are the factors of the school environment affecting Baku school teachers' occupational well-being?

CHAPTER 2. LITERATURE REVIEW

In this chapter, I present a literature review of occupational well-being, the importance of studying teachers' well-being, and what could be behind those levels of well-being. This chapter explores the literature on well-being and how it was approached when talking exclusively about teachers' well-being. A framework for teachers' occupational well-being is also explained for a more precise picture of well-being applied to teachers' context.

The articles reviewed cover many years of studies on teachers' well-being. The core books that guided the review were *Managing Teacher Stress: Work-Life Balance and Wellbeing* by Bubb and Early (1996), *The wellbeing of nations: Meaning, Motive and Measurement* by Allin and Hand (2014), and the working paper *Teacher's well-being: A framework for data collection and analysis* by Viac and Fraser (2020). All the papers were retrieved from Google Scholar, Research Gate, ProQuest Ebook Central, Jstor, and OECD iLibrary, which are reliable sources of information.

Theoretical Framework

A theoretical framework serves as “the foundation upon which a research is constructed” (Adom, Hussein, & Joe, 2018, p. 438). Ravitch and Carl (2016) explain that the theoretical framework assists researchers to situate and contextualize formal theories into their studies as a guide (as cited in Adom et al., 2018). With these concepts in mind, this project will use the OECD framework developed by Viac and Fraser (2020) on teachers' occupational well-being to guide the research.

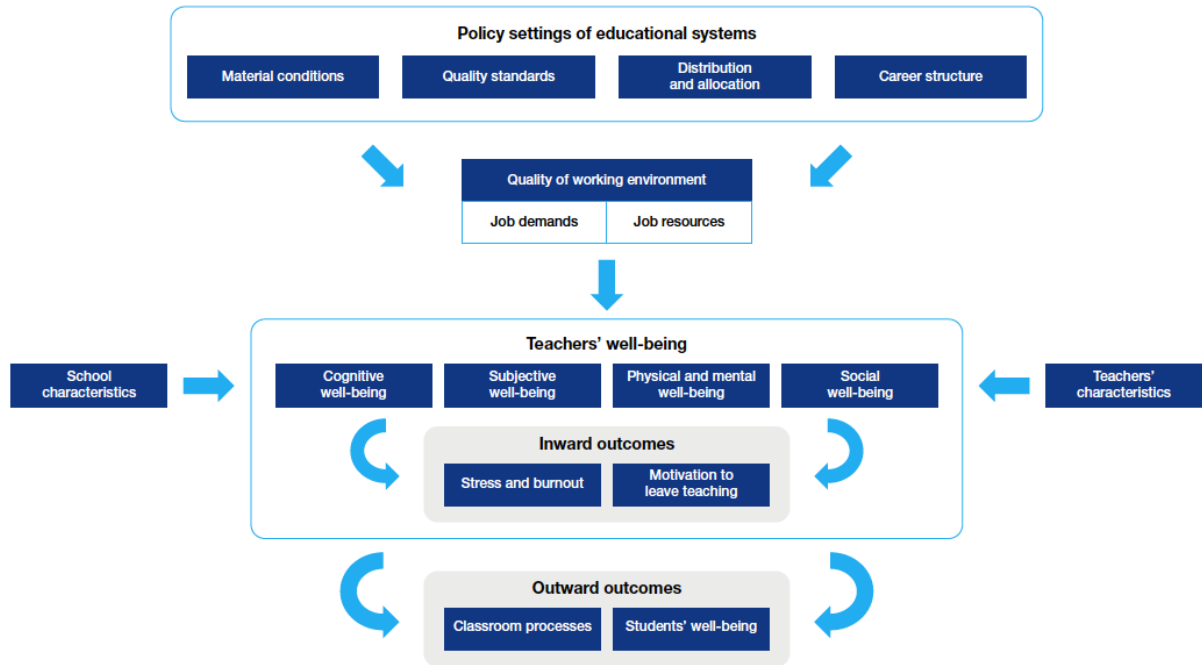


Figure 1. Theoretical Framework of Teachers occupational Well-being (Viac & Fraser, 2020)

This framework was built by incorporating dimensions covered in TALIS and instruments used in the development of PISA 2021 (Viac & Fraser, 2020). The framework serves as a cornerstone for the present study and guides the understanding of the core components of teachers' occupational well-being and the working conditions that shape teachers' occupational well-being. Thus, the framework defines teacher's occupational well-being around four key dimensions: cognitive, subjective, physical and mental, and social well-being. Also, each of those dimensions contains several indicators that help to measure those dimensions. For this study, only one indicator of each dimension will be considered, which are: self-efficacy (from cognitive well-being), job satisfaction (from subjective well-being), psychosomatic symptoms (from physical and mental well-being), and social relationships (from social well-being). Each indicator has its importance, and there is a logic behind the selection of self-efficacy, job satisfaction, psychosomatic symptoms, and social relationships.

Self-efficacy is the primary indicator of cognitive well-being in the OECD framework of teacher's occupational well-being; thus, self-efficacy is a cognitive process where people build beliefs about their capacity to perform at a given level of succeeding (Viac & Fraser, 2020). The job satisfaction of teachers is a sense of fulfillment and gratification that teachers get from working (OECD, 2014); more specifically, teachers' job satisfaction consists of the satisfaction that they can get from the profession and the current work environment (OECD, 2014). Psychosomatic symptoms are those diseases where mind and body are related; in other words, they are physical symptoms that may have been caused due to the current mental state (Weiss, 2015). The psychosomatic symptoms to study on teachers are headaches, stomach pain, back pain, feeling down, irritability, feeling nervous, fatigue, feeling dizzy, feeling anxious, and sleep deprivation (Viac & Fraser, 2020). Finally, teachers' social relationship refers to the quality and depth of teachers' social interactions (Viac & Fraser, 2020) with their students, colleagues, and principals; indeed, the focus is put on the factors that can impact teachers' occupational well-being, such as student misbehavior, support or lack of support from management, or challenging situations that may arise with colleagues (McCallum et al., 2017)

The reason to choose those indicators is first its relevance in the literature: several studies on teachers' well-being consider job satisfaction (Klusmann et al., 2008; OFSTED, 2019) and social relationships (Collie et al., 2015; Demo & Paschoal, 2013) as key concepts when referring to teachers' occupational well-being. In the same way, Schleicher (2018) considers that teachers' self-efficacy has been the most extensively studied part of teacher well-being at the international level; accordingly, Viac and Fraser (2020) put self-efficacy as the central concept to study when inquiring about teachers' cognitive well-being.

Finally, psychosomatic symptoms have been left aside on the general discussion of teachers' well-being, with only some studies considering it as an indicator (Van Horn et al., 2004; Viac & Fraser, 2020). However, some researchers have shown that teachers are more likely to suffer sleep disorders, forgetfulness, pain, and irritability than other occupational groups (Scheuch et al., 2015), and it has been highlighted that teachers can have lower health status than the general population (Yang et al., 2009). Thus, I consider it is essential to add this last indicator to the understanding of occupational well-being. Since this new definition of teachers' occupational well-being considers each dimension's main points, it is expected to be a fair representation of Viac and Fraser's framework. Also, as teachers' well-being has been understudied in Azerbaijan, a good starting point is to explore the most relevant indicators.

Several working conditions can shape teachers' occupational well-being. Viac and Fraser (2020) pointed out that the school characteristics and the working environment's quality (subdivided into job demands and job resources) are the most important external factors shaping teachers' occupational well-being. However, they also added teachers' characteristics as an essential factor in teachers' well-being. For this study, only school characteristics and teachers' characteristics will be considered in the initial measure of Baku school teachers' occupational well-being. The reason for this is the extension to measure job demands and job resources; according to Viac and Fraser (2020), job demands of teachers can be measured considering the workload, classroom composition, and performance evaluation of teachers, while job resources are measured by studying work autonomy, professional development opportunities, appraisal and feedback, and professional collaboration. While those indicators are essential when analyzing what elements shape teachers' occupational well-being, they also need to be studied rigorously for each teacher

participating in the study. Nevertheless, some of those indicators may arise naturally from teachers' responses.

The school characteristics are those school features to consider that can contribute to creating the working conditions in which teachers operate (Viac & Fraser, 2020); the school characteristics to examine in this study are school type (public or private) and school size (number of students per classroom). Teacher characteristics are those individual attributes of teachers that may influence their well-being, such as their experience, education, age, or gender. School and teacher characteristics are contextual variables that help understand how well covered the levels of well-being are in the system, the extent to which they vary across school and teacher profiles, and the sources of those variations (Vian & Fraser, 2020). Contextual variables are relevant if the aim is to identify initial variances and possible causes of the problem.

Teachers' Occupational Wellbeing

Any definition given to well-being does not quite meet teacher needs when it comes to discussing policy decisions. Day et al. (2006) identified three factors that shape teacher's well-being: situated (pupil characteristics, site-based leadership, and staff collegiality), professional (teachers' roles and responsibilities, and educational policies), and personal (family support and demand). Thus, to make improvements in teacher's well-being, the focus should be on situated and professional factors; "personal factors, although relevant, are beyond the scope of influence of educational policy" (Viac & Fraser, 2020, p.18). Hence, the general concept of well-being is narrowed to teachers' work-related aspects of their lives, producing the idea of teachers' occupational well-being.

Viac and Fraser (2020) have done a tremendous job breaking down the concept of teachers' occupational well-being. However, not all studies have been that rigorous. Klusmann et al. (2008)

have considered occupational well-being as the levels of emotional exhaustion and job satisfaction in the school setting. In the same way, the OFSTED (2019) has made a report on teacher well-being in work, measuring life satisfaction, and considering occupational well-being as “how you feel about your work” (p.18), which corresponds to the definition of job satisfaction more than occupational well-being. Van Horn et al. (2004) used a more detailed interpretation of teachers’ occupational well-being, considering affective, cognitive, professional, social, and psychosomatic dimensions. Viac and Fraser (2020) managed to put together all the different ideas of teachers’ occupational well-being, guiding data collection, and analyses of teachers’ well-being. In this study, occupational well-being is considered as the four-dimensional concept described by Viac and Fraser (2020), which are cognitive well-being, subjective well-being, physical and mental well-being, and social well-being; however, only one indicator of each dimension will be studied: self-efficacy, job satisfaction, psychosomatic symptoms, and social relations.

Importance of Teachers’ Occupational Well-being

It is no secret that teachers’ have a vital role in students’ education (Davidson, 2007; Pillay et al., 2005; UNESCO, 2005). However, it is still under research to what degree teachers’ well-being can affect student outcomes. Bubb and Early (1996) firmly state the importance of studying teachers' well-being; they affirm that while teacher’s well-being is not improved, then the quality of education and the future of young people will suffer. As Bubb and Early (1996) reported, improving teachers’ well-being will help them be more effective in their job, feel valued and motivated, and consistently decrease turnover. Low levels of teachers’ motivation can harm students’ motivation (Atkinson, 2000; Tohidi & Jabbari, 2012), while teachers’ turnover has a significant and detrimental effect on students’ achievement (Ronfeldt et al., 2011). Moreover, Albulescu and Tuşer (2018; as cited in Viac & Fraser, 2020) noted that low levels of teachers’

well-being could negatively affect the school setting: frequent turnover, low performance and absenteeism, and a decrease in the quality of teachers' instruction and practice. Viac and Fraser (2020) believe that teachers are the front-line workers responsible for promoting students' learning. Accordingly, some studies have found that teachers are the most significant contributors in the school to student success, satisfaction, and achievement (Darling-Hammond, 2000; OECD, 2014).

As already stated, the aspects of teachers' occupational well-being to be studied on this project are self-efficacy, job satisfaction, psychosomatic symptoms, and social relations. There is increasing evidence showing that teachers' self-efficacy influences academic student outcomes (Caprara et al., 2006; Schleicher, 2018). Tschannen-Moran et al. (1998) related self-efficacy with teachers' behavior in the classroom and their general performance, stating that those teachers with high levels of self-efficacy are more likely to be open to new ideas and experiment with new methodologies. Similarly, Viac and Fraser (2020) emphasize that teachers' self-efficacy can influence how much effort they put into accomplishing their goals and how long they can persist in facing their obstacles. Additionally, Schleicher (2018) mentions that higher levels of teachers' self-efficacy imply high job satisfaction levels. Caprara et al. (2006) and Collie et al. (2012) agree that there is a link between low levels of self-efficacy and high levels of job-related stress and low levels of job satisfaction. Thus, it is important to study teachers' self-efficacy since it has been directly connected with their classroom performance.

Job satisfaction of employees has always been of significant matter, and teachers are not the exception. According to Caprara et al. (2003), teachers' job satisfaction plays an essential role in teachers' attitudes and efforts in their daily work with children (as cited in OECD, 2014). The job satisfaction of teachers has been associated with their motivation and commitment to teaching (Collie et al., 2012). Moreover, improving teachers' job satisfaction can reduce costs related to

high levels of teacher stress, such as teacher absenteeism and teacher illness (Collie et al., 2012). Accordingly, Veldman et al. (2013) inform that “when job satisfaction declines, phenomena such as work-related stress and burnout can become manifest” (p. 56). It is then vital to have an eye on teachers’ job satisfaction since it is a variable that can predict mental tiredness.

As already stated, little has been studied with psychosomatic symptoms of teachers when referring to their well-being. Van Horn et al. (2004) consider it necessary to study these symptoms since they can often be traced to unfavorable work circumstances such as high job demand, low job control, or long working hours. As job satisfaction, teachers' psychosomatic complaints can also be related to their stress and burnout (Viac & Fraser, 2020). Teachers play an essential role in helping children grow, but in order to do that, they have to be physically and mentally healthy (Pillay et al., 2005)

Teacher social relations can be studied in three spectrums: relations with students, colleagues, and principal. A good teacher-student relationship can be beneficial for both: students tend to have a better performance in the school (Spilt et al., 2011), and teachers may have higher occupational well-being (Viac & Fraser, 2020). According to Viac and Fraser (2020), disrespectful, conflictual, or distant teacher-student relations can negatively impact teachers’ well-being. Viac and Fraser (2020) also point to the relationship with colleagues and school leaders, explaining that teachers who feel supported by their colleagues and principals usually experience high self-efficacy, less pressure at work, and more pupil-centered orientation. In the same way, Aelterman et al. (2007) noticed that when teachers have good relations with their colleagues and leaders, they are also better equipped to deal with external pressures (as cited in Viac & Fraser, 2020). Thus, the type and quality of the relationships that teachers hold in the school can be significant to their well-being in the school setting.

Shaping Teachers' Well-being

It is possible to find an agreement that teachers' working conditions influence their well-being. A study by Yin, Huang, and Wang (2016) compared the relationship between work environment (job demands and trust in colleagues) and two indicators of teachers' well-being: job satisfaction and emotional exhaustion; the results were categorical: the emotional job demands of teaching were detrimental to teacher well-being, while trust in colleagues was beneficial. Stressful working environments and challenging working conditions can affect teachers' motivation, self-efficacy, and commitment to their job (Collie et al., 2012). Accordingly, Bubb and Early (1996) list many factors that negatively affect teachers' well-being, such as poor workplace environments, excessive working time and workload, poor career prospects, internal politics, excessive bureaucracy, poor communication, low financial rewards, and lack of control over their jobs.

On the other hand, long working hours can produce fatigue or stress (Pencavel, 2015), and the nature of the teacher-student relationship can impact their well-being (Spilt et al., 2011). Additionally, Johnson et al. (2005) ranked the teaching profession as one of the highest with stress-related outcomes, and the emotional involvement of teachers with their students is considered the most probable reason for those findings (as cited in Spilt et al., 2011).

Viac and Fraser (2020) consider that together with the quality of the working environment, school characteristics, and teachers' characteristics should also be added when discussing the major influences over teachers' well-being. According to a study by Lee et al. (1991) from the University of Michigan, the school's organization can affect the school members' lives (student, teacher, and administration). Lee et al. (1991) have also found that, in private schools, it is more likely that teachers have higher self-efficacy than in public schools. Bubb and Early (1996) noticed that "one in five new teachers leave the profession before they reach their fourth year of teaching"

(p.16), which suggests that the experience and the education of the teacher may play a role in their job satisfaction. Lastly, a survey by UNFPA/SCFWCA (2018) about gender equality in Azerbaijan showed that Azerbaijan's male population tends to feel healthier than females. The contextual variables, such as school type or size, and teachers' age, gender, experience, and education, may show some hints on where to start looking to analyze the reasons behind teachers' occupational well-being levels.

Lastly, principals' decisions may have implications on teachers' well-being. Viac and Fraser (2020) assert that school policies play a crucial role in modeling teachers' working conditions. In this way, they also suggest that it is important to understand how national policies frame teachers' working conditions. Carnevale (2016) found a link between teachers' well-being and principals' behavior; the data Carnevale (2016) collected showed that proactive strategies – such as authentic communication or building a foundation of culture management – taken by school leaders helped to maintain teachers' occupational well-being. Accordingly, Heidmets and Liik (2014) concluded that principals' leadership style could affect teachers' burnout and turnover. For these reasons, this study uses interviews with Baku school teachers to understand better how the environment can affect their occupational well-being.

Summary

This literature review explored the concepts of teachers' occupational well-being and its acceptances. It also brought a justification to study teachers' occupational well-being and the elements that may impact teachers' well-being. A key finding of the literature review is the misuse of the concept of occupational well-being, usually conceptualized with only two or three indicators, and concentrating the measurements with quantitative tools. Well-being has more layers than just job satisfaction and self-efficacy. I think it is essential to accept the complexity and subjectivity of

the concept of well-being, even though long and exhaustive studies may be needed. This review also highlighted the positive impacts of high levels of teachers' occupational well-being; the most significant outcomes were related to student and teacher performance. Although intuitive, this review showed colleagues' agreement that to improve the educational system, teachers' occupational well-being is an essential piece that needs to be considered.

Lastly, this review helps to reflect on the possible reasons behind teachers' occupational well-being levels. While the causes of teachers' occupational well-being are usually related to the work environment, it is also possible to find contextual variables – school and teachers' characteristics – that can shape teachers' occupational well-being. The contextual variables can give a starting point to know where it is more urgent to change the educational system.

CHAPTER 3. METHODOLOGY

For this study, I made use of a mixed-method research design. According to Creswell (2012), a mixed-method research design is “a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods” (p. 535) in a single study to understand a research problem. Most of the studies of well-being are quantitative research. Most specifically, the questionnaire by the OECD to measure teachers’ occupational well-being is quantitative research. For the study, I added a qualitative stage, which explored teachers’ reflections about the factors on their working environment affecting their levels of occupational well-being. According to Creswell (2012), quantitative research seeks to answer a question by looking at the overall tendency of responses from individuals and note how this tendency varies among people; on the other hand, qualitative research is most used when there is a need to explore upon people responses. This project’s first research question was answered by employing quantitative data using a questionnaire based on an OECD’s developed survey. On the other hand, the second research question used both quantitative and qualitative responses to be answered. The quantitative data gave an understanding of contextual factors affecting teachers’ occupational well-being. The qualitative data served to explore factors in the working environment affecting Baku school teachers’ occupational well-being.

Research Procedures

The procedure chosen to give sense to the data is an explanatory sequential research design. According to Creswell (2012), here the mixed-method researcher gives a structure to the data, collecting first the quantitative data, followed by collecting the qualitative data. The advantage of this approach is that the quantitative data provides a general picture of the research problem, while the qualitative data is used to refine or extend the understanding of the general picture (Creswell,

2012). In this study, a quantitative questionnaire was used to collect data from Baku school teachers. In the second stage, qualitative data were gathered using open-ended interviews to add a different dimension and a better understanding of the factors affecting teachers' occupational well-being. Figure 2 shows the explanatory sequential design used in this project.

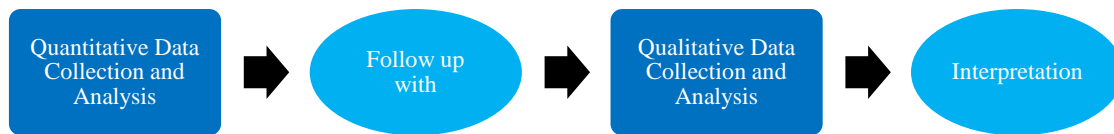


Figure 2. Explanatory sequential research design (Creswell, 2012)

Research Sample

The quantitative data collection used snowball sampling as a sample approach, a nonprobability convenience sampling procedure where the researcher asks participants to identify other participants to become members of the sample (Creswell, 2012). This type of sampling facilitates the accessibility to a large number of participants for the study (Creswell, 2012). The population for the survey is all teachers of all Baku schools. The snowballing procedure started spreading the questionnaire with teachers working in Baku schools known by the researcher. The researcher had immediate access to 10 teachers from different schools. The questionnaire was online for two weeks, and 100 teachers answered the survey. Since the sampling used was nonprobability sampling, it was impossible to generalize the findings to the target population. However, it served to describe the occupational well-being of a group of Baku school teachers.

The qualitative data collection consisted of open-ended interviews with four teachers. The sampling of teachers interviewed was convenience sampling, a nonprobability sampling procedure in which the researcher selects participants because they are willing and available to be studied

(Creswell, 2012). This approach was selected due to the difficulty of finding teachers with different characteristics that were willing to be interviewed and could speak enough English. Thus, the teachers available to participate in the interviews had the same characteristics, sharing the gender, school type, school size, age-range, and years of experience. The findings of the qualitative data cannot be generalized to the entire population.

Research Instruments

Quantitative Research Instrument

This study's quantitative research instrument adapted a questionnaire developed by the OECD (Viac & Fraser, 2020). The OECD allows the use of their material freely without any need for further permissions (Viac & Fraser, 2020). In the adapted questionnaire, five questions measured the different aspects of teachers' self-efficacy, seven questions for teachers' job satisfaction, ten psychosomatic symptoms were inquired, and nine questions regarding teachers' social relations. Also, six contextual questions were added at the beginning of the survey. See Appendix A for details on the questionnaire applied to Baku school teachers. Overall, the study counted with 37 questions. The dependent variables are those variables that the researcher is trying to explain (Creswell, 2012); in this case, the dependent variables are teachers' self-efficacy, job satisfaction, psychosomatic symptoms, and social relations. The variables that can influence the study outcomes are called independent variables (Creswell, 2012); in this study, the independent variables are school size, school type, teachers' education, teachers' age, teachers' gender, and teachers' experience. This questionnaire helped to get a good picture of Baku school teachers' occupational well-being, inquiry upon contextual variables affecting their occupational well-being, and serve as a starting point for further studies.

Qualitative Research Instrument

Interviews to gather the qualitative data were online one-on-one semi-structured 45-minutes interviews. Overall, four interviews were done, and they took about three hours. Semi-structured interviews are those interviews when the questions presented to all interviewees are the same, but the responses are open-ended (Privitera & Ahlgrim-DeLzell, 2018). Participants were asked to reflect and give their perceptions of the working environment's factors affecting their occupational well-being. The reason to choose such type of interviews is the opportunity that gives to both interviewer and interviewees to discuss the issue, using the questions to guide the direction of the conversation. The protocol of the interview can be found in Appendix B.

Data Analysis

The coding and interpretation of the quantitative data were made in SPSS®. Later, the graphs showed on this thesis project were done in Excel. The initial analysis of the quantitative data focused on central tendency, while the Students' t-test was used to check if the difference in the means of two different samples of the same group was statistically different. Here, the value we need to look at is the t-value and the p-value; if $p < 0.05$, we can assume the difference of means are not likely to be due to chance with a 95% of certainty. Similarly, the t-value measures the size of the difference relative to that variation of the mean. The initial assumption to use the Students' t-test is that the sample is normally distributed. However, a Likert scale cannot be normally distributed since it is a discrete variable. Nevertheless, the Likert scale of the items of one construct was combined into a composite continuous variable, which I will assume is normally distributed. This can be done since the population of Baku school teachers on a big scale is normally distributed. Finally, the composite continuous variables are named Self_Efficacy, Job_Satisfaction, Social_Colleagues, Social_Principals, and Social_Students (dependent variable).

Variables such as school type, school size, age, experience, and teachers' education are categorical variables (independent variables). See Appendix D for more details on the SPSS® outputs.

The qualitative interviews were recorded with previous acceptance of the interviewee (see Appendix C for the consent form) and later transcribed manually. Recorded interviews give the participants more confidence that their words will be used responsibly (Seidman, 2005). Also, transcribing the interviews helps researchers manage and understand the data better (Seidman, 2005). To analyze the data, first, coding of the findings was applied; that is, I assigned a descriptive notation to the interview's relevant segments that helped answer Research Question 2. In total, there were 198 codes and five main categories where those codes were placed. Later, I generated an Anfara's table (Anfara et al., 2002) to visualize the findings better. The complete table can be seen in Appendix E.

Validity and Reliability of Instruments

The online questionnaire was translated into the Azerbaijani language. The quantitative instrument comes from the OECD, a well-recognized organization, and a valid source of information. Thus, the questions of each indicator on the OECD instrument are already reliable. On the other hand, the interview protocol was curated by an expert on qualitative data collection, the supervisor of this thesis project, Dr. Jeyran Aghayeva. The language used in the interviews was the English language.

Limitations

The framework in which this study is based to comprehend teachers' occupational well-being is too broad and complex. Four dimensions give shape to teachers' occupational well-being in the OECD's framework (Viac & Fraser, 2020), which are cognitive well-being, subjective well-being, physical and mental well-being, and social well-being. To measure those

dimensions, Viac and Fraser (2020) propose the use of 12 indicators. To do feasible research and considering the time and extension of the research, I estimated studying only one indicator of the first three dimensions and use three indicators for social well-being, such as teacher-student, teacher-colleagues, and teacher-principal relations. Similarly, the questionnaire did not include questions of job demand or job resources, which could also widen the scope of the research. These decisions leave room for future research in the Azerbaijani context.

The sample size of the quantitative data is another limitation. One hundred school teachers participated in the survey. However, to get nationally representative ideas over teachers' occupational well-being, a bigger sample size would be needed. Also, the sampling strategy used in quantitative and qualitative data was a nonprobability sampling, which made the study representative of only one segment of the population. For example, it was impossible to analyze teachers' occupational well-being according to their gender since the male teachers' sample was too small. In other words, the results obtained could be transferable only to the female population. The study also counts with geographic limitations, leaving aside schools outside the Baku area and not generalizing to all Azerbaijani schools.

Finally, this study has an important limitation regarding the sample size and representativeness of the qualitative data. Only four teachers were interviewed, and the four of them shared almost the same profile: same school type, classroom size, gender, age-range, and years of experience. Thus, the interviews' findings serve only as an idea of possible school environment factors affecting teachers' occupational well-being and are not representative of a more significant population.

CHAPTER 4. FINDINGS

This chapter will be divided into two sections: in the first section, I report the quantitative data, and in the second section, I describe the findings from the qualitative data. The survey's quantitative data were used to answer Research Question 1, while the qualitative data of the interviews served the purpose of answering Research Question 2. Thus, the quantitative data's main goal was to measure Baku school teachers' occupational well-being by independently measuring the indicators of self-efficacy, job satisfaction, psychosomatic symptoms, and social relations. On the other hand, the qualitative data had the goal to inquire which elements of the working environment have a more significant impact on Baku school teachers' occupational well-being.

Baku school teachers are reported to have positive occupational well-being. They have a very healthy relationship with their students, and they seem to have a very positive self-efficacy and job satisfaction. It also appears there is a good relationship among colleagues. However, in contrast, the relationship with their principals is relatively low. A positive correlation between the quality of the teacher-principal relationship and job satisfaction was found. Also, teachers working in classrooms with more than 30 students showed low levels of occupational well-being, while teachers holding a Ph.D. had high levels of self-efficacy and general occupational well-being.

Regarding psychosomatic symptoms, fatigue was a very recurrent symptom for Baku teachers, although, in comparison, private school teachers showed to have it at a higher rate. Sleep deprivation was also very recurrent, followed by headaches, feeling down, and anxious. Back pain seems to be highly present only in the older population.

The interviews highlighted the importance of the teacher-principal relation in their job satisfaction, confirming the survey findings. Other factors affecting teachers' occupational well-being are feedbacks from students, which can turn out to a very positive self-efficacy, and the relations and pressure from parents. The high workload can also be a factor of sleep deprivation.

Quantitative Data Report

Research Question 1 asks: "What are the levels of Occupational Well-Being of Baku School Teachers?" To answer this question, I used the quantitative data gathered in the survey. The questionnaire had a total of 37 questions, where six items were related to teacher's characteristics (such as school type, classroom size, teachers' gender, age, experience, and education), five items to measure their perception of self-efficacy, seven items to understand their job satisfaction, ten items to measure the frequency of psychosomatic symptoms, and nine items to explore the social relations between teachers and their colleagues, principals, and students. All together helped to shape the understanding of teachers' occupational well-being in this study. A total of one hundred teachers answered the survey. A table in Appendix D displays the statistics in more detail. In this chapter, the data were summarized, and only the most essential values are reported.

Table 1 presents background information about the survey participants. The majority of participants were female teachers, and only six teachers were male. Thus, the analysis across gender groups will be omitted since the difference among their participation is too big. Almost 70% of respondents from private schools were young teachers, while only 28% of respondents from public schools were aged between 20-29. Oppositely, only 9% of private school teachers were aged over 40, while 28% of the public school respondents were old teachers.

Table 1. Background information of survey participants

Teachers' Characteristics		Frequency
School Type	Private School	43
	Public School	57
Classroom Size	About 8	7
	Between 8 – 15	39
	Between 15 – 30	48
	More than 30	6
Gender	Male	6
	Female	94
Age	22-29	46
	30-39	34
	40-59	20
Experience	1-5 years	50
	6-15 years	19
	16-38 years	31
Education	Highschool	2
	Bachelor	65
	Master	29
	PhD	4

Self-Efficacy

In order to measure one construct from the items related to that construct, a composite variable was created, which contains an average score of teachers' responses for each item of the construct. For example, to measure self-efficacy, the Likert scale ranged from *Not at all* (1), *To some extent* (2), *Quite enough* (3), and *A lot* (4). The new variable, called Self_Efficacy, shows a continuous score from 1 to 4. Values between 3 and 4 show a high self-efficacy of the teachers, while values between 2.5 and 3 show a regular self-efficacy. Values lower than 2.5 are considered low self-efficacy of the teacher, meaning that they would not feel confident with their teaching.

The mean of Self_Efficacy of Baku School Teachers was 3.078 ± 0.544 , which means that Baku School Teachers have a pretty high self-efficacy. After comparing self-efficacy across groups, I found that teachers' school type, age, and experience did not substantially differentiate their self-efficacy. However, classroom size and education of teachers show notorious differences. After a Students' t-Test, the t-statistic and the p-value between teachers with 8 to 15 students (mean = 3.31 ± 0.53) and 15 to 30 students (mean = 2.97 ± 0.5) in their classroom was $t_{(85)} = 2.96$, $p = .004$, and between teachers with 8 to 15 students and more than 30 students in their classroom (mean = 2.57 ± 0.45) was $t_{(43)} = 3.25$, $p = .002$, which means that there is a statistically significant difference of self-efficacy between teachers working on classrooms with 8 to 15 students and teachers working in bigger classrooms. Teachers holding a Ph.D. showed a notable self-efficacy (mean = 3.75 ± 0.5), and it was significantly higher than teachers holding a bachelor's degree (mean = 3.08 ± 0.32 ; $t_{(67)} = 2.3$, $p = .024$) and masters' degree (mean = 2.99 ± 0.41 ; $t_{(31)} = 3.37$, $p = .002$). Figure 3 shows the differences across groups of teachers graphically.

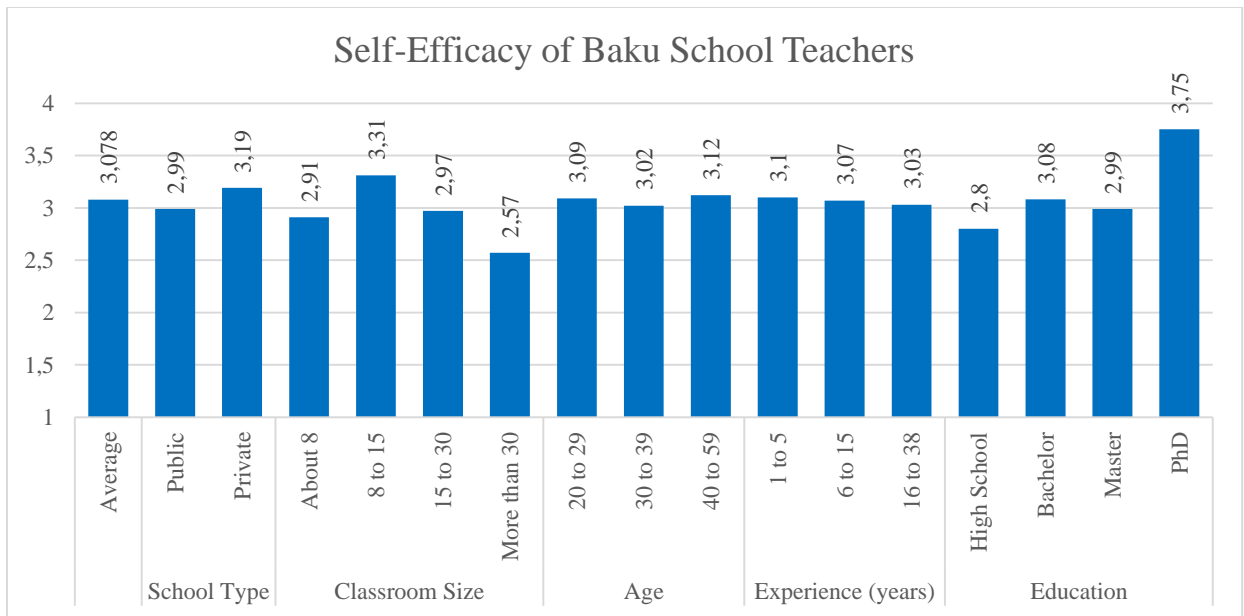


Figure 3. Self-efficacy of Baku school teachers.

Job Satisfaction

The construct of job satisfaction had two types of Likert scale responses. The first one is a Likert scale ranging from *Strongly Disagree* (1), *Disagree* (2), *Agree* (3) to *Strongly Agree* (4). The second one is a scale from 1 to 10, where teachers had to answer how they could grade their overall satisfaction with their workplace and career. The reason to use two scales to measure the same construct was to give more options to teachers when asking directly how they rate their overall job satisfaction. The 1-10 scale was converted to a 1-4 scale, making it possible to analyze the seven items of job satisfaction as one construct. Again, a new variable was created, called Job_Satisfaction, which contains a continuous value of the mean of teachers' responses for this construct. Values between 3 and 4 show a high job satisfaction of teachers, while values between 2.5 and 3 show regular job satisfaction. A mean lower than 2.5 is considered as low job satisfaction.

The mean value of Job_Satisfaction was 3.027 ± 0.498 , which shows a high level of satisfaction of Baku school teachers with their job. Some slight differences across groups can be noticed in Figure 4. Public-school teachers' job satisfaction (mean = 2.9 ± 0.47) seems lower than private school teachers' job satisfaction (mean = 3.14 ± 0.51) by more than 0.2 points, however, the p-value of the Students' t-Test was $t_{(98)} = 1.92$, $p = .057$ which is slightly higher than .05, and therefore, there is no statistically significant difference between these groups. Also, teachers with more than 30 students in their classroom have the lowest job satisfaction across groups (mean = 2.87 ± 0.55); however, after running the Students' t-Test of differences of means, it did not show a statistical difference with other teachers within that group. Older teachers showed a higher job satisfaction (mean = 3.24 ± 0.42) than the average, and it was statistically higher than teachers of ages between 30 and 39 (mean = 2.92 ± 0.53 ; $t_{(52)} = 2.25$,

p= .029), which suggests that the age may be a factor for job satisfaction. Furthermore, a significant difference can be seen between the experience of teachers. Teachers with fewer years of experience (mean = 2.95 ± 0.46) had a significant lower job satisfaction than teachers with more than 16 years of experience (mean = 3.24 ± 0.21 ; $t_{(67)} = 2.34$, $p = .022$). Finally, teachers' education did not appear to have a major difference in teachers' job satisfaction.

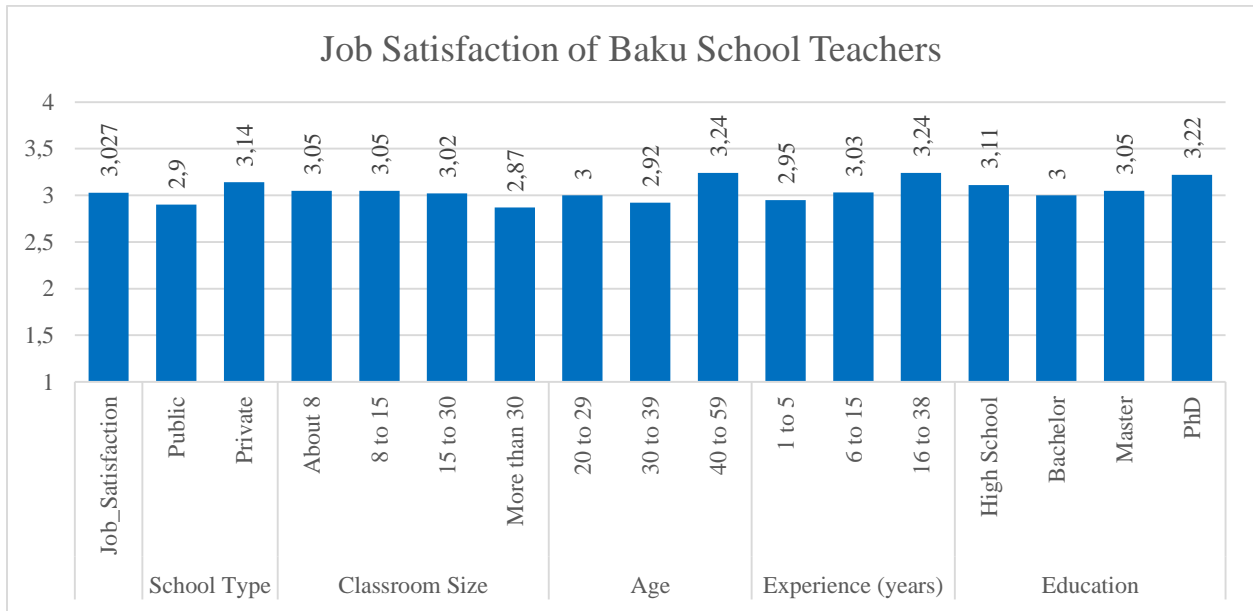


Figure 4. Job Satisfaction of Baku School Teachers

Social Relations

To measure Social Relations, the Likert scale ranging from *Strongly Disagree* (1), *Disagree* (2), *Agree* (3), *Strongly Agree* (4) was used. The construct of Social Relations was divided into colleagues, principals, and students' relationships. For this reason, there are three different variables for Social Relations: Social_Colleagues, Social_Principal, and Social_Students. Values lower than 2.5 are considered a negative type of relationship, means between 2.5 and 3 are taken as regular relations, and values above 3 show solid and positive relations.

As shown in Figure 5, the teacher-colleagues' relations of Baku School Teachers had an average of 3.097 ± 0.453 , which shows that Baku school teachers have solid relations with their colleagues. There were no notorious differences in teachers' responses depending on the type of school and years of experience. Teachers with small classroom sizes (mean = 2.76 ± 0.53) has a statistically lower type of relations with teachers in classrooms with 15 to 30 students (mean = 3.19 ± 0.44 ; $t_{(53)} = 2.35$, $p = .023$), which may suggest that there are some difficulties to establish good relations among teachers with small classroom sizes. The age was also a factor; teachers aged over 40 had a very high type of relationship with their colleagues (mean = 3.28 ± 0.45), and in comparison, it was statistically higher than teachers with ages between 20 and 29 (mean = 3 ± 0.41 ; $t_{(64)} = 2.43$, $p = .018$). Lastly, teachers holding a Ph.D. (mean = 3.58 ± 0.17) had statistically better relations with their colleagues than teachers with a bachelor's degree (mean = 3.09 ± 0.48 ; $t_{(67)} = 2.02$, $p = .047$) and masters' degree (mean = 3.02 ± 0.34 ; $t_{(31)} = 3.17$, $p = .003$).

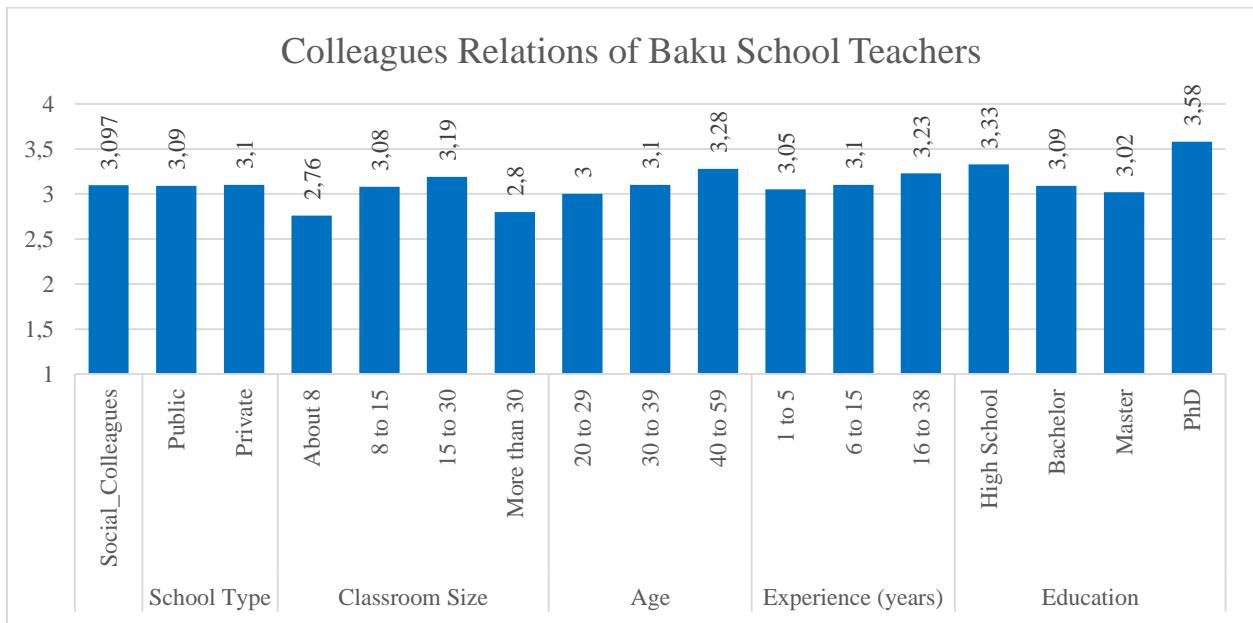


Figure 5. Colleagues Relations of Baku School Teachers

Contrastingly, the relationships of Baku School Teachers are relatively weak with their principal (mean = 2.783 ± 0.674). There was a statistically significant difference between the means of classroom size as determined by the Students' t-Test. The teacher-principal relationship was statistically significantly lower for teachers with more than 30 students in their classroom (mean = 2.05 ± 0.95) compared to teachers working in classrooms with 15 to 30 students (mean = 2.78 ± 0.65 ; $t_{(52)} = 2.45$, $p = .018$). On the other hand, with a score of 3.5 ± 0.57 , teachers holding a Ph.D. show a very healthy teacher-principal relationship, and in comparison, it is significantly better than teachers with a bachelor's degree (mean = 2.77 ± 0.66 ; $t_{(67)} = 2.13$, $p = .037$) and masters' degree (mean = 2.71 ± 0.69 ; $t_{(31)} = 2.16$, $p = .039$). Also, teachers older than 40 years (mean = 2.9 ± 0.75) seem to have better relations with their principals than teachers of other ages. However, they did not show a statistical difference of means. Other groups do not seem to have any differences among their responses.

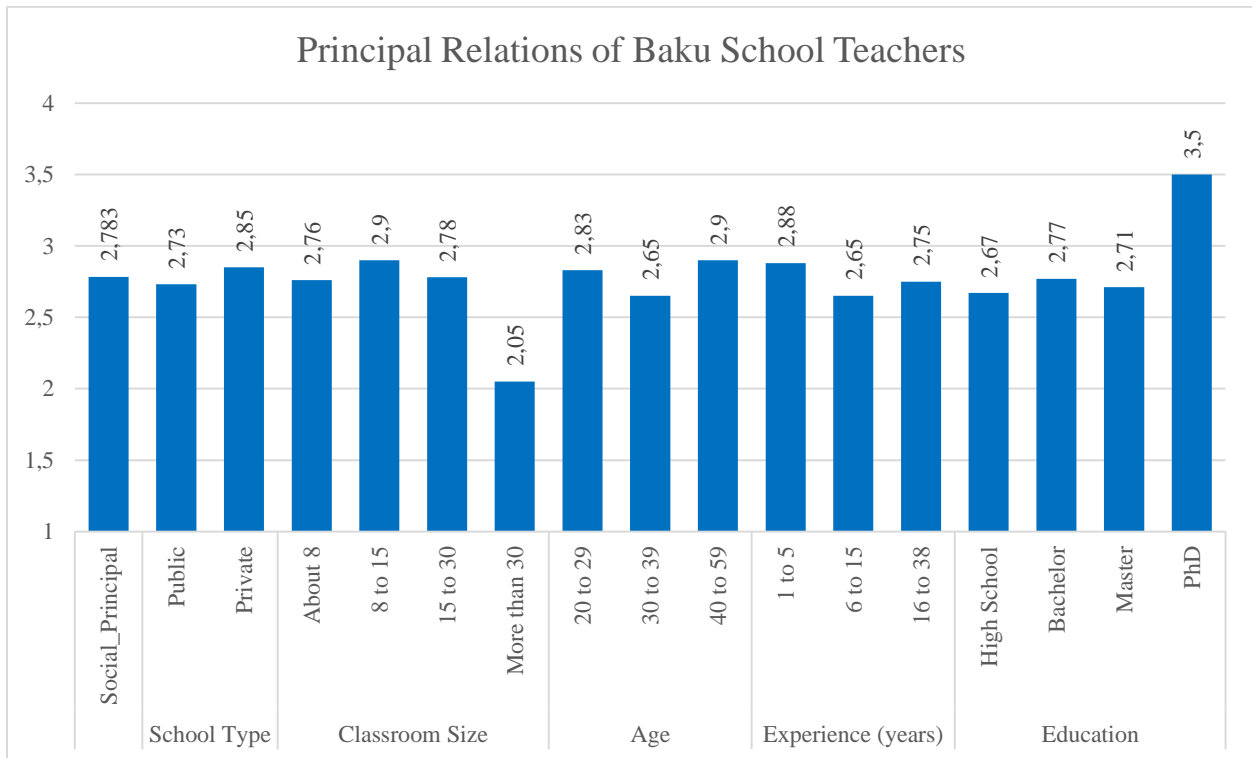


Figure 6. Principal Relations of Baku School Teachers

The teacher-students relation had the highest score of all, with an average of 3.43 ± 0.472 , which means that Baku school teachers have excellent relationships with their students. There were minimal differences across groups, where teachers with more than 30 students per classroom seemed to have the lower value, being 0.2 points below the average with a mean of 3.22 ± 0.27 ; however, this score is still considered high, and all groups of teachers are reported to have positive relations with their students. No statistical differences across groups are reported.

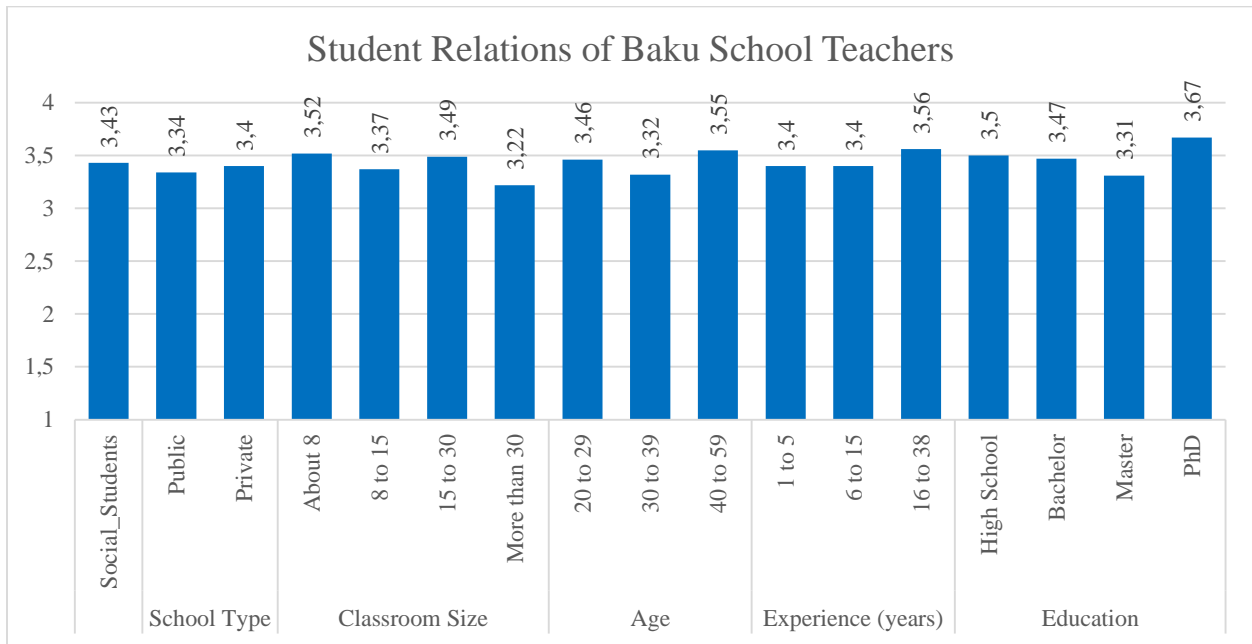


Figure 7. Student Relations of Baku School Teachers

Psychosomatic Symptoms

The frequency of the psychosomatic symptoms has a different treatment. The possible responses were *Every Day or Almost Every day* (1), *About Once or Twice a Week* (2), *About Once or Twice a Month* (3), *About Once or Twice a Year* (4), and *Never or Almost Never* (5). Thus, since the distance to each possible response is not the same, it cannot be analyzed as a

Liker scale value, and no composite variable can be created. However, as it is an ordinal variable, it can be analyzed using median and mode.

The general results for Baku school teachers are shown in Figure 8. Here we can see that fatigue is a very recurrent symptom among Baku school teachers (median = 2, mode = 1). Also, sleep deprivation seems to be a persistent symptom for teachers (median = 3, mode = 2). Baku school teachers are likely to feel down, anxious, or have headaches once or twice a month. Other symptoms are less persistent. However, there is too much difference between back pain responses, where the median is 3, and the mode is 5. This suggests looking at back pain symptom responses more closely. Fatigue would also need some closer look since it is the most frequent complaint of the participants.

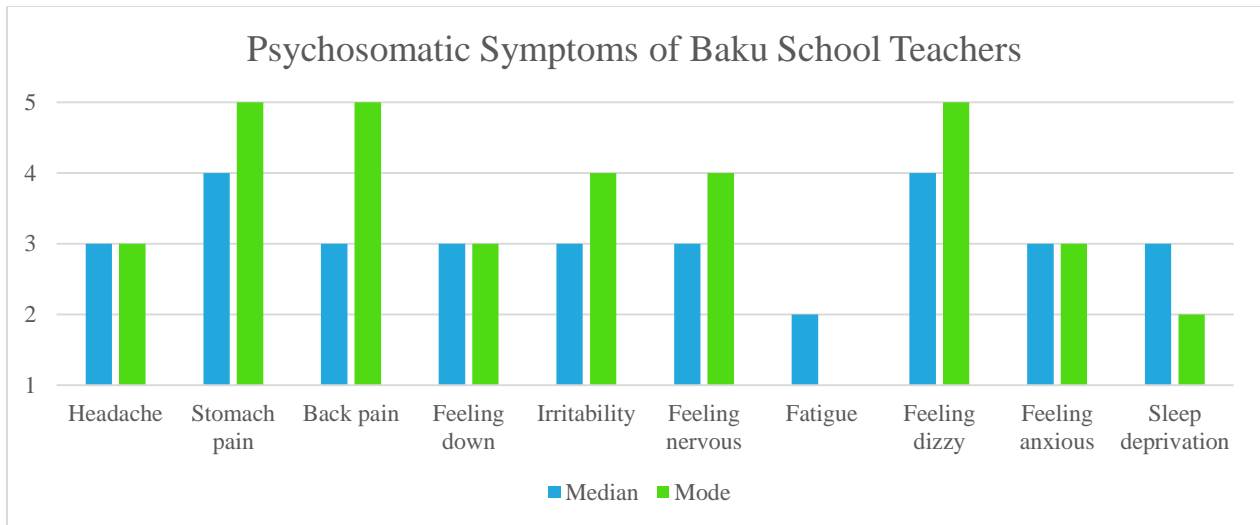


Figure 8. Psychosomatic Symptoms of Baku School Teachers.

Thus, Figure 9 shows the median and mode across groups for back pain symptoms. Looking at the bar chart, we can notice that older teachers are complaining more about this symptom, with a median of 2.5 and a mode of 2. Also, there is a notorious difference between public (median = 4, mode = 5) and private teachers (median = 3, mode = 3), where public school teachers seem to have almost no complaints with back pains.

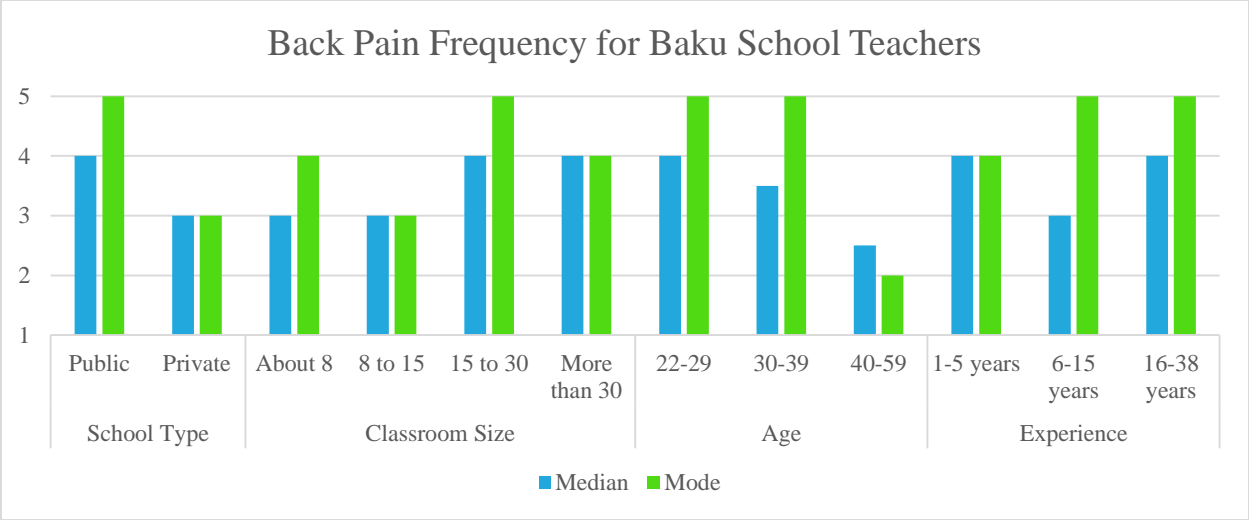


Figure 9. Back Pain Frequency for Baku School Teachers

On the other hand, the school type, age, and experience may be a factor for teachers' fatigue. Public school teachers rarely had some fatigue (median = 3, mode = 3), while private school teachers had a very high frequency of this symptom (median = 2, mode = 1). Similarly, older teachers (median = 3, mode = 3) and teachers with more years of experience (median 3, mode = 3) had lower frequency of fatigue than younger teachers (median = 2, mode = 1) and teachers with little experience (median = 2, mode = 1). Thus, the school type and teachers' age and experience showed to be a factor for fatigue.

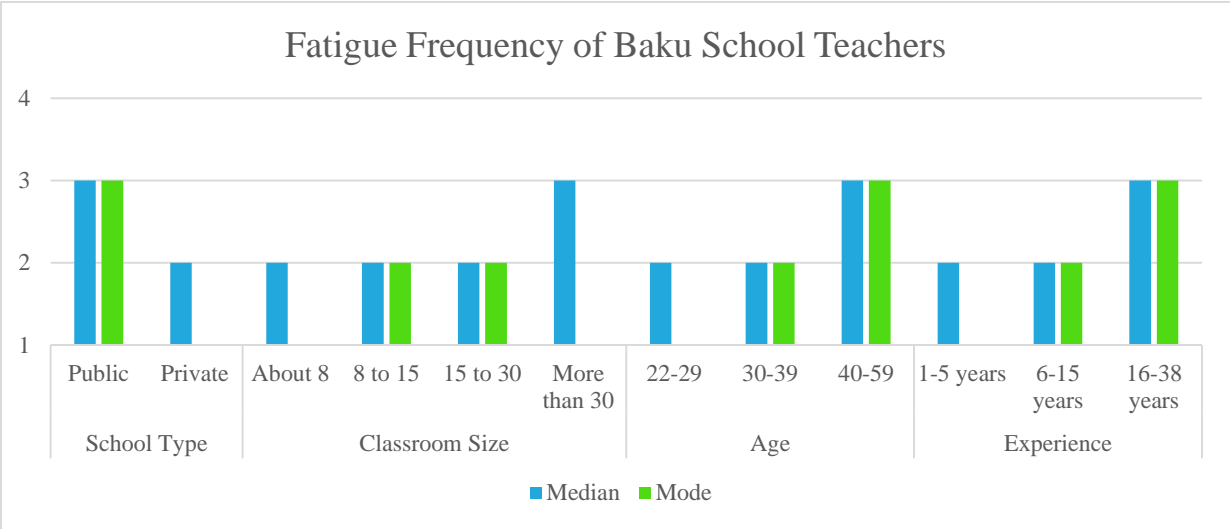


Figure 10. Fatigue Frequency for Baku School Teachers

Finally, it was possible to find a relationship between fatigue and other responses, such as sleep deprivation and headaches. 76% of the respondents that complaint of fatigue every day or almost every day also had sleep deprivation every day or almost every day. Similarly, 77% of the respondents who said to suffer fatigue every day or almost every day also complain about having headaches every day or almost every day.

Occupational well-being

In general words, it can be determined that Baku School Teachers have very positive occupational well-being. The overall average for the occupational well-being of Baku school teachers was 3.083. Figure 11 shows a comparison of the average of each construct. Self-efficacy (mean = 3.078 ± 0.54) and job satisfaction (mean = 3.027 ± 0.49) have very similar scores, and there seems to be no problem among colleagues (mean = 3.097 ± 0.45). Also, Baku school teachers highly regard their relationship with their students (mean = 3.43 ± 0.47). However, the lower note comes from the relations with the principal. The difference between teachers' social relations with students and principal (mean = 2.78 ± 0.67) is too big, and there seems to be a deep gap in those relations.

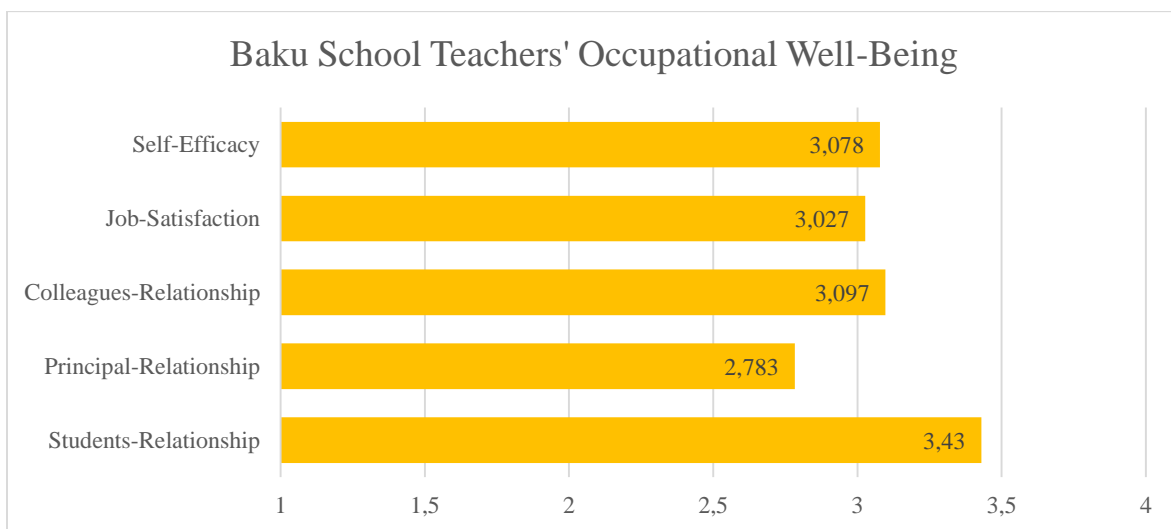


Figure 11. Baku School Teachers' Occupational Well-Being.

School type. Private school teachers seem to have a higher level of occupational well-being, with scores above the average. Public school teachers also have positive occupational well-being, but with scores slightly below the average. Overall, private school teachers have an average score of 3.14, while public school teachers have 3.04. Figure 12 shows that the job satisfaction of private school teachers (mean = 3.14 ± 0.51) is 0.2 points higher than public school teachers (mean = 2.9 ± 0.47); however, it has been already reported that there is no statistical difference on this construct. As previously shown in Figure 10, private school teachers showed more fatigue than public school teachers. In general words, there is no statistically significant difference between public and private school teachers' occupational well-being.

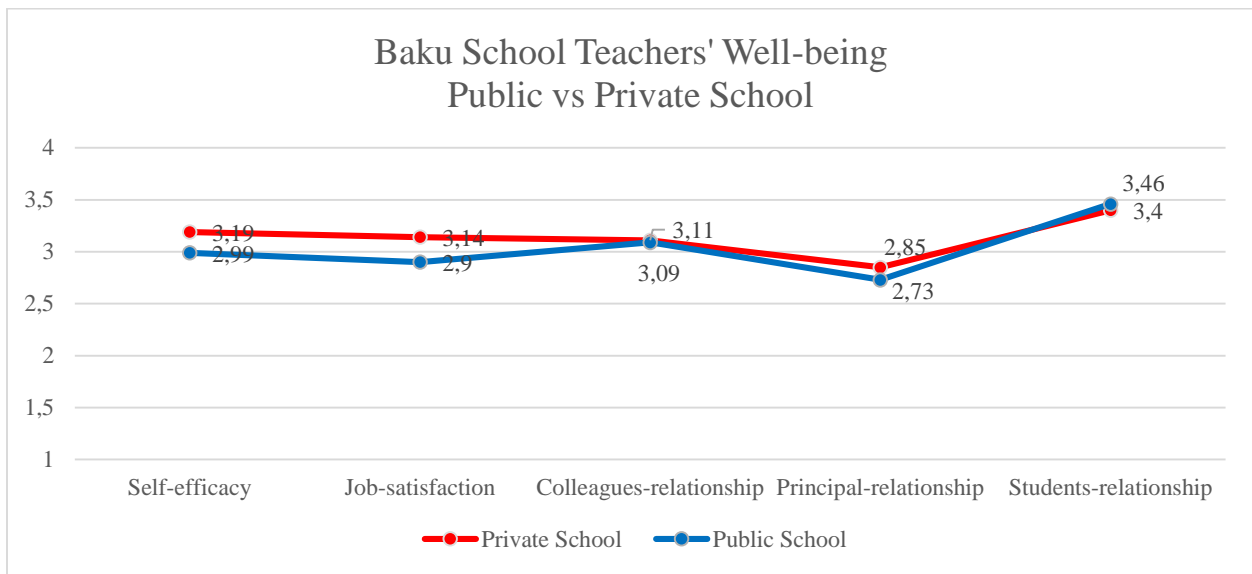


Figure 12. Baku School Teachers' Occupational Well-Being. School Type.

Classroom size. Figure 13 displays the levels of occupational well-being depending on the classroom size. Teachers with about 8 students per classroom (overall mean = 3) and teachers with between 15 and 30 students (overall mean = 3.09) show very similar levels of occupational well-being, with only a notorious difference in their relationship with their colleagues (mean = 2.76 ± 0.53 and mean = 3.19 ± 0.44 respectively). On the other hand, teachers with about 8

and 15 students have higher occupational well-being levels (overall mean = 3.14), with even a positive value in their principal-teacher relations (mean = 2.9 ± 0.59). Contrary, teachers with more than 30 students in their classroom possess quite regular levels of occupational well-being (overall mean = 2.7); their self-efficacy is weak (mean = 2.57 ± 0.45), their relationships with their principal are very negative (mean = 2.05 ± 0.95), and the difference between their responses and the responses of teachers with 8 to 15 students in their classroom is substantial. Thus, Baku school teachers' occupational well-being working in a small classroom is notoriously higher than the occupational well-being of teachers working in bigger classrooms.

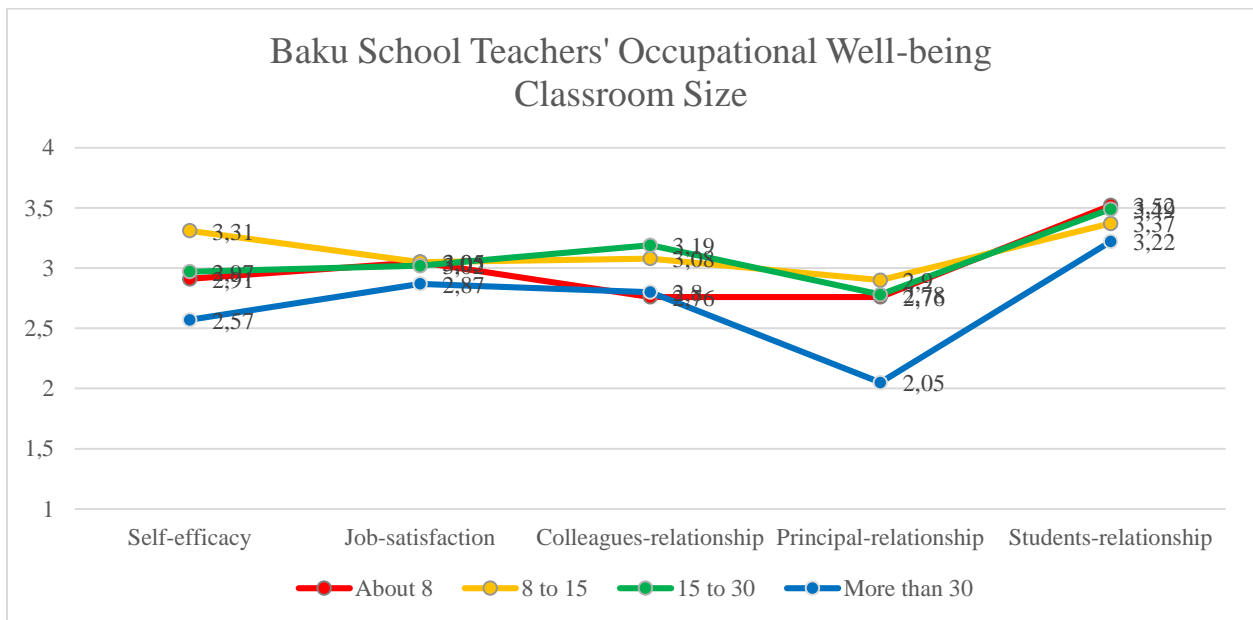


Figure 13. Baku School Teachers' Occupational Well-being. Classroom Size.

Age. Teachers older than 40 years had slightly higher levels of occupational well-being than the rest of the teachers (overall mean = 3.22), while teachers with ages between 20 and 29 (overall mean = 3.08) and 30 and 39 (overall mean = 3.01) had slightly lower scores. In comparison, older teachers showed a high job satisfaction (mean = 3.24 ± 0.42), being even 0.3 points above other teachers; their relationships with their colleagues also seemed to be very healthy (mean = 3.28 ± 0.45). Only on these two constructs, the differences turned to be

statistically different. However, older teachers suffered more constant back pain problems. Therefore, it is impossible to state that age could be a factor for Baku school teachers' occupational well-being.

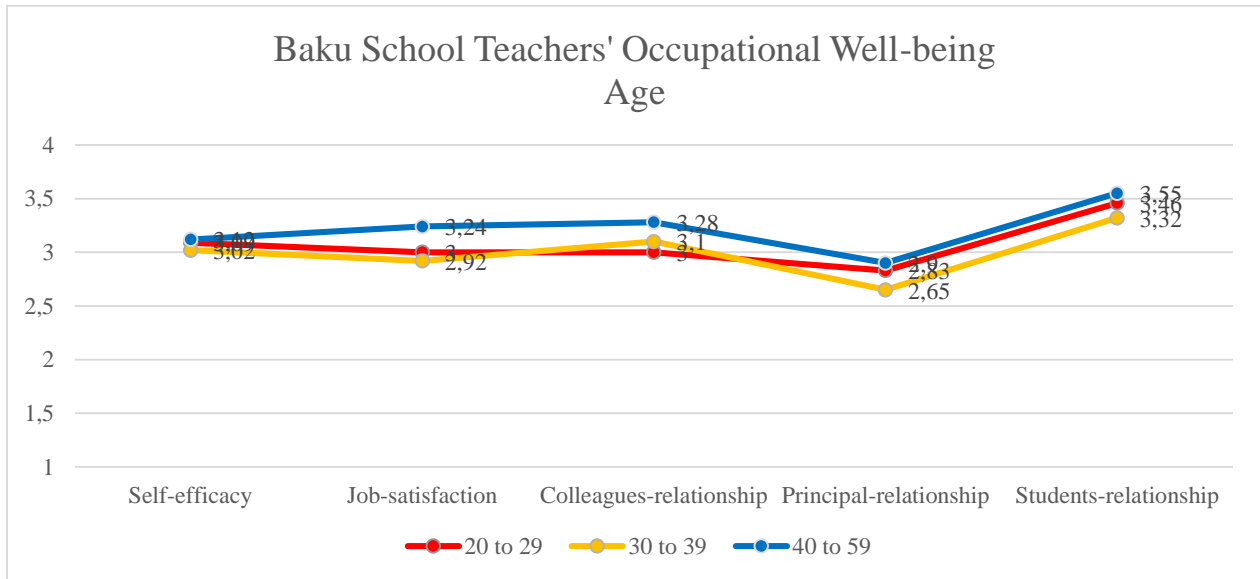


Figure 14. Baku School Teachers' Occupational Well-being. Age.

Experience. Regarding the teaching experience, there are no significant differences in their occupational well-being. Teachers with more teaching experience had slightly higher occupational well-being (overall mean = 3.16), while teachers with 1 to 5 years of experience (overall mean = 3.07) and 6-15 (overall mean = 3.05) had almost the same levels of occupational well-being. Also, teachers with the shorter teaching experience showed a slightly lower job satisfaction (mean = 2.95 ± 0.46) and a better relationship with their principal (mean = 2.88 ± 0.58). Also, teachers with more than 16 years of experience have excellent relations with their colleagues (mean = 3.23 ± 0.45) and students (mean = 3.56 ± 0.43). Nevertheless, it is not possible to state that the years of experience act as a factor for Baku school teachers' occupational well-being.

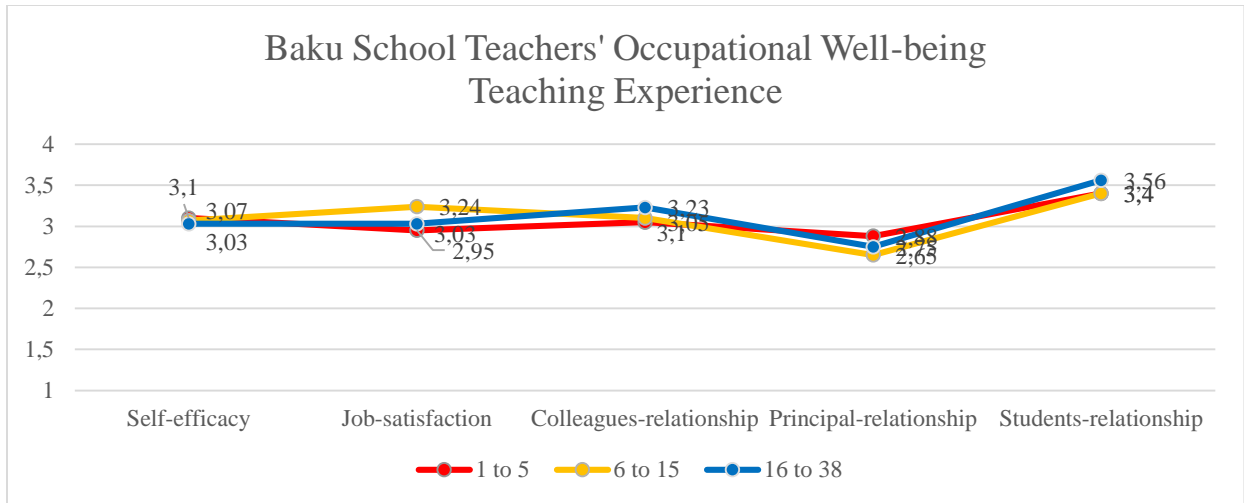


Figure 15. Baku School Teachers' Occupational Well-being. Teaching Experience.

Education. Teachers holding a Ph.D. had the highest occupational well-being levels (overall mean = 3.54), with a prominent self-efficacy (mean = 3.75 ± 0.5). In comparison, teachers with a bachelor's (overall mean = 3.08) and master's degree (overall mean = 3.02) had lower occupational well-being levels. As previously reported, constructs such as self-efficacy, colleagues, and principal relations, have a statistically significant difference between teachers holding a Ph.D. and teachers with bachelor's or master's degrees. Thus, teachers' education may be a factor in their occupational well-being. Also, there seems to be no distinct difference between teachers' occupational well-being with bachelor's and master's degrees.

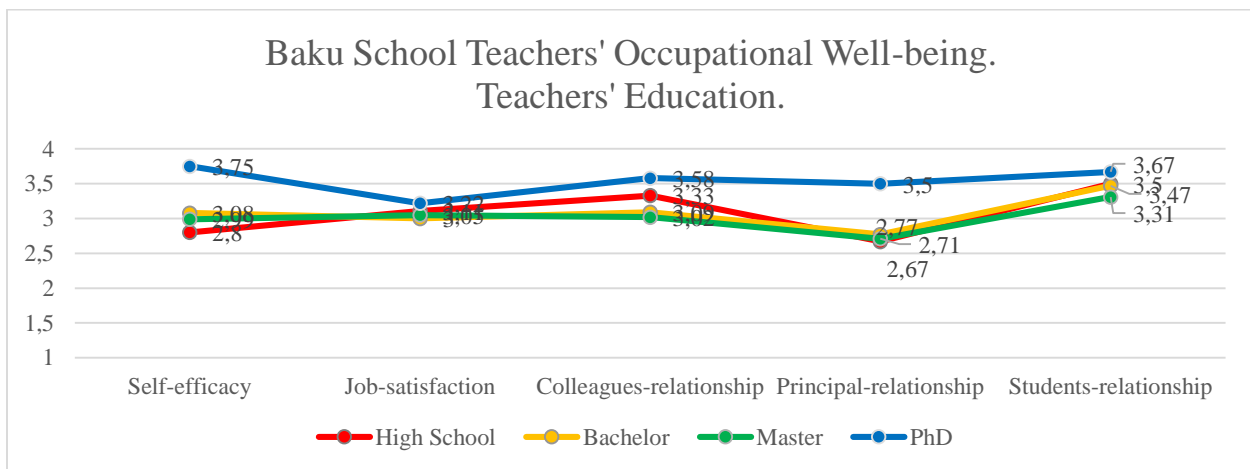


Figure 16. Baku School Teachers' Occupational Well-being. Teachers' Education

Teacher-Principal Relations. Finally, I want to bring attention to the results showed earlier in Figure 11. There, it was conclusive that Baku school teachers had a very positive occupational well-being, but with regular relations with their principals. Thus, it is of interest to analyze this construct alone and compare Baku school teachers' responses depending on the type of relations they hold with their principals. To do this, I divided the means of the responses into three groups: low (for a mean between 1 and 2.49), regular (for a mean between 2.5 and 2.99), and high (for a mean between 3 and 4). It turned out that 54% of the questionnaire participants had a high teacher-principal relation, while 21% had regular relationships, and 25% had negative relationships with their principal.

Figure 17 displays teacher responses on the other constructs of occupational well-being, depending on their principal's quality of relations. The numbers are categorical: teachers with healthy relations with their principal have better occupational well-being and have a great job satisfaction (mean = 3.19 ± 0.44), while, in comparison, teachers with poor relations with their principal have a very low job satisfaction (mean = 2.59 ± 0.46 ; $t_{(77)} = 5.48$, $p = .0001$) and an overall lower occupational well-being. It is also interesting to notice that teachers with positive teacher-principal relations have a high self-efficacy (mean = 3.23 ± 0.47), keeping a statistically significant distance with teachers with low (mean = 2.94 ± 0.56 ; $t_{(77)} = 2.32$, $p = .023$), and regular (mean = 2.86 ± 0.6 ; $t_{(73)} = 2.8$, $p = .007$) teacher-principal relations. This means that, for the questionnaire participants, a quality teacher-principal relationship turns into positive job satisfaction and higher self-efficacy. In other words, participants' occupational well-being is significantly higher when they hold good relations with their principal.

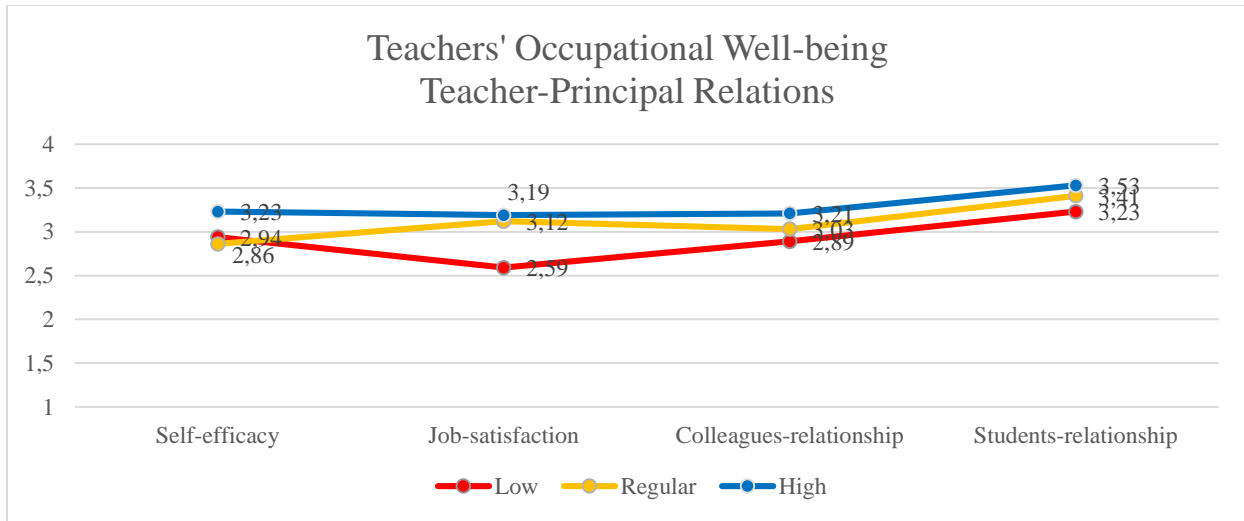


Figure 17. Baku School Teachers' Occupational Well-being. Teacher-Principal Relations

Qualitative Data Report

The second research question was: “What are the factors of the school environment affecting Baku school teachers’ occupational well-being?”. Previously, the quantitative data helped to identify different contextual factors affecting teachers’ occupational well-being. The interviews were created to explore the teachers’ perspective on how their working environment could impact their occupational well-being. Thus, the interview's central questions were related to the factors affecting their self-efficacy, job satisfaction, health, social relationships, and in general, their well-being in their workplace. Four teachers participated in the interviews. I give more details on each participant in Table 2. The names of the participants have been masked.

Table 2. Participant Information

Participant Information	
Teacher 1	School type: Private School Classroom Size: 18 Gender: Female Age: 27
Teacher 2	Education: Master School type: Private School Classroom Size: 18 Gender: Female Age: 29

Teacher 3	Education: Bachelor School type: Private School Classroom Size: 10 to 15 Gender: Female Age: 24 Teaching Experience: 3 years
Teacher 4	Education: Master School type: Private School Classroom Size: 18 Gender: Female Age: 27 Education: Bachelor

The presentation of the qualitative data for each construct will have two parts. First, a matrix of findings will be presented for each construct, and second, the significant findings will be backed up with quotations from the interview.

Occupational Well-being

At the beginning of the interviews, before making any questions about each construct, I asked the participants about their understanding of occupational well-being and which factors of the school environment could affect their occupational well-being. Table 3 displays a summary of the factors that the participants considered relevant for their occupational well-being.

Table 3. Factors Affecting Baku School Teachers' Occupational Well-being

Codes		Data Sources			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
Factors Affecting Baku School Teachers' Occupational Well-being	Relationships with students	x			x
	Relationships with colleagues	x			x
	Relationships with principal	x		x	x
	Relationships with parents	x		x	x
	Parents' complains		x	x	
	Feeling pressure			x	x
	Channels of communication (with parents and principals)				x
	Extra Workload		x	x	
	Skip breaks		x		
	Sudden changes in the school		x		
	Salary		x		x

The most repeated factor was the relationship and the quality of this relationship with the principal, parents, and colleagues. These relationships could affect in both a positive and negative way. Supportive principals had a strong positive influence on teachers' occupational well-being. For example, Teacher 4 said: “She (her principal) is quite approachable, friendly and nice person. So that's why I feel secure in here and it affects me positively.” Contrasting, not supportive administration could drive teachers to leave the school; on this issue, Teacher 4 said: “If I have a problem with the principal, I would not work there. I would quit the job.”

The relationship with parents also showed importance for their occupational well-being since the idea of making parents happy puts pressure on teachers and can harm teachers' motivation. Teacher 2 explained that “there are so many parents from my classroom that are complaining, and it is also affecting my self, let's say, well-being, as you called it, or maybe to my motivation, because sometimes I feel so depressed, because I don't know what they want.” Besides, Teacher 4 said that one negative factor affecting her occupational well-being was the pressure from colleagues, parents, and principals; when I asked her how the school's pressure affected her, she said: “It affected me emotionally and psychologically. And, that's why, of course, it affected me, somehow, to my productivity and daily productivity. My job.”

Other factors that may affect teachers' occupational well-being were also mentioned, such as long working hours, no breaks during lessons, and sudden timetable changes. Teacher 3 complained that:

Our job is starting at eight o'clock, and it is ended up at 4:00 PM. And, after this, we also have old job documents at home, and during all these things, we also have other responsibilities in our life. That's why it is really stressful.

Accordingly, Teacher 2 narrated:

It is almost two months that I am here in my new school. But we have already changed schedule, the timetable, at least 5 times. So, every week we have a new timetable, and we have to adjust to it. It is so difficult for me.

Self-efficacy

Table 4 shows the factors reported by the interviewee that affected their self-efficacy. It is subcategorized in the way it affected them (positively or negatively). Teacher 3 did not give any information on how the work environment could affect her self-efficacy.

Table 4 Factors Affecting Baku School Teachers' Self-Efficacy

Codes		Data Sources				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	
Factors Affecting Self-Efficacy	Positive Factors	Student relationships	x			
		Good students' performance	x			
		Feedback from students	x	x		
		Support from administration	x			x
		Positive feedbacks (from parents, colleagues, or principal)		x		
		Good opinion of parents		x		
	Negative Factors	Bad Students' performance	x			
		Criticism (from parents, colleagues, or principal)		x		x
		Colleagues relationships				x
		Pressure from colleagues to contribute				x
		Feeling young				x
		Short teaching experience				x
		Negative experiences in the past				x

The most common factor reported that could have an impact on teachers' self-efficacy was feedbacks. However, feedback could positively or negatively impact teachers' self-efficacy depending on how the feedback is expressed and who gives feedback. For example, Teacher 1 seemed to accept very well the feedbacks coming from students: "I usually ask them [students] for feedback, even the small ones, or the higher-level students, so even a small word from them

made me feel like, self-confidence in my ability.” She continued: “sometimes you may not see it, but students may see it from different perspectives. Yes, so whatever feedback I get from them, it also affects my self-efficacy.” Finally, I asked her if students’ feedback positively or negatively affected her self-efficacy, to which she replied: “mainly positively.”

However, teachers did not take well negative feedback or criticism. In particular, they were affected very negatively by criticisms of colleagues, parents, and administration. Teacher 2 commented that: “as soon as you got negative feedback, of course, you cannot feel happy.” In the same way, Teacher 4 reflected on how criticism and feedback were affecting her:

I was feeling bad, because the criticism, all the criticism were about different issues. Not the education, not the teaching style. They were criticizing me on my personal beliefs, on my, I don't know, like religious, political, all these extra things behind school issues. And my appearance, the way of wearing, everything, that's why it was affecting me bad.

Later, she added:

You are learning with the feedbacks, right? And I was, I could see that this affects my career, because if I think about it, if I think about them differently, deeply, and if I change them, I would change something in a good way. So, it was affecting me better, in comparison with that feedback about other issues.

Similarly, teachers expressed that their confidence increased notoriously when parents had favorable opinions of them. For example, when I asked Teacher 2 about the factors of the environment affecting her self-efficacy, she narrated: “at the first parent-teacher meeting, I got several negative feedbacks from the parents, and later, I thought about it, and I promised that, okay, I have to change this situation. [...] When it was the second term, their thoughts changed,

and changed in a positive way. They told that, okay, now we can see the improvement on our children, and that made me happy.”

Job Satisfaction

Job Satisfaction was split into two sections: first, a list of the most important aspects of the school environment to ensure high job satisfaction, and second, the factors of the working environment affecting teachers’ satisfaction with the teaching profession.

Table 5. List of necessary Factors to have a high Job Satisfaction

Codes		Data Sources			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
List of necessary Factors to have a high Job Satisfaction	Feel heard from administration	x			x
	Supportive principal		x	x	x
	Good relationship with principal		x		
	Passionate colleagues			x	
	Support from colleagues	x			x
	Trust from colleagues	x			x
	Positive work environment		x	x	
	Good Salary		x	x	
	Great quality and amount of resources in the school		x		
	Private school’s culture		x		
	Positive feedback				x
	Variety of students in the classroom				x
	Take part of the decision-making	x			
	Feel valuable	x			

Table 6. Factors Affecting Baku School Teachers’ Satisfaction with the Teaching Profession

Codes		Data Sources				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	
Factors Affecting Baku School Teachers’ Satisfaction with the Teaching Profession	Positive Factors	Get something in return from students	x			x
		Students relationship	x			
		To watch how students become adults	x			
		Support from administration			x	
		Positive managerial approach from administration			x	
	Negative Factors	Poor management from administration		x	x	
		Negative work environment	x	x		
		Pressure from parents			x	

According to the teachers interviewed, the most significant elements to have a high job satisfaction are the relationship with administration and colleagues. They expect to feel heard from the administration, feel that their opinion matters, and feel that principals make teachers' jobs more manageable instead of harder. Teacher 1 explained that "it is important for me not to be ignored, like, she is just a teacher, we will tell you, and you will just do." She added: "they [administration] were asking us how do you think we can be better. And whatever we said, they accepted it. It really feels great, make people feel that you are value, your opinions." From the colleague's perspective, teachers expect to have a positive environment where they can trust their peers and feel their support.

The satisfaction with their career was linked with their satisfaction of watching students grow and become adults; teachers feel that from teaching, they can get something in return, learn new things every day, and receive positive feelings regularly. Teacher 1 expressed that "the kids they are just growing in front of your eyes, they become into teens, they become into adults, and, you kind of take part in their life." Teacher 4 added: "I think that I'm learning and every day I learn something new about myself. [...] It's like psychological therapy, you know? That's why I love my job."

The way the school was managed could also affect their career satisfaction, where, for example, sudden changes of plans could discourage them. For Teacher 2, this was the most important factor in her satisfaction with the teaching profession. She explained:

They [administration] keep changing things. Every week we have new things, new information, and it is too hard to follow them. In the beginning of the day, they tell us that we will have 5 subjects, then towards the end of the day, they tell us "okay, we

changed our mind, it is going to be 6 lessons”. Then they send us new timetable, they keep changing the rules, and the timetables, I don’t know. And it is, for me, too hard.

Psychosomatic Symptoms

Like the questionnaire results, participant answers in the qualitative interviews indicated that teachers' most frequent psychosomatic symptoms were headaches, sleep deprivation, and fatigue. Table 7 shows the most common psychosomatic symptoms of the interviewee, together with the reasons for those symptoms.

Table 7. Factors Affecting Baku School Teachers' Psychosomatic Symptoms.

Codes			Data Sources			
			Teacher 1	Teacher 2	Teacher 3	Teacher 4
Factors Affecting Baku School Teachers' Psychosomatic Symptoms	Headaches	Skip lunch	x	x		
	Back Pain	Online lessons	x			
	Eyes irritation	Online lessons		x		
		Administrative Documentation		x		
	Fatigue	Online lessons				x
	Sleep Deprivation	Administrative Documentation			x	
		Stressful emotional experiences				x
	Legs pain	Stand for several hours			x	

One possible explanation for headaches was the lack of time to eat appropriately or altogether skip their lunch or break hours. Teacher 1 pointed out that she was allowed to eat normally when the online lessons started, and the headaches immediately disappeared. Sleep deprivation comes from the many responsibilities that teachers have; to finish the lessons' planning or other documentation on time; sometimes, they must stay awake working for long hours. Teacher 3 explained that the stressful environment where she was working “was affecting my sleep, because I can't sleep, because I don't have time to do it. I have to do a lot of jobs, a lot of duties, responsibilities.”

Finally, the current online lessons due to the coronavirus situation give teachers back pains, eye irritation, and fatigue. For example, Teacher 2 complains that “I also have a problem with my eyes. Not only me. My friends also faced with such situation. As we are working online and as we work until midnight. It happens, yeah, sometimes it happens that I have blurry vision”. Regarding fatigue, Teacher 4 explained, “I think that it is because of the sitting or working online at home. Like, for more hours and not physical action.”

Social Relations

Lastly, Table 8 displays teacher responses on the working environment factors that could be affecting positively or negatively their social relations with colleagues, principal and students.

Table 8. Factors Affecting Baku School Teachers' Social well-being.

Codes				Data Sources			
				Teacher 1	Teacher 2	Teacher 3	Teacher 4
Factors Affecting Baku School Teachers' Social well-being	Colleagues	Positive	Share the same problems		x	x	
		Negative	Isolation from other departments	x			
			High workload	x			
	Principal	Positive	Supportive administration	x			x
			Share experiences with principal	x			
			Principal helps teachers on the field				x
		Negative	Lack of professionalism		x		x
			Bad communication		x	x	
			Break their promise		x		x
	Students	Positive	Feel comfortable in the workplace			x	x
		Negative	Bad relationship with principal	x	x		
			Bad situations outside the classroom	x	x	x	x

According to Teacher 1, her relationship with her colleagues may be affected due to a lack of time to get to know them. She felt that the school's extra workload did not leave time and space to socialize with teachers of other departments; in a way, she felt isolated from other departments. She explained that: “there are people that I really have good relationship, and they are my, usually, my department colleagues. The other colleagues I barely have time to communicate with them.” On the other hand, sharing the same problems could help teachers create bonds with their colleagues. Teacher 2 pointed out that her relationships with her colleagues are good because “we all are in the same boat and, we all have problems and we all have the same problems and yeah, that's why everything is good with them.”

On the teacher-principal relationship, one factor that may positively affect their relationship is to experience some connection; for example, a bond between teacher and principal could be found when they shared the same enlightening experience in the past or when principals help teachers to arrange the classroom. Teacher 1 narrated her experience:

She became principal, I guess she had the same problems as we all had in my previous school. She had this feeling that she had gone through this, I think that's why she tries to be as supportive as possible. Maybe specially to me, because we have known each other, we have both come from the same, this negative kind of environment, where none of us had a good relationship with the principal.

Contrary, some factors that could negatively influence the teachers-principal relationship are being unfair, lacking professionalism, and breaking their word. Teacher 4 felt that “she [principal] was not behaving the way she speaks. That's why, of course it was irritating.” To add on, Teacher 2 expressed herself on how the lack of professionalism affected her:

I can see that they are not professional, and I can see that it affects to my job satisfaction, and it affects my health because, sometimes, I feel stressed out, because of their decisions, but I cannot tell, I cannot express myself. I can only, let's say, we can only tell our concerns to our coordinators. Then, they contact with the principal.

Lastly, all teachers agreed that problems outside the classroom could affect their relationship with students while feeling comfortable in their work helps their relationship with them. Teacher 4 was very emphatic on how the positive and negative feelings from the school environment could affect her relationship with her students:

If you are happy, if you are relaxed, if you don't have extra load on your back in the workplace, you will be more confident. You will feel more efficient and you will focus on the relationship with the students better, because you will not have extra trouble to deal with, that's why it can affect you in a good way. And, you know, for example, if you are loaded negatively, of course, you will feel aggressive, and you will behave with the students aggressively.

Conclusion

The quantitative data helped to understand how is the current teachers' occupational well-being in Baku. It is satisfying to know that regardless of the type of school, age, experience, education, or classroom size, Baku school teachers maintain positive relationships with their students. However, a more pessimistic scenario was drawn for teacher-principal relations. It appears that the quality of the relations of teachers with their principals has a direct impact on their self-efficacy and job satisfaction. The qualitative data came to confirm those assumptions. Teachers interviewed considered important their relationship with their principal to the extent

that it could be decisive on teachers' permanence in their school. In conclusion, the occupational well-being of Baku school teachers has a dependency on the teacher-principal relations.

Summary

Chapter 4 showed the results obtained from a questionnaire to 100 Baku school teachers and the interview of 4 Baku school teachers, all to measure teachers' occupational well-being and inquire on how the school environment could affect their occupational well-being. This report's key finding is the importance of principals in Baku school teachers' occupational well-being, affecting their self-efficacy and job satisfaction significantly. Likewise, the teacher-student relationship was transversely the highest point on teachers' occupational well-being.

It was also possible to study how occupational well-being differed across groups of teachers. Having more than 30 students in the classroom could detriment the overall levels of teachers' occupational well-being, while holding a PhD was an indicator that secured high occupational well-being levels. On the other hand, Baku school teachers showed a high frequency of fatigue, where to work in a private school might be a factor of that symptom. Younger teachers also showed a higher frequency of fatigue than elderly teachers.

Finally, new factors affecting Baku school teachers' occupational well-being showed up from the interviews. The existence and quality of feedback may be a factor for self-efficacy, and a key factor for the satisfaction with the teaching profession was students' outcomes. The negative problems outside the classroom influenced the relationship with students, and lack of time in the workplace directly affected the teacher-colleague relationship. Lastly, headaches are present in teachers when they have no time to eat properly, and the current online lessons may bring symptoms such as eye irritation, back pain, and fatigue.

CHAPTER 5. FINDINGS AND DISCUSSIONS

In this thesis project, I had the purpose of making a preliminary description of the levels of Baku school teachers' occupational well-being and exploring the main factors shaping Baku school teachers' occupational well-being. With those ideas in mind, in Chapter 2, I presented a literature review of the understanding of occupational well-being in last years, a framework recently updated by the OECD (Viac & Fraser, 2020), and factors discussed in the literature as detrimental for teachers' occupational well-being. In this chapter, I discuss the key findings of my research and compare them with the literature review findings and other sources previously not considered.

As explained in previous chapters, occupational well-being is a broad and complex concept to define. The framework in which this study is based considers four essential dimensions for occupational well-being: cognitive well-being, subjective well-being, physical and mental well-being, and social well-being (Viac & Fraser, 2020). In this way, Viac & Fraser (2020) also defined possible factors in the school environment that can affect teachers' occupational well-being, such as school characteristics, teachers' characteristics, and the quality of the working environment. The research was divided into two parts to gather different information sources on how the contextual variables may affect the occupational well-being and which other factors could also impact teachers' occupational well-being. In the questionnaire, six contextual variables were considered: school type, classroom size, gender, age, experience, and teacher education. Interviews were intended to be unbiased to find other types of responses teachers may provide. I aimed to apply this framework to the Azerbaijani context and understand the most important factors in the school environment affecting Baku school teachers' occupational well-being.

Self-Efficacy

The first dimension to study was cognitive well-being. According to Viac & Fraser, the primary indicator of this dimension is self-efficacy. In simple words, a teacher's self-efficacy is the belief of teachers to perform well in the classroom. For Caprara et al. (2006), Emin Türkoğlu et al. (2017), and Schleicher (2018), high levels of self-efficacy are predictors of high job satisfaction. The relation between self-efficacy and job satisfaction was not directly studied in my research; however, my findings are consistent with the stated literature. The overall self-efficacy of Baku school teachers was almost the same as their overall job satisfaction.

On the other hand, Gkolia et al. (2016) found that teachers' background characteristics in Greece, such as gender, teaching experience, education level, and age, may predict teachers' self-efficacy. Similarly, the present study found that Baku school teachers holding Ph.D. studies have greater self-efficacy than the rest of the teachers. To add on, my research suggests that the classroom size could also be a predictor of self-efficacy, where Baku school teachers in classrooms of 8-15 students showed a high self-efficacy, while teachers with more than 30 students per classroom had deficient levels of self-efficacy. Moreover, Lee et al. (1991) found that private school teachers tend to have greater self-efficacy than public school teachers. While it was not conclusive, it was possible to see a slight tendency of private school teachers having a higher self-efficacy and better overall occupational well-being than their public school colleagues. Finally, little was found in the literature on how feedback and the administration's relationship can affect teachers' self-efficacy. However, this study shows that positive feedbacks from students and administration, and a positive teacher-principal relationship, can have a good impact on Baku school teachers' self-efficacy, while the negative feedbacks from colleagues and parents, and bad performance of students, could detriment teachers' self-efficacy.

Job Satisfaction

Job satisfaction is the most common term to be used as a rough synonym of occupational well-being (Klusmann et al., 2018; OFSTED, 2019). The reason is understandable since teachers' job satisfaction consists of the satisfaction that they can get from the profession and the work environment (OECD, 2014). However, for Viac & Fraser (2020), teachers' job satisfaction is only one indicator of the dimension of subjective well-being. Feng (2007) studied the job satisfaction of Chinese teachers and the factors that may influence it; among other factors, he found that the school's leadership and the personal background of the teacher can influence teachers' job satisfaction. To add on, Treputtharat and Tayiam (2014) also found leadership as a predictor of job satisfaction, and Heidmets and Liik (2014) concluded that principals' leadership style could affect teachers' turnover. The questionnaire and my study's interviews underline a positive correlation between the teacher-principal relationship and job satisfaction. Thus, Baku school teachers tend to have greater job satisfaction when they hold positive relations with their principal. The qualitative data also suggested that teacher-principal relations may be a factor in Baku school teachers' turnover. Lastly, older teachers and teachers with more teaching experience had significantly greater job satisfaction, which suggests there are some problems with the job satisfaction of younger generations of teachers. On the other hand, poor managerial decisions and a negative environment in the school can affect their satisfaction with the teaching profession, and maintain good relationships with their students was a recurrent factor affecting positively their satisfaction with their profession.

Psychosomatic symptoms

The frequency of the psychosomatic symptoms was used to measure the physical and mental well-being of teachers. The list of psychosomatic symptoms considered by Viac and

Fraser (2020) in their framework is the same used in the present study to measure the frequency of these symptoms in Baku school teachers. Scheuch et al. (2015) found that teachers are more likely to suffer sleep deprivation, forgetfulness, pain, and irritability. Likewise, Baku school teachers' most frequent symptoms were fatigue, sleep deprivation, and headaches. It is interesting to notice that private school teachers seemed to suffer more from fatigue than public school teachers, while young teachers or teachers with the least teaching experience also faced more fatigue problems. After analyzing the sample, these results make sense: most of the private school teacher respondents were aged between 20 and 29. Thus, the extensive working hours in Baku private schools may turn into fatigue. Bubb & Early (1996) pointed out that excessive working time and workload influences teachers' well-being, while Van Horn et al. (2004) agree that psychosomatic symptoms can be traced to unfavorable working conditions such as high job demands and working hours. Accordingly, the research's qualitative data showed a link between excessive working hours and symptoms such as sleep deprivation, eye irritation, and headache. Additionally, older Baku school teachers seemed to be more likely to suffer from back pain than their younger counterparts. Finally, few studies have explored how the online lessons in the current pandemic have affected teachers' health status. However, my research shows that online classes may induce fatigue, eye irritation, and back pain.

Social relations

Social well-being is defined as the quality and depth of social interactions with the various stakeholders (Viac & Fraser, 2020). In this study, the social well-being dimension was studied with the three indicators of teacher-colleague, teacher-principal, and teacher-student relations. According to Viac & Fraser (2020), teachers who feel support from their colleagues and principals usually have high self-efficacy and less pressure at work. In the Baku school

teachers' case, it was not possible to find any relation between colleagues' relations and self-efficacy; however, as already mentioned, Baku school teachers' self-efficacy was significantly different depending on their teacher-principal relations. From the qualitative data, I found that to share the same problems with colleagues make Baku school teachers have a positive teacher-colleague relation. In opposition to this, Baku school teachers' high workload and to be isolated from other departments make it harder to maintain good relationships with their colleagues. On the other hand, supportive principals stimulate the teacher-principal relationship, and the lack of professionalism or poor communication from the school's administration was found to be detrimental for Baku school teachers-principal relationships.

The quality of the teacher-student relations has been linked directly with teachers' occupational well-being (Spilt et al., 2011; Collie et al., 2015). However, my study did not find a strong correlation between teacher-student relations and Baku school teachers' occupational well-being. In Baku, teachers are likely to have good relationships with their students, regardless of their job satisfaction or other factors such as school or teachers' characteristics. On the other hand, limited material was found in the literature on the factors affecting teacher-student relations; usually, the studies focus on how teacher-student relations affect teachers' self-efficacy and job satisfaction. In my study, I found agreement from the teachers interviewed that negative situations outside the classroom and a bad relationship with the principal could harm the teacher-student relations, while to feel comfortable and relaxed in the workplace was a factor affecting the teacher-student relations positively.

Occupational Well-being

Viac and Fraser's framework of occupational well-being (2020) points to three subgroups as the main factors of teachers' occupational well-being: school characteristics, teachers'

characteristics, and quality of the working environment. For the study's extension, the initial part of this research project focused only on school characteristics and teachers' characteristics. Overall, participants have positive occupational well-being. There was no significant difference between the responses of private school teachers and public school teachers. The teaching experience of teachers and their age also did not show to be a predominant factor for the participants' occupational well-being. However, the classroom size may be a factor for their occupational well-being; teachers with more than 30 students in their classroom had an overall regular occupational well-being with very low scores in their self-efficacy and teacher-principal relations, while teachers with about 8 and 15 students per classroom had positive occupational well-being and a very high self-efficacy. Baku school teachers holding a Ph.D. had prominent occupational well-being, while there was no notorious difference between teachers' occupational well-being with bachelor or master education.

According to Viac and Fraser (2020), the working environment's quality is subdivided into job demands and job resources. Job demands of teachers are workload, classroom composition, and performance evaluation of teachers, while job resources consist of work autonomy, professional development opportunities, appraisal and feedback, and professional collaboration. This list of factors was not studied in the questionnaire for Baku school teachers; however, some showed up to be important from the teachers' perspective in the interviews. For Baku school teachers, the workload could be a reason for negative occupational well-being, while the extra work they take to their home can become some psychosomatic symptoms. For one teacher interviewed, the classroom composition was important, and a variety of students in her classroom could positively affect her job satisfaction. On the other hand, appraisal and feedback seemed very important for Baku school teachers to secure a high self-efficacy. In

general, a supportive administration could secure positive occupational well-being among Baku school teachers. The pressure from parents also turned to be of importance for Baku school teachers. The OECD's framework of teachers' occupational well-being considers the teacher-parent relation as a factor contributing to teachers' stress; however, parents' pressure on their different school tasks is not mentioned, and it may be a unique factor shaping only Baku school teachers' occupational well-being.

Finally, Carnevale (2016) found a link between teachers' well-being and principals' behavior; Carnevale's (2016) data showed that proactive strategies – such as authentic communication or building a foundation of culture management – taken by school leaders helped to maintain teachers' occupational well-being. From both questionnaire and interviews, finding a link between Baku school teachers' occupational well-being and teacher-principal relations was possible. For Baku school teachers, the managerial approach seemed to be critical for their occupational well-being, they wanted to feel heard and take part in the decision-making, but they appreciated working in a positive environment with a supportive administration.

Conclusion

The present study aimed to make an initial measure of the levels of well-being of Baku school teachers. With this purpose in mind, two research questions were drawn: 1) what is teachers' occupational well-being? And 2) what are the factors in the working environment affecting teachers' occupational well-being? To answer these questions, a survey of 100 teachers and four interviews were conducted.

In general words, the levels of occupational well-being of Baku school teachers turned out to be very positive. Classroom size and education were the contextual factors that created a more significant gap between responses. However, this research project's key finding is how the teacher-principal relationship can affect teachers' occupational well-being. The teacher-principal relations directly affect teachers' job satisfaction and self-efficacy, and overall, there was a notorious difference of responses depending on the quality of the relationship with the principal; the interviews lately corroborated this idea. Thus, the present study has fulfilled the aim of making a preliminary overview of Baku school teachers' occupational well-being.

Several suggestions can be made for research and practice. One implication for research is to continue the research on this field in Azerbaijan. The present study shows Baku school teachers' different occupational well-being depending on their school type, classroom size, age, experience, and education. I also focused on four occupational well-being constructs: self-efficacy, job satisfaction, psychosomatic symptoms, and social relations. It is recommended to make a major study where more factors can be considered, and other occupational well-being constructs can be studied. The interviews showed how important feedback, pressure from parents, and the relation with principals could be for Baku school teachers' occupational well-being. Thus, these factors are still to be studied and comprehend how they affect the different

constructs of occupational well-being. Also, there were only six male participants in the questionnaire and no male teachers in the interview. The literature review found that gender can be an essential factor for teachers' occupational well-being. Therefore, it is also suggested to consider a broader sample with gender parity. Finally, the present study is a representation of Baku school teachers' occupational well-being. In the regions, teachers may be living a different situation. Therefore, it is recommended to make a more substantial study of the factors affecting Azerbaijani school teachers' occupational well-being at the national level, with a more generalizable sampling.

As an implication for practice, I suggest principals and the general administration of Baku schools revise their managerial approach and communication toward teachers. I recommend giving teachers space to share their opinions freely and make them feel part of the decision-making. Teachers want to feel heard and important. It does not mean principals must do precisely what teachers say, but make them feel part of the conversation. Great ideas can come up from a constructive discussion. Similarly, I suggest using feedback to improve and generate more confidence in teachers' performance. Ultimately, I recommend school administrations to be attentive to teachers' health status. The present study showed that small things, such as giving teachers their space and respecting their time to eat, can make a big difference in their well-being.

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APPENDICES

APPENDIX A

Questionnaire teachers' occupational well-being

Indicators	Question	Items	Answer scale
Self-efficacy	In your teaching (last year), to what extent can you do the following?	1. Get students to follow classroom rules 2. Use a variety of assessment strategies 3. Craft provoking questions for my students 4. Get students to believe they can do well in school work 5. Help my students value learning	- Not at all - To some extent - Quite a bit - A lot
Job Satisfaction	I would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?	6. The advantages of being a teacher clearly outweigh the disadvantages 7. I think that the teaching profession is valued in society 8. I would like to change to another school if that were possible 9. I enjoy working at this school 10. I would recommend my school as a good place to work 11. Overall, how satisfied are you with your job (profession) as a whole these days? (Slider from 0 to 10) 12. Overall, how satisfied are you with your job (work place) as a whole these days? (Slider from 0 to 10)	- Strongly disagree - Disagree - Agree - Strongly agree
Psychosomatic symptoms	Last school year, how often have you had the following during the school day?	13. Headache 14. Stomach pain 15. Back pain 16. Feeling down 17. Irritability 18. Feeling nervous 19. Fatigue 20. Feeling dizzy 21. Feeling anxious 22. Sleep deprivation	- Never or almost never - About once or twice a year - About once or twice a month - About once or twice a week - Every day or almost every day
Social relations	Last school year, to what extent do you agree or disagree with the following statements?	23. I get along well with my colleagues 24. I feel awkward and out of place in my school 25. I feel comfortable talking to my colleagues about my life outside of school 26. My principal shows appreciation for my work 27. My principal is aware of my needs 28. My principal treats teaching staff as professionals 29. I am genuinely interested in how my students are doing 30. If my students walked into my class upset, I would be concerned about them 31. The students at my school are respectful towards me	- Strongly disagree - Disagree - Agree - Strongly agree

Contextual Variables

Question	Answer scale
School type	<ul style="list-style-type: none">- Public school- Private school
School size	<ul style="list-style-type: none">- About 8 students per classroom- About 8 and 15 students per classroom- About 15 and 30 students per classroom- More than 30 students per classroom
Experience of teacher	<ul style="list-style-type: none">- Less than 5 years of experience- Between 5 and 15 years of experience- More than 15 years of experience
Education of teacher	<ul style="list-style-type: none">- Highschool- Bachelor (pedagogy degree)- Bachelor (no pedagogy degree)- Master- Other (specify)
Age of teacher	<ul style="list-style-type: none">- Younger than 30- Between 30 and 50- Older than 50
Gender of teacher	<ul style="list-style-type: none">- Female- Male

APPENDIX B

Interview Protocol

Introduction: The researcher will start the conversation by greeting the participant and thanking for accepting to participate. The researcher will share personal background information to start the conversation (master student at ADA, reason f, etc.).

Purpose: The researcher will explain the purpose of the study, which is to understand Baku school teachers' occupational well-being, and how the environment can have an impact in their well-being.

Procedures: The researcher will explain that open-ended questions will be asked from the interviewee and that the interviewee may choose to answer or not to answer any questions. Interviews will last approximately forty-five minutes and will be audio-recorded and then transcribed. After data are collected, participant identity will be masked by replacing participants' names with pseudonyms. The analyzed data will be included in the researcher's dissertation.

Consent: The researcher will explain to the participant that their participation is voluntary and will ask them to sign consent form and also confirm their voluntary participation verbally. The researcher will encourage the participants to share only the information they are comfortable sharing with and will remind the participants that their privacy will be protected through the use of pseudonyms and that they can choose to withdraw at any point. Researcher will encourage the interviewee to not share personal information such as names or delicate information of third parties.

Dialogue: Preliminary interview questions are given below:

- (1) First, I need some few details about you. In which type of school do you work? In average, how many students do you have in your classroom? And can you tell me your age?

- (2) Could you please tell me what is your understanding of occupational well-being of a teacher? Can you define it with your own words?
- (3) Which aspects of the school environment do you think affect (or influence) your occupational well-being?
- (4) In your perspective, how do you think the environment affects your self-efficacy?
- (5) Could you list 3 to 5 things that are highly important for you in your workplace in order to have a high job satisfaction?
- (6) Are you satisfied with the profession you chose? Why is that? What is the influence of the school you are working in on your satisfaction with your profession?
- (7) Have you had any physical challenge or experienced any health issue during your work in the school? Which ones? What factors may have promoted those issues?
- (8) How is your relationship with your colleagues? Can you describe it? Why do you think it is like that?
- (9) How is your relationship with your principal? Can you describe it? Why do you think it is like that?
- (10) In your experience, how do you think the environment where you work influence your relationship with your students?

APPENDIX C

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Title of Study: *A Preliminary Measure of Teachers' Occupational Well-being in Baku Schools and How the Environment can Affect Teachers' Occupational Well-being*

Principal Investigator: Álvaro Molina Fuenzalida

Purpose:

Álvaro Molina, international master's student in ADA University's School of Education invite you to participate in a research study. The purpose of this study is to describe some aspects of Baku school teachers' occupational well-being, and explore which elements of their environment where they are involved may affect their well-being.

Duration, Location, & Procedure:

I would like to ask you to participate in an interview. This online interview will take between 40-60 minutes and if you agree, will be recorder on a digital recorder. The interview will be conducted in a format preferable to you, either face-to-face or Zoom. The time and location of the interview will be based on your preference and convenience. All recordings will be stored in locked and secure computer and will be coded with a pseudonym. Once your interview has been transcribed, you will receive a scanned copy of your consent form as well as a "raw" transcription of the interview. You could also be contacted via e-mail or telephone with follow up questions or for clarification after the interview, lasting no more than 10 minutes of your time.

Inclusion and Exclusion Criteria:

I will recruit participants who are Baku school teachers of public or private schools.

Risks, Discomforts, and Confidentiality:

The risks and discomforts involved in this study are believed to be minimal, however you may feel discomfort talking about certain aspects of your career. Additionally, your confidentiality might be breached if you indicate revealing data that might be difficult to mask. To minimize the risk of discomfort, we stress that participation in this study is voluntary and you may refuse to answer any questions or withdraw from the study at any time. To minimize the risk of breaching confidentiality, I will replace participants' names and names of any other person referred to with codes in the transcribed data, in data analysis, and in final reports. In addition, identifying information, such as the name of the school, principal or colleagues, will not be specified. Additionally, any unique information that might make you identifiable will be excluded. Participants' names will not be placed on audio files; codes will be

used instead to avoid identification. Audio files will be destroyed within 6 months of the interview. All data will be stored on a secure computer.

Right to Refuse or Withdraw from Study:

Your participation in this study is voluntary. You may refuse to participate or discontinue your participation at any time without penalty or loss of benefits, which you would be otherwise entitled. I have the right to stop your participation in the study at any time as well.

Use of Research Results:

The data collected and analyzed in this study will be used for my master thesis in the Master of Arts in Education Management of ADA University. The results of the research may be published in the future, which can hopefully contribute to the awareness and development of Baku school teachers' well-being.

Benefits and Payment:

Participants may benefit from reflecting on their well-being and appreciating contributing to a growing knowledge of teachers' well-being in Baku schools.

Subject's Agreement:

I have read the information provided above and voluntarily agree to participate in this research study. I further understand that I will be given a copy of this consent form.

Name of Participant (Print)

Signature of Investigator

Signature of Participant

Date

APPENDIX D

Self-efficacy		N	Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Media	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Rang	Skewness	Kurtosis
				Lower bound	Upper bound										
School type	Public school	57	2.993	2.8661	3.1198	2.992	3	0.229	0.47804	2	4	2	0.5	0.002	0.088
	Private School	43	3.190	3.0036	3.3778	3.222	3.2	0.369	0.607	1.6	4	2.4	0.8	0.637	0.148
Classroom Size	About 8	7	2.914	2.4505	3.378	2.904	2.6	0.251	0.501	2.4	3.6	1.2	1	0.771	-1.403
	Between 8-15	39	3.307	3.1363	3.4791	3.341	3.4	0.28	0.528	2	4	2	0.8	-0.559	0.108
	Between 15-30	48	2.979	2.8333	3.125	2.994	3	0.252	0.502	1.6	4	2.4	0.6	-0.356	0.22
	More tan 30	6	2.566	2.0989	3.0344	2.574	2.8	0.199	0.445	2	3	1	0.85	-0.828	-1.809
Age	20-29	46	3.095	2.9399	3.2514	3.104	3	0.275	0.524	2	4	2	0.85	-0.133	-0.753
	30-39	34	3.029	2.8467	3.2121	3.045	3	0.274	0.523	1.6	4	2.4	0.6	-0.246	0.958
	40-59	20	3.12	2.8218	3.4182	3.133	3.2	0.406	0.637	2	4	2	0.95	-0.473	-0.534
Experience	1-5	50	3.1	2.9515	3.2485	3.106	3	0.273	0.522	2	4	2	0.8	-0.039	-0.536
	6-15	31	3.071	2.8621	3.2798	3.093	3	0.324	0.569	1.6	4	2.4	0.8	-0.311	0.24
	16-38	19	3.031	2.751	3.3122	3.035	3	0.339	0.582	2	4	2	0.8	-0.522	-0.347
Education	High school	2	2.8	-7.365	12.965	.	2.8	1.28	1.131	2	3.6	1.6	.	.	.
	Bachelor	65	3.083	2.9435	3.2227	3.099	3	0.317	0.563	1.6	4	2.4	0.8	-0.406	-0.106
	Master	29	2.993	2.8363	3.1499	2.984	3	0.17	0.412	2.4	3.8	1.4	0.7	0.26	-0.863
	Ph.D.	4	3.75	2.9544	4.5456	3.777	4	0.25	0.5	3	4	1	0.75	-2	4
Job Satisfaction		N	Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Media	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Rang	Skewness	Kurtosis
School type	Public school	57	2.944	2.8185	3.0712	2.963	3.028	0.227	0.476	1.71	3.86	2.14	0.6	-0.515	0.001
	Private School	43	3.136	2.9783	3.2941	3.163	3.114	0.263	0.512	1.86	3.86	2	0.66	-0.778	0.168
Classroom Size	About 8	7	3.053	2.6163	3.4898	3.057	3.114	0.223	0.472	2.31	3.71	1.4	0.77	-0.117	-0.284
	Between 8-15	39	3.054	2.8614	3.247	3.076	3.114	0.354	0.594	1.74	3.86	2.11	1.11	-0.487	-0.726
	Between 15-30	48	3.020	2.8996	3.142	3.039	3.085	0.174	0.417	1.71	3.66	1.94	0.65	-0.743	0.613
	More tan 30	6	2.871	2.2966	3.4462	2.896	3.042	0.3	0.547	1.86	3.43	1.57	0.71	-1.538	2.797
Age	20-29	46	3.006	2.862	3.1504	3.008	3.028	0.236	0.485	2.11	3.86	1.74	0.87	-0.009	-0.963
	30-39	34	2.928	2.7429	3.1142	2.953	3.085	0.283	0.532	1.71	3.71	2	0.46	-0.892	0.36
	40-59	20	3.242	3.0444	3.4413	3.273	3.428	0.18	0.424	2.09	3.86	1.77	0.52	-1.101	1.514
Experience	1-5	50	2.947	2.8155	3.0794	2.953	3.028	0.216	0.464	1.74	3.86	2.11	0.66	-0.281	-0.145
	6-15	31	3.025	2.8237	3.2279	3.057	3.114	0.304	0.550	1.71	3.71	2	0.6	-0.835	0.243
	16-38	19	3.239	3.0174	3.4608	3.268	3.428	0.212	0.459	2.09	3.86	1.77	0.74	-0.94	0.494
Education	Highschool	2	3.114	-0.879	7.1077	.	3.114	0.198	0.444	2.8	3.43	0.63	.	.	.
	Bachelor	65	3.000	2.8645	3.1372	3.021	3.085	0.303	0.550	1.71	3.86	2.14	0.76	-0.5	-0.359
	Master	29	3.053	2.8958	3.2106	3.060	3.085	0.171	0.413	2.26	3.71	1.46	0.71	-0.269	-0.79
	Ph.D.	4	3.221	3.0168	3.426	3.219	3.2	0.017	0.128	3.11	3.37	0.26	0.24	0.37	-3.901

Teacher-Colleagues Relations		N	Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Media	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Rang	Skewness	Kurtosis
				Lower bound	Upper bound										
School type	Public school	57	3.087	2.9677	3.2077	3.078	3	0.204	0.452	2.33	4	1.67	0.67	0.523	-0.482
	Private School	43	3.108	2.9674	3.2496	3.146	3.333	0.21	0.458	1.67	3.67	2	0.33	-1.085	1.474
Classroom Size	About 8	7	2.761	2.2676	3.2563	2.754	2.666	0.286	0.534	2	3.67	1.67	0.67	0.374	0.588
	Between 8-15	39	3.076	2.9518	3.202	3.085	3	0.149	0.385	2.33	3.67	1.33	0.67	-0.156	-0.632
	Between 15-30	48	3.194	3.0653	3.3236	3.186	3.166	0.198	0.444	2.33	4	1.67	0.83	0.262	-0.805
	More tan 30	6	2.833	2.1789	3.4878	2.870	3	0.389	0.623	1.67	3.33	1.67	0.92	-1.649	2.914
Age	20-29	46	3.007	2.8847	3.1298	3.008	3	0.17	0.412	2	4	2	0.67	-0.043	-0.13
	30-39	34	3.107	2.9391	3.2766	3.123	3	0.234	0.483	1.67	4	2.33	0.33	-0.544	1.335
	40-59	20	3.283	3.073	3.4937	3.277	3.333	0.202	0.449	2.67	4	1.33	0.67	0.015	-1.296
Experi ence	1-5	50	3.046	2.9168	3.1765	3.044	3	0.209	0.456	2	4	2	0.67	0.035	-0.473
	6-15	31	3.096	2.9321	3.2614	3.119	3	0.201	0.448	1.67	4	2.33	0.33	-0.834	2.469
	16-38	19	3.228	3.0135	3.4426	3.216	3	0.198	0.445	2.67	4	1.33	0.67	0.339	-1.06
Education	High school	2	3.333	-5.137	11.804	.	3.333	0.889	0.942	2.67	4	1.33	.	.	.
	Bachelor	65	3.092	2.9732	3.2114	3.101	3	0.231	0.480	1.67	4	2.33	0.67	-0.247	0.315
	Master	29	3.023	2.892	3.1539	3.025	3	0.119	0.344	2.33	3.67	1.33	0.67	-0.146	-0.303
	Ph.D.	4	3.583	3.3181	3.8485	3.592	3.666	0.028	0.166	3.33	3.67	0.33	0.25	-2	4
Teacher-Principal Relations		N	Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Media	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Rang	Skewness	Kurtosis
Lower bound	Upper bound														
School type	Public school	57	2.731	2.5394	2.9226	2.751	3	0.522	0.722	1	4	3	0.83	-0.4	0.018
	Private School	43	2.852	2.6664	3.0391	2.880	3	0.367	0.605	1	4	3	0.33	-0.648	1.727
Classroom Size	About 8	7	2.761	2.0792	3.4446	2.791	2.6667	0.545	0.738	1.33	3.67	2.33	0.67	-1.147	2.37
	Between 8-15	39	2.897	2.7052	3.0897	2.886	3	0.352	0.593	2	4	2	0.67	0.346	-0.492
	Between 15-30	48	2.784	2.5948	2.9747	2.802	3	0.428	0.654	1	4	3	0.33	-0.609	0.588
	More tan 30	6	2.055	1.0559	3.0552	2.061	2.166	0.907	0.952	1	3	2	2	-0.173	-2.648
Age	20-29	46	2.833	2.6775	2.9891	2.833	3	0.275	0.524	1.33	4	2.67	0.33	-0.143	1.012
	30-39	34	2.647	2.371	2.9231	2.671	3	0.626	0.791	1	4	3	1	-0.692	-0.124
	40-59	20	2.9	2.5453	3.2547	2.907	3	0.574	0.757	1.67	4	2.33	0.67	-0.125	-0.573
Experi ence	1-5	50	2.88	2.7134	3.0466	2.881	3	0.344	0.586	1.33	4	2.67	0.42	-0.008	0.166
	6-15	31	2.645	2.3927	2.8976	2.679	3	0.474	0.688	1	3.67	2.67	0.67	-1.05	0.651
	16-38	19	2.754	2.3471	3.1617	2.782	3	0.714	0.845	1	4	3	1.33	-0.353	-0.307
Ed uca tio	Highschool	2	2.666	2.6667	2.6667	2.666	2.666	0	0	2.67	2.67	0	0	.	.
	Bachelor	65	2.774	2.6097	2.939	2.790	3	0.441	0.664	1	4	3	0.67	-0.39	0.261

	Master	29	2.712	2.4486	2.9767	2.754	2.666	0.482	0.694	1	3.67	2.67	0.33	-0.936	1.001
	Ph.D.	4	3.5	2.5813	4.4187	3.5	3.5	0.333	0.577	3	4	1	1	0	-6

Teacher-Students Relations		N	Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Media	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Rang	Skewness	Kurtosis
				Lower bound	Upper bound										
School type	Public school	57	3.456	3.3384	3.5739	3.457	3.333	0.197	0.443	2.67	4	1.33	1	0.082	-1.664
	Private School	43	3.395	3.2382	3.5525	3.418	3	0.261	0.510	2.33	4	1.67	1	-0.078	-1.23
Classroom Size	About 8	7	3.523	3.0577	3.9899	3.526	3.667	0.254	0.503	3	4	1	1	-0.19	-2.647
	Between 8-15	39	3.367	3.1998	3.5353	3.389	3	0.268	0.517	2.33	4	1.67	1	-0.046	-1.19
	Between 15-30	48	3.493	3.3637	3.6224	3.492	3.667	0.199	0.445	3	4	1	1	-0.009	-1.818
	More tan 30	6	3.222	2.9366	3.5078	3.209	3.166	0.074	0.272	3	3.67	0.67	0.42	0.857	-0.3
Age	20-29	46	3.456	3.307	3.6061	3.483	3.667	0.254	0.503	2.33	4	1.67	1	-0.345	-1.088
	30-39	34	3.323	3.1734	3.4736	3.314	3	0.185	0.430	2.67	4	1.33	0.67	0.597	-1.257
	40-59	20	3.55	3.3396	3.7604	3.555	3.5	0.202	0.449	3	4	1	1	-0.14	-1.899
Experience	1-5	50	3.4	3.262	3.538	3.418	3.333	0.236	0.485	2.33	4	1.67	1	-0.116	-1.112
	6-15	31	3.397	3.2237	3.572	3.398	3	0.225	0.474	2.67	4	1.33	1	0.302	-1.727
	16-38	19	3.561	3.3536	3.7692	3.568	3.667	0.186	0.431	3	4	1	1	-0.198	-1.767
Education	High school	2	3.5	-2.8531	9.8531	.	3.5	0.5	0.707	3	4	1	.	.	.
	Bachelor	65	3.466	3.3464	3.5869	3.485	3.333	0.235	0.485	2.33	4	1.67	1	-0.235	-1.166
	Master	29	3.310	3.1481	3.4726	3.302	3	0.182	0.426	2.67	4	1.33	0.67	0.576	-1.282
	Ph.D.	4	3.666	2.9166	4.4168	3.685	3.833	0.222	0.471	3	4	1	0.83	-1.414	1.5

Occupational Well-being	Minimum	Maximum	Mean	Standard Deviation
Self_Efficacy	1.6	4	3.078	0.54376
Job_Satisfaction	1.71	3.86	3.0271	0.49894
Social_Principal	1	4	2.7833	0.67399
Social_Colleague	1.67	4	3.0967	0.45269
Social_Students	2.33	4	3.43	0.47211

APPENDIX E

Codes		Data Sources			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
Factors Affecting Baku School Teachers' Occupational Well-being	Relationships with students	x			x
	Relationships with colleagues	x			x
	Relationships with principal	x		x	x
	Relationships with parents	x		x	x
	Parents' complains		x	x	
	Feeling pressure			x	x
	Channels of communication (with parents and principals)				x
	Extra Workload		x	x	
	Skip breaks		x		
	Sudden changes in the school		x		
	Salary		x		x

Codes		Data Sources				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	
Factors Affecting Self-Efficacy	Positive Factors	Student relationships	x			
		Good students' performance	x			
		Feedback from students	x	x		
		Support from administration	x			x
		Positive feedbacks (from parents, colleagues, or principal)		x		
		Good opinion of parents		x		
	Negative Factors	Bad Students' performance	x			
		Criticism (from parents, colleagues, or principal)		x		x
		Colleagues relationships				x
		Pressure from colleagues to contribute				x
		Feeling young				x
		Short teaching experience				x
		Negative experiences in the past				x

Codes		Data Sources			
		Teacher 1	Teacher 2	Teacher 3	Teacher 4
List of necessary Factors to have a high Job Satisfaction	Feel heard from administration	x			x
	Supportive principal		x	x	x
	Good relationship with principal		x		
	Passionate colleagues			x	
	Support from colleagues	x			x
	Trust from colleagues	x			x
	Positive work environment		x	x	
	Good Salary		x	x	
	Great quality and amount of resources in the school		x		
	Private school's culture		x		
	Positive feedback				x
	Variety of students in the classroom				x
	Take part of the decision-making	x			
Feel valuable	x				

Codes		Data Sources				
		Teacher 1	Teacher 2	Teacher 3	Teacher 4	
Factors Affecting Baku School Teachers' Satisfaction with the Teaching Profession	Positive Factors	Get something in return from students	x			x
		Students relationship	x			
		To watch how students become adults	x			
	Negative Factors	Support from administration			x	
		Positive managerial approach from administration			x	
		Poor management from administration		x	x	
		Negative work environment	x	x		
		Pressure from parents			x	

Codes			Data Sources			
			Teacher 1	Teacher 2	Teacher 3	Teacher 4
Factors Affecting Baku School Teachers' Psychosomatic Symptoms	Headaches	Skip lunch	x	x		
	Back Pain	Online lessons	x			
	Eyes irritation	Online lessons		x		
		Administrative Documentation		x		
	Fatigue	Online lessons				x
	Sleep Deprivation	Administrative Documentation			x	
		Stressful emotional experiences				x
Legs pain	Stand for several hours			x		

Codes				Data Sources			
				Teacher 1	Teacher 2	Teacher 3	Teacher 4
Factors Affecting Baku School Teachers' Social well-being	Colleagues	Positive	Share the same problems		x	x	
		Negative	Isolation from other departments	x			
			High workload	x			
	Principal	Positive	Supportive administration	x			x
			Share experiences with principal	x			
			Principal helps teachers on the field				x
		Negative	Lack of professionalism		x		x
			Bad communication		x	x	
			Break their promise		x		x
	Students	Positive	Feel comfortable in the workplace			x	x
		Negative	Bad relationship with principal	x	x		
			Bad situations outside the classroom	x	x	x	x